# KAHOOT AND GOOGLE FORM AS ALTERNATIVES TO EVALUATE ISLAMIC RELIGIOUS EDUCATION LEARNING IN THE DIGITAL ERA

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**Abstract**

This study aims to describe the effectiveness of using Kahoot and Google Form for evaluating the learning process. Google Form and Kahoot are used so that the evaluation of Islamic religious education learning is more fun and not monotonous so as not to bore students. The rapid development of technology, especially in the field of education, requires teachers to be able to innovate, such as by utilising technology as a means of learning media and as a learning evaluation tool. This research uses the SLR (Systematic Literature Review) method by reviewing 10 accredited national articles obtained from Google Scholar over the past 4 years. The results of the study show that Google Form and Kahoot are successfully used as an alternative evaluation tool in the distance / online teaching and learning process and seeing the convenience provided by Kahoot and Google Form in the effectiveness of assessment for teachers, both in terms of time, energy and cost as well as the ease for students to work on questions and can immediately see the results of their evaluation achievements, Kahoot and Google Form can also be used as a very effective and efficient evaluation media used in the process of assessing student learning outcomes, especially in Islamic Religious Education lessons.

**Keywords:** *Learning Evaluation, Kahoot, Google Form*

**INTRODUCTION**

In today's technological era, one of the responsibilities of education is to prepare quality Indonesian human resources (HR) in the future. In the educational environment in schools, for example, teacher professionalism is the main key to improving the quality of education itself. This includes increasing the knowledge, skills, and attitudes of students as the main capital as well as an asset of Indonesia's next generation. The increasingly advanced demands of globalization and modernization, which are characterized by rationalization in very high work, must be balanced with the competencies that must be possessed by teachers (Mulatsih, 2020). This means that the role of teachers is very important to be able to keep pace with the development conditions of students in schools. In addition to having high knowledge in the substance of the subject area, a teacher is also required to demonstrate superior skills in the use of technology (Sodiq, 2021).

The combination of technology and teaching is certainly not new. Especially during the pandemic that hit the entire world two years ago, almost all learning processes were carried out online. So among educators, of course, it is familiar to hear several web-based applications such as Zoom, Google Meet, Google Classroom, Canva, Edmodo, Edpuzzle, Whatsap, Kahoot and Quipper School. This means, the web-based application provides many benefits, both in terms of the process of providing material and the process of assessing learning outcomes or evaluation. The implementation of learning cannot be separated from the assessment of learning outcomes. According to Kurniawan, et al (2020) assessment is a systematic process and includes activities to collect, analyze, and interpret information to determine how far students or groups of students achieve predetermined learning goals, both aspects of knowledge, attitudes, and skills. Assessment is not just a collection of student data, but also a process to obtain an overview of student learning processes and outcomes.

The various types of evaluation tools available in the browser can be used to make assessment successful in online learning. Mondry (2008) stated that the evaluation tool carried out online aims to be able to measure the ability of students through media that can be accessed anywhere without knowing the limits of time and place. . According to Arsyad (2011), online interactive quizzes are classified as computer-based learning tools. This is based on the fact that

online interactive quizzes are applications specifically designed by teachers to be able to help students measure their abilities with the interactive quiz is designed to be more interesting so that the communication process occurs between the client and the device used.

Assessment is not just giving questions to students without follow-up afterwards. Therefore, even though after the pandemic conditions in Indonesia have gradually begun to improve, there are many online applications that can still be used in the educational assessment process, namely Google Forms and Kahoot. Google Forms is a web-based application or web tool that is useful to help send surveys, give students or others quizzes, or gather easy information in an efficient way. In the world of education, some of the well-known functions of Google Form include: providing practice assignments and even online tests, collecting opinions of many people, collecting student and teacher data, creating online school registration forms, and distributing questionnaires to people online.

Batubara & Ariani (2016) suggest that Google Form is a free Google Docs service, is one of the tools that can be used to facilitate students and teachers in the learning process, such as compiling practice questions online. G-Form templates are available in multiple languages and are easy to use (Wulandari et al., 2019) and easy to understand (Mardiana &; Wiyat Purnanto, 2017). Google Forms is a tool used to plan surveys. However, it can also be used for learning so that data can be stored safely without worrying about viruses (Rahmiyati, 2020). Google Form is an application in the form of a worksheet or form template that can be used separately or simultaneously to collect user data. Together with other applications such as Google Sheets, Google Docs, and other add-ons, this application works on Google Drive cloud storage (Mardiana &; Wiyat Purnanto, 2017). To use Google Form assessments, teachers must do something called the "preparatory stage." Then, the teacher needs to design stages such as assignment identity, student name, and ID, worksheet content (text/narration, image/visual, web link, video, etc.) and then perform the implementation stage. The worksheet models based on the final worksheet results are narrative models, audio-visual models, and link models (Adelia et al., 2021).

Another online evaluation tool that is no less interesting is Kahoot. Kahoot is a medium that can be done by teachers in conducting online-based tests. This

application must use the internet to be able to access the questions given, the advantage is that this application can be made like games in matches in general, this aims to motivate students to be the best in every meeting Leung E et al's research in 2018 regarding games in learning. The results of the study concluded that through kahoot in classrooms that have been designed to improve student learning outcomes (Rahmawati, et al).

Referring to the discussion above, this paper is summarized with the aim of knowing the effectiveness of using Google Form and Kahoot as one of the media to evaluate the learning process of Islamic religious education subjects so that it can be an alternative for educators in conducting the evaluation process.

**RESEARCH METHOD**

The procedure used in this study is the SLR (Systematic Literature Review) strategy. By using this approach, researchers identify, analyze, evaluate, and translate all existing research according to the chosen topic, namely the use of Google Form and Kahoot as a medium for evaluating learning. Researchers use this method to examine and identify journals in a structured manner, following procedures according to the provisions in each activity (Triandini et al., 2019). The journals used to collect data talk about evaluations using Google Forms and Kahoot. This research used articles from accredited national journals sourced from Google Scholar. After selection of articles with comparable research, the articles are analyzed and summarized. This article then provides a comprehensive discussion of the research findings.

The journal used to collect the data talks about evaluating using Google Forms in learning from 2020 to 2023. This study used six (6) articles from accredited national journals sourced from Google Scholar in sinta dua (2) and sinta tiga (3). After selection of articles with comparable research, the articles are analyzed and summarized. This article then provides a comprehensive discussion of the research findings.

**RESULTS AND DISCUSSION**

Learning in it combines teaching materials, learning media, models, and strategies in an integrated manner. The learning process in it there are teachers and students. The interaction process between teachers and students will not be maximized without some of the combinations described above. Learning will be more interesting, if teachers package creatively, innovatively and interestingly for students, coupled with the help of media or tools to support the learning carried out. Learning is carried out, after that there is an evaluation that needs to be carried out. Evaluation is an activity that is carried out regularly and

systematically which is used to measure the extent to which students understand the material that has been given by the teacher, as well as a form of improving the teaching and learning process carried out by the teacher, and providing learning improvements that can provide feedback on further learning to students (Yulinda, 2017). Learning evaluation is usually carried out after the material has been delivered to students. Learning evaluation will not be separated from the words learning, assessment and testing, for that it is necessary to know the relationship between learning, evaluation, assessment, and testing (Nunung, 2014). Here are the differences.
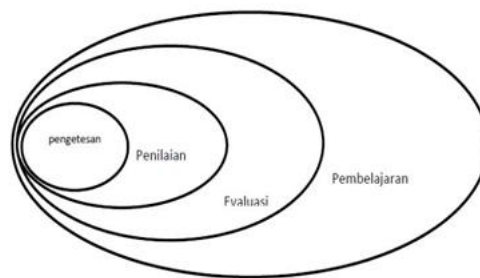


**Figure 1**. The relationship between learning, evaluation, assessment, and testing

The relationship is learning as a container, then in the learning process there is an evaluation in which there is assessment and testing. Every time there is a learning process, there must be an evaluation that must be carried out. Then the relationship between assessment and learning is described as follows:
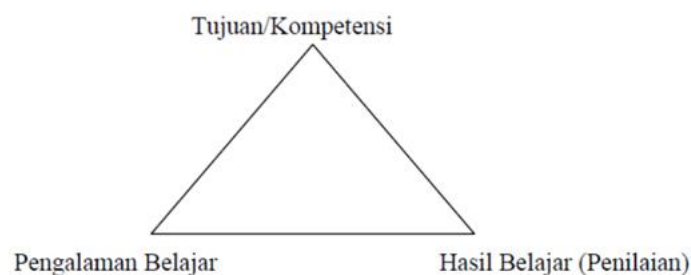


**Figure 2**. The relationship between assessment and learning

Through the learning process takes place, then in the implementation of the evaluation in it there is an assessment that refers to the goals or competencies to be achieved, the learning experience or learning process that takes place, the last is the learning outcomes (assessment) as a form of knowing the extent of students' understanding of the goals and competencies that have been taught by the teacher. The evaluation carried out to determine the learning outcomes of students includes:

a) student intelligence about: evaluation related to student mastery in accordance with the learning objectives desired by the teacher and evaluation related to student mastery in accordance with general learning objectives.

b) health and physical development in students. Competencies are assessed based on the development of a predetermined curriculum, which includes material both in terms of basic competencies, clusters in existing subjects, then curriculum competencies, graduates, and life skills that can be achieved (Sawaluddin, 2018).

Principles that must be observed, including:

a) practicality, practical in terms of time and cost that does not take long and costs a lot.

b) reliability, fixed and accountable.

c) Validity, is said to be valid if it meets three things, namely content validity, criterion validity, facial validity. The validity of the content is said to be valid, if the content of the test or question given is in accordance with the desired learning objectives, be it general goals that have been set or goals set by the teacher. Furthermore, the validity of the criteria is said to be valid if the results are obtained in accordance with the test results in accordance with an independent and tested assessment.

d) authenticity, authentic if the characteristics of the language test and the assigned tasks are appropriate (Nunung, 2014).

Apart from the principles of learning evaluation described above, there are also other principles of learning evaluation principles, as follows:

a) Shahih or correctly seen from the data of the measured ability,

b) objective or what it is based on the ability of learners,

c) fair or unbiased means that it does not benefit or harm learners,

d) integrated, namely a component that cannot be separated through learning related to the material,

e) open to the parties concerned, be it fellow teachers, principals, students, and parents,

f) comprehensive and continuous means, not only judging from the cognitive side but also from the affective and psychomotor side,

g) systematic means planned and gradual both time, type and technique of assessment,

h) referring to criteria means an assessment based on the competencies to be achieved,

i) accountable means that it can be accounted for both from mechanics, techniques, and results (Didi, 2013).

One platform that can be used as an online learning evaluation is Google. Google is the largest network company in the world that provides great services and benefits, one of which is Google Form. Google Form is a service in which it

can be used to create a quiz or form (Dony, 2019). The Google Form template can be used easily because the application is easy to understand and there are many language choices, plus it looks attractive, then the teacher in compiling questions is not in packages, but can automatically randomize the questions in order, be it multiple choice or filling, and can provide variations of questions by entering videos or images (Dwi, P. &; Alifi, 2018).

Before carrying out a Google Form-based learning evaluation, teachers must first compile the following steps:

a) Plan, The existence of this Google Form-based learning evaluation, teachers need to make plans in accordance with the material, curriculum that has been set. must

b) Create, in making a questionnaire or question need to have an account, if you do not have to register first at the http://accounts.Google.com/signup, then complete the form in it, continue to create the question and include the link to upload.

c) publish, after getting the link, next is to publish the link that will be given to students,

d) then instructions for use, the existence of this is in order to facilitate users (Anton, 2019).

Advantages and disadvantages of implementing Google Form-based learning evaluations. The advantage is how to make it easy, free, and there is no limit to the number of surveys and respondents, all answers and data are automatically collected on Google Spreadsheets, can enter videos or images, and all groups be it lecturers, teachers, students, students can do and receive assignments anywhere and anytime via smartphones, tablets, or laptops (Deka, 2018).

The drawback is that in making it must have a google account, and requires an internet connection both when making it and when sending and working on questions. Because if you are not connected to the internet, it will also be hampered both in the process of making questions, sending and doing questions (Muhammad I, 2018). And there are still students who cannot operate it, for several reasons, either they don't have an Android phone, or the cellphone is brought to work by parents, so they can't take part in the implementation of Google Form-based learning evaluations.

**Use of kahoot application in PAI learning evaluation**

The development of the times that continue to change, this also has an impact on the education sector. This makes software development agencies create new things to support the learning process by utilizing internet networks

such as websites or applications that are designed and then developed for learning evaluation facilities.



**Figure 3**. Kahoot app icon (Researcher documentation, 2023)

From some literature read, according to the teacher's narrative of Islamic religious education learning, the use of this kahoot application makes it easier for teachers to assess students' abilities honestly. Then the teacher also added by using this kahoot as an evaluation tool for teachers, making students welcome this kahoot application enthusiastically to follow it. Furthermore, the application of the kahoot application as a tool for the evaluation process can motivate students, because students feel motivated when the kahoot application is used as an evaluation tool. The application of this kahoot application can be as a pretest, posttest, and ice breaking for students, at least testing students' abilities in each basic competency ability test or Learning Outcomes. Furthermore, using kahoot can help students not do bad deeds such as cheating so that students can rely on their own thoughts.

From some literature read, according to students, the use of this kahoot application is not difficult to use and is good for repeating learning. With this kahoot application learn to be delicious and relaxed. The use of this kahoot application as an evaluation tool is more exciting, fun and easy to understand and test the understanding of the material that has been learned. In addition, the use of this kahoot application raises an attitude of competition between others. The Kahoot application includes an online evaluation tool that contains tests whose results students can see from the infocus screen and the results of this kahoot application game can be stored in the library. All data stored in the kahoot application can be printed.

| No. | Research Title | Research Methods | Research Results |
|---|---|---|---|
| 1. | Unique Hanifah Salsabila, et al. (2023). The effectiveness of G-Form as a medium of evaluation in Islamic religious education. | This research uses literature study methods and data collection techniques obtained from articles, books, and other validated sources. | The results of this study explain that evaluation in the teaching and learning process using google forms in Islamic religious education lessons makes it easier for educators, especially during the Covid-19 pandemic. The use of google forms that are very easy to access makes educators and students have no difficulty in using it. |
| 2. | Citra Suryanovika, (2020). *"Google Forms: An Assessment Tool Accommodating the Generation-Z Students' Learning Needs"* (Google Forms: Assessment Tools that Accommodate the Learning Needs of Generation Z Students) | This research uses a qualitative approach. | The results of this study found that Google Forms are useful for lecturers and students because of the automatic calculation that allows effective and efficient feedback to students to learn their mistakes. The study also found that Google Form auto-scoring only counts correct answers marked in the answer key figure. Thus, the calculation of marks only applies to sols with multiple choice and multiple choice grids, manual calculation of grades still has to be done on questions in the form of checkboxes, checkbox grids and short answers. After comparing the values on Google Forms and Middle Tests |

| | | | In the semester, it was found that students' grades increased quite significantly after assessment with Google Form. |
|---|---|---|---|
| 3. | Maya Febriani, Chandra (2023) Development of Kahoot Media as a Student Learning Media | This research method is a literature review. A sample of 10 Kahoot learning media research and development articles was used in this literature review review. Three articles use the 4D model, three articles use the ADDIE model, and four articles use the ADDIE model from 10 journal articles that review the creation of Kahoot learning media. There are three articles using the 4D model, three articles using the ADDIE model, four articles using the Borg&Gall model, and one article using the Borg&Gall model out of ten journal articles which discusses | The results of the survey respondents' responses also showed very positive results with an accuracy rate of 89.4%. Therefore, the development of the Kahoot application will provide a positive learning effect, making learning itself more enjoyable. |

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| | | Media use in classroom learning. | |
|---|---|---|---|
| 4. | Afiq, Ma'ruf &; Alfurqan (2022). Analysis of the Use of Kahoot Application as Digital Game Based Learning in the Evaluation of Pie Learning at SMA Negeri 2 Padang | This research applies qualitative research with the type of case study research, the data source in this study consists of nine informants and documentation. The research methods used in this study are interviews, documentation and observation. Data analysis by data reduction, data presentation, and conclusions. For data analysis, researchers apply the triangulation method by checking return. | The results of this study prove that, SMA Negeri 2 Padang has used the Kahoot Application as a tool for the evaluation process in learning evaluation. The use of this kahoot application still has some obstacles in its use. The use of this kahoot application helps facilitate and become an attraction for students in the learning evaluation process activities |

**Obstacles or difficulties faced in using the kahoot application as an evaluation of PAI learning**

Based on research that researchers have concluded that from the statements of several literatures, researchers can conclude that in the use of the kahoot application found inhibiting factors or obstacles and difficulties faced, namely obstacles.

(1) Infrastructure facilities such as wifi networks are lacking because the network speed does not match the number of wifi users. The availability of infocus in each class already exists in all classes, but there are some infocus in some classes that cannot be operated so improvement is needed.

(2) Limited time and dense material make the use of the kahoot application not optimal, because in using kahoot all components such as infocus, laptops, student devices must be connected to each other to the kahoot application so that before using kahoot it takes quite a lot of time.

(3) Control class management. The use of kahoot applications is prone to noise so that it can disrupt the environment if not properly regulated before using the kahoot application.

(4) Not yet familiar with digitization. Many teachers and students are not too familiar with using the kahoot application as an evaluation tool so they need good familiarity.

First, regarding the use of the kahoot application as a learning evaluation tool. (Arifin &; Hala, 2015) said that the use of kahoot application is effective because it stimulates students. The use of kahoot as a means of learning and teaching can cause enthusiasm and motivation for students to learn Islamic religious education, make it easier to understand the material taught, and facilitate the process of transferring knowledge from teacher to student. In line with this, kahoot is able to create active, productive and innovative students (Hartanti, 2019).

The use of game-based kahoot applications can increase effectiveness and have an impact on student learning outcomes in the cognitive realm of understanding, applying, analyzing and evaluating learning (Bramastia &; Purnama, 2021). Second, related to obstacles or difficulties in using the kahoot application in learning evaluation. (1) Management of important facilities and infrastructure is considered in the world of education so that it can be maintained and maintained properly. The school is responsible for managing school facilities. Using the management of existing facilities at the school, the principal can plan and record what facilities and infrastructure must be used at the school.

If all management steps have run well as needed, it will have a positive impact on students in the teaching and learning process and achieve educational goals effectively and efficiently (Megasari, 2014). (2) Using the kahoot application, students tend to panic because each question and answer has a certain duration. Students are challenged to respond to questions made by the teacher as quickly as possible, students are challenged to compete by answering each question as quickly as possible to get the highest points on the leaderboard. This has an impact on slow students so that students who are slow and cannot compete with the specified time limit become disadvantaged (Wardana et al., 2022).

In learning using kahoot as a medium for evaluating learning, especially PAI, students must be able to adjust to the application that has been made by the teacher. Teachers and students should contribute to each other in using the kahoot app. One who does not understand how this kahoot application works, then it cannot be said to be successful in using the kahoot application. (3) Currently, teachers, especially PAI, can access information through digitalization, but what is constrained is that not all teachers can use or apply digitalization as a means of learning media (Sihotang, 2020) (Widianto, 2021).

Then some students are also not familiar with using kahoot applications. Although students' lives are always related to digitalization, they are still not used to using digitalization-based technology in the realm of education (Wardana et al., 2022). Third, regarding the efforts of Islamic religious education teachers in overcoming the difficulties of using the kahoot application as a learning evaluation tool. (1) attend digitalization-based learning media training. The use of digitizing media for learning is one of the core components that a teacher must have in pedagogic aspects (Ulhusna et al., 2021).

One of the improvements and updates made is in the field of learning media used for the learning process. Therefore, teachers and students are required to conduct training in using digitalization so that the learning process will be even better in the future. The training is expected to change the mindset of teachers and students in terms of learning. For teachers by mastering digitalization, they will add their insight and add methods, media, evaluation in the learning process carried out (Rosiyanti, H. 2022).

As for students, it will increase their motivation and interest in learning, because it cannot be separated from digitalization in their lives. (2) classroom management in creating a conducive learning atmosphere. One form of teacher strategy is to create good classroom management so as to create a conducive environment, so that the use of the kahoot application can run effectively, efficiently and enjoyably can be realized. In creating a good classroom atmosphere, not only teachers are involved, but students must also be involved, because the two go hand in hand (Wahid et al., 2018). Before using this kahoot, the teacher must convey to his students that he will use kahoot as a lesson. Then agree on the game contract as well as the rules of the game.

## CONCLUSION

Based on a review of the literature that the author gets, the use of *Google Form* and *kahoot* assessment media is very effective compared to the use of conventional media. The use of *Google Form* and *Kahoot assessment media* is very helpful in easing the task of teachers in conducting assessments. *Google Forms* and *kahoot* are not only effective in using during a pandemic with distance learning

methods but are also highly recommended for use in learning under normal circumstances so that the teacher's task in assessing is more effective and efficient besides students can also immediately see the results of their performance. By seeing the benefits and ease of use *of Google Forms* and *Kahoot*, it is highly recommended that teachers use this technology as an alternative to evaluating learning carried out in class in daily learning, especially in Islamic religious education subjects.

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