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INCREASING STUDENT LEARNING INTEREST IN MATHEMATICS CLASS X THROUGH KAHOOT

Ismi Alfi Muzayyanah[1)]*, Siti Khayroiyah[1)], Mira Ilham[2)]

[1)]Universitas Muslim Nusantara Al Washliyah Medan
[2)]SMKN 3 Medan

***e-mail:** ismialfimz@gmail.com

Abstrak. Dalam pendidikan di sekolah, minat belajar memegang peranan penting dalam mendorong motivasi peserta didik untuk berkonsentrasi dan fokus. Peserta didik termotivasi untuk berkonsentrasi dan memfokuskan perhatiannya pada kegiatan belajar. Minat belajar matematika dapat dilihat dari kurangnya antusiasme peserta didik dalam pelajaran matematika, terutama ketika diberikan tugas. Namun, berdasarkan hasil observasi yang dilakukan, diketahui bahwa peserta didik memiliki minat belajar matematika yang rendah. Minat belajar matematika dapat dilihat dari kurangnya antusiasme peserta didik dalam pelajaran matematika, terutama ketika diberikan tugas. Peserta didik dalam pelajaran matematika, terutama ketika diberikan tugas pada sore hari. Berdasarkan hasil temuan tersebut, maka dilakukan Penelitian Tindakan Kelas (PTK) untuk mengetahui pengaruh media Kahoot dalam meningkatkan minat peserta didik terhadap matematika. Berdasarkan hasil perlakuan yang dilakukan selama dua siklus dengan memberikan tugas individu terkait materi eksponen menggunakan Kahoot yang dikerjakan peserta didik melalui gadget masing-masing, diketahui bahwa terdapat peningkatan minat belajar peserta didik yang signifikan. Hal ini dapat dilihat dari presentase minat belajar peserta didik pada kegiatan pra siklus sebesar 67%. Pada kegiatan siklus I, persentase minat belajar siswa meningkat sebesar 15% menjadi 82%, dan pada kegiatan siklus II, persentase minat belajar siswa meningkat sebesar 15% menjadi 82%. Pada kegiatan siklus II, persentase minat belajar siswa juga meningkat sebesar 8% menjadi 90%. Dengan demikian, Kahoot memberikan dampak positif dan terbukti efektif dalam meningkatkan minat belajar siswa.

Kata Kunci: Kahoot, Minat Belajar, Matematika.

Abstract. *In education at school, interest in learning plays an essential role in driving learners' motivation to concentrate and focus. Students are motivated to concentrate and focus their attention on learning activities. Interest in learning mathematics can be seen from students' lack of enthusiasm in mathematics lessons, especially when given tasks. However, based on observations made, it is known that students have a low interest in learning mathematics. Interest in learning mathematics can be seen from students' lack of enthusiasm in mathematics classes, especially when given tasks. Students in mathematics classes, especially when given tasks during the afternoon. Based on these findings, Classroom Action Research (PTK) was conducted to determine the effect of Kahoot media in increasing students' interest in mathematics. Based on the results of the treatment carried out for two cycles by giving individual assignments related to exponent material using Kahoot, which students do through their respective gadgets, it is known that there is a significant increase in students' interest in learning. This can be seen from the percentage of students' interest in learning in pre-cycle activities, which was 67%. In cycle I activities, the rate of students' interest in learning increased by 15% to 82%, and in cycle II activities, the percentage of students' interest in learning increased by 15% to 82%. In cycle II activities, the percentage of students' interest in learning also increased by 8% to 90%. Thus, Kahoot has a positive impact and has proven effective in increasing students' interest in learning.*

Keywords: *Kahoot, Learning Interest, Mathematics.*

INTRODUCTION

Education is a conscious effort to develop the potential of each individual (Mutakin & Sumiati, 2011). This is by the explanation in Law Number 20 of 2003 the National Education System Chapter I Article 1 (1), explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop the potential that exists in themselves. One of the subjects studied in primary, secondary, and tertiary education is mathematics (Tambychik et al., 2010).

Mathematics is an essential subject and is always applied in everyday life (Firdaus, 2019). However, the results of research by Sukaryo and Sari (2024) stated that the numeracy skills of middle school students still need to improve in learning mathematics. In the Indonesian Education Report Card 2023, the percentage of numeracy skills of students at the junior high school/MTs/equivalent level in Indonesia is only 40.63% who have numeracy competencies above the minimum. At the senior high school/SMK/equivalent level, the percentage is only 41.14% of students whose numeracy competence is above the minimum. This shows that the numeracy competence of students still needs to be improved (Sukaryo & Sari, 2024). Furthermore, Putri et al. (2019) stated that one of the factors causing the low numeracy competence of students in mathematics subjects is the low interest in learning of students.

Learning interest is the primary motivational tool to arouse students' passion for learning (Deliviana, 2017). In education schools, interest plays a vital role in learning because it motivates students to concentrate on a particular object or activity. With the element of interest in learning, students can focus on learning activities (Susanto, 2013). Because of the importance of education, it is expected that the process of taking education provides a learning environment that encourages students' interest in learning. However, the reality is that students' interest in learning needs attention, especially in mathematics.

Research shows that students' interest in mathematics is in the low category. This is according to Nurrita's research (2018), which states that students' interest in learning mathematics could be higher due to students' perceptions of mathematics as a complex and dull subject. Furthermore, Wigati (2019) in her research stated that the problems that occur related to students' interest in learning mathematics are caused by several factors, including students consider mathematics as a complex subject, so they are reluctant to learn it, students often feel bored in the learning process because teachers use monotonous and uninteresting learning media which results in students not being able to escape from smartphones using smartphones to play games or play social media when learning mathematics is taking place, and learning that is still teacher-centered.

Problems related to low interest in learning mathematics also occur in class X FKK 2 students at SMKN 3 Medan. Based on observations made, it is known that students are less enthusiastic in math lessons, especially when given assignments in the afternoon. The problems that occur in the field are influenced by the teacher's readiness to design engaging learning (Ulhusna et al., 2020). For this reason, teachers need to create an exciting and enjoyable learning environment to increase students' interest in mathematics. Furthermore, Kariuki et al. (2018) identified that teacher

readiness is an important dimension that can help improve learners' interest in mathematics. For this reason, teachers can increase students' interest in learning mathematics by designing lessons and using the right strategies to teach mathematics in the classroom to increase students' interest (Ulhusna et al., 2020).

Based on the explanation above, using Kahoot as an educational and evaluation game is one strategy for increasing students' interest in learning mathematics, especially exponent material. This study analyzes student interest in mathematics development through the strategy applied.

METHOD

The research was conducted using Classroom Action Research (PTK). PTK is one of the efforts teachers can make to innovate the learning process to make it more meaningful and change in a better direction (Sanjaya, 2016). The research focuses on increasing students' interest in learning mathematics through Kahoot on Exponent material.

The application of Kahoot in learning was carried out in two cycles to get the results of increasing students' interest in learning mathematics. Each cycle consists of two face-to-face meetings and is implemented according to the changes to be achieved. Each cycle in the research consists of four stages that refer to the Kemmis and McTaggart PTK cycle model, including plan, act, observe, and reflection (Darmayanti et al., 2024).

The place of research implementation at SMKN 3 Medan in class X FKK 2 with 36 students. The implementation time was from July 22 to August 8, 2024. In this study, data collection techniques were carried out through questionnaires of learning interest, observation, and documentation of research activities. The data obtained were then analyzed by calculating the average score of each aspect. After obtaining the value, a quantitative descriptive analysis uses a modified Likert scale to score the learning interest scale. The criteria for the percentage of students' interest in learning mathematics are as in Table 1.

Table 1. Percentage Criteria for Learning Interest

Percentage	Criteria
86% - 100%	Very High
71% - 85%	High
50% - 70%	Medium
< 50%	Low

(Arikunto, 2010)

RESULTS AND DISCUSSION

The study was conducted to determine the effect of Kahoot in increasing students' learning interest in class X FKK 2 SMKN 3 Medan with a total sample of 36 people. The sample was given treatment and then a learning interest questionnaire consisting of 20 questions containing four indicators of learning interest according to Slameto (2010) (Haryani, 2023), including feelings of pleasure, interest, attention, and student involvement. The research results conducted in cycles I and II show increased students' interest in learning. This can be seen in students who are happy and excited about the learning process using Kahoot.

The implementation of pre-classroom learning was carried out on Monday, July 22, 2024, and on

Thursday, July 25, 2024, by providing education and then giving individual assignments related to the material of the properties of exponents. Based on observations, students could have been more enthusiastic during the assignment and felt burdened by the assignment. So, only a tiny proportion of students do the assignment, while others do activities outside of learning and look at their friends' assignments without effort. Thus, the data obtained from the questionnaire of students' learning interests in the pre-cycle shows that the percentage of students' learning interests is only 67%.

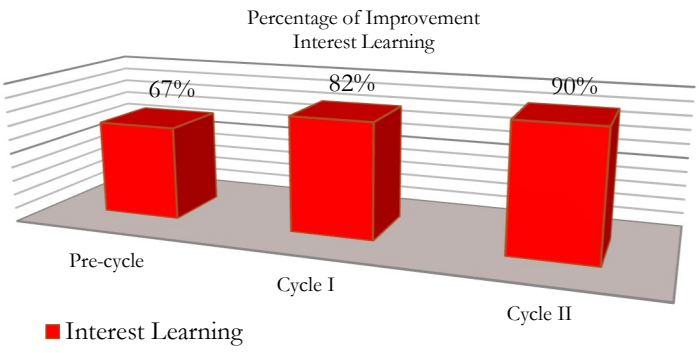
The implementation of cycle I learning was carried out on Monday, July 29, 2024, and on Thursday, August 1, 2024, by reinforcing the material on the properties of exponents and then giving individual assignments related to the material on the properties of exponents using Kahoot where students work on it through their respective gadgets. Based on observations, students were enthusiastic and tried independently to work on the questions given while working on questions using Kahoot. After the treatment was given, students were asked to fill out a learning interest questionnaire, and after being analyzed, a percentage of 81% was obtained.

The same treatment was given in cycle II on Monday, August 5, 2024, and Thursday, August 8. In cycle II, students discussed the subject matter, namely the exponent function, and then were given individual assignments using Kahoot through their respective gadgets. Based on observations, students in cycle II, from the learning process to the evaluation using Kahoot, were more enthusiastic and tried to understand the material well. Thus, when the learning evaluation using Kahoot was carried out, they were eager and tried independently to work on the questions given to create an exciting and vibrant classroom atmosphere. After the treatment was given, students were again asked to fill out a learning interest questionnaire, and after being analyzed, a percentage of 90% was obtained.

Based on the research, there has been a significant increase in students' interest in the learning process. This can be seen from the percentage results: in the pre-cycle, it was 67%; in cycle I, it increased by 15% to 82%. Moreover, it also increased by 8% to 90% in cycle II. The percentage increase in students' interest in learning can be seen in Table 2 and Picture 1.

Table 2. Percentage of Improvement of Interest in Learning Math

Research Variable	Percentage		
	Pre-cycle	Cycle I	Cycle II
Learning Interest	67%	82%	90%



Picture 1. Diagram of the Improvement of Interest in Learning Math

The data analysis results show that students' interest in learning has increased through Kahoot. In the initial condition, the % of student's interest in learning was 67%, which was still in the medium criteria. After learning using Kahoot in cycle I, students' interest in learning increased by 15% to 82% with high criteria. Then, in cycle II, students' interest in learning increased by 8% to 90% with very high criteria.

The data obtained from the research shows that students' interest in learning has increased every cycle. The increase in each cycle has achieved the end-of-cycle target set by the researcher, which is 86%. Thus, it is proven that learning mathematics using Kahoot can increase the interest of students in class X FKK 2 SMKN 3 Medan.

The use of Kahoot proved to be effective in increasing students' interest in learning mathematics. In its implementation, students are enthusiastic and excited when conducting learning evaluations using Kahoot through their respective gadgets. This is in accordance with Wigati's research (2019), which states that the use of Kahoot educational games in learning evaluations can create evaluation activities that are more interesting and not monotonous so that students are more excited and motivated to work on learning evaluations of rational and irrational inequalities of one variable. Furthermore, Purnamasari et al. (2023), in their research entitled "Penerapan Media Pembelajaran Kahoot dalam Meningkatkan Minat Belajar Siswa Kelas XI MIPA 4", stated that the use of Kahoot in learning has an impact on student learning interest, where students feel happy and very enthusiastic in learning when using Kahoot as an educational game.

CONCLUSION

The research and discussion results are related to increasing students' learning interest in class X FKK 2 SMKN 3 Medan in Exponent material through Kahoot, which can significantly improve students' learning interest. The data analysis shows that the first cycle activities have a positive impact, as evidenced by the increased student interest in learning by 15% to 82% with high criteria. Similarly, in cycle II activities, students' interest in learning increased to 90% with very high criteria. Thus, Kahoot effectively increases students' interest in learning exponent mathematics.

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