

**PENERAPAN MODEL TGT BERBANTUAN APLIKASI KAHOOT
UNTUK PROSES PEMECAH MASALAH SISWA DALAM
PEMBELAJARAN PENDIDIKAN PANCASILA DI KELAS X.B DI SMA
NEGERI 2 SINGARAJA**

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) berbantuan aplikasi Kahoot, menganalisis peningkatan kemampuan pemecahan masalah peserta didik, serta mengidentifikasi kendala yang dihadapi dalam pembelajaran Pendidikan Pancasila kelas X.B SMA Negeri 2 Singaraja. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Hasil penelitian menunjukkan bahwa penerapan model TGT berbantuan Kahoot mampu meningkatkan kemampuan pemecahan masalah peserta didik, ditunjukkan oleh peningkatan rata-rata nilai menjadi 88,15, daya serap 88,15%, dan ketuntasan belajar klasikal sebesar 84,21% pada siklus II. Selain itu, keaktifan, kerja sama, dan kemampuan berpikir kritis peserta didik juga meningkat. Disimpulkan bahwa model pembelajaran kooperatif tipe TGT berbantuan Kahoot efektif meningkatkan kemampuan pemecahan masalah pada pembelajaran Pendidikan Pancasila.

Kata kunci: Teams Games Tournament (TGT), Kahoot, kemampuan pemecahan masalah, Pendidikan Pancasila, Penelitian Tindakan Kelas.

***THE IMPLEMENTATION OF THE TEAMS GAMES TOURNAMENT
(TGT) MODEL ASSISTED BY THE KAHOOT APPLICATION TO
IMPROVE STUDENTS' PROBLEM-SOLVING SKILLS IN PANCASILA
EDUCATION LEARNING IN CLASS X.B OF SMA NEGERI 2
SINGARAJA COVER***

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ABSTRACT

This study aimed to describe the implementation of the Teams Games Tournament (TGT) cooperative learning model assisted by the Kahoot application, analyze the improvement of students' problem-solving skills, and identify the challenges encountered in Pancasila Education learning in Class X.B of SMA Negeri 2 Singaraja. This study employed Classroom Action Research (CAR), which was conducted in two cycles consisting of the stages of planning, action, observation, and reflection. The findings revealed that the implementation of the TGT learning model assisted by Kahoot effectively improved students' problem-solving skills, as indicated by an increase in the average score to 88.15, a learning absorption rate of 88.15%, and classical learning mastery of 84.21% in the second cycle. In addition, students' participation, collaboration, and critical thinking skills also improved. It can be concluded that the TGT cooperative learning model assisted by Kahoot is effective in improving students' problem-solving skills in Pancasila Education learning.

Keywords: Teams Games Tournament (TGT), Kahoot, problem-solving skills, Pancasila Education, Classroom Action Research.