

ANALYSIS OF KAHOOT UTILIZATION IN LEGAL SYSTEM TOPICS IN INDONESIA FOR CIVIC EDUCATION COURSES

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ABSTRACT

This article aims to analyze the effectiveness of the use of Kahoot in teaching material about the Indonesian legal system in the Civic Education course. The study was conducted in the Bachelor of Accounting Study Program, Study Group-C, Faculty of Economics, Yogyakarta State University. This study used a qualitative method, with data collection techniques in the form of observation and interviews. The number of participants in this study was 53 students, which was the main focus in the process of collecting and analyzing data related to the use and use of kahook in Civic Education learning in the legal system material in Indonesia. The results showed that students were excited about the learning process and showed high enthusiasm for the learning experience. The use of interactive technology in learning is able to provide a fun and meaningful learning experience, which supports the achievement of learning goals regarding effective law enforcement in Indonesia, thereby contributing to effective pedagogical strategies for Civic Education.

INTRODUCTION

Along with the development of science, technology, and information, the use of technology-based media in learning has a very positive impact. This media is able to increase students' motivation and enthusiasm for learning, making the learning process more interesting and far from monotonous. One of the technology-based media that is popularly used in the classroom is Kahoot. The presence of technology-based communication devices not only makes it easier for students and lecturers to access information, but also allows the search for various learning materials and information technology-based evaluation methods flexibly at any time (Dintoe, 2018; Kaqinari, 2023; Kirupainayagam & Sutha, 2022; Okoye et al., 2021; Sitthiworachart et al., 2022).

Kahoot is an effective alternative to creating an interactive, fun, and non-boring learning environment (Elkhamisy & Wassef, 2021; Lubis & Ulfah, 2024; Ningsih & Muhayyang, 2024). This application emphasizes a learning style that involves the active participation of students, both in learning and understanding the material, through healthy competition with classmates. This approach not only increases student engagement, but also encourages a dynamic and collaborative learning atmosphere.

Civic Education (PKn) is one of the mandatory courses that must be attended by students at every university in Indonesia, including at Yogyakarta State University (UNY), especially at the Faculty of Economics in the S-1 Accounting Study Program. This provision has been regulated in Article 35 Paragraph 5 of Law No. 12 of 2012 concerning Higher Education, which stipulates four compulsory courses in the higher education curriculum, namely Civic Education, Religious Education, Pancasila, and Indonesian. The implementation of PKn learning at the university level

has a strategic role in shaping the character of citizens who are aware of the law and responsible. One of the main aspects of this course is the material on the legal system, which includes the basic principles of law, the judicial process, and the importance of justice in social life.

The material of the legal system in Indonesia is a fundamental element that must be understood by students as part of PKN learning. Therefore, the teaching of this material requires special attention from the teaching staff so that the learning objectives can be achieved optimally, namely equipping students with a deep understanding of law as one of the main pillars of the life of the nation and state.

To increase student participation in Civic Education learning, the use of technology such as Kahoot has become an increasingly popular method. This article aims to analyze the effectiveness of the use of Kahoot in teaching material about the Indonesian legal system in the Civic Education course. Kahoot is a game-based learning platform that allows lecturers to design interactive quizzes, polls, and discussions in a game format. When applied to materials on law enforcement, this platform can be a very effective tool to improve students' understanding of legal concepts. In addition, Kahoot also serves as a means to test students' ability to apply legal principles to various practical situations. This approach not only helps students understand the material more deeply, but also creates a fun and motivating learning atmosphere.

Learning media is an important part of the teaching and learning process. Because with the help of the media, students will be able to better absorb and understand the material presented inside and outside the lesson. Kahoot media can be used to learn civic education in teaching and learning activities, especially in legal system materials in Indonesia, because students need learning content that is not monotonous and teaching staff can use kahoot media better! This will support their learning in the classroom so that students are more motivated to learn and feel happy in the teaching and learning process.

Based on the above explanation, this then became the reason for the author's interest in practice as well as research in S-1 Accounting Study Program, UNY the use of Kahoot in learning Civic Education in legal system material in Indonesia. The author condenses the problem to 2 points that will be discussed. The first is to analyze the learning steps with the use of Kahoot in learning Civic Education in the legal system material in Indonesia, the second is to analyze the advantages and disadvantages of the use of kahoot in the learning of Civic Education in the legal system material in Indonesia.

The study on Kahoot utilization in teaching the legal system within Civic Education in Indonesia specifically focuses on integrating a game-based learning platform to enhance student engagement and understanding of legal concepts. In contrast, Endangsari & Sapriya (2020) examines blended learning through Edmodo and Kahoot but does not isolate Kahoot's effectiveness in a legal context, while Awaliyah et al. (2023) evaluate Quizizz's effectiveness for increasing participation and knowledge among vocational students. Thus, the research gap lies in the limited exploration of Kahoot's specific impact on understanding legal systems within Civic Education. The novelty of the current study is its focused examination of Kahoot as a standalone tool for teaching legal system material in higher education Civic Education courses, offering unique insights into how this platform can enhance engagement and comprehension of legal concepts in Indonesia, thus contributing to effective pedagogical strategies in Civic Education.

METHODS

This research used a qualitative method, with data collection techniques in the form of observation and interviews. Data analysis in this study was carried out using a triangulation approach to ensure the validity of the data obtained. The research was conducted in the Bachelor of Accounting Study Program, Study Group-C, Faculty of Economics, Yogyakarta State University. The number of participants in this study was 53 students, which was the main focus in the process of collecting and analyzing data related to the use of Kahoot in Civic Education learning.

RESULTS

Kahoot is a digital learning platform that has great potential in increasing interest in learning, independence, and the effectiveness of the learning process (Arini & Sulistyarini, 2021; Hidayat et al., 2023; Pascu, 2024). In an effort to develop students' intellectual intelligence, the content on Kahoot can be designed in such a way as to encourage them to delve into each material taught in a more interactive and fun way. Not only does it function as a learning tool in the classroom, Kahoot can also be used as a medium for learning assignments outside the classroom, allowing students to continue learning independently. The platform's flexibility is supported by easy access via smartphone devices, as well as the ability to visualize guides through projectors, which makes its use even more practical and efficient in various learning contexts.

The use of Kahoot is very helpful for teachers in presenting creativity and innovation in learning media. In addition, the platform also introduces learners to the positive and responsible use of technology, training them to keep up with today's technological developments. By utilizing Kahoot, teachers can create a comfortable learning atmosphere while motivating students to complete assignments well (Yunus et al., 2019). The process of using Kahoot involves two main steps. The first step is to create a quiz on the Kahoot platform, and the second step is to play the quiz with the students. Another advantage of Kahoot is its ability to make it easier for teachers to evaluate learning outcomes (Dewi, K., 2018).

The game-based learning approach through Kahoot has succeeded in increasing student engagement, motivation, and understanding (Cameron & Bizo, 2019; Fuster-Guilló et al., 2019; Holbrey, 2020). These findings confirm that the use of Kahoot as a learning tool not only creates an interactive learning atmosphere but also supports the achievement of better learning outcomes.

Civic Education Learning for S1 Accounting students, Faculty of Economics, Yogyakarta State University covers various topics, one of which is the Indonesian legal system. In this topic, students can complete interesting tests and challenges using the Kahoot platform after studying the material provided.

The Kahoot application provides four game options, namely quizzes, discussions, polls, and mixers. In discussing the Indonesian legal system, this article focuses on the use of quizzes, which are multiple-choice games with a maximum of four answer options. These types of quizzes can be equipped with visual elements, such as images or videos, depending on the learning needs. This quiz can also be designed in the form of a pre-test to measure students' initial understanding, as well as a post-test to evaluate learning achievements and delve into the material. This approach is able to create a dynamic learning experience, help students stay focused, and increase their interest in learning more in-depth material.

For the game to be effective, teachers need to prepare a list of relevant questions and answers, as well as visual elements such as images or videos that support comprehension of the material. This makes learning more interesting, interactive, and in accordance with the needs of the material being taught. The following are the steps of learning Kahoot in the legal system material in Indonesia in the Civic Education course that has been produced through this research, namely:

1. Preparation stage:

- a. Determine specific learning objectives for legal system material in Indonesia. This goal must be in accordance with the curriculum and student needs.
- b. Make quiz questions relevant to the legal system material. Questions should stimulate critical thinking and a deep understanding of the concept.

2. Teaching level

- a. Briefly introduce law enforcement materials and provide a clear and comprehensive explanation of relevant concepts.
- b. Ensure students understand the instructions and procedures for using the Kahoot platform.
- c. Using Kahoot to run the interactive quiz with questions that have been prepared. Ensure that the questions test the understanding of concepts and the application of knowledge in the context of the legal system in Indonesia.

- d. The lecturer invited students to use Kahoot by clicking the blue arrow icon. It will automatically share the quiz link with all students.
 - e. Students can already join Kahoot by entering the PIN code that has been displayed by the lecturer.
 - f. The Kahoot quiz will appear on the mobile phone screen of students who have joined.
 - g. Provide enough time for students to answer each question.
3. Evaluation stage
- a. Analyze data result game Kahootto evaluate students' understanding of law enforcement materials.
 - b. Provide constructive feedback to students based on the results of evaluations, both individually and as a class.
 - c. Use the results of the evaluation to adjust the learning approach and improve the effectiveness of Kahoot learning.

The use of Kahoot media is one of the relevant considerations in teaching legal system material in Indonesia. This approach is in line with the learning objectives of Civic Education, which not only focuses on the development of cognitive aspects, but also the affective and psychomotor aspects of students.

Cognitively, Kahoot facilitates score-based competitions, where students can see their level of achievement in answering questions, encouraging them to learn more actively and competitively. In the affective aspect, the use of Kahoot is able to form an attitude of confidence, independence, and time discipline, as the platform is designed with the fastest time-based scoring system. Meanwhile, in terms of psychomotor, Kahoot trains students to be more responsive to digital literacy that is relevant to today's technological developments.

The use of Kahoot not only improves student learning outcomes, but also forms positive attitudes, such as cooperation between team members if carried out in a group (Elkhamisy & Wassef, 2021; Zhang & Yu, 2021). In addition, Kahoot helps students familiarize themselves with digital literacy, which is an important skill in the modern era. As such, Kahoot is not only a learning aid, but also a 21st-century skill development medium.

Based on observations during the practice of learning Indonesian legal system material in the Civic Education course in students of the S1 Accounting Study Program, Group C, it was found that students showed high enthusiasm for the learning process. Game-based learning methods, such as those applied through Kahoot, create a competitive atmosphere among students to answer each question and achieve the highest points.

This approach has a positive impact on students, as it significantly increases their interest and motivation in studying Civic Education. With the element of competition, students not only feel challenged but also more eager to understand the material in depth, so that learning becomes more interesting and effective. This shows that the use of interactive technology in learning is able to provide a fun and meaningful learning experience.

The Kahoot application is believed to be able to support the development of student metacognition by providing direct feedback. This feature allows students to immediately know their level of understanding of the material being studied, while also proactively correcting their mistakes. In addition, Kahoot not only serves as a tool to assess students' conceptual understanding, but also as a means to support the construction of new knowledge. This happens through additional explanations provided during or after the game session, thus enriching the learning. Research by Göksün & Gürsoy (2019) also shows that the regular implementation of quizzes with Kahoot has a significant positive impact on learners. This activity not only increases student engagement in learning, but also strengthens their understanding of the material, creates an interactive learning atmosphere, and encourages the development of critical thinking skills.

The main advantage of Kahoot lies in its online quiz-based application format, which contains an element of competition. The results of the quiz that are directly displayed on the class screen can serve as motivation for students to get the highest points. In addition, this application can be accessed through various devices such as computers, laptops, tablets, and smart phones (Andari, 2020). The

presence of Kahoot can also create a more enjoyable classroom atmosphere, where students are trained to utilize technology as a learning medium. In addition, the use of Kahoot helps students develop fine motor skills through the operation of the application.

As an interactive learning tool, Kahoot can also improve classroom dynamics, create a sense of competition, and bring fun and excitement to students (Owen & Licorish, 2020). Research by Lisnani and Emmanuel (2020) also shows that learning using Kahoot becomes more interesting, exciting, and challenging, especially due to the presence of musical elements and timing to solve problems, which train students to increase speed and accuracy in answering. This finding is reinforced by Idowu et al. (2020), who stated that Kahoot is considered an effective and easy-to-use tool to increase student engagement in the learning process. The research conducted by the author also showed similar findings, where students revealed that they felt more enthusiastic and interested in participating in learning Indonesian legal system material after using the Kahoot application.

While Kahoot offers a variety of advantages in learning, it also has some drawbacks. One is that not all teachers are familiar with technology, so they may find it difficult to integrate Kahoot in the learning process. Additionally, the technological facilities available in schools are often limited, which can hinder the effectiveness of using these platforms. Students are also sometimes tempted to open other apps or websites while using Kahoot, which can distract them from the learning material. The limited time for classroom meetings is also a challenge, as Kahoot requires time for adequate preparation and implementation. Not all teachers have the time to optimally design and manage Kahoot-based learning.

In addition, the author also found several shortcomings in the use of Kahoot for learning material on the Indonesian legal system. One of the main limitations is in terms of assessing students' analytical abilities. Kahoot tends to focus more on factual knowledge and conceptual understanding, while students' ability to analyze and apply legal concepts in real-life situations in Indonesia has not been fully accommodated in the quiz format provided by this platform. Therefore, it is very important for teachers to expand the assessment methods used, in order to include more in-depth analytical skills beyond just using Kahoot.

Based on the observations and interviews conducted by the author on students of the S1 Accounting Study Program, Yogyakarta State University, students expressed complaints related to dependence on a stable internet connection and electronic devices such as laptops or mobile phones that function properly to access the Kahoot application. This is an obstacle if students do not have adequate access to the technology or if technical problems occur during the learning session. Instability of an internet connection or a device that is not working optimally can interfere with the smooth use of this app, which in turn can affect the expected learning effectiveness.

CONCLUSION

This study concludes that using Kahoot for learning Indonesian legal system material in Civic Education is an effective method that fosters an interactive atmosphere, enhances student participation, and deepens understanding of legal concepts. Kahoot-based learning boosts student motivation and provides useful feedback, supporting the achievement of educational goals related to law enforcement in Indonesia. However, challenges such as unstable internet connections can hinder effective learning. Future research should consider integrating alternative technology platforms with Kahoot to address connectivity issues, explore offline or hybrid learning methods, assess long-term retention of legal concepts, and gather educators' perspectives on the challenges and benefits of using Kahoot in various educational contexts to improve technology implementation in Civic Education.

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