

ABSTRACT

Motivasi belajar dan hasil belajar merupakan dua indikator penting yang mencerminkan keberhasilan proses pembelajaran. Rendahnya motivasi belajar peserta didik dapat berdampak pada kurang optimalnya pencapaian hasil belajar, sehingga diperlukan model pembelajaran yang mampu meningkatkan keterlibatan peserta didik secara aktif. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran kooperatif tipe Student Teams Achievement Division (STAD) berbantuan Kahoot terhadap motivasi dan hasil belajar peserta didik pada materi Ekologi dan Keanekaragaman Hayati. Penelitian menggunakan pendekatan kuantitatif dengan metode quasi experiment dan desain Nonequivalent Control Group Design. Sampel penelitian terdiri atas dua kelas VII MTs Negeri Bangkalan, yaitu kelas VII C sebagai kelas eksperimen dan kelas VII D sebagai kelas kontrol yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui angket motivasi belajar, tes hasil belajar (pretest dan posttest), observasi, dan dokumentasi, kemudian dianalisis menggunakan uji normalitas, uji homogenitas, dan Independent Samples t-test. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran kooperatif tipe STAD berbantuan Kahoot mampu meningkatkan motivasi belajar peserta didik yang ditunjukkan oleh rata-rata skor motivasi kelas eksperimen sebesar 77,57 dengan kategori tinggi. Rata-rata hasil belajar kelas eksperimen juga lebih tinggi dibandingkan kelas kontrol. Namun, hasil uji hipotesis menunjukkan nilai signifikansi sebesar 0,059 sehingga H_0 diterima dan H_a ditolak. Dengan demikian, model pembelajaran kooperatif tipe STAD berbantuan Kahoot belum menunjukkan pengaruh yang signifikan terhadap hasil belajar peserta didik, tetapi mampu meningkatkan motivasi belajar serta menciptakan pembelajaran yang lebih aktif, kolaboratif, dan menyenangkan.

Keywords: hasil belajar; Kahoot; motivasi belajar; pembelajaran kooperatif; STAD.

ABSTRACT

Learning motivation and learning outcomes are two key indicators reflecting the success of the learning process. Low student motivation can hinder the achievement of optimal learning outcomes; therefore, a learning model capable of fostering active student engagement is required. This study aimed to analyze the impact of the Student Teams Achievement Division (STAD) cooperative learning model supported by Kahoot on students' motivation and learning outcomes regarding the topics of Ecology and Biodiversity. A quantitative approach was employed using a quasi-experimental method with a Nonequivalent Control Group Design. The study sample consisted of two Grade VII classes from MTs Negeri Bangkalan: Class VII-C (experimental group) and Class VII-D (control group), selected via purposive sampling. Data were collected through motivation questionnaires, learning outcome tests (pre-test and post-test), observation, and documentation, and subsequently analyzed using normality tests, homogeneity tests, and the Independent Samples t-test. The results indicate that the implementation of the Kahoot-assisted STAD cooperative learning model successfully enhanced student motivation, evidenced by an average motivation score of 77.57 (categorized as high) in the experimental class. The average learning outcome in the experimental class was also higher than that of the control class. However, the hypothesis test yielded a significance value of 0.059, resulting in the acceptance of the null hypothesis (H_0) and the rejection of the alternative hypothesis (H_1). Thus, while the Kahoot-assisted STAD cooperative learning model did not demonstrate a statistically significant effect on student learning outcomes, it succeeded in boosting learning motivation and fostering a learning environment that was more active, collaborative, and enjoyable.

Keywords: learning outcomes; Kahoot; learning motivation; cooperative learning; STAD.