Investigating the Implementation of *Kahoot* for Young Learners in Remote Learning Context

Sang Ayu Komang Yuli Ulandari[1*], Luh Putu Artini[2], I Putu Ngurah Wage Myartawan[3] iD
[1,2,3] Ganesha University of Education, Singaraja, Indonesia

A B S T R A K

*Pandemi COVID-19 memaksa penerapan pembelajaran jarak jauh yang menuntut guru untuk menjadi kreatif dalam menyajikan dan menyampaikan materi pembelajaran. Platform pembelajaran online diperlukan untuk menghubungkan siswa dan mempertahankan perhatian dan motivasi mereka dalam belajar, sedangkan pilihan platform sangat terkait dengan persepsi guru. Oleh karena itu, penelitian ini bertujuan untuk menganalisis penggunaan Kahoot untuk pelajar muda dan persepsi guru terhadap penerapannya dalam konteks pembelajaran jarak jauh. Hal ini dikarenakan Kahoot dilaporkan memiliki pengaruh positif yang signifikan dan langsung terhadap hasil belajar siswa dan studi terkait penggunaannya untuk pelajar muda masih terbatas. Penelitian ini merupakan penelitian kualitatif yang dilakukan dengan mengambil seorang guru Bahasa Inggris sebagai subyek penelitian. Pengumpulan data dilakukan melalui observasi, wawancara, dan kuesioner. Hasil penelitian menunjukkan bahwa penerapan Kahoot untuk anak usia dini dilakukan secara sinkronis dalam dua sesi dengan dua materi yang berbeda untuk satu kali pertemuan. Sesi pertama digunakan untuk kuis akademik sedangkan sesi kedua ditujukan untuk permainan. Hasil juga menunjukkan bahwa guru juga memiliki persepsi positif terhadap penerapan Kahoot dalam pembelajaran jarak jauh.*

A B S T R A C T

The pandemic of COVID-19 has led to remote learning which requires teachers to be creative in presenting and delivering the learning materials. Online learning platforms are needed to connect students and retain their attention and motivation in learning, whereas the choice of the platforms is strongly tied to the teachers' perception. Therefore, this study aimed to analyse the use of Kahoot for young learners and the teacher' perception towards its implementation in remote learning context. It was because Kahoot was reported to have a significant and direct positive effect on the students' learning outcomes and studies related to its use for young learners were still limited. This was a qualitative study that was conducted by taking an English teacher as a subject. The data were collected through observation, interview, and questionnaire. The results showed that the implementation of Kahoot for young learners was carried out synchronously in two sessions with two different materials for one meeting. The first session was used for academic quiz while the second session was intented for fun activity, discussing general knowledge about the world, such as asking about the name of the character in a cartoon, answering riddles, and so on. The results also indicated that the teacher also had positive perception towards the implementation of Kahoot in remote learning.
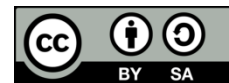
1. INTRODUCTION

The outbreak of Corona Virus Disease (COVID-19) 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, both teachers and students need to adjust learning through Learning Management Systems (LMS). 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,*

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Schoology, *Edmodo*, *Blackboard*, *Quipper School*, *Google Classroom*, *Kahoot*, *WhatsApp*, and *Facebook* (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. 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). 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 (Kivunja, 2014). However, the fact that many educational institutions are not prepared for this situationhas brought along many problems (Aytaç & Ahi, 2021). Teachers often fail to build a connection between what they do in a physical classroom and the remote one (Zimmerman, 2020). 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 (Aytaç & Ahi, 2021). 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 (Efriana, 2021).

Remote learning requires teachers to be creative in presenting and delivering materials and learning activities (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 studentswith the remote learning process and contribute to the attainment of learning objectives and students' learning outcomes (Zimmerman, 2020).This choice of online learning platforms is strongly tied to teachers' perception towards the platforms. 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 (Kulal & Nayak, 2020). Teachers' early perception on the learning process and students' needs is crucial to facilitate an effective online learning environment (Rahayu & Wirza, 2020). 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; Hapsari et al., 2021; Licorish et al., 2018; Mira et al., 2020; Pratolo & Lofti, 2021; Wang & Tahir, 2020). *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 (Licorish et al., 2018). *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 (Pratolo & Lofti, 2021). Moreover *Kahoot* is also used as a form of assessment during the pandemic, more specifically when used for assessment, *Kahoot* has a significant and direct positive effect on the students' learning outcomes (Kalleny, 2020; Toma et al., 2021). Recently, previous researcher 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 (Setyawan, 2021). It is in line with 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; Akhsani & Yanuarto, 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.

The studies above indicate that the use of *Kahoot* to teach young learners in the level of elementary school is still relatively limited. This is unfortunate that *Kahoot* has the potential to teach young learners, since it offers an enjoyable, yet meaningful learning atmosphere and a new learning experience (Arifin, 2020; Aswir et al., 2021; Eva & Adnyani, 2020; Haryadi & Safitri, 2021; I.G.S. Darma et al., 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 (A'Yun et al., 2021; Choirunnisa & Mandasari, 2021; Laili & Muflihah, 2020; Nursyahrina et al., 2021). Moreover, the quizzes or questions in *Kahoot* can be presented with pictures and recordings (Mu'awanah et al., 2021; Safira et al., 2021; Sofyana Abdurrachman; Shakiyya, Zulfa, 2020).

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 (Listiyani & Salimi, 2021; Mustikaningrum et al., 2021; Suroto et al.,

2021). Therefore, the present study aimed to analyse 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 its effects on the students and the learning process in general.

2. METHOD

This study was a qualitative study, it is conducted to understand a social or human problem by building a complex and detailed views of the problems that is conducted in a natural setting (Creswell, 2012). It was conducted at *Sekolah Dasar Dwi Bahasa*, which is also known as North Bali Bilingual School (NBBS). NBBS is a public school, which is located in Singaraja, Buleleng Regency. The school was chosen to be the setting of the study since the results of the pre-observation show that the school uses *Kahoot* for the remote learning process, which involved young learners. The subject of this study was an English teacher at NBBS Singaraja who taught the third grade students. The subject was selected by using a purposive sampling technique. In order to analyse and measure teacher's perception towards the implementation of *Kahoot* for young learners, the English teacher was given a questionnaire and she was observed and interviewed by the researcher in the process of remote learning. Three data collection methods were used in this study, such as observation, interview, and questionnaire. Observation was used to gain an understanding about phenomenon being studied, which in this case was the implementation of *Kahoot*. It was done by observing how the teacher at NBBS Singaraja implemented *Kahoot* in the learning activities in the context of remote learning. Besides, interview was also conducted to obtain profound information regarding the implementation of *Kahoot*. Interview can be understood as a way of gathering detailed information from the interviewee as clarification can be obtained right away through the answers (Fitri Senny Hapsari et al., 2021).

3. RESULT AND DISCUSSION

Result

In conducting the research about the implementation of *Kahoot* in remote learning context, it was found that *Kahoot* was used in one learning activity, which was conducted every week on Friday. *Kahoot* that was used was in the form of quiz, which was taken from materials of various kinds of topics that the students learned before in their lessons. The subject that was used for *Kahoot* quiz was called *Tematik*. In order to analysis the implementation of *Kahoot* for young learners in the remote learning context, a table of observation sheet was used to analyze the aspects being observed, including the learning materials and activities, the way *Kahoot* was being implemented, and the features being used in *Kahoot*, whether it was in the form of quiz, jumble, discussion, or survey. The results of the observations that were conducted three times showed that *Kahoot* was used synchronously with the quiz feature.

Table 1. The Results of the Observation

Observation	Topic	Description
1st observation	**Session One** Bunyi (Sound) Presented in Bahasa Indonesia	The teacher greeted the students through Zoom, had a small talk, checked their attendance, and shared the access code (Pin) for Kahoot. The teacher then waited for the students to enter Kahoot to make sure that all the students were ready for Kahoot and started the Kahoot afterwards. Kahoot was presented in the form of quiz that consisted of 10 questions and the students need to work on it while being accompanied by the teacher through Zoom. Students had to answer one question in 20 seconds. The quiz ended and Kahoot showed top 5 winner who got the biggest points.
	Session Two Tebak gambar (Guessing pictures) Presented in Bahasa Indonesia	The teacher announced Kahoot session 2 to the students and shared the pin for Kahoot through Zoom. The sstudents entered the Kahoot and the teacher counted the students and started the Kahoot. The Kahoot was presented in the form of quiz that consisted of 10 questions about guessing game and the students started to work on it, meanwhile the teacher accompanied them through Zoom.They had 20 seconds for each question. The quiz ended and Kahoot showed top 5 winner who got the biggest points.

Observation	Topic	Description
2nd observation	**Session One** Traffic Sign Presented in Bahasa Indonesia and English	The teacher greeted the students, had a small talk, and checked their attendance, as well as prepared them for Kahoot. She then announced the pin for Kahoot to the students through Zoom. The students then got into Kahoot.
		The teacher started the Kahootthat was in the form of quiz containing 10 questions. The teacher accompanied the students while answering the questions. They had 20 seconds to answer each question. The quiz ended and Kahoot showed top 5 winner who reached the highest points.
	Session Two General Knowledge Presented in Bahasa Indonesia and English	The teacher announced Kahoot session 2 to the students through Zoom and gave the pin. The teacher made sure that all students are in the Kahoot room.
		She then started the Kahoot for having fun, which was in the form of quiz that comprised 10 questions, while accompanying the students to answer the questions.
		They had 20 seconds for each question.The quiz ended and Kahoot showed the podium of top 5 winner who got the highest points.
3rd observation	**Session One** Healthy Lifestyle Presented in English	The teacher greeted the students through Zoom, checked their attendance, and shared the pin for Kahoot.
		She made sure that all students were in Kahootand then started it. It was presented in the form of quiz consisting of 10 questions.The teacher accompanied the students to answer the quiz, whereas they had 20 seconds for each question. The quiz ended and showed the name of top 5 winners on Kahoot's screen.
	Session Two Cartoon Characters Presented in English	The teacher announced Kahoot session 2 to the students and shared the pin. After the students entered it, the teacher started Kahoot for fun that consisted of 10 questions, whereas the students needed to answer one question in 20 seconds. The quiz ended and the podium of Kahoot platform showed the top 5 winners with the

Table 1 shows that during the three observations, the feature that was used in *Kahoot* was quiz and it was implemented synchronously. There were 6 main topics that were found, which were (1)*Bunyi* (sound), (2)*Tebak gambar* (guessing pictures), (3) Traffic sign, (4) General knowledge, (5) Healthy lifestyle, and (6) Cartoon characters. In order to play *Kahoot* , firstly the teacher used Zoom meeting to announce the Pin or access code to enter *Kahoot* for students. *Kahoot* quiz was then played after all of the students were in the *Kahoot*'s room. There were two sessions of *Kahoot*that were found, which were*Kahoot* session one and *Kahoot* session two. Each session of *Kahoot* composed of ten questions. Therefore, there were 20 questions altogether. The time limitation for answering one question was about twenty seconds. Once *Kahoot* session one was finished, *Kahoot* session two would be played afterwards. The sequence of the implementation was applied in every meeting during the observations. There were 10 questions for each topic for *Kahoot* session one and *Kahoot* session two. Both *Kahoot* session one and two were conducted in synchronous learning in the form of quiz with the type of multiple-choice test. One question had 4 options that were presented in different color and shapes. Students had around 20 seconds to answer one question. In addition, there were also some questions that appeared in *Kahoot* that had picture in it. Afterall, it depended on the kinds of questions being asked. The activity for *Kahoot* session one and two were the same, whereas students only answered the quiz. However, a unique practice was found in *Kahoot* session two since in order to answer the quiz, students needed to arrange clues given that consisted of alphabet and some pictures to make a correct phrase that could answer the questions.

There were also differences on the languages that were used to present the quizzes in *Kahoot*. It can be seen on table 1 that on the first observation, both session one and session two were presented in Bahasa Indonesia. Then, on the second observation, both sessions were presented in bilingual, which was in Bahasa Indonesia and English. Finally, on the last observation, both sessions were presented in full English. An interview was then conducted following the observation. It was carried out in order to answer the first research question related to the implementation of *Kahoot* for young learners in the remote learning context at NBBS Singaraja. It was also used as a triangulation to the observation results that had been conducted beforehand, so that the results of the study were valid and reliable. The interview revealed that *Kahoot* has been used for about nine months, starting from the second semester last year. The teacher stated that it was given especially on Friday as an encouragement and enrichment for the students to keep their motivation in learning, which was in line with the results of the observation. The teacher used *Kahoot* mainly to provide a fun learning experience for the students as *Kahoot* is a

game based learning platform. Through the quiz, they were expected to be more motivated and enthusiastic to follow the learning process. Their knowledge about the learning materials was also expected to improve. Besides that, as the learning process was conducted online due to the pandemic, the quizzes in *Kahoot* were meant as a way to connect the teacher and the students. This expectation was later answered on the next question, in which the teacher expressed that the students were really enthusiastic to join the *Kahoot* session. The teacher revealed that the students showed great excitement in following the quizzes in *Kahoot*. The teacher also noted that the point of doing the quizzes was to learn in fun ways, which could eventually engage the students with each other as well as with the learning process. She reported that the students showed endearing behavior as they congratulated their friends who won the quiz by giving praises. This, according to the teacher, was a good sign of relationship among the students. However, although the implementation of *Kahoot* has shown positive remarks, the results indicated that the teacher did not maximize the features in *Kahoot* for the learning process. It was revealed that she did not know much about the features in *Kahoot* which made her only used the quiz feature.

Kahoot implementation results

In implementing *Kahoot* quiz in the online learning, the teacher went through several steps. It was conducted through Zoom and the teacher gave the pin for the *Kahoot*, which is like an access code for them to join. The teacher demonstrated that the quizzes were conducted through two sessions, with ten questions each. Since there were two sessions, two kinds of materials were also prepared. This is in line with the results of the observation. For the first session, the teacher provided a quiz with the learning materials that the students had learned in the class. The teacher further explained that the quiz included topics like energy, sounds, the living and non-living thing, healthy lifestyle, and technology. Meanwhile, seeing the result of the observation, the topics were about sounds, guessing pictures, traffic sign, general knowledge, healthy lifestyle, and cartoon characters. Thus, there is suitability between the topics being mentioned and the ones that were actually used for *Kahoot* during the three observations. The first session is more like an academic quiz meant to see their understanding of the learning process. For the second session, the quiz was more intended as a fun learning activity. It is because in this session, the students had to answer questions related to general knowledge or fun riddles related to many things, like cartoon characters or just general knowledge about the worlds.

To encourage the students in answering the questions and make it more challenging yet fun, the teacher set time limitation for each question. Based on the above interview, the teacher stated that it took twelve seconds for each question or two minutes for ten questions. However, there is a distinction between what the teacher conveyed on the time limitation and the result of the obervation. The actual time for *Kahoot* was usually took around twenty seconds for one question. Thus, perhaps the teacher mistaken on the specific time limitation of the *Kahoot* quiz. On the other hand, the time given to answer each question might seem fast and demanding. However, the teacher revealed no problem regarding the time limitation. Instead, the students were reported to feel encouraged and motivated. The teacher added that, the time for each session, however, is not two minutes. The teacher explained that as she needed to give instruction, congratulate the students, and give feedback, the time for each session was around ten minutes. As a result, the two sessions were conducted for about 20 minutes.

As for the feedback system, the teacher stated that she gave oral and written feedback. However, the detailed feedback was not given right on the session. It was revealed that the teacher only congratulated the quizzes winners and thanked the students for attending the sessions. Students who won the first to the fifth place were recorded. She also encouraged them to join again next week as it was so much fun. Besides that, she also reminded them about other assignment that they need to finish. The real, detailed feedback about their *Kahoot* quiz was delivered orally through special video message and in written through feedback sheet on Monday. The assessment for *Kahoot* quizzes was intended as a formative assessment. The teacher stated that it was done through observation during the sessions, examining the students' participation, behavior, and discipline throughout the sessions. The assessment, reward, or points of the quizzes, however, were not written in *Kahoot* platform. The teacher revealed that the points from *Kahoot* quizzes were added to the students' house point. Apparently, the school had a rewarding system called house of point. There were some houses with some students in each house. The houses were named with various kinds of theme. The house point includes different activities like reading point, flip grid video, and the students' points from *Kahoot* quizzes. Therefore, the points from *Kahoot* are complementary points for the formative assessment to assess their participation and progress in learning.

Questionnaire

Afterwards, a questionnaire was given to analyses the teacher's perception towards the implementation of *Kahoot* in the remote learning context. The questionnaire was develop based on the theory of perception with a total of 18 statements, whereas the teacher needed to answer by marking strongly agree, agree, disagree, and strongly disagree. Perception can be observed from four aspects, which are motivation, effectiveness, engagement, and satisfaction. The results indicated that the teacher agreed that students always showed up on time when learning through *Kahoot*. Meanwhile, the teacher responded strongly agree to the statement that *"students follow*

the learning processs happily when learning through Kahoot.” In addition, the teacher strongly agree to the statement that *“students are always enthusiastic when learning through Kahoot”*. Finally, on the last item regarding motivation, the teacher answered strongly agree to the statement that *“Kahoot makes students interested in learning and answering questions”*. Therefore, it can be seen that the findings in the aspect of motivation showed that the teacher mostly agreed that *Kahoot* boosts students' motivation, indicating that the teacher had strongly favourable perception towards the implementation of *Kahoot*.

Then, the results also showed that the teacher had towards the implementation of *Kahoot* in the aspect of engagement. These two items evaluated the perception that indicated how much the teacher agreed with the statements *“students pay attention to the learning process when learning through Kahoot”* and *“Kahoot makes students stay focus and on task during the learning process by always completing the tasks given.”* The result of the questionnaire showed that the teacher responded strongly agree for both statements that signified the teacher's highly positive perception towards the implementation of *Kahoot*. After that, the teacher's perception towards *Kahoot* in the aspect of effectiveness indicated that the teacher responded agree that students understand the learning materials better when being taught using *Kahoot*. On the other hand, the teacher disagreed to the statement that implied *Kahoot* makes students confused in learning. Moreover, the teacher agreed to the statement *“students' grades are increasing when being taught using Kahoot.”*The teacher also responded agree to the statements *“assessment is easier to be done through Kahoot”* and *“students' grades are more organized through Kahoot.”* The data indicated that the teacher had a positive perception towards the implementation of *Kahoot*. The results of the questionnaire indicated that most of the collected responses from the aspects of motivation, effectiveness, engagement, and satisfaction on the implementation of *Kahoot* were either strongly agree or agree. Meanwhile, some of the statements that were made in the form of negative statements, such as *“Kahoot makes students confused in learning”, “Kahoot features are hard to use and confusing”,* and *“the classroom is boring when Kahoot is used in the learning process”* gained either strongly disagree or disagreeresponses. Based on the findings, it can be concluded that the teacher has positive and favorable perception towards the implementation of *Kahoot* in the remote learning context.

Discussion

There are several features on *Kahoot*, including quiz, discussion, jumble, and survey (Alchamdani et al., 2020). From those features, the most utilized *Kahoot* feature based on the observations was quiz feature. The implementation of *Kahoot* in the remote learning context was observed in order to investigate how the learning process was carried out. The results of the observations indicated that *Kahoot* was implemented synchronously, meaning that the learning process happened in real time. In other words, the learning process was conducted by having the teacher gave live instructions or any related task to students and at that very moment the students had to fulfill the task given. In running the quiz through *Kahoot* platform, other related software such as Zoom was needed as a way for teacher to give the instructions about the quiz, as well as to keep the students accompanied while answering it. Based on the findings of the study, *Kahoot* were conducted in two sessions, which were *Kahoot* session one and session two. Each session had different materials. *Kahoot* session one was more like an academic quiz about the material that the students learned in class, while *Kahoot* session two was more of a fun learning activity, since it involved answering questions about riddles or general knowledge about the worlds. There were six topics that were used for *Kahoot* quiz, which were *Bunyi* (sound), *Tebak Gambar* (guessing picture), Traffic Sign, General Knowledge, Healthy Lifestyle, and Cartoon Characters. Each topic on *Kahoot* platform consisted of 10 questions.

The quizzes in *Kahoot* were presented in Bahasa Indonesia for the first observation. Then, on the second observation, the quizzes were presented in English and Bahasa Indonesia. Finally, on the last observation, it was found that *Kahoot* was presented entirely in English. This findings were similar to the previous studies which found that *Kahoot* can be used in various languages in learning towards various kinds of subjects (Mira et al., 2020; Setyawan, 2021). Then, relating to the findings of the questionnaire, positive responses were found that indicated the teacher's positive or favorable perception towards the implementation of *Kahoot*. This results were in line with the previous study, which shows that both the teacher and students' perceptions on the use of *Kahoot* were in a very good category based on the result of the quantitative data (Eva & Adnyani, 2020). This is further supported by the results of the interview in this present study, which indicated that *Kahoot* was considered as a good platform for the remote learning context. As what the teacher expressed previously, the use of *Kahoot* was initiated to encourage the students and keep their enthusiasm in the remote learning. It also appeared that *Kahoot* was considered as an acceptable and fun learning platform for the students, as they showed enthusiasm during the learning through *Kahoot* platform. This is in line with the utterance from the teacher that *“the only Zoom meeting they are waiting for is the Kahoot session because it is fun and motivating.”* Therefore, the implementation of *Kahoot* for young learners in the remote learning context received positive perception from the teacher. However, this study is still lacking in terms of the number of the respondent and coverage. Therefore, further study regarding *Kahoot* still needs to be conducted to explore more about the implementation.

4. CONCLUSION

The implementation of *Kahoot* for young learners in remote learning context at NBBS Singaraja was carried out in two sessions with two different materials for one meeting. The first session was used or academic quiz and the second session was intented for fun activity. *Kahoot* was used synchronously, with the support of Zoom for the teacher to give instructionsand to accompany the students when answering the *Kahoot*. The results also indicated that the teacher had positive perception towards the implementation of *Kahoot* in remote learning. It is because the teacher agreed that *Kahoot*made the students excited in following the quizzes. Therefore, it can be concluded that *Kahoot* can be implemented well to motivate students to learn.

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