ABSTRAK

Aisyah Fitria Sari, NIM 4181131023 (2022). Perbedaan Hasil Belajar Kimia Siswa yang Dibelajarkan dengan Media *Kahoot* dan Media *Powerpoint* Pada Materi Laju Reaksi di SMA.

Penelitian ini bertujuan untuk mengetahui perbandingan hasil belajar siswa yang dibelajarkan dengan menggunakan media pembelajaran *Kahoot* dan hasil belajar siswa yang dibelajarkan dengan menggunakan media pembelajaran *Powerpoint*. Populasi dalam penelitian ini adalah seluruh siswa kelas XI IPA SMA Swasta Al-Hikmah semester ganjil TA 2021/2022. Sampel kelas merupakan sampel jenuh dan sampel siswa diambil secara purposif 25 orang siswa dari setiap kelas yang relatif homogen. Desain penelitian yang digunakan merupakan rancangan Pretest-posttest control group design. Instrumen yang digunakan yaitu instrumen tes berupa soal pilihan berganda terkait materi laju reaksi. Berdasarkan hasil penelitian yang didapatkan dengan uji t pihak kanan satu kelompok sampel, diperoleh bahwa $t_{hitung} > t_{tabel}$ yaitu $3,68 > 1,711$, artinya rataan hasil belajar siswa yang dibelajarkan dengan penerapan media pembelajaran *Kahoot* lebih tinggi dari kriteria ketuntasan minimal. Hasil penelitian selanjutnya yang didapatkan dengan mengunakan uji t pihak kanan dua kelompok sampel, diperoleh bahwa $t_{hitung} > t_{tabel}$ yaitu $2,11 > 1,67$, artinya rataan hasil belajar siswa yang dibelajarkan dengan penerapan media pembelajaran *Kahoot* lebih tinggi dibandingkan dengan hasil belajar siswa yang dibelajarkan dengan media pembelajaran *Powerpoint*. Pada penelitian ini juga diperoleh bahwa pada siswa yang dibelajarkan dengan penerapan media pembelajaran *Kahoot* didapatkan presentase siswa yang mencapai kriteria ketuntasan minimal sebesar 92%.

Kata Kunci : Hasil Belajar, Kahoot, Laju Reaksi

ABSTRACT

Aisyah Fitria Sari, NIM 4181131023 (2022). Differences in Student Chemistry Learning Outcomes Taught with *Kahoot* Media and *Powerpoint* Media on Reaction Rate in High School.

This study aims to determine the comparison of student learning outcomes who are taught using *Kahoot* learning media and student learning outcomes who are taught using *Powerpoint* learning media. The population in this study were all students of class XI IPA at Al-Hikmah Private High School in the odd semester of the 2021/2022 academic year. The class sample is a saturated sample and The sample of students was taken purposively 25 students from each class were relatively homogeneous. The research design used was a Pretest-posttest control group design. The instrument used is a test instrument in the form of multiple choice questions related to the reaction rate material. Based on the research results obtained by the right-hand side t test of one sample group, it was found that $t_{count} > t_{table}$ is $3.68 > 1.711$, meaning that the average student learning outcomes taught by the application of *Kahoot* learning media are higher than the minimum completeness criteria. The results of further research obtained by using the right-hand side t test of two sample groups, it was found that $t_{count} > t_{table}$, namely $2.11 > 1.67$, meaning that the average student learning outcomes who were taught by the application of *Kahoot* learning media were higher than student learning outcomes which is taught with *Powerpoint* learning media. In this study, it was also found that in students who were taught by the application of the *Kahoot* learning media, the percentage of students who achieved the minimum completeness criteria was 92%.

Keyword : Learning Outcomes, Kahoot, Reaction Rate

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