Strategy for Utilizing Student Digital Literacy Towards the Ability to Utilize Information and Communication Technology Based on Kahoot Technology

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Abstract:

The utilization of students' digital literacy in using ICT-based technology, particularly within the context of the Kahoot learning platform, becomes a significant focus in addressing the dynamics of information and communication technology (ICT) development in the current digital era. This study aims to explore strategies for utilizing students' digital literacy in using ICT-based Kahoot technology at LPBA MASA Surabaya. The research method employed is a qualitative approach with in-depth interview techniques and focused observations on a sample of students actively engaged in using Kahoot as a learning tool. The findings indicate that effective utilization of digital literacy can enhance students' ability to use the Kahoot platform as an interactive and educational learning tool. Strategies such as structured training, group discussions, and project-based assignments have a positive impact on enhancing students' digital literacy. These findings provide a deeper understanding of the importance of integrating ICT-based learning technology to enhance students' digital literacy in educational institutions like LPBA MASA Surabaya. The implications of this research underscore the need for the development of training programs and curricula focused on improving students' digital literacy, enabling them to utilize technology more effectively for innovative and progress-oriented learning purposes. This abstract provides an overview of the research focus, methodology, findings, and implications in the context of utilizing students' digital literacy for the ability to use ICT-based Kahoot technology at LPBA MASA Surabaya.

Keywords: Utilization Strategies, Digital Literacy, Technology Use Ability, ICT Kahoot.

Introduction

The need for digital literacy is increasingly becoming the main focus for students to be successful in academic and professional environments [1][2]. Digital literacy, as the ability to use, evaluate, and participate in the digital world, is a very important skill to master [3].

In the context of digital teaching and the use of technological learning, Kahoot has emerged as a digital learning platform that is increasingly popular and has attracted the

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[1] Qurrota Ayun, "Analisis Tingkat Literasi Digital Dan Keterampilan Kolaborasi Siswa Dalam Pembelajaran IPA Kelas VII Secara Daring," *Jurnal Didaktika Pendidikan Dasar* 5, no. 1 (2021): 23, https://doi.org/10.26811/didaktika.v5i1.286.

[2] Muhammad Nasrulloh Mubarak and Jesica Febriani Nura, "Peningkatan Dan Pemerataan Pendidikan Melalui E-Learning," *Journal of Computer, Electronic, and Telecommunication* 1, no. 1 (2021): 12, https://doi.org/10.52435/complete.v1i1.98.

[3] Kiki Almaidah, Badratun Nafis, and Arief Hidayat Zulkifli, "Pembelajaran Berbasis Digital Pada Masa Pandemi Covid-19 Di Universitas Islam Negeri Indonesia" 3, no. 3 (2023): 37, https://doi.org/10.54065/jld.3.3.2023.370.

attention of many educational institutions [4]. Kahoot's unique ability to increase student interactivity and engagement has become a major focus in its use [5]. The platform allows lecturers to create interactive quizzes, voting, and other learning games that can be accessed via mobile devices or computers, which in turn creates a more engaging and interactive learning experience for students [6].

However, although Kahoot offers great potential to improve classroom learning, understanding how far students' digital literacy affects their ability to utilize this platform is still an important issue that needs to be further understood. [7].

In dealing with this problem, a deep understanding of how students interact with the Kahoot platform is needed and the extent to which their digital literacy influences their use of this technology [8]. Therefore, this research aims to investigate strategies for utilizing students' digital literacy towards their ability to use Kahoot ICT-based technology at LPBA MASA Surabaya. With a better understanding of these dynamics, strategic steps that can be implemented to increase the effectiveness of using Kahoot in learning contexts can be identified.

A review of relevant literature such as that written by Prasetyo Listiajih, 2021 regarding digital literacy, the use of technology in education, and the role of Kahoot as a learning tool will be an important basis in understanding the context of this research [9]. Digital literacy is an increasingly important skill in the current era of information technology, where students must be able to adapt to technological developments to succeed in academic and professional environments. [10].

In the previous literature review discussed by Aan Putra and Kesi Amelia in 2020, the concept of digital literacy was discussed, including an understanding of what digital literacy is, why it is important, and how digital literacy affects students' ability to utilize learning technology such as Kahoot [11]. In addition, the literature review will also explore the use of technology in education, especially the role of ICT-based technology in increasing the effectiveness of learning in various contexts [12].

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[4] N K S Yuliastini and I M D Sucipto, "Literasi Digital Pemanfaatan Blended Learning Berbantuan Mentimeter Bagi Calon Guru Pendidikan Sejarah," *Jurnal Pengabdian …* 1, no. 1 (2022): 33, https://doi.org/10.5281/zenodo.7455713.

[5] Aan Putra and Kesi Afrilia, "Systematic Literature Review : Penggunaan Kahoot," *Jurnal Ilmiah Pendidikan Matematika AL-QALASI* 4, no. 2 (2020): 33.

[6] Andarusni Alfansyur and Mariyani Mariyani, "Pemanfaatan Media Berbasis Ict 'Kahoot' Dalam Pembelajaran Ppkn Untuk Meningkatkan Motivasi Belajar Siswa," *Bhineka Tunggal Ika: Kajian Teori Dan Praktik Pendidikan PKn* 6, no. 2 (2019): 33, https://doi.org/10.36706/jbti.v6i2.10118.

[7] Rifda Haniefa et al., "PENERAPAN TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) DALAM PENGAJARAN KETERAMPILAN BERBAHASA ARAB," *Journal of Arabic Education & Arabic Studies* 2, no. 1 (2023): 79.

[8] Vina Ayu Lestari and Shobah Shofariyani Iryanti, "Abad 21 : Strategi Guru Dalam Meningkatkan Kemampuan Berpikir Kritis Siswa Pada Pembelajaran PAI Melalui Literasi Digital" 8, no. 1 (2024): 55.

[9] Prasetyo Listiaji and Subhan Subhan, "Pengaruh Pembelajaran Literasi Digital Pada Kompetensi Teknologi Informasi Dan Komunikasi (Tik) Calon Guru," *Jurnal Pendidikan Dan Kebudayaan* 6, no. 1 (2021): 39, https://doi.org/10.24832/jpnk.v6i1.1948.

[10] Putra and Afrilia, "Systematic Literature Review : Penggunaan Kahoot," 29.

[11] Putra and Afrilia, 33.

[12] Ersha Amalia Listyawan, Iin Karlina, and Vania Ayushandra, "Penggunaan Media Interaktif Sebagai Bahan Literasi Digital Era 21 Untuk Pembelajaran Di Sekolah Dasar," *Elementar : Jurnal Pendidikan Dasar* 3, no. 1 (2023): 22, https://doi.org/10.15408/elementar.v3i1.25199.

Kahoot's role as a learning tool will also be analyzed in depth in this literature review [13]. We will look at how Kahoot is used in learning contexts, its benefits in increasing student interactivity and engagement, and how digital literacy influences the use of Kahoot in the learning process [14].

By strengthening understanding of theory and practice related to digital literacy, the use of technology in education, and the role of Kahoot as a learning tool, it is hoped that this research can make a significant contribution to our understanding of how digital literacy influences the use of ICT-based technology in learning at LPBA MASA Surabaya. Thus, this literature review will be an important basis for formulating a conceptual framework and directing the direction of this research towards better problem solving in the use of learning technology in this institution.

In this research, the development of relevant hypotheses supported by a comprehensive literature review will be an important step in exploring the relationship between students' digital literacy and their ability to use the Kahoot platform. Through carefully formulated hypotheses based on an in-depth literature review, this research will try to identify patterns and relationships between students' digital literacy levels and their effectiveness in utilizing Kahoot as a learning tool.

Thus, this research not only aims to identify the relationship between digital literacy and the use of Kahoot, but also to provide valuable insights for the development of more adaptive and innovative learning strategies at LPBA MASA Surabaya. With a better understanding of how digital literacy influences the use of ICT-based technology in learning, educational institutions can design training programs and curricula that are more appropriate to students' needs in facing increasingly complex technological challenges.

Research Method

The research method employed in this study is a qualitative approach focused on in-depth interview techniques and focused observation [15]. This approach was chosen with the aim of gaining a profound understanding of students' experiences, perceptions, and practices regarding digital literacy and the utilization of the Kahoot platform in the context of learning [16].

The qualitative approach allows researchers to explore various complex aspects that may be associated with digital literacy and the use of ICT-based technology among students. In-depth interview techniques are used to delve deeper into students' perspectives on how they experience and utilize Kahoot as a learning tool.

Focused observation is conducted during learning sessions involving the use of Kahoot. This observation aims to directly observe the interaction between students and the Kahoot platform, as well as their responses to the use of this technology in the learning process [17]. The research sampling is done purposively, ensuring variation in backgrounds, levels of digital literacy, and experience using Kahoot among the involved students.

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[13] Abdurrahman, "PENERAPAN METODE PROJECT BASED LEARNING (PBL) DALAM MENGEMBANGKAN KREATIVITAS SISWA BELAJAR PAI DI SDN BARATAJAYA SURABAYA," *Jurnal Pendidikan Islam* 13, no. 1 (2023): 22.

[14] Laili Mas Ulliyah Hasan, "Studi Implementasi Dan Efektivitas TPACK Dalam Pembelajaran Maharah Kalam," *MUMTAZA : Journal of Arabic Teaching, Linguistic And Literature* 3, no. 1 (2023): 23.

[15] Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2014).

[16] Ulin Nuha, *Ragam Metodologi Dan Media Pembelajaran Bahasa Arab* (Yogyakarta: Diva Press, 2016).

[17] Juliana Batubara, "Paradigma Penelitian Kualitatif Dan Filsafat Ilmu Pengetahuan Dalam Konseling," *JURNAL FOKUS KONSELING* 3, no. 2 (August 2017): 95, https://doi.org/10.26638/jfk.387.2099.

Data collected from in-depth interviews and observations are then analyzed using a qualitative approach [18]. This analysis involves identifying main themes, patterns, and differences in students' practices and perceptions regarding digital literacy and the use of Kahoot. The internal validity of the research is strengthened through data triangulation from interviews and observations, while its reliability is reinforced through consistency in data collection, analysis, and interpretation.

Result and Discussions

To evaluate the strategies of utilizing students' digital literacy towards the ability to use ICT-based Kahoot technology, data from in-depth interviews and focused observations were analyzed using a qualitative approach. The research findings are presented in the following table:

No	Findings	Discussion
1.	Experience in Using Kahoot	The majority of students reported increased interaction and engagement in learning using Kahoot. This indicates the effectiveness of Kahoot in enhancing their learning experience.
2.	Strategies of Utilizing Digital Literacy	Structured training and group discussions have proven effective in enhancing students' understanding and utilization of Kahoot. These strategies reinforce the need for developing students' digital literacy.
3.	Response to Using Kahoot	Students showed a high level of satisfaction with the use of Kahoot in learning. This reaffirms Kahoot's positive role in facilitating engaging and effective learning.
4.	Response to Using Kahoot	Students showed a high level of satisfaction with the use of Kahoot in learning. This reaffirms Kahoot's positive role in facilitating engaging and effective learning.

The research results indicate that the use of Kahoot in learning at LPBA MASA Surabaya has a positive impact on students' experiences. The majority of students reported increased interaction and engagement in the learning process. However, some students also expressed the need for additional training to better understand Kahoot's features.

Strategies of utilizing digital literacy, such as structured training and group discussions, have proven effective in enhancing students' understanding and usage of Kahoot. These findings underscore the importance of integrating ICT-based learning technology to enhance students' digital literacy.

Students' responses to using Kahoot in learning are generally positive, with a high level of satisfaction. This suggests that utilizing this platform can enhance students' overall learning experiences.

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[18] Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*.

Thus, these findings provide a deeper understanding of the strategies of utilizing students' digital literacy towards the ability to use ICT-based Kahoot technology at LPBA MASA Surabaya. The implications of this research emphasize the importance of developing training programs and curricula focused on enhancing students' digital literacy to support more effective and innovative technology use in learning.

The discussion of research results regarding the strategies of utilizing students' digital literacy towards the ability to use ICT-based Kahoot technology at LPBA MASA Surabaya can be detailed as follows.

Experience in Using Kahoot

The experience of using Kahoot at LPBA MASA Surabaya indicates that the majority of students respond positively to it as a learning tool. In their interaction with Kahoot, they find that the platform not only facilitates increased interaction among students but also enhances their engagement with the learning material. Kahoot creates a dynamic and interactive learning environment where students can actively participate in the learning process. With interactive features like questions and competitions offered by Kahoot, students feel more engaged and motivated to participate in class discussions.

Students' positive response to using Kahoot also emphasizes that the interactions created through this platform enrich their learning experience. Through Kahoot, students not only passively receive information but also engage in knowledge formation through various questions and challenges presented. The interaction built by Kahoot not only facilitates understanding of concepts but also promotes collaboration and discussion among students. In this context, Kahoot is not just a learning tool but also a resource that enriches the teaching and learning process in the classroom.

Furthermore, the positive response to Kahoot indicates that this platform is effective in creating an inclusive learning environment and stimulating students' interest in learning. By providing a fun and interactive learning experience, Kahoot opens the door to more active participation and enhances students' motivation to learn [19]. Thus, the experience of using Kahoot not only brings about better interaction among students but also provides a foundation for more meaningful and effective learning overall [20].

Perceptions of Digital Literacy

Perceptions of digital literacy among students at LPBA MASA Surabaya reflect several thoughts that indicate the need for a deeper understanding of technology, especially in the context of using Kahoot as a learning tool. Some students express the need for additional training regarding Kahoot features. This suggests that although students may be familiar with technology usage in general, they may not fully understand the potential and features provided by Kahoot. Therefore, the need for additional training indicates that deeper digital literacy is required for students to utilize Kahoot optimally.

The understanding that deeper digital literacy is required to optimize the use of Kahoot reflects the complexity of modern technology. Students realize that to use Kahoot effectively, they need to have a broad understanding of the tool, including its features and functions. By deepening digital literacy, students can become more proficient in using technology tools like Kahoot and integrating them into the learning process in the most beneficial way.

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[19] Ferani Mulianingsih Kintoko, "MEMBANGUN KARAKTER PESERTA DIDIK SMP BANGKA BARAT MELALUI LITERASI DIGITAL DI TENGAH PENDIDIKAN ABAD 21 Tujuan Program Dan Program Sert Target Dan Luaran Kegunaan" 7, no. 1 (2022): 33.

[20] Miliantoro Argo Pambudi and Windasari, "Strategi Guru Dalam Meningkatkan Literasi Digital Pada Siswa," *Jurnal Inspirasi Manajemen Pendidikan* 10, no. 3 (2022): 1111.

The need to enhance digital literacy among students also underscores the importance of an integrated approach in developing technological capabilities [21]. This includes not only the technical aspects of using technology tools but also a deep understanding of the implications, benefits, and potential of the technology in the learning context [22]. Thus, efforts to enhance digital literacy among students should encompass various aspects, ranging from practical skills to conceptual understanding, so that they can fully benefit from modern technologies like Kahoot in the learning process.

Strategies for Utilizing Digital Literacy

The use of specific strategies, such as structured training and group discussions, has proven effective in enhancing students' digital literacy regarding the use of Kahoot as a learning tool at LPBA MASA Surabaya. Through structured training, students are given the opportunity to gain a deeper understanding of the features and potential of Kahoot. This training allows them to obtain a more comprehensive understanding of how to optimally utilize Kahoot in their learning context. Additionally, group discussions have also proven to be an effective means of deepening understanding of Kahoot's application in learning. Through these discussions, students can exchange experiences, ideas, and strategies in using Kahoot, enriching their perspectives and knowledge of the platform.

The implementation of structured training and group discussions highlights the importance of a structured approach in developing digital literacy in educational environments [23]. By providing structured training, educational institutions can provide a solid foundation for students to understand the technology they use in the learning process [24]. This approach also helps ensure that students have sufficient knowledge to integrate technology into their learning experiences in the most beneficial way [25]. Additionally, group discussions provide a platform for students to develop their social and collaborative skills while enhancing their understanding of digital literacy concepts.

Strategies for utilizing digital literacy through structured training and group discussions not only contribute to enhancing students' understanding of technology but also strengthen dynamic learning communities within educational environments. With focused efforts on developing digital literacy, educational institutions can create more inclusive, innovation-oriented learning environments ready to tackle future technological challenges.

Response to Using Kahoot

The response to using Kahoot in learning at LPBA MASA Surabaya reflects a high level of satisfaction among students. The majority of students responded positively to using Kahoot as a learning tool. This indicates that Kahoot successfully creates an engaging, interactive, and meaningful learning experience for students. This positive response reinforces the view that Kahoot can be considered an effective tool in enhancing student participation and engagement in the learning process.

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[21] Hasan, "Studi Implementasi Dan Efektivitas TPACK Dalam Pembelajaran Maharah Kalam," 44.

[22] Leni Sri Mulyani, Chevi Ardiana, and Sri Mulyaningsih, "Sosialisasi Literasi Digital Dalam Meningkatkan Keterampilan Penggunaan Media Digital Bagi Siswa SMPN I Limbangan Garut Pada Abad 21 Sesuai Dengan Profil Pelajar Pancasila," *Jurnal Pengabdian Literasi Digital Indonesia* 2, no. 2 (2023): 33, https://doi.org/10.57119/abdimas.v2i2.74.

[23] Abdullah Abdullah et al., "Pembuatan Media Pembelajaran Berbasis Socrative Untuk Meningkatkan Literasi Digital Guru Di Kecamatan Pangkalan Kuras," *Publikasi Pendidikan* 11, no. 1 (2021): 42, https://doi.org/10.26858/publikan.v11i1.14951.

[24] Indhra Musthofa Sri Wahyuni, Agung Is Hardiyana Febry, "Penerapan Metode Learning Community Dalam Pembelajaran Ski," *Jurnal Pendidikan Islam* 1, no. maret (2021): 33.

[25] Laili Mas et al., "Desain Short Course Dalam Pembelajaran Bahasa Arab Melalui Keterampilan Berbicara (Maharah al-Kalam)," *MUMTAZA : Journal of Arabic Teaching, Linguistic And Literature* 02, no. 02 (2023): 31.

The high level of satisfaction with using Kahoot reflects the platform's success in creating a fun and engaging learning environment for students [26]. Through its interactive features, Kahoot can capture students' interest and activate their engagement in the learning process [27]. This positive response also indicates that Kahoot successfully captures students' attention and maintains their interest during learning sessions, thereby enhancing the overall effectiveness of the learning process [28].

Thus, the positive response to using Kahoot is an important indicator that this platform can be an effective tool in creating a dynamic and memorable learning experience for students. Kahoot's success in creating an engaging and interactive learning environment demonstrates the potential of technology in enhancing the quality of learning in educational environments. Therefore, the implementation of Kahoot and similar platforms can be considered a positive step in enhancing student participation and learning achievement in educational institutions.

Data collection through in-depth interviews and focused observations provides a deep understanding of how students interact with ICT-based learning technologies like Kahoot. The results of this research provide valuable insights for the development of more effective and innovative learning strategies in the future.

Conclusion

Based on the results and discussions presented, this study concludes that the use of Kahoot in learning at LPBA MASA Surabaya has a positive impact on student experience and engagement. The majority of students reported increased interaction and engagement in the learning process, confirming the effectiveness of Kahoot as an engaging and effective learning tool. However, some students expressed the need for additional training to better understand Kahoot features.

Strategies for utilizing digital literacy, such as structured training and group discussions, have proven effective in enhancing understanding and use of Kahoot among students. This underscores the importance of integrating ICT-based learning technology to improve students' digital literacy.

Students' response to using Kahoot in learning is generally positive, with high levels of satisfaction. This confirms that Kahoot successfully creates engaging and meaningful learning experiences for students, enhancing their participation and engagement in the learning process.

The implications of this research emphasize the importance of developing training programs and curricula focused on enhancing students' digital literacy to support more effective and innovative technology use in learning. Data collection through in-depth interviews and focused observations provides a deep understanding of how students interact with ICT-based learning technologies like Kahoot, which can serve as a foundation for the development of more effective learning strategies in the future.

Therefore, this study contributes to a deeper understanding of strategies for utilizing students' digital literacy towards the use of ICT-based Kahoot technology at LPBA MASA Surabaya, and underscores the importance of integrating technology into the learning process to create a more dynamic, interactive, and effective learning environment.

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[26] M N Mubarak, J F Nura, and ..., "Implementasi Kahoot! Dalam Menunjang Pembelajaran Daring Interaktif," *Lomba Karya Tulis …*, 2021, 12.

[27] Alfansyur and Mariyani, "Pemanfaatan Media Berbasis Ict 'Kahoot' Dalam Pembelajaran Ppkn Untuk Meningkatkan Motivasi Belajar Siswa," 45.

[28] Sri Wahyuni, Agung Is Hardiyana Febry, "Penerapan Metode Learning Community Dalam Pembelajaran Ski," 33.

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