ABSTRAK

Intan Kusuma D, Gusti Ayu Putu (2026), Pengaruh Model *Game Based Learning* Berbantuan *Kahoot* Terhadap Motivasi dan Hasil Belajar Pendidikan Pancasila Siswa Kelas V SD Negeri Gugus VI Mengwi. Tesis, Pendidikan Dasar, Program Pascasarjana, Univeristas Pendidikan Ganesha.

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Kata Kunci: model *Game Based Learning*, *Kahoot*, motivasi belajar, hasil belajar

Penelitian ini bertujuan untuk mengetahui pengaruh model *Game Based Learning* Berbantuan *Kahoot* terhadap Motivasi dan Hasil Belajar Pendidikan Pancasila Siswa Kelas V Sekolah Dasar secara signifikansi. Penelitian ini tergolong jenis eskperimen dengan rancangan post-test only control group design. Penelitian ini menggunakan teknik random sampling. Populasi penelitian ini adalah seluruh kelas V SD Negeri Gugus VI Mengwi sebanyak 164 siswa. Kelompok eksperimen adalah siswa kelas V SD No. 5 Kapal yang terdiri dari 28 orang sedangkan kelompok kontrol adalah siswa kelas V SD No. 1 Kapal yang sebanyak 28 orang. Instrumen data pada penelitian ini adalah kuesioner untuk motivasi belajar dan tes untuk prestasi belajar Pendidikan Pancasila yang dianalisis menggunakan MANOVA. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh yang signifikan secara simultan penerapan model *Game Based Learning* Berbantuan *Kahoot* terhadap Motivasi dan Hasil Belajar Pendidikan Pancasila Siswa Kelas V pada nilai sig. 0,000 < 0,05; (2) terdapat pengaruh yang signifikan model *Game Based Learning* Berbantuan *Kahoot* terhadap peningkatan Motivasi Belajar Siswa Kelas V pada nilai sig. 0,000 < 0,05; (3) terdapat pengaruh yang signifikan model *Game Based Learning* Berbantuan *Kahoot* terhadap Hasil Belajar Pendidikan Pancasila Siswa Kelas V pada nilai sig. 0,000 < 0,05. Berdasarkan temuan-temuan tersebut disimpulkan bahwa terdapat pengaruh penerapan Model *Game Based Learning* Berbantuan *Kahoot* terhadap motivasi dan hasil belajar Pendidikan Pancasila siswa Kelas V SD Negeri Gugus VI Mengwi baik secara simultan maupun terpisah. Dengan demikian, penerapan model pembelajaran tersebut dapat dijadikan sebagai rekomendasi dalam peningkatan motivasi dan hasil belajar siswa SD.

ABSTRACT

Intan Kusuma D, Gusti Ayu Putu (2026), The Effect of Game Based Learning Model on Kahoot toward Motivation and Learning Outcomes in Pancasila Education among Fifth-Grade Students of Gugus VI Mengwi Elementary Schools. Tesis, Pendidikan Dasar, Post Graduate Program, Universitas Pendidikan Ganesha.

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Keywords*: Game Bassed Learning Model, kahoot, motivation, learning outcomes*

This study aimed to determine the effect of Game Based Learning model assisted by Kahoot toward motivation and learning outcomes especially in Pancasila education both significant. This study classified as a quasi- experimental type with a post-test only control group design. This research used a random sampling technique. The population of this study was all5th grade students Cluster VI Mengwi, that totalling 164 students. The experimental group was 5th grade students at SD No. 5 Kapal that consist 0f 28 people meanwhile the control group was consist of 28 students from SD No. 1 Kapal. Instrumen of the data in this study were questionnaires for learning motivasion and test for Pancasila learning outcomes which were analyzed usung MANOVA. The result shows that: (1) there was a simultaneous effect of the Game Based Learning assisted by Kahoot on students' motivation and learning outcomes Pancasila achievements in Grade V of SD, with sig.value 0,000<0,05; (2) the Game Based Learning with Kahoot has an effect on students' motivation in Grade V of SD, with sig.value 0,000<0,05; (3) the Game Based Learning model with Kahoot has an effect on Pancasila achievement in Grade V of SD, with sig.value 0,000<0,05. Based on these findings, it was concluded that the implementation of the Kahoot-assisted Game-Based Learning Model significantly impacted the motivation and learning outcomes of fifth-grade students of SD Negeri Gugus VI Mengwi, both simultaneously and separately. Therefore, the implementation of this learning model can be used as a recommendation for improving the motivation and learning outcomes of elementary school students.