RINGKASAN

Penelitian ini merupakan penelitian kuantitatif dengan model eksperimen yang dilakukan terhadap siswa di SMA Negeri 3 Purwokerto. Penelitian ini dilatar belakangi oleh rendahnya motivasi dan nilai rata-rata hasil belajar siswa kelas XI-F1B dan XI F1C pada mata pelajaran ekonomi. Tujuan penelitian ini adalah untuk menganalisis perbedaan dan pengaruh penerapan metode pembelajaran *Game-Based Learning* terhadap motivasi dan hasil belajar siswa SMA Negeri 3 Purwokerto. Penelitian ini dilaksanakan pada semester genap tahun pelajaran 2024/2025.

Penelitian ini menggunakan model *Quasi Experimental Design* dengan bentuk *Nonequivalent Control Group Design* dimana prosesnya menggunakan kelas eksperimen dan kelas kontrol. Populasi dalam penelitian ini adalah siswa kelas XI-F1A sampai XI-F1C dan XI-F3A sampai XI-F3B SMA Negeri 3 Purwokerto yang berjumlah 180 siswa. Penentuan sampel menggunakan teknik *Purposive Sampling* dan sampel dalam penelitian ini berjumlah 72 siswa yang merupakan siswa kelas XI-F1B dan XI-F1C SMA Negeri 3 Purwokerto. Teknik analisis data yang digunakan dalam penelitian ini adalah uji validitas, uji reliabilitas, uji tingkat kesukaran soal, uji daya pembeda soal, uji normalitas, uji homogenitas, uji independent sample t-test, dan regresi linier sederhana.

Berdasarkan hasil penelitian dan analisis data yang menunjukkan bahwa: (1) Terdapat pengaruh positif penerapan metode pembelajaran *Game-Based Learning* terhadap motivasi belajar siswa; (2) Terdapat pengaruh positif penerapan metode pembelajaran *Game-Based Learning* terhadap hasil belajar siswa; (3) Terdapat perbedaan motivasi belajar antara siswa yang menggunakan metode *Game-Based Learning* dengan siswa yang menggunakan metode pembelajaaran konvensional; (4) Terdapat perbedaan motivasi belajar antara siswa yang menggunakan metode *Game-Based Learning* dengan siswa yang menggunakan metode pembelajaaran konvensional.

Implikasi penelitian ini adalah sekolah diharapkan dapat menyediakan fasilitas pendukung serta pelatihan bagi guru sehingga penerapan *Game-Based Learning* dapat berjalan optimal. Guru diharapkan dapat meningkatkan motivasi dan hasil belajar siswa dengan menerapkan metode pembelajaran *Game-Based Learning*. Siswa diharapkan dapat berpartisipasi aktif dalam pembelajaran berbasis *Game-Based Learning*. Metode ini mendorong keterlibatan aktif siswa sehingga siswa akan lebih mudah memahami pembelajaran serta tercapainya motivasi dan hasil belajar yang optimal.

Kata Kunci: Metode Pembelajaran, *Game-Based Learning*, Motivasi Belajar, Hasil Belajar

SUMMARY

This study is a quantitative research employing an experimental model conducted on students at SMA Negeri 3 Purwokerto. The research was motivated by the low motivation and average academic performance of students in classes XI-F1B and XI-F1C in the subject of economics. The purpose of this study is to analyze the differences and the effects of implementing the Game-Based Learning method on students' motivation and learning outcomes at SMA Negeri 3 Purwokerto. The study was conducted during the even semester of the 2024/2025 academic year.

This study employed a Quasi-Experimental Design with a Nonequivalent Control Group Design, involving both an experimental class and a control class. The population consisted of 180 students from classes XI-F1A to XI-F1C and XI-F3A to XI-F3B at SMA Negeri 3 Purwokerto. The sample was determined using the purposive sampling technique, resulting in a total of 72 students from classes XI-F1B and XI-F1C. The data analysis techniques used in this study included validity testing, reliability testing, item difficulty index analysis, item discrimination index analysis, normality testing, homogeneity testing, independent sample t-test, and simple linear regression.

Based on the results of research and data analysis which shows that: (1) The implementation of the Game-Based Learning method has a positive effect on students' learning motivation; (2) The implementation of the Game-Based Learning method also positively affects students' learning outcomes; (3) There is a significant difference in learning motivation between students taught using the Game-Based Learning method and those taught using conventional methods; (4) There is a significant difference in learning outcomes between students taught using the Game-Based Learning method and those taught using conventional methods.

The implications of this research are that schools are expected to provide supporting facilities and training for teachers so that the implementation of Game-Based Learning can run optimally. Teachers are expected to improve student motivation and learning outcomes by implementing Game-Based Learning methods. Students are expected to actively participate in Game-Based Learning. This method encourages active student involvement, thus making it easier for students to understand the learning and achieving optimal motivation and learning outcomes.
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Keywords: Learning Method, Game-Based Learning, Learning Motivation, Learning Outcomes