**Online Learning Media: Utilizing Kahoot in Online Learning Evaluation Activities**

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**ABSTRACT:** *This article will discuss how evaluation activities in online learning are carried out and how to make evaluations in online learning run effectively and efficiently. During this pandemic, learning is carried out online. These changes also have an impact on the evaluation method that is different from the previous one. If the evaluation is usually carried out by holding an exam by coming to school, then in online learning that will not happen. Therefore, it is important to master how to determine the right evaluation method for online learning where teachers and students do not meet face-to-face. The method used in this research is descriptive quantitative method with a bibliometric approach using the VOSViewers and Publish or Perish applications.*

**ABSTRAK**: Artikel ini akan membahas mengenai bagaimana kegiatan evaluasi dalam pembelajaran online dilaksanakan serta cara agar evaluasi dalam pembelajaran online dapat berjalan dengan efektif dan efisien. Pada masa pandemi ini, pembelajaran dilaksanakan secara daring/online. Dari perubahan tersebut juga berdampak pada cara evaluasi yang berbeda dengan sebelumnya. Jika biasanya evaluasi dilaksanakan dengan cara mengadakan ujian dengan datang ke sekolah, maka dalam pembelajaran online hal itu tak akan terjadi. Oleh karena itu pentingnya penguasaan tentang cara menentukan metode evaluasi yang tepat untuk pembelajaran online dimana pengajar dan pebelajar tidak bertemu secara langsung. Metode yang digunakan dalam penelitian ini adalah dengan metode kuantitatif deskriptif dengan pendekatan bibliometrik menggunakan aplikasi VOSViewers dan Publish or Perish.

**Keywords:** *Asessment,Evaluation,Online Learning*

1. **INTRODUCTION (Calibri, 12 Bold)**

Education is a conscious effort aimed at enhancing the potential of human resources (HR) through learning activities that help students develop themselves to the fullest. This development encompasses all potentials, including skills and personal characteristics. This aligns with the Indonesian Law on the National Education System No. 22 of 2003, which states that education is an effort to enable students to actively develop their inherent potential, such as religiosity, self-control, personality, intelligence, and skills necessary for life in society, the nation, and the state. It is undeniable that the improvement in human resource quality is primarily due to education (Damayanti & Dewi, 2021).

In simple terms, learning is the process by which humans acquire knowledge and skills. This process can occur anywhere, anytime, and by anyone, as learning is an ongoing process. Meanwhile, teaching refers to a structured learning activity with specific objectives that learners (students) must achieve to be considered as having undergone a learning process. The key difference between the two lies in their purpose. Learning is a lifelong process without specific achievement targets, whereas teaching includes specific objectives that learners must reach as a measure of their competency before and after the learning process.

To determine whether a learner has mastered or achieved the desired objectives, evaluation activities are conducted. In the learning process, evaluation is a crucial component. Evaluation provides insights into students' mastery of a subject, identifies learning difficulties, and assesses students' relative standing among their peers (Setemen, 2010). Assessment is carried out to measure the overall achievement of curriculum objectives established at a certain educational level (summative assessment). The results serve as a report on students' learning outcomes to students themselves, teachers, parents, society, and the government as a form of accountability in education (Nuriyah, 2014).

The rapid advancement of technology offers innovations that support the optimization of effective learning evaluation, as technology provides various conveniences. The utilization of technology in the learning process enhances students' learning activities. One example of leveraging technological advancements in education is the Kahoot! learning application. According to Iwamoto et al. (2017), Kahoot! is an online application that allows users to develop and present questions in a "game-show" format. Meanwhile, Graham (2015) describes Kahoot! as an online learning medium containing free or non-paid questions applied in the learning process to evaluate students' learning outcomes. Kahoot! features quiz questions in a game-show format that can be accessed for free.

The questions in this application can be supplemented with images or videos to clarify the content. The operation of Kahoot! is straightforward; it can be accessed via an application or a website, making it practical to use. The evaluation system using Kahoot! allows teachers to immediately view students' learning results, as the points earned by students are displayed instantly after they answer a question. Unlike conventional evaluation systems, which require a long time to assess students' learning outcomes because teachers need to manually correct students' work, Kahoot! significantly reduces the time required for evaluation. Especially during the current pandemic, conventional evaluation methods are no longer effective (Damayanti & Dewi, 2021).

1. **METHOD (Calibri, 12 Bold)**

This study employs a descriptive quantitative method using a bibliometric approach. Bibliometric analysis is a quantitative method used to analyze bibliographic data in articles or journals. This analysis is typically utilized to investigate the references of scientific articles cited in journals, to map the scientific fields of journals, and to classify scientific articles according to research domains.

The bibliometric analysis approach used in this study includes citation analysis to examine articles cited by other articles using the VOSViewer application and co-citation analysis to identify two or more articles cited by a single article using Mendeley and Publish or Perish applications. The research data comprises scientific articles or journals from the years 2018-2022, sourced from the Google Scholar database. The search for scientific articles was conducted directly on the scholar.google.com website using the keyword "Online Learning Evaluation."

Furthermore, the publication model development map of Online Learning Evaluation analyzed using the VOSViewer software is presented in Figure 1.

Diagram, venn diagram

Description automatically generated

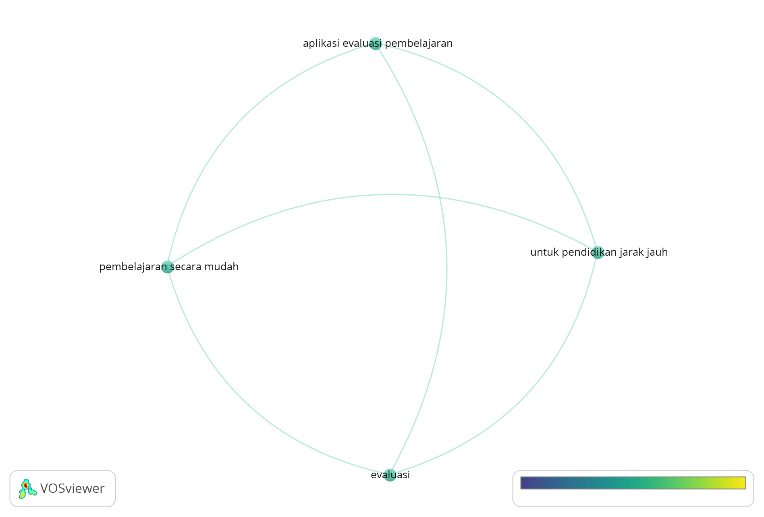
Figure 1. Online learning evaluation variable items with other variables using network visualization in VOSViewer.

Figure 2. Online learning evaluation variable items with other variables using overlay visualization in VOSViewer.

Background pattern

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Figure 3. Online learning evaluation variable items with other variables using density visualization in VOSViewer.

Through the VOSviewer application, we can visualize and analyze trends in the form of bibliometric maps. The author then maps article data from the prepared database sources. The data mapping consists of three types: network visualization, overlay visualization, and density visualization. Additionally, we filter the terms to be included in the VOSviewer network mapping visualization (Novia et al., 2022).

1. **RESULT AND DISCUSSION (Calibri, 12 Bold)**

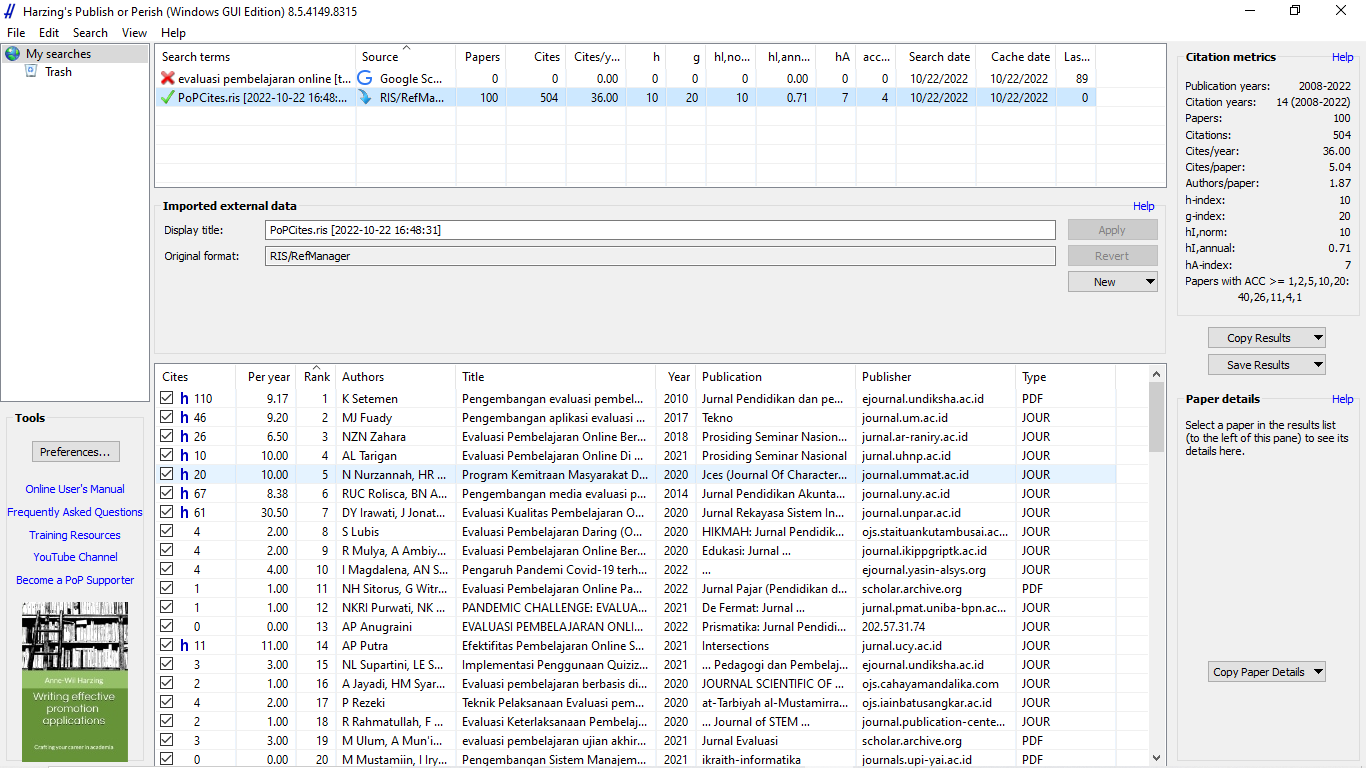
From the search results using the Publish or Perish application, out of the maximum search limit of 1,000 articles, 11 article titles were found that matched the predefined keywords, as shown in Figure 4.

Figure 4. Search results for articles using Publish or Perish.

The development of publications on the topic of Online Learning Evaluation between 2018 and 2022 includes 69 papers, with 5 papers having undetected publication years. Table 1 shows that the highest number of publications occurred in 2021, with a total of 33 published articles.

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| --- | --- |
| Tahun Publikasi | Jumlah Artikel |
| 2022 | 11 |
| 2021 | 33 |
| 2020 | 19 |
| 2019 | 4 |
| 2018 | 2 |

**Table 1. Number of articles from 2018 to 2022.**

From the articles found based on the targeted keywords, the author selected five articles that are more relevant to this study without considering the year of publication or the number of citations..

1. **CONCLUSION (Calibri, 12 Bold)**

Based on an analysis of several articles in Google Scholar and a bibliometric approach using the Publish or Perish and VOSviewer applications, it can be concluded that research trends related to online learning evaluation have increased, particularly in 2021 within the Google Scholar database. This rise is attributed to external factors, specifically the global pandemic, including its impact on Indonesia, which necessitated online learning evaluation. During the pandemic, students did not attend school physically but instead participated in online learning. Exams were also shifted to an online format, allowing students to complete their assessments remotely without having to be physically present at school.

Assessment in distance learning remains essential, not merely to establish achievement standards or grading purposes. The primary objective of distance learning assessment should be to assist students in discovering better learning strategies for themselves. The advent of digital technology and the internet has facilitated virtual assessments, making the evaluation process more efficient and accessible. Kahoot is an appropriate application for learning evaluation, as it is a free platform that enhances classroom interactivity through teacher-created quizzes or surveys for examination and final assessment purposes. Additionally, Kahoot can boost student participation and cognitive engagement by integrating game-based learning (Tsihouridis, 2018:604).

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