

ABSTRAK

Nurhalimah Sitinjak, NIM 4203331026 (2024). Penerapan Model Pembelajaran *Teams Games Tournament* (TGT) Berbantuan Media Kahoot Terhadap Minat dan Hasil Belajar Siswa Kelas XI pada Materi Laju Reaksi.

Penelitian ini bertujuan untuk mengetahui penerapan model pembelajaran *Teams Games Tournament* (TGT) berbantuan media Kahoot terhadap minat dan hasil belajar siswa kelas XI pada materi laju reaksi. Desain penelitian ini menggunakan *pretest-posttest control group design*. Populasi dalam penelitian ini adalah seluruh kelas XI IPA SMAS Dharmawangsa Medan yang terdiri dari 8 kelas. Sampel dalam penelitian ini adalah 2 kelas yaitu kelas XI MIA 2 sebagai eksperimen dan kelas XI MIA 3 sebagai kelas kontrol yang diperoleh menggunakan teknik Random Kelas. Instrumen yang digunakan dalam penelitian ini adalah instrumen tes berupa soal pilihan berganda dan instrumen non tes berupa angket minat belajar. Hasil uji t pihak kanan diperoleh bahwa $t_{hitung} > t_{tabel} = 2,44 > 1,6723$, maka H_a diterima yang berarti hasil belajar siswa yang diajarkan dengan model pembelajaran *Teams Games Tournament* (TGT) berbantuan Kahoot lebih tinggi daripada hasil belajar siswa yang diajarkan dengan model pembelajaran *Teams Games Tournament* (TGT) berbantuan Kartu pada materi Laju Reaksi. Data minat belajar menunjukkan bahwa nilai $t_{hitung} > t_{tabel} = 2,60 > 1,6723$, maka H_a diterima yang berarti minat belajar siswa yang diajarkan dengan model pembelajaran *Teams Games Tournament* (TGT) berbantuan Kahoot lebih tinggi daripada minat belajar siswa yang diajarkan dengan model pembelajaran *Teams Games Tournament* (TGT) berbantuan Kartu pada materi Laju Reaksi, dan hasil uji korelasi menunjukkan bahwa nilai $r_{hitung} > r_{tabel} = 0,744 > 0,334$, H_a diterima yang berarti ada korelasi yang signifikan antara minat dan hasil belajar siswa yang diajarkan dengan model *Teams Games Tournament* (TGT) berbantuan Kahoot pada materi Laju Reaksi dengan koefisien determinasi sebesar 55%.

Kata Kunci : Model *Teams Games Tournament*, Kahoot, Hasil Belajar, Minat Belajar, Laju Reaksi.

ABSTRACT

Nurhalimah Sitinjak, NIM 4203331026 (2024). Application of *Teams Games Tournament* (TGT) Learning Model assisted by Kahoot Media to Interest and Learning Outcomes of Class XI Students on Reaction Rate Material.

This study aims to determine the application of *Teams Games Tournament* (TGT) learning model assisted by Kahoot media to the interest and learning outcomes of grade XI students on reaction rate material. This research design used pretest-posttest control group design. The population in this study were all XI science classes of SMAS Dharmawangsa Medan consisting of 8 classes. The samples in this study were 2 classes, namely class XI MIA 2 as an experiment and class XI MIA 3 as a control class obtained using the Class Random technique. The instruments used in this study were test instruments in the form of multiple choice questions and non-test instruments in the form of a learning interest questionnaire. The results of the right party t test obtained that $t_{\text{count}} > t_{\text{table}} = 2.44 > 1.6723$, then H_a is accepted which means that the learning outcomes of students taught with the Kahoot-assisted Teams Games Tournament (TGT) learning model are higher than the learning outcomes of students taught with the Teams Games Tournament (TGT) learning model assisted by Cards on Reaction Rate material. Learning interest data shows that the value of $t_{\text{count}} > t_{\text{tabel}} = 2.60 > 1.6723$, then H_a is accepted which means that the learning interest of students taught with the Kahoot-assisted Teams Games Tournament (TGT) learning model is higher than the learning interest of students taught with the Kahoot-assisted Teams Games Tournament (TGT) learning model on Reaction Rate material, and the results of the correlation test show that the value of $r_{\text{count}} > t_{\text{table}} = 0.744 > 0.334$, H_a is accepted which means that there is a significant correlation between the interest and learning outcomes of students taught with the Kahoot-assisted Teams Games Tournament (TGT) model on Reaction Rate material with a coefficient of determination of 55%.

Keywords: Teams Games Tourbament Model, Kahoot, Learning Results, Interest in Learning, Reaction Rate.

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