QUIZIZZ AND KAHOOT ENHANCE STUDENT ENGAGEMENT AND MOTIVATION IN INDONESIAN LANGUAGE LEARNING AT SD IT ABATA LOMBOK

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Abstract

This study aims to describe the use of Quizizz and Kahoot as game-based assessment tools in teaching Indonesian at SD IT Abata Lombok during the 2023/2024 academic year. The primary focus is to explore how these applications are utilized by teachers for learning evaluation, along with the reasons and motivations behind their selection. Quizizz is employed as a formative assessment at the end of lessons, while Kahoot is used as a warm-up tool at the beginning of lessons to capture students' attention. The use of these platforms is intended to enhance student engagement and motivation, streamline the evaluation process, and create a more interactive and enjoyable learning environment. The study also aims to identify the challenges encountered during the implementation of game-based assessments, such as technical issues related to internet access and limited devices, as well as the solutions adopted by teachers to address these problems. It is expected that the findings of this study will provide further insights into the effectiveness of game-based applications in improving the quality of learning and assessment at the elementary education level.

Keywords: Game-Based Assessment, Quizizz, Kahoot, Indonesian Language Learning Assessment

I   INTRODUCTION

The advancement of digital technology has brought significant changes across various sectors, including education. The integration of technology into learning introduces various tools and platforms that can facilitate teaching and learning processes, enhance student motivation, and enable more interactive evaluations. One of the notable innovations in this area is game-based assessment, which makes the evaluation process more engaging and effective (Alifiyah et al., 2021).

Interactive learning platforms such as Quizizz and Kahoot have been widely adopted by educators to support traditional teaching methods. Quizizz offers a competitive quiz experience with features such as points and rankings, allowing students to receive immediate feedback on their answers. Kahoot, on the other hand, is often used as a warm-up tool with a focus on visual elements and fun in answering questions (Kusuma et al., 2023). Both platforms enable efficient formative assessments and support the achievement of basic competencies in the Indonesian language subject.

The use of Quizizz and Kahoot in Indonesian language learning at SD IT Abata Lombok has distinct steps and characteristics for each platform. Quizizz is a digital platform that allows teachers to create interactive quizzes with various types of questions such as multiple-choice, essays, and polls. Teachers can share the quizzes with students to be played at their own pace or in live game mode, offering time flexibility for students. The interactive interface of Quizizz, with automatic leaderboards and power-ups, motivates students to learn independently. Its detailed reports, including individual scores and class performance charts, help teachers analyse students' learning progress.

In contrast, Kahoot focuses more on creating a competitive learning environment with real-time modes suitable for direct classroom activities. Teachers can easily create quizzes, add images or videos as question stimuli, and conduct interactive learning sessions where students compete to answer questions using a unique PIN code. In addition to the live mode, Kahoot provides a challenge mode that allows students to access quizzes independently. With bright visuals, accompanying music, and live leaderboards, Kahoot creates a fun learning experience that stimulates students' enthusiasm.

Overall, Quizizz is more suitable for flexible learning evaluations with detailed reports, while Kahoot excels in creating dynamic direct interaction in the classroom. The choice of platform is tailored to the learning needs, whether to reinforce students' understanding or to enhance their engagement and motivation. The use of these two platforms complements each other, supporting the vision of SD IT Abata Lombok to create cheerful and interactive learning processes.

Game-based assessment has evolved into a modern learning approach that combines elements of play and competition to increase student engagement. According to Salsabila (2020), game-based

assessment not only helps students process and understand material but also enhances critical and collaborative thinking skills. In an increasingly digital learning environment, game-based assessments have become easier to implement, providing teachers with an alternative way to facilitate evaluation.

At the elementary education level, such as at SD IT Abata Lombok, game-based assessments in Indonesian language lessons have been applied to help students better understand grammar, vocabulary, and proper pronunciation. Considering the school's vision, which emphasizes creative and cheerful education, Quizizz and Kahoot have been selected and used to support this goal and improve student engagement and motivation (Ekawati, 2022).

This study aims to evaluate the implementation of Quizizz and Kahoot in teaching Indonesian at SD IT Abata Lombok, identify the benefits and challenges faced, and explore solutions adopted by teachers to optimize the use of these platforms in the assessment process.

II   MATERIALS AND METHOD

This study employs a qualitative descriptive method aimed at providing a detailed depiction of the use of Quizizz and Kahoot in classrooms. The research was conducted at SD IT Abata Lombok during the 2023/2024 academic year, focusing on grade II, involving 20 students and one Indonesian language teacher as the key informant who had implemented Quizizz and Kahoot as game-based assessment tools in learning.

The qualitative descriptive approach was used to gain a deep understanding of how Quizizz and Kahoot were utilized as game-based assessment tools. This method focused on observations, interviews, and documentation to collect empirical data regarding the application of these two platforms in the context of Indonesian language learning.

2.1   OBSERVATIONS

The study involved direct classroom observations during the teacher's use of Quizizz and Kahoot in Indonesian language assessment. Observation focused on the use of these platforms in quizzes, assessment techniques, student responses to game-based assessments, and the effectiveness of these platforms in facilitating understanding of the material.

The observation highlighted several key variables related to the use of Quizizz and Kahoot as game-based assessment tools. These included the way the applications were used during the learning process, interactions between the teacher and students during assessments, and the roles of each platform: Quizizz as an end-of-lesson quiz to test students' understanding, and Kahoot as a warm-up tool to build interest and create an interactive atmosphere at the start of lessons. Student responses were observed in terms of enthusiasm, active participation in answering questions, and their level of engagement during the assessment process. Additionally, student motivation towards game-based learning methods was a critical focus in evaluating the effectiveness of these applications.

2.2   INTERVIEWS

Interviews were conducted with the Indonesian language teacher to gain in-depth information about their motivation and reasons for selecting these platforms. The interviews also explored challenges faced and solutions implemented in the application of game-based assessments.

The interviews were structured around several key topics, emphasizing open-ended questions for detailed exploration:

Table 1. Interview topics and questions

No.	Interview Topic	Detailed Questions/Objectives
1	Teacher's Experience with Platforms	- What has been your experience using Quizizz and Kahoot in teaching? - Do these platforms meet your expectations as game-based assessment tools? - Were there any specific moments or situations that influenced the implementation of game-based assessments?
2	Student Responses to Quizizz/Kahoot	- How did students react when first introduced to Quizizz and Kahoot? - Did students show increased learning motivation after using these platforms? - Did any students face difficulties in using the platforms? If so, how

		did you assist them?
3	Platform Effectiveness	- Do Quizizz/Kahoot help you in evaluating student learning outcomes? - How do the learning outcomes compare when using these platforms versus traditional assessment methods? - Do these platforms support the achievement of Indonesian language learning objectives in your class?
4	Platform Strengths and Weaknesses	- In your opinion, what are the main strengths of Quizizz? - What are the best features of Kahoot that support learning processes? - What weaknesses of each platform need to be addressed for future use?
5	Challenges Faced by Teachers	- What challenges did you face in using Quizizz/Kahoot in the classroom? - Did technical issues like internet connectivity or student devices affect the assessment process? - How did you overcome these obstacles to ensure smooth learning activities?
6	Impact on Learning	- How has the use of these platforms impacted student participation in Indonesian language learning? - Did the use of Quizizz and Kahoot improve students' learning outcomes? If so, please explain.
7	Teacher Recommendations	- Would you recommend these platforms for use by other teachers? - What advice would you give to teachers looking to use Quizizz or Kahoot in game-based assessments? - What steps should schools take to support the use of these platforms, such as training or improving facilities?

2.3 DOCUMENTATION

Documentation included collecting data such as student scores, assessment formats, and teaching modules used in Indonesian language learning with game-based assessment platforms. It also included supporting materials such as Quizizz and Kahoot question sets.

The scoring system in this study relied on quizzes delivered through the Quizizz and Kahoot platforms. Assessments were automatically graded based on the accuracy of answers, speed of response, and question difficulty level. These features ensured objective evaluation by reducing human bias and ensuring fairness in assessment conditions. Analytical reports from both platforms, such as individual scores, completion times, and error rates, provided deep insights into student performance. Key criteria included the number of correct answers, additional scores for speed, and student engagement during the learning process. Quizizz was used as a final assessment tool to test understanding, while Kahoot focused on warm-up activities to boost students' motivation at the start of lessons.

The collected data were analysed using descriptive qualitative analysis techniques as outlined by Sugiyono (2013), including data collection, presentation, and conclusion drawing. This approach enabled the researcher to comprehensively understand classroom phenomena, focusing on student motivation and the effectiveness of the platforms in Indonesian language learning.

III   FINDING AND DISCUSSION

In this study, data collected through observation, interviews, and documentation is presented systematically to provide a clear picture of the implementation of Quizizz and Kahoot in Indonesian language learning at SD IT Abata Lombok. The data presentation focuses on several key points: the use of these platforms as game-based assessment tools, student responses, challenges encountered, and solutions implemented by teachers.

Based on classroom observations, Quizizz was used as an end-of-lesson quiz to assess students' understanding of the material presented. This platform allowed teachers to provide real-time formative assessments, with feedback features that quickly helped students identify their results and errors. In

contrast, Kahoot was often used as a warm-up tool at the start of lessons, utilizing visual and competitive elements to spark student interest in the topics to be discussed. These findings indicate that teachers used the platforms with distinct strategies to support various stages of the learning process.

Interviews with teachers and observations revealed that both platforms received positive responses from students. Children appeared more excited and enthusiastic when using Quizizz and Kahoot, particularly because of features like rankings and points that motivated them to engage in healthy competition. These game elements not only increased student participation but also encouraged them to pay more attention to the learning material.

One key finding was the technical challenges, such as unstable internet access and limited electronic devices in the classroom. These issues were especially problematic when using Quizizz and Kahoot simultaneously for the entire class. Some students had to share devices or experienced connectivity issues, affecting the smooth execution of assessments.

To address these challenges, teachers implemented several solutions, such as using personal internet connections, grouping students into small teams, and employing paper barcodes for students unable to access the platforms directly. These approaches enabled all students to participate in assessments, despite device and internet limitations.

The findings indicate that, despite technical challenges, the use of Quizizz and Kahoot as game-based assessment tools successfully increased student engagement in Indonesian language learning. Teachers' adaptive approaches were a significant factor in ensuring the successful implementation of these platforms in the classroom. This study identified several key points in the implementation of Quizizz and Kahoot as game-based assessment tools at SD IT Abata Lombok:

3.1 USE OF QUIZIZZ AND KAHOOT IN INDONESIAN LANGUAGE LEARNING

Quizizz was utilized as an end-of-lesson quiz to evaluate students' comprehension of the material taught. Its real-time feedback allowed students to see their results immediately. On the other hand, Kahoot was used as a warm-up tool before lessons began. Its interactive features, such as avatars and leaderboards, encouraged students to be more excited and prepared for lessons (Kusuma et al., 2023).

Platforms like Quizizz and Kahoot add value to game-based learning. This is evident from the increased motivation of students to learn due to the engaging and interactive nature of the platforms. Additionally, they enhance teachers' ability to adapt technology as modern assessment tools. Despite challenges, platforms like Quizizz and Kahoot contribute positively to advancing game-based education (Aeni, 2020). Their implementation at SD IT Abata Lombok demonstrated promising results, with positive contributions for both students and teachers.

3.2 CHALLENGES IN USING QUIZIZZ AND KAHOOT

One major challenge was unstable internet access at the school. Moreover, limited devices such as computers or tablets hindered the optimal use of both platforms. Teachers addressed these issues by using personal internet connections, dividing students into small groups, and providing paper-based barcodes to make quizzes more accessible (Turnip & Cendana, 2021).

According to Prasetian & Sukirman (2024), internet infrastructure limitations in schools are a significant barrier. Additionally, some teachers find it challenging to create questions that align with the curriculum due to the complexity of platform features. To overcome these challenges, Asiah & Vitriani (2024) suggest training teachers to optimize platform usage and improving technological infrastructure, such as providing stable Wi-Fi.

3.3 TEACHER MOTIVATION IN CHOOSING GAME-BASED ASSESSMENT PLATFORMS

Interviews revealed that teachers' primary motivation for choosing Quizizz and Kahoot was their ease of use and interactive features, which made lessons more engaging and less monotonous. These platforms provided competitive and enjoyable learning experiences, which successfully boosted students' motivation to learn (Fadly et al., 2022). Teachers also noted that visual features and game elements such as points and leaderboards increased students' involvement in the learning process.

Teachers' motivation in selecting game-based assessment platforms was influenced by factors such as their ability to enhance student interaction and motivation, simplify assessment processes, and provide accurate and detailed learning data. Platforms like Quizizz and Kahoot were found to create enjoyable learning environments with attractive visuals and interactive features, challenging students and engaging them more deeply. These platforms also saved teachers' time through automated grading

and allowed flexibility in aligning materials with learning objectives, while supporting the development of teachers' pedagogical skills (Rosida, 2024; Rohimat et al., 2023).

3.4   EFFECTIVENESS OF PLATFORMS IN ENHANCING STUDENT ENGAGEMENT

Quizizz and Kahoot helped create a more active learning environment, with students showing greater enthusiasm during assessments. Quizizz facilitated quick and accurate evaluations, while Kahoot served as an engaging warm-up activity that heightened students' focus and interest in upcoming lessons. This supports the findings of Muhtarom et al. (2023), who argued that gamification platforms help students learn in more enjoyable ways.

The effectiveness of the implementation was demonstrated by the increased engagement. Interviews with teachers revealed that both platforms provided interactive learning experiences that aligned with SD IT Abata Lombok's vision of creating a fun learning environment. Adwiyah et al. (2024) found that Quizizz and Kahoot significantly improved student learning outcomes, with average post-test score increases of 15.2 for Quizizz and 16.2 for Kahoot. Kahoot was rated higher in terms of student engagement, with 90% positive responses compared to Quizizz's 70%. Kahoot also scored better in interactivity (4.6 out of 5) and learning motivation (4.4 out of 5), although Quizizz was deemed easier to use. These findings demonstrate that both platforms support interactive learning, with Kahoot providing a more engaging overall experience.

IV   CONCLUSION

The findings indicate that the use of Quizizz and Kahoot as game-based assessment tools at SD IT Abata Lombok effectively increased student motivation and engagement in Indonesian language learning. Quizizz proved highly effective as a final quiz to evaluate students' understanding of the material, offering real-time feedback that facilitated immediate formative assessments. Meanwhile, Kahoot, used as a warm-up tool, created an engaging and enjoyable start to lessons, motivating students to focus on the topics to be learned.

Despite facing technical challenges, such as limited internet access and device availability, teachers successfully addressed these issues by using personal internet connections, grouping students, and employing paper-based barcodes, ensuring that all students could participate. The implementation positively impacted classroom interactions, increasing student involvement and supporting the development of critical thinking skills.

Given the positive results achieved at SD IT Abata Lombok, these platforms have the potential to be more widely adopted by other elementary schools as a solution for game-based assessment, creating more interactive evaluations and fostering a creative and enjoyable learning environment.

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