

CHAPTER I

INTRODUCTION

Chapter I presents the background of the study, statement of the problems, the purpose of the study, the scope of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

The outbreak of Corona Virus Disease (COVID-19) has had profound impacts on various domains of people's lives across the world. The spread of COVID-19 is also becoming a critical challenge in the world of education. To prevent the chain distribution of COVID-19, the Ministry of Education and Culture (MOEC) transformed the mode of learning from face-to-face learning to remote learning. Schools and universities around the world have been closed down to minimize further transmission. In response to this, UNESCO has embraced the use of distance learning programs, available educational platforms, and remote platforms that can be used by both teachers and students (Addimando et al., 2021).

In Indonesia, the new regulation about teaching during COVID-19 had been proposed by the Ministry of Education and Culture through circular letter No. 719/P / 2020 about guidelines for implementing curriculum in educational units in special conditions. It aims at providing the flexibility for the education unit to determine curriculum in accordance with students' needs. In addition to this, Makarim (2020a) suggests that both teachers and students need to adjust learning through Learning Management Systems (LMS). Makarim (2020b) also adds that there is no choice for the schools in Indonesia to conduct learning except through

remote learning only. Therefore, teachers need to use online learning platforms in order to support the remote learning process as well as manage the online classroom. There are many available online learning platforms to support remote learning such as *Moodle, Schoology, Edmodo, Blackboard, Quipper School, Google Classroom, Kahoot, WhatsApp, and Facebook* (Chaubey & Bhattacharya, 2015; Costa et al., 2012; Sejzi & Aris, 2013). These are also along with live virtual meeting software like *Google Meet, Zoom, Cisci WebEx, Ms Teams*, and so on (Munna & Shaikh, 2020).

The advancement use of Information and Communication Technology (ICT) in this period of crisis has become a positive alternative for both teachers and students to deal with the COVID-19 outbreak. The role of ICT becomes vital to conduct learning in this challenging situation (Zuzaku, 2021). It is because with the closure of educational institutions and the shift from traditional, face-to-face learning to remote learning, the use of ICT is the best chance in maintaining the teaching and learning process (Al-Ansi et al., 2021; Qekaj-Thaqi & Thaqi, 2021; Yang et al., 2020; Zuzaku, 2021). Therefore, utilizing online learning platforms as parts of ICT in virtual learning environment can help the learning process running, which results in the accomplishment of the learning objectives. This shift in learning is actually in line with the goals of Partnership for 21st Century Skills (P21) in preparing learners to develop 4Cs, which include creativity, critical thinking, collaboration, and communication, along with digital literacy skills in the competitive 21st digital age (Kivunja, 2014).

However, the fact that many educational institutions are not prepared for this situation has brought along many problems (Aytaç & Ahi, 2021). Zimmerman

(2020) reveals that teachers often fail to build a connection between what they do in a physical classroom and the remote one. Aytaç and Ahi (2021) also found that the common problems faced by the teachers during COVID-19 are technical and hardware problems related to the internet connection, lack of students' learning motivation, lack of learning environment, and also lack of support at home for the students. Similarly, a study by Efriana (2021) also found that improper gadgets, slow internet connection, lack of learning motivation, and lack of understanding of technology have caused difficulties for both teachers and students in the remote learning context.

The process of learning during COVID-19 outbreak is also admitted to be challenging by the teachers especially those teaching young learners. It is because as suggested by Karimanović (2021), teaching young learners is especially challenging during the pandemic since teachers need to design fun and engaging learning activities to retain students' attention, enthusiasm, and motivation in learning. However, due to the inability to build a connection between the activities in the face-to-face classroom and in the remote one (Zimmerman, 2020), teachers are faced with challenges.

In order to find out how the remote learning process was being implemented to teach young learners, especially in English teaching and learning, the researcher conducted a preliminary observation at three selected elementary schools in Singaraja. The schools being observed consisted of two private schools and one public school, which were SD Muhammadiyah, SD Lab Undiksha, and SD Negeri 3 Banjar Jawa respectively. These schools were chosen randomly to represent the implementation of the remote learning process in Singaraja. The results showed that

three English teachers at all of the schools admitted that remote learning was not effective enough for teaching young learners. It was due to the lack of internet connection supports and the students' low learning motivation. Two teachers admitted that the students were lack of motivation to engage in the process of remote learning like watching videos containing learning materials or completing English tasks. It was found that two teachers already integrated *Google Classroom* and *Zoom* for their virtual classes and one teacher only sent learning videos and following tasks through *WhatsApp* for students.

The preliminary observation result regarding students' low motivation emphasizes the need for teachers to be creative in presenting and delivering materials and learning activities in the remote learning process (Sefriani et al., 2021). The use of available platforms, live virtual softwares, or platforms will be useless if it cannot contribute to the set of learning objectives and engaging students. Therefore, it is pivotal for teachers to consider and choose selectively the platforms that can really connect students with the remote learning process and contribute to the attainment of learning objectives and students' learning outcomes. This choice of online learning platforms is strongly tied to teachers' perception towards the platforms. As suggested by Kulal and Nayak (2020), the role played by teachers weighs them with the responsibility to choose and design the learning platform and materials that can best suit their students' needs. Similarly, Rahayu and Wirza (2020) also state that teachers' early perception on the learning process and students' needs is crucial to facilitate an effective online learning environment. Therefore, teachers' perception on the benefits and challenges that a platform has

carries weight on their decision in choosing a platform to support the remote learning.

Learning by using a platform that is already available free of charge such as *Kahoot* has shown success in remote learning (Djannah et al., 2021; Fitri Senny Hapsari et al., 2021; Licorish et al., 2018; Mira et al., 2020; Pratolo & Lofti, 2021; Wang & Tahir, 2020). Licorish et al. (2018) suggest that *Kahoot* can improve students' performance in remote learning due to the improvement of classroom engagement, dynamics, motivation, and experience through the use of educational games that minimize distraction. Pratolo and Lofti (2021) also state that *Kahoot* offers several benefits towards the remote learning process by motivating students to learn, providing positive competition, helping students to get focus, and building a good learning atmosphere. *Kahoot* is also used as a form of assessment during the pandemic. Studies by Kalleney (2020) and Toma et al., (2021) found that when used for assessment, *Kahoot* has a significant and direct positive effect on the students' learning outcomes.

Recently, Setyawan (2021) also found that the use of *Kahoot* during this challenging situation could boost students' enthusiasm to learn since it was easy for the students to access the learning materials during or outside learning. Some studies related to the effectiveness of *Kahoot* platform have also been conducted by other researchers, indicating that *Kahoot* is effective in improving students' motivation and engagement in learning (Cardenas-Moncada et al., 2020; Fathan & Syafii, 2018; A.I Wang & Tahir, 2020). Considering the benefits and effectiveness that *Kahoot* offers, it is worth-noting that the platform is suitable to support the remote learning process. However, studies indicate that the use of *Kahoot* has not

been widely implemented in school settings for young learners, especially in Singaraja, Buleleng, Bali during the COVID-19 pandemic.

Studies reported that in the level of senior high schools, Google Classroom (A'Yun et al., 2021; Choirunnisa & Mandasari, 2021; Laili & Muflihah, 2020; Nursyahrina et al., 2021), WhatsApp (Djamdjuri & Kamilah, 2020; Haryadi & Safitri, 2021), Edmodo (Darma et al., 2021), Moodle (Arifin, 2020), Google Meet (Aswir et al., 2021), and *Kahoot* (Adnyani, 2020; Kurnia et al., 2020) are mostly used to support the English remote learning. In the level of junior high school, Google Classroom (Oktaria & Rahmayadevi, 2021; Safira et al., 2021), Zoom (Mu'awanah et al., 2021), Google Meet (Safira et al., 2021), WhatsApp (Nuningtyas et al., 2021; Safira et al., 2021), and *Kahoot* (Sofyana et al., 2020) are used. Finally, in the level of elementary school, studies reported that teachers mostly use Google Classroom (Listiyani & Salimi, 2021), WhatsApp (Fauziah et al., 2021; Nuningtyas et al., 2021; Suroto et al., 2021), Moodle (Subandowo et al., 2020), and Google Meet (Mustikaningrum et al., 2021; Nasution & Nandiyanto, 2021).

The studies above indicate that the use of *Kahoot* to teach young learners in the level of elementary school is still relatively limited. Furthermore, the results of the preliminary observation also indicated that none of the three elementary schools used *Kahoot* to facilitate the remote learning process. This is unfortunate as Wijayanto and Suyoto (2021) suggest that *Kahoot* has the potential to teach young learners, since it offers an enjoyable, yet meaningful learning atmosphere and a new learning experience (Karline et al., 2019; Wijayanto & Suyoto, 2021), dissimilar to *WhatsApp*, *Zoom*, *Quizziz* and *Google Classroom*, *Kahoot* platform can be used to

create both quizzes and games. It provides features such as quiz feature, jumble feature, discussion feature, and survey feature. Moreover, the quizzes or questions in *Kahoot* can be presented with pictures and recordings (Karline et al., 2019).

In addition, North Bali Bilingual School (NBBS) is a private elementary school in Singaraja that uses *Kahoot* to support the remote learning process. The pre-observation conducted at the school indicated that *Kahoot* has been used for nine months for the third until sixth grade students. Considering the supremacy and effectiveness of the use of *Kahoot* platform, it becomes necessary to investigate the implementation of *Kahoot* to teach young learners in the context of remote learning. Therefore, the present study aimed to investigate the use of *Kahoot* for young learners in remote learning context at NBBS as well as investigated teachers' perception towards the implementation of *Kahoot* in remote learning context. The teachers' perception is also important to be investigated in order to reveal the experiences in using *Kahoot* and the teacher's perception regarding its effects on the students and the learning process in general.

1.2 Problem Identification

Studies reported that the sudden shift of the learning process from the face-to-face learning to the remote one due to the pandemic has made both the teachers and students faced many challenges in the implementation. The challenges were mainly related to failure to build a connection between what they do in a physical classroom and the remote one, slow internet connection, lack of students' learning motivation, lack of learning environment, and also lack of support at home for the students. These challenges especially became more challenging for those teaching young

learners, as teachers need to design fun and engaging learning activities to retain students' attention, enthusiasm, and motivation in learning. A preliminary observation conducted at three elementary schools in Singaraja found that the teachers did face challenges in terms of internet connection supports and the students' low learning motivation, despite the integration of *Google Classroom*, *Zoom*, and *WhatsApp* to facilitate the remote learning process.

With regards to the low students' motivation challenge, studies suggested that the use of *Kahoot* can be a help, as it promotes students' performance through the improvement of classroom engagement, dynamics, motivation, and experience through the use of educational games that minimize distraction. More importantly, *Kahoot* is also reported to be beneficial during this challenging situation, since it can boost students' enthusiasm to learn. However, the results of the preliminary observation and other studies indicated that the use of *Kahoot* to teach young learners in the level of elementary school is still relatively limited, which is unfortunate, considering the benefits it offers. However, a private elementary school in Singaraja named North Bali Bilingual School (NBBS) used *Kahoot* to support the remote learning process, as the pre-observation indicated that *Kahoot* has been used for nine months for the third until sixth grade students. Considering the benefits and effectiveness of the use of *Kahoot* platform, it becomes necessary to investigate the implementation of *Kahoot* to teach young learners in the context of remote learning. Therefore, the present study aimed to qualitatively investigate the use of *Kahoot* for young learners in remote learning context at NBBS, as well as investigated the teacher's perception towards the implementation of *Kahoot* in remote learning context.

1.3 Statement of Problems

Based on the background and the problem identification of this study, there were two problems that could be formulated. They are as follows.

1. How is the implementation of *Kahoot* for young learners in remote learning context at NBBS Singaraja?
2. What is teacher's perception towards the implementation of *Kahoot* for young learners in remote learning context at NBBS Singaraja?

1.4 Purposes of the Study

The objectives were formulated with accordance to the statement of problems of this study, which are as follows.

1. To investigate the implementation of *Kahoot* for young learners in remote learning context at NBBS Singaraja
2. To identify teacher's perception toward the implementation of *Kahoot* for young learners in remote learning context at NBBS Singaraja.

1.5 Scope of the Study

In order to avoid bias discussion, this study focused on investigating the use of *Kahoot* for young learners in remote learning context and the teacher's perception towards the implementation of *Kahoot* in remote learning context at NBBS Singaraja.

1.6 Significance of the Study

1.6.1 Theoretical Significance

This study is expected to provide an overview of the implementation of *Kahoot* during the COVID-19 outbreak, which can be very beneficial for

elementary teachers, especially the ones in Buleleng Regency. It is because the results of the previous studies indicate limited use of *Kahoot* in elementary school context. Thus, this study aimed at helping teachers and prospective teachers to broaden new perspectives in implementing the effective learning strategies in remote learning context.

1.6.2 Practical Significance

1. For Teachers

Through this study, teachers are expected to gain information regarding the use of *Kahoot* for young learners in remote learning context. Therefore, it is expected that teachers can get insights about creating a fun, engaging remote learning during the COVID-19 pandemic.

2. For Schools

The results of this study can be used by schools as a feedback on choosing *Kahoot* as the platform to support the remote learning process, as well as facilitate an effective teaching and learning process.

3. For Other Researchers

This study can be used as a reference in conducting studies that are related to effective learning platforms amidst the COVID-19 pandemic in remote learning context.