

Classroom Service Guide Using Kahoot Game During Covid 19 Pandemic

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ABSTRACT

Background. One of the guidance and counseling service programs that must be upgraded techniques or ways of service using computer and internet media is classical services.

Purpose. The purpose of the research is to find out in terms of feasibility in the development of a Classical Service Guide Using Kahoot Game which is applied to counseling teachers in schools.

Method. Research conducted by researchers is a type of development research or Research and Development (R&D).

Results. The results of validation from design experts show that the product design is in the very feasible category with a score of 53 at a percentage of 94.6%. the results of the material expert validation show that the material from the classical service guide using this kahoot game, is in the very feasible category with a score of 57 on the validation sheet and is at a percentage of 95%.

Conclusion. So that in some of these results it can be understood that our service guide is very feasible to be used in the implementation of classical services by utilizing technological media such as this kahoot game. Furthermore, in the limited product trial, the results of this product trial were found to be in the very feasible category with a score obtained from the teacher response sheet of 99 with a percentage of 88.3%.

KEYWORDS

Guide, Kahoot, Media

INTRODUCTION

The covid 19 pandemic has resulted in sudden extraordinary changes in the daily lives of individuals and communities in their activities (Abdul Muthalib dkk., 2021). The impact caused by Covid-19 such as in the fields of economy, health, even the world of education also felt the impact of the spread of Covid-19 (Chen dkk., 2020). The closure of schools and educational facilities has become the choice of many countries, both at the primary level and university level, social restrictions have begun to be imposed on everyone (Humprecht dkk., 2020). This situation has made many affected countries take steps with the closure of face-to-face learning activities including in Indonesia itself, based on a circular letter from the minister of education and culture of the republic (Spence, 2020).

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Indonesia number 4 of 2020 "concerning the implementation of education policies in the emergency period of the spread of coronavirus disease (covid-19)" which has points about learning. This fact has prompted the government or educational institutions to come up with an alternative to the implementation of education for students or students who are affected by not usually carrying out face-to-face learning directly in the classroom.

The policy taken by the government is none other than to limit interactions between humans, so as to break the chain of spreading the covid-19 virus (Azizi dkk., 2020). All levels of educational institutions in Indonesia, from basic education to universities or colleges under the auspices of the Ministry of Education and Culture of the Republic of Indonesia, have felt the adverse effects of Covid-19 in the field of education (Malecki dkk., 2021). One of the impacts that occurs in school activities is guidance and counseling services (Ali dkk., 2019). Where the implementation of guidance and counseling services that were previously carried out face to face or face to face directly between the counseling teacher and the counselee. Currently, it has changed to online services or without face to face.

BK teachers as the main implementers of guidance and counseling services in schools, are required to be able to adjust to the current situation, and must be creative in adapting to changes in the direct service model to online services (Haseeb dkk., 2019). In this case, counseling teachers need to have competence and expertise in the field of computer and internet technology as one of the supporting capabilities in supporting the implementation of service programs for students at school (Selman dkk., 2020). However, not all of these skills are owned and mastered by every counseling teacher at school.

As in the observation and interview results to one of the counseling teachers explained that the counseling teacher experienced obstacles in the implementation of guidance and counseling services with the use of computer and internet technology media (Ahmed & Le, 2021). This can also have a negative impact on the guidance and counseling service program for students at school during the Covid-19 pandemic, because its implementation will be hampered by the BK teacher's own problems in understanding the use of the media itself (Abrams & Greenhawt, 2020). In addition (Ratrout & Köprülü, 2022), this service change also needs to innovate in creativity in designing guidance and counseling services so that students can receive service programs effectively and efficiently without making students feel bored and boring (Felszeghy dkk., 2019). One of the guidance and counseling service programs that must be upgraded using computer and internet media is classical services (Carico dkk., 2021). Classical services are services that are carried out in groups in a class and are activities aimed at assisting the completion of studies, guiding career development and life in the future, developing the potential and strengths of students optimally (Ismail dkk., 2019). help students adjust to their environment, and help students solve their problems in learning to achieve success in achieving learning goals (Ministry of Education and Culture of the Republic of Indonesia, 2014).

With a touch of innovation in the creativity of computer and internet media, this classical service will help students more easily accept and understand the material conveyed by the counseling teacher and the material conveyed does not make feelings bored and boring (Martínez-Jiménez dkk., 2021). Apart from some of the creative innovation movements of the classical service program, we still have to focus on the problem of counseling teachers who do not understand the use of supporting media such as computers and the internet (Gokbulut, 2020). There needs to be a directive or a guide to help school counseling teachers to make it easier to understand in using computer and internet media in their classical service programs to make them more interesting, easy for students to understand (Martínez-Jiménez dkk., 2021). One of the for example the Kahoot game

media guide which can be used as one of the media innovations in creativity in classical guidance services (Mohd Yusof dkk., 2023). Kahoot game is an online game media where this media can be utilized by counseling teachers as a support in delivering classical service material online and is fun and does not make boredom when receiving material (Facal, 2020). in addition, this game is very suitable to be played in groups according to the classical service model.

For this reason, there is a need for a special guide to the use of Kahoot game media to facilitate counseling teachers in schools in providing classical guidance services to students in the classroom (Garza dkk., 2023). Game is a game that is designed in such a way as to attract people to play, and because of this there is a need for a special game guide design discussing BK-an in terms of providing BK material / topics in classical services at school.

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RESEARCH METHODS

Research Type and Approach

The research conducted by researchers is a type of development research or Research and Development (R&D). According to Sugiyono (2019), the R&D research method is a research method used to produce certain products and test the effectiveness of these products. R&D research in educational studies is a process used to develop and determine the validity of a product whether or not the product is feasible (Praetorius dkk., 2020). So the development research that will be carried out by researchers is to develop a product in the form of a Classical Service Guide Using Kahoot Games During the Covid 19 Pandemic.

Product Trial

The product trial was conducted with one of the Junior High School teachers at SMP Negeri 2 Malinau city using a limited group trial technique. This trial was conducted on 1 to 3 teachers as subjects in accordance with Setyosari (2015).

Data Collection Instruments

Data collection in this study used validation sheets and instruments as follows:

1. Validation Sheet and Teacher Response Questionnaire

The validation sheet used aims to see the feasibility of the product developed (Barlott dkk., 2020). The product that has been developed will then be validated by 2 experts and 1 junior high school education teacher, namely, design experts, material experts and teachers (Mani dkk., 2019). The design expert trial was conducted by one Guidance and Counseling Lecturer from Borneo Tarakan University with S2 educational qualifications who understood the media and the making of learning media (Xiao dkk., 2019). The material expert trial was carried out by one Guidance and Counseling Lecturer from the University of Borneo Tarakan with S2 educational qualifications, and the use trial was carried out by one of the junior high school education teachers from SMPN 2

Malinau Kota with the qualifications of a Guidance and Counseling Teacher (Chatterjee dkk., 2021). The design expert validation questionnaire assesses the clarity of the information conveyed and the product design, then the material expert questionnaire assesses the suitability of the basic competencies (KD) and the presentation of the material in the product, while the teacher response questionnaire assesses the feasibility and use of the product in junior high school.

Data Analysis Technique

The data that has been collected through the instrument, then analyzed using descriptive analysis. The instrument is in the form of validation that has been obtained with experts and junior high school education teachers. The data that has been obtained will be analyzed in the following way:

Validation Analysis

The validation test can be seen based on data obtained from 2 experts and 1 Guidance and counseling teacher, then analyzed using the formula proposed by Akbar (2017) and matched with the criteria modified by researchers from Akbar (2017). These criteria can be seen in table 3.5 The Classical Service Guide Using Kahoot Game During the Covid 19 Pandemic is said to be feasible if it is in the category (70.01%-85.00%). If the results are declared feasible then the product can be tested to the next stage, but if not then revisions will be made again.

The formula used in processing data from expert validation results found by Akbar (2017) is as follows:

$$V\text{-ah/pg} = T\text{se}/T\text{Shx } 100\%$$

Description:

V-ah = Expert Validation

V-pg = User Validation

TSe = Total Score obtained

TSh = Total Maximum Score

Table: Criteria for Feasibility Level of Guidance and Counseling Service Media

Criterion Interval	Criteria
85,01% - 100,00%	Very Decent
70,01% - 85,00%	Feasible
50,01% - 70,00 %	Less Feasible
01,00% - 50,00%	Not Feasible

Source in Akbar, 2017

RESULTS AND DISCUSSION

Based on the results of research at the product design validation stage developed, the design validation test was carried out by Mr. Tri Cahyono, S.Pd., M.Pd one of the lecturers from the Department of Guidance and Counseling at Borneo University Tarakan. The validation results of the design alhi show that the product design is in the very feasible category with a score of 53 obtained at a percentage of 94.6% with additional suggestions on the design validation sheet for slight improvements in the font size of the guide.

The material expert validation test was carried out by Mrs. Ni Made Diah Padmi, S.Pd., M.Pd one of the lecturers from the department of guidance and counseling at Borneo University Tarakan. From the results of the material expert validation, it shows that the material from the classical service guide using this kahoot game is in the very feasible category with a score of 57 on the validation sheet and is at a percentage of 95%. As for additional suggestions and input on the

material validation sheet for this guide, namely, consistency in the use of fonts and header / footer sizes must be consistent in each material. The results obtained from the trial of this product are in the very feasible category with a score obtained from the teacher response sheet of 99 with a percentage of 88.3%.

The guide that is developed before being used in the field or product trials must first be tested for feasibility by a validator. Where according to Akbar (2017) it is said to be feasible if the percentage score is 70.1%-85.00%. In this study, researchers developed a classical service guidebook using the kahoot game during the covid-19 pandemic. The validation results from the design expert show that the product design is in the very feasible category with a score of 53 at a percentage of 94.6%. the results of the material expert validation show that the material from the classical service guide using this kahoot game, is in the very feasible category with a score of 57 on the validation sheet and is at a percentage of 95%. So that in some of these results it can be understood that our service guide is very feasible to be used in the implementation of classical services by utilizing technological media such as this kahoot game. Furthermore, in the limited product trial, the results of this product trial were found to be in the very feasible category with a score obtained from the teacher response sheet of 99 with a percentage of 88.3%. So that it shows that this guide is very feasible to use in schools to be used in guidance and counseling services. This guide is very effectively utilized to help school counseling teachers attract students to follow and listen to material in classical services in class.

This classical service guide using kahoot game is very relevant to be used as a supporting media in helping counseling teachers deliver service material, so that the effectiveness of services provided to students in class is easier to understand and accept. This media is very interesting to use because it has the advantage that there are features of animation, video and music in the form of quiz games. This media is also inseparable from the advantages and disadvantages, where the shortcomings of kahoot game media really require technological devices such as computers and internet network access as a condition of this use, but at this time this is not a big obstacle in school because almost all Indonesian educational areas have both of these things as supporting technology devices at school.

This media is very good to be combined into school counseling services, especially classical services, because this media makes the delivery of material more interesting and interactive so that it attracts the interest of students to follow and listen to the service material delivered. This media is also easy to use by anyone and anywhere because it does not need special skills to use this media, plus there is already a classical service guide media using the kahoot game during the pandemic covid 19 as a tutorial guide on how to use the kahoot game.

CONCLUSION

Classical service guide using the kahoot game during the covid 19 pandemic, in its research and development using the development flow from Borg and Gall (in Sugiyono, 2019). The development steps of Borg and Gall (in Sovayunanto, 2023) are: 1) potential and problems, 2) data collection and literature study, 3) product design, 4) design validation, 5) design revision, 6) product trial, 7) product revision, 8) trial use, 9) product revision, 10) mass production. The results of validation of product design, material, and response of a counseling teacher. The validation results from the design expert showed that the product design was in the very feasible category with a score of 53 at a percentage of 94.6% with additional suggestions on the design validation sheet to slightly improve the font size of the guide. material expert validation showed that the material from the classical service guide using this kahoot game, was in the very feasible category with a score of

57 on the validation sheet and was at a percentage of 95%. BK at SMP Negeri 2 Malinau Kota, this trial was only for one teacher using a limited group trial technique. The results obtained from this product trial are in the very feasible category with a score obtained from the teacher response sheet of 99 with a percentage of 88.3%. So it can be concluded that the classical service guide using the kahoot game during the covid 19 pandemic is very feasible.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation, Formal analysis; Methodology; Writing - original draft.

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