

Implementation of STAND Type Cooperative Learning Model Assisted by Kahoot Media to Increase Motivation in History Subjects for Class X.12 SMA Negeri 5 Medan

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Abstract

This study aims to improve students' learning motivation in history subjects by implementing of STAND Type Cooperatif learning model assisted by Kahoot Media at SMA Negeri 5 Medan. This research method adopts a qualitative approach by collecting data through questionnaires and observing student activities.. Cycle I showed poor results with a presentation of 60%, but in cycle II there was a significant increase with a presentation of 93%. The findings from this study show that application of this learning model and media has succeeded in increasing students' motivation in learning history subjects.

Keywords: STAND Type Cooperative Learning Model Model, Kahoot Media, Learning Motivation



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INTRODUCTION

Education is an effort made intentionally to transfer culture from one generation to the next. This is done through the environment and learning process are arranged in such a way that students can actively hone their potential, including spiritual strength, self-control, character, intelligence, ethics, and skills that are useful for themselves and society (rahman, et al., 2022:2-3). Education can be said to be an effort designed systematically to create a learning environment that supports the active development of students' potential. The goal is for them to develop spiritual strength, self-control, personality, morality, and the skills needed for themselves, society, and the country (Nurkholis,2013:34). Education also aims to prepare individuals to face the challenges of life and contribute positively to society. Through this process, it is expected that students will not only acquire technical knowledge and skills, but also form attitudes and values that support a harmonious social life. Thus, education serves as a foundation for balanced personal development and the formation of a better society (Ryan, et al., 2019:4). Talking about education certainly involves various elements such as schools, teachers, students, teaching materials, strategies, and interesting learning methods. In order for the learning process in schools to run well, various efforts need to be made to support its success. One effective approach is to create an interesting atmosphere, so that students are more motivated and enthusiastic in following the learning process, especially in history subjects. We often hear that low student achievement is caused by one factor, namely lack of motivation. Motivation can be a barrier for students to achieve success, both in learning and in everyday life. Given how important motivation is to achieve goals, it is very necessary to make efforts to keep motivation stable or even increase it (Dwi, 2016:15). The results of observations conducted at SMA Negeri 5 Medan during the PLP 2 practice in the odd semester of 2024/2025 showed that there were several problems in the implementation of History learning in class

X.12. The main problems include lack of student motivation, students who are not focused during lessons, and students' habits of talking to friends so that they ignore attention to the teacher. In addition to student factors, learning motivation is also influenced by teacher factors. Teachers tend to use monotonous learning models and do not utilize learning media that can attract student motivation, especially in history subjects. Choosing an interesting learning model and media can be a solution to overcome this problem. One model that can be used to increase student motivation is the STAND Type Cooperative Learning model assisted by Kahoot Media. This media provides an alternative to overcome student boredom because it allows them to learn while playing, not just listening to theory. By using this learning media, it is expected to create a fun learning atmosphere, motivate students to learn, and train their thinking skills. Based on these problems, The researcher is very interested in conducting research with the title "Implementation of the STAND Type Cooperative Learning Model assisted by Kahoot media to Increase Motivation in History Subjects in Class X.12 at SMA Negeri 5 Medan."

RESEARCH METHODS

This study applies a qualitative method, which involves descriptive and analytical approaches. In qualitative methods, descriptive focuses on the presentation and explanation of events, phenomena, and social conditions being studied. In contrast, analytical includes understanding, interpreting, and comparing data obtained from the study (Waruwu, 2898: 2023). Qualitative research is a method that aims to deeply understand social phenomena or human behavior by exploring the meaning, experiences, and perspectives of individuals or groups. To collect descriptive and non-numerical data, researchers often use techniques such as in-depth interviews, observation, and document analysis. In this research, the type of research used is descriptive analytical. The data to be collected are in the form of text, descriptions, and behavior, which will not be presented in the form of numbers or statistics, but in a qualitative format that contains a deeper meaning than just numbers or frequencies. The location of this research was conducted at SMA Negeri 5 Medan Jl. Pelajar No. 17, Teladan Timur, Medan City, North Sumatra. The number of students was 36 people consisting of 12 male students and 24 female students. The procedure used in the research data collection technique to answer the problem formulation was a questionnaire and student activity observation sheet.



Figure 1. Classroom Action Research Design

Data collected during observation will be analyzed for further interpretation. Analysis of observation data will use the percentage calculation method. Likewise, the student motivation questionnaire in learning history will be calculated using the percentage formula. The difference lies in the results obtained and the method of observation and categorization or assessment, which will be explained further below.

Information :

P: Percentage figure

f : Frequency

n : Number of Frequencies

(Rukajat, 2018:40)

The categories of mastery levels achieved based on the assessment criteria are as follows:

Table 1. Assessment Criteria

Percentage	Criteria
86 – 100 %	Very Good
76 – 85 %	Good
60 – 75 %	Enough
55 – 59 %	Not Enough
≤ 54 %	Very Little

Source: (Purwanto, 2004 : 103)

RESEARCH RESULTS AND DISCUSSION

cycle 1

In cycle I, it was carried out in one meeting with a running time of 2x 45 minutes. The learning material applied in cycle I was material on the introduction to historical science. In cycle I, the STAND type cooperative learning model was used with the help of Kahoot media. Cycle I was carried out on Tuesday, August 6, 2024, at 08.00 WIB.

1. Initial Activities

- Students and teachers greet and pray and the teacher checks the cleanliness of the classroom
- The teacher checks student attendance
- The teacher asks students' readiness to follow the learning process
- The teacher asks questions that relate previous knowledge to the material to be learned
- Provides motivation to students about the purpose of studying the material to be discussed
- Delivers learning objectives at the meeting that takes place
- Informs the learning material to be discussed
- Informs basic competencies, and indicators, division of study groups, explains the mechanism for implementing learning experiences according to the learning steps.

2. Core Activities

Phase 1. Designing the plan

- To focus the stimulus of students, the teacher shows a glimpse of the introductory history learning video, then after students watch the video, the teacher asks a trigger question, namely how is human life and a society recorded in the course of time?
- Teacher asks students to express their opinions regarding the question.
- The teacher displays a powerpoint and briefly explains the introduction to history.
- The teacher divides students into several heterogeneous groups (mixed according to achievement, gender, ethnicity and so on. Each group consists of 4-5 students.
- The teacher distributes LKPD as a guideline for students to do the assignment, each group member must master, be responsible, and contribute.

Phase 2. Arranging learning time: The teacher and students make an agreement about the time limit that is set together.

Phase 3. Monitoring students during the discussion

- The teacher monitors the involvement of students in collecting information
- The teacher guides in identifying information or ideas carried out by students by going around.

Phase 4. Presenting results

- Group members who have truly understood can present and explain to other members until all members in the group understand.
- Next, the teacher appreciates the students by giving them warm applause as a form of appreciation for the students who have successfully communicated the results of their assignments correctly.

Phase 5. Evaluation of Learning Activities

- The teacher directs students to carry out the next activity, namely evaluation activities
- The teacher asks all the books on the table to be put away
- The teacher evaluates learning using Kahoot media on the material that has been studied
- Students are given individual chairs and are not encouraged to work together. This is done so that students can be responsible for themselves in understanding the learning material.
- The teacher calculates the scores obtained by students individually and then accumulates them to get a group score
- The teacher gives awards to the group that gets the best score.

3. Closing activities

- Under the guidance of the teacher, students are able to conclude the learning material
- Students are asked to reflect on the learning process
- The teacher ends the learning by praying and saying hello.

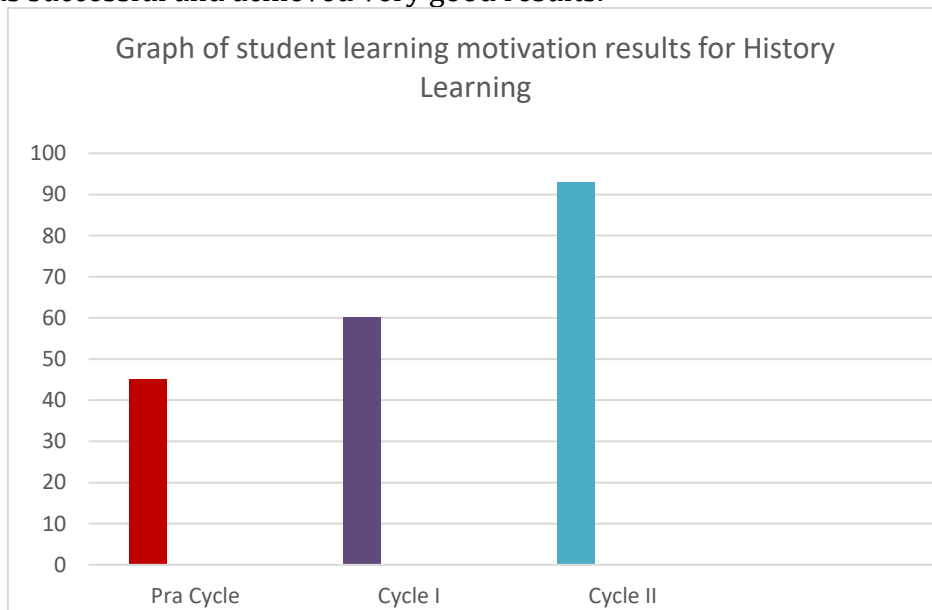
Based on the results of observations of student activity in the learning process in cycle I, it can be said that it is still low, namely a percentage of 55% while the ideal presentation score is > 75%. This condition is caused by the low activity of students in discussions and their inactivity when the teacher asks questions. To assess whether the actions in cycle I were successful To increase learning motivation, the researcher conducted a final test for all students in class X.12 consisting of 5 essay questions with a duration of 20 minutes. The results of the cycle I test showed that 60% or 25 students scored >75. However, these students are not considered complete because the results achieved have not met the established criteria, which is more than >85%. Based on the results of the questionnaire test and observations of student activities, the author can explain as follows: The questionnaire score shows that the learning outcomes implemented are quite good, but have not reached the expected level. In cycle I, students scored 78, which is 68.5%. Although all students were present when the learning began, only a small number were able to answer the teacher's questions, respond, and provide examples of the teacher's explanation. This is due to the students' unfamiliarity with the STAND type cooperative learning model assisted by kahoot media. Therefore, the researcher needs to continue to cycle II.



Figure 2. Application of Kahoot Media
Source: (Personal Documentation, 2024)

Cycle II

In the implementation of cycle II, it shows that the results of observations of student motivation in learning history are in the very good category with a score percentage of 90%. This is reflected in the increase in student learning outcomes, where 93% of students scored 78. In this cycle II, with the introductory material of history, several things were found: 1) Students showed greater motivation and were active in group discussions, 2) Students felt more confident when expressing their opinions, 3) The use of this model and media is very effective in helping to understand abstract historical concepts, and 4) Students' ability to solve problems has increased. Based on data from cycle II, the researcher concluded that learning in this cycle was successful and achieved very good results.



Discussion

Active involvement of students in the learning process with the STAND type cooperative method supported by Kahoot media is an important factor to significantly improve learning outcomes. This motivates students to learn independently, think critically, and collaborate. The results of this study are in line with previous studies showing that the learning model and media are effective in increasing student learning motivation. Research by Khusnul, et al., and Nelly Yulinda Lubis also supports these findings, by showing a significant increase in student learning outcomes and activities through the implementation of the model and media. Both studies also noted an increase in student learning motivation, caused by Kahoot. The findings of this study are consistent with previous studies that underline the effectiveness of student motivation. The results of this study have important implications for history teaching practices in schools. Teachers may consider using Kahoot-based technology-based learning more often, especially for complex history materials. In addition, schools need to provide adequate resources to support the implementation of this learning model, such as reference books, learning media and complete facilities.

CONCLUSION

In the application of the STAND type cooperative learning model assisted by Kahoot media, it shows effective potential in increasing the motivation to learn history of class X-12 students of SMA Negeri 5 Medan. This increase can be seen from the average value of students, where in cycle I, 60% of students achieved a score of 68, while in cycle II, this percentage

increased to 93%. Student activity in class also increased, from 65% in cycle I to 92% in cycle II, accompanied by changes in students' positive attitudes towards learning history. This study makes a significant contribution to efforts to increase motivation to learn history. Further researchers are expected to continue to develop and refine this learning model to obtain more optimal results in improving the quality of history learning.

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