

## ABSTRAK

**I Nyoman Sudianta (2026)**, Domino Keberagaman (Kado Ragam) Muatan *Tri Hita Karana* Untuk Mengoptimalkan Keaktifan dan Hasil Belajar Pancasila Pada Siswa Kelas V Sekolah Dasar

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*Kata-kata kunci: Kado Ragam, Studi Pancasila, keaktifan, dan hasil belajar*

Penelitian ini bermaksud untuk: menghasilkan , mengarifi sahif , mengarifi Tepat guna , dan memaparkan fungsional domino keberagaman (kado ragam) serta muatan *Tri Hita Karana* untuk meningkarkat keaktifan dan hasil menelaah Studi Pancasila pada siswa kelas V sekolah dasar. Jenis penelitian pemekaran serta pola ADDIE. Objek penelitian adalah domino keberagaman, sementara subyeknya penelitian adalah siswa SD N Renon Denpasar yang terdiri dari kelas VA 30 orang dan VB 32 orang dan empat orang guru sebagai praktisi. Sistem pengumpulan data berwujud kuesioner dan tes. Instrumen penelitian berwujud lembar kuesioner sahif , substansi, Tepat guna, keaktifan menelaah, dan tes pilihan ganda untuk mengukur hasil menelaah. Instrumen keaktifan menelaah diuji sahif, reliabilitas dan instrumen hasil menelaah diuji sahif, reliabilitas, daya beda, dan tingkat kesukaran butir soal. Analisis data mendayagunakan persentase, uji anava satu jalur, dan multivarian. Hasil penelitian menandakan bahwa (1) kado ragam disajikan intern bentuk cetak, (2) hasil sahif yakni 92,3%, sahif substansi 95,39% sangat sahif layak diperuntukkan bebas dari koreksi, Tepat guna 86,05 pada tipe sangat praktis, dan hasil fungsional kado ragam serta muatan *Tri Hita Karana* intern mengoptimalkan keaktifan dan hasil menelaah adalah dijangkau nilai statistik *Pillais Trace*, *Wilks Lambda*, *Hotellings Trace*, dan *Roys Largest Root* masing-masing mengantongi nilai statistika  $F = 83,280$  dan angka signifikan 0,001 nilai tersebut lebih kecil dari taraf signifikansi 0,05 ( $p < 0,05$ ). Jadi, dapat disarikan bahwa terdapat imbas selaku bersama-sama Kado Ragam serta muatan *Tri Hita Karana* terhadap keaktifan dan hasil belajar siswa.

## ABSTRACT

**I Nyoman Sudianta (2026)**, Development of Diversity Domino Card (Kado Ragam) with Tri Hita Karana Content to Increase Learning Activity and Learning Outcomes in Pancasila Education for Fifth Grade Elementary School Students

Thesis, Basic Education, Postgraduate Program, Ganesha University of Education. This thesis has been approved and examined by Supervisor I: Prof. Dr. Dewa Bagus Sanjaya., M.Si; and Supervisor II: Prof. Dr. I Wayan Suastra., M.Pd

Key words: *Kado Ragam, Studi Pancasila, Activeness, and Learning Outcomes*

*The purpose of this study is to produce, determine the feasibility of, and explain the effectiveness of developing diversity domino cards (kado ragam) with Tri Hita Karana content to increase the activity and learning outcomes of Pancasila Education in fifth-grade elementary school students. The ADDIE pola is used in developmental studies. The study's object is the diversity domino card, and the subjects are SD N Renon Denpasar students (30 from class VA and 32 from class VB), as well as four teachers who serve as practitioners. Data collection methods include surveys and tests. The research tools include questionnaires for sahih substantive practicality, learning activity, and multiple-choice tests to assess learning outcomes. The learning activity instrument is assessed for validity, reliability, discrimination power, and question difficulty. Data analysis combines percentages, one-way ANOVA testing, and multivariate examinations. The results of the study showed that (1) the variety of gifts were presented in printed form, (2) The results suggested that the variety of gifts with Tri Hita Karana content were effective in increasing student activity and learning outcomes. The statistical values for Pillais Trace, Wilks Lambda, Hotellings Trace, and Roys Largest Root each had a statistical value of  $F = 83.280$  and a significant number of  $0.001$ , which was less than the significance level of  $0.05$  ( $p < 0.05$ ). The results also showed that the sahihity was  $92.3\%$ , the substansial sahihity was  $95.39\%$  very sahih and suitable for use without koreksion, and the practicality was  $86.05$  in the very practical category. Thus, it can be said that Tri Hita Karana content and Variety of Gifts have a cumulative effect on student participation.*