

RINGKASAN

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar dan keaktifan belajar peserta didik kelas X pada mata pelajaran ekonomi. Tujuan penelitian ini adalah untuk mengetahui perbedaan hasil belajar dan keaktifan belajar ekonomi peserta didik yang menerapkan model pembelajaran *Teams Games Tournament* (TGT) berbantuan web *Baamboozle* dengan model pembelajaran konvensional serta untuk menganalisis pengaruhnya. Penelitian ini merupakan penelitian *quasi experimental* dengan desain berupa *nonequivalent control group design*. Populasi dalam penelitian ini adalah peserta didik kelas X SMA Negeri 1 Baturraden. Menggunakan teknik *Purposive Sampling* yang kemudian diperoleh sampel sebanyak 72 peserta didik. Teknik pengumpulan data dalam penelitian ini meliputi wawancara, tes, kuisioner tertutup, dan observasi.

Hasil penelitian ini menunjukkan bahwa (1) Terdapat perbedaan hasil belajar ekonomi antara peserta didik yang menerapkan model pembelajaran *Teams Games Tournament* berbantuan web *Baamboozle* dengan model pembelajaran konvensional, (2) Terdapat perbedaan keaktifan belajar ekonomi antara peserta didik yang menerapkan model pembelajaran *Teams Games Tournament* berbantuan web *Baamboozle* dengan model pembelajaran konvensional, (3) Model pembelajaran *Teams Games Tournament* berbantuan web *Baamboozle* berpengaruh positif terhadap hasil belajar ekonomi, (4) Model pembelajaran *Teams Games Tournament* berbantuan web *Baamboozle* berpengaruh positif pada keaktifan belajar ekonomi.

Implikasi dari penelitian ini adalah guru diharapkan mampu mengimplementasikan model pembelajaran TGT berbantuan web *Baamboozle* sebagai pendekatan alternatif dalam proses mengajar yang lebih menarik dan interaktif, dan sekolah diharapkan dapat mendorong implementasi model pembelajaran TGT berbantuan web *Baamboozle* secara lebih luas dalam pembelajaran, tidak hanya pada mata pelajaran Ekonomi.

Kata Kunci: Model Pembelajaran *Teams Games Tournament*, *Baamboozle*, Hasil Belajar, Keaktifan Belajar

SUMMARY

This research is motivated by the low learning outcomes and learning activeness of tenth-grade students in the Economics subject. The purpose of this study is to determine the differences in learning outcomes and learning activeness between students who applied the Teams Games Tournament (TGT) learning model assisted by the Baamboozle web and those who used conventional learning models, as well as to analyze its effects. This study is a quasi-experimental research with a nonequivalent control group design. The population of this study consisted of tenth-grade students at SMA Negeri 1 Baturraden. Using purposive sampling techniques, a total of 72 students were selected as the sample. Data collection techniques included interviews, tests, closed questionnaires, and observations.

The results of this study indicate that: (1) There are differences in Economics learning outcomes between students who applied the TGT learning model assisted by Baamboozle and those who used conventional learning models, (2) There are differences in learning activeness between students who applied the TGT learning model assisted by Baamboozle and those who used conventional learning models, (3) The TGT learning model assisted by Baamboozle has a positive effect on Economics learning outcomes, and (4) The TGT learning model assisted by Baamboozle has a positive effect on learning activeness in Economics.

The implications of this research are teachers are expected to implement the TGT learning model assisted by Baamboozle as an alternative approach to create more engaging and interactive teaching, and schools are expected to encourage the broader implementation of the TGT learning model assisted by Baamboozle in various subjects, not only in Economics.

Keywords: Teams Games Tournament Learning Model, Baamboozle, Learning Outcomes, Learning Activeness