

Teachers' and Students' Perceptions of Kahoot as an Assessment Tool at a School

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ABSTRACT

This study aims to explore the perceptions of teachers and students regarding the use of Kahoot as an evaluation tool in class VII-B. Employing a quantitative descriptive research design, the study systematically examines the attitudes, opinions, and experiences of participants toward the effectiveness of Kahoot in classroom assessment. Data were collected through structured questionnaires distributed to teachers and students, focusing on their perspectives about the platform's utility in the evaluation process. The findings reveal that Kahoot is positively perceived by both teachers and students as an effective tool for assessment. Respondents highlighted that the use of Kahoot significantly enhanced student participation and engagement during classroom activities. These results underscore the potential of technology-based assessment tools like Kahoot in fostering interactive and dynamic learning environments. The study offers valuable insights for educators and policymakers on leveraging gamification in educational settings to improve learning outcomes, enhance student motivation, and create more engaging assessment practices.

KEYWORDS

student engagement; kahoot; perceptions

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi persepsi guru dan siswa terhadap penggunaan Kahoot sebagai alat evaluasi di kelas VII-B. Dengan menggunakan desain penelitian deskriptif kuantitatif, penelitian ini secara sistematis mengkaji sikap, opini, dan pengalaman peserta terhadap efektivitas Kahoot dalam penilaian kelas. Data dikumpulkan melalui kuesioner terstruktur yang didistribusikan kepada guru dan siswa, dengan fokus pada pandangan mereka tentang kegunaan platform ini dalam proses evaluasi. Hasil penelitian menunjukkan bahwa Kahoot dipersepsikan secara positif oleh guru dan siswa sebagai alat evaluasi yang efektif. Responden menyoroti bahwa penggunaan Kahoot secara signifikan meningkatkan partisipasi dan keterlibatan siswa selama kegiatan di kelas. Temuan ini menegaskan potensi alat evaluasi berbasis teknologi seperti Kahoot dalam mendorong lingkungan belajar yang interaktif dan dinamis. Penelitian ini memberikan wawasan berharga bagi pendidik dan pembuat kebijakan untuk memanfaatkan gamifikasi dalam dunia pendidikan guna meningkatkan hasil belajar, memotivasi siswa, dan menciptakan praktik evaluasi yang lebih menarik.



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KATA KUNCI

keterlibatan siswa; kahoot; persepsi

INTRODUCTION

Most educators acknowledge the challenge of maintaining students' motivation, engagement, and focus throughout a lecture. This difficulty is often exacerbated in higher education settings, which are characterized by large class sizes and limited opportunities for interaction. Moreover, students increasingly rely on online resources, such as social media, for gathering assignments and exchanging ideas (Gikas & Grant, 2013; Pimmer et al., 2016). Teachers can now leverage social media to distribute assignments directly, moving away from traditional methods such as writing instructions on the blackboard. This innovation facilitates a more dynamic and interactive learning experience, aligning with the shift toward technology-supported education.

Summative and formative assessments play distinct roles in evaluating student learning outcomes. Summative assessment aims to measure what students have learned, often conducted at the end of a course or unit, whereas formative assessment provides feedback during the learning process to support student improvement (Weurlander et al., 2012). Formative assessments have been shown to enhance student learning by increasing awareness of their progress and providing opportunities for reflection. However, the evaluation process often induces anxiety among students, creating a tense classroom atmosphere that may hinder optimal performance.

Gamified tools such as Kahoot can mitigate these challenges by creating a more engaging and relaxed classroom environment. Kahoot employs quizzes with multimedia elements, including images and videos, which encourage student focus, collaboration, and motivation (Chaiyo & Nokham, 2017). The integration of game-based learning tools transforms the classroom dynamic, making it more interactive and enjoyable for both students and teachers. By utilizing Kahoot, educators can foster an environment that supports both cognitive and social-emotional development.

The versatility of Kahoot in educational settings is underscored by its ability to facilitate debate-style multiple-choice questions and encourage cooperative learning (Bicen & Kocakoyun, 2018). Through engaging and competitive activities, students can actively participate in the learning process, thus enhancing their motivation and understanding. Kahoot's gamified features also help reduce evaluation-related stress, making assessments more approachable and student-friendly.

Game-based learning, powered by technology, provides an innovative pathway for knowledge acquisition. Tools like Kahoot enable teachers to create dynamic, interactive learning experiences that are both educational and enjoyable (Antonia & Williyam, 2016). By integrating such platforms into the classroom, educators can address common challenges such as student boredom and disengagement. These tools also support the development of critical thinking and collaborative skills, which are essential for success in the modern educational landscape.

Despite the proven benefits of Kahoot and other game-based tools, their implementation in specific educational contexts, such as SMP Negeri 22 Samarinda, remains limited. Therefore, this study aims to explore the applicability of Kahoot as an assessment tool in this context. Through a comprehensive analysis of teacher and student perceptions, the study seeks to identify opportunities for improving student engagement and learning outcomes. By addressing this gap, the research contributes to the broader understanding of how gamified tools can be effectively utilized in education.

The purpose of this study is to evaluate the perspectives of educators and students on using Kahoot as an assessment tool and to assess the degree of student interest in the platform. The results of this study have significant implications for education by providing insights into how gamified tools like Kahoot can enhance learning experiences, improve student motivation, and support social-emotional development. These findings can guide educators in adopting innovative, technology-based evaluation methods that foster active participation and engagement in the classroom.

METHOD

This quantitative descriptive research aims to describe how teachers and students perceive the use of Kahoot as an evaluation tool. According to Sugiyono (2012), research techniques serve as scientific methods for collecting information to describe, validate, develop, and discover knowledge, theory, problem-solving, and problem-avoidance. Data collection involves structured surveys distributed to teachers and students to gather their opinions, attitudes, and experiences regarding the effectiveness of Kahoot in the evaluation process. The research is conducted at a public junior high school in East Kalimantan, which has granted permission to employ a random sampling technique. Of the 37 students in the selected class, 17 own smartphones. The random selection of classes ensures that the sample fairly represents the student population, increasing the generalizability of the findings. The systematic sampling methodology further upholds the impartiality and validity of the research outcomes. Data analysis involves the systematic collection of information to explore the effectiveness of Kahoot as an assessment tool. Customized questionnaires, tailored for teachers and students, are designed to gather quantitative data on their experiences and attitudes. A pre-test with 17 students is conducted to ensure clarity and refinement of the questionnaire before distribution to all participants. Statistical analyses, including means and standard deviations, are employed to analyze the data using the Statistical Package for the Social

Sciences (SPSS). The use of summary statistics, charts, and graphs provides a clear representation of the perspectives of teachers and students. This approach facilitates a comprehensive understanding of Kahoot's impact as an evaluation tool, with findings articulated in a detailed report that identifies patterns and trends in the data.

FINDINGS AND DISCUSSION

Teachers' Perception of Kahoot as an Assessment Tool in Improving Student Engagement

Three teachers from SMP Negeri 22 Samarinda, who had previously used Kahoot as a classroom assessment tool, participated in this study. The survey aimed to explore teachers' perceptions of using Kahoot as an evaluation tool, particularly its impact on student engagement. Additionally, the study examined the perceived effectiveness of Kahoot in addressing challenges, improving learning outcomes, and providing suggestions for further enhancement. The findings are expected to provide a comprehensive understanding of teachers' experiences and insights regarding the use of Kahoot to foster increased student participation in the classroom.

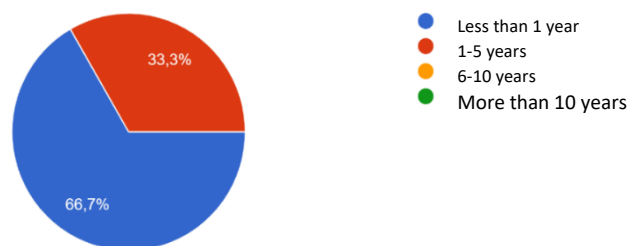


Figure 1 Teacher teaching experience

Figure 1 illustrates the distribution of teaching experience among the three respondents. The data reveals that 33.3% of the participants have less than one year of teaching experience, while 66.7% have between one and five years of experience. Notably, no respondents reported teaching experience of six to ten years or more than ten years, as indicated by the absence of segments for these categories. Overall, the majority of respondents are relatively new to the teaching profession, with most having between one and five years of experience.

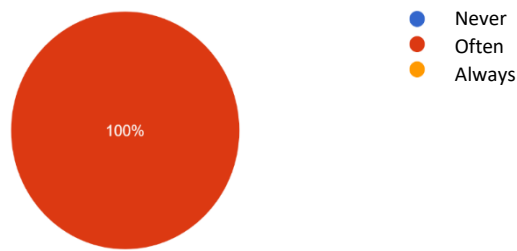


Figure 2 Frequency of Using Kahoot as an Assessment Tool in Education

In this survey, all three respondents indicated that they regularly use Kahoot as a tool for classroom assessments. Specifically, when asked about the frequency of using Kahoot for assessment tasks, all respondents (100%) selected "often." This finding highlights the integration of Kahoot as a key element in their assessment strategies, reflecting the teachers' strong preference and confidence in this interactive platform to enhance their instructional practices. The consistent use of Kahoot also suggests its effectiveness and positive reception in the classroom, particularly in boosting student motivation and engagement during evaluation sessions.

Table 1 Types of Assessment Typically Conducted with Kahoot

Type of Assessment	Percentage
Quiz	66.7%
Formative Assessment	33.3%

The table presents the results of a survey on the types of assessments typically conducted using Kahoot. Responses were collected from three participants, with two respondents (66.7%) indicating they use Kahoot primarily for quizzes. Meanwhile, one respondent (33.3%) reported using Kahoot for formative assessments. Notably, none of the respondents selected "other" or specified alternative assessment types. This data suggests a strong preference among respondents for utilizing Kahoot in quiz-style assessments over other formats, highlighting its popularity as an engaging tool for evaluating student learning.

Devices Used by Students to Access Kahoot

Table 1 Devices Used by Students to Access Kahoot

Smartphone/personal tablet	School provided devices (laptops, tablets, etc.)	Classroom Computers
100%	-	-

The preferred devices used by students to access the Kahoot platform in a classroom setting are clearly displayed in this survey diagram. There was no discernible difference in the three responses obtained in terms of usage habits. All of the respondents, or 100% of the sample, stated that their pupils use their own tablets or cellphones to access Kahoot during class. This demonstrates that the preferred method of accessing the learning platform is through mobile devices like smartphones and tablets.

Impact of Kahoot on Student Engagement During Assessment

Table 3 Impact of Kahoot on Student Engagement During Assessment

Significantly increased levels of engagement	Boost participation to a certain level	No significant changes	Lower engagement
66.7%	33.3%	-	-

The opinions of survey participants regarding Kahoot’s effect on students’ participation in the evaluation process are depicted in this table. The three replies gathered show that using Kahoot to increase student engagement is consistently perceived as beneficial. Kahoot significantly increases student engagement, according to 66.7% of the respondents, or two out of every three responses. In the meantime, one out of every three respondents, or 33.3% of the total, reported that Kahoot increased student involvement somewhat.

Numerous interesting and engaging elements of Kahoot help boost student participation. They come with customizable options, music, animations, leaderboards, interactive questions, and instant feedback. For kids, all of these components result in a more engaging and joyful learning environment. Students are also more motivated to engage because of the competitive element that the timed quiz completion brings. Certain students contend that the utilization of Kahoot truly contributes to increasing students’ interest because the lessons are presented in a way that is entertaining, peaceful, and intelligent, making learning feel everything but boring.

Kahoot Improve Students Comprehension of the Material

Table 4 Kahoot Improve Students Comprehension of the Material

Strongly Agree	Agree	Disagree	Strongly Disagree
66.7%	33.3%	-	-

According to the survey results, two out of every three respondents, or 66.7%, expressed a very good opinion that Kahoot’s utilization had a major influence on students’ comprehension of the material. In the meantime, one in three respondents, or 33.3%, concurred that Kahoot improved students’ comprehension of the material. Overall, the survey results indicated that most participants thought that Kahoot improved students’ comprehension of the material, and the majority of them expressed high levels of agreement with this statement.

Through its interactive content presentation and encouragement of active interaction, Kahoot can have an impact on students' retention of knowledge and information. "Through its interactive content presentation and encouragement of active interaction, Kahoot can have an impact on students' retention of knowledge and information. Features like leaderboards and real-time feedback can also improve how well students comprehend the content they are studying". Features like leaderboards and instant feedback support students comprehension of the course material. Students can actively participate and be directly involved in learning through games and competitions, which enhances the fun and effectiveness of the learning process. Students ability to retain information and knowledge is enhanced by Kahoot's engaging and interactive learning environment.

Enhancing Kahoot for Improved Student Engagement, Insight and Suggestions

Table 5 Enhancing Kahoot for Improved Student Engagement, Insight and Suggestions

Answer	Coded	Theme
Create a strong memory and remember things quickly	Memory	Improve memory for learning
Keep in mind by learning Kahoot	Memory	
Maybe you can improve the network so that it's not slow when studying	Network	Network improvement suggestions
Maybe it can be played offline without a signal	Network	
Answer time is too fast	Times	Providing additional time
Maybe you can improve the question because I don't think it goes with the answer	Question	Improve questions or provide more interesting questions
Harder questions to make it more challenging	Question	

In order to improve Kahoot for greater engagement and learning outcomes, students offered a variety of ideas and recommendations. Using Kahoot to boost memory was a common theme; students reported that the app helped them create strong memories and fast recall skills. Students suggested that the network be enhanced to avoid latency during learning sessions, despite the fact that there were serious concerns regarding network issues. Some even suggested Kahoot be made available offline in order to reduce reliance on internet access. Another issue raised by students was time limits. They felt

that the time allotted for responding to questions was insufficient and recommended more flexible scheduling. The questions' quality and applicability were also emphasized, and students made suggestions for how to make them more interesting and clear. To add to the learning experience's stimulation and engagement, they also advise adding more difficult questions.

Student Degree of Satisfaction of Kahoot as a Means to Improve Students Engagement

Table 3 Student Degree of Satisfaction of Kahoot as a Means to Improve Students Engagement

Item	Very not satisfied		Not satisfied		Neutral		Satisfied		Very satisfied	
	N	%	N	%	N	%	N	%	N	%
Students' Degree of satisfaction of Kahoot as a means to improve student engagement	1	3,2	1	3,2	4	12,9	5	16,1	20	64,5

According to the survey results, the majority of students 64.5%, or 20 respondents said they were very satisfied with Kahoot's effectiveness as an assessment tool for raising student involvement. They selected the number five, which denotes a very high degree of contentment. However, five respondents, or 16.1% of pupils, expressed satisfaction with Kahoot, as indicated by their choice of number 4. But some students had mixed feelings about using Kahoot as a method for assessment; of those surveyed, 4.9%, or 12 percent, selected option number 3. However, a small percentage of students voiced their displeasure with Kahoot, with 3.2% of students or 1 respondent selecting number 2 to express their displeasure, and 3.2% of students or 1 respondent selecting option number one expresses extreme discontent.

CONCLUSION

The conclusion of this study shows that Kahoot is positively rated by teachers and students in increasing participation and understanding of the material. Regular use of Kahoot by teachers helped student engagement, despite technical constraints such as

network issues and self-login preferences. The impact of this study shows that Kahoot has great potential in improving learning outcomes if supported by infrastructure improvements and question variations. This study excels over previous studies, such as Chaiyo & Nokham (2017), by providing recommendations for technical improvements. Hopefully, future research can further explore the use of Kahoot in various learning environments for more optimal results. The implication is that technology such as Kahoot can be further optimized to support student engagement and achievement of learning objectives.

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