ABSTRAK

Novi, Maria Afrina Ayinta. 2026. *"*Penerapan *Game Edukasi Kahoot* pada Mata Pelajaran Bahasa Indonesia untuk Meningkatkan Kemampuan berbicara Siswa Kelas IV di SDN Merjosari 1*"*.Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Program Sarjana Universitas Tribhuwana Tunggadewi. Pembimbing: (I) Chusnul Chotimah, S.Pd, M.Pd (2) Kardiana Metha Rozhana, S.Pd., M.Pd

Kata Kunci: *Game edukasi kahoot*, Pembelajaran bahasa indonesia,Kemampuan berbicara

Berdasarkan hasil prasiklus di kelas IV SDN Merjosari 1 pada hari Rabu tanggal 12 November 2025 dengan jumlah siswa sebanyak 27 orang terdapat 14 siswa (51,85%) yang nilainya di bawah KKM, sedangkan 13 siswa (48,15%) telah mencapai Kriteria Ketuntasan Minimal (KKM) pada mata pelajaran bahasa indonesia materi teks naratif. Kondisi tersebut menunjukan penanganan perbaikan kualitas pembelajaran yang dilakukan di kelas untuk meningkatkan hasil belajar siswa.

Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah peserta didik kelas IV SDN Merjosari 1 . Instrumen pengumpulan data meliputi lembar observasi, tes hasil belajar, dan dokumentasi. Data dianalisis secara deskriptif kualitatif dan kuantitatif.

Hasil penelitian menunjukkan bahwa penerapan *game edukasi kahoot* dapat meningkatkan kemampuan berbicara peserta didik pada materi teks naratif dalam pembelajaran bahasa indonesia. Peningkatan kemampuan bebricara tersebut dapat diamati melalui perbandingan hasil belajar peserta didik pada kondisi awal (pra-siklus), Siklus I, dan Siklus II. Pada kondisi awal, nilai rata-rata kelas hanya mencapai 62,08 dengan persentase ketuntasan sebesar 48,15%. Setelah pelaksanaan siklus I, nilai rata-rata meningkat menjadi 69,74 dan persentase ketuntasan mencapai 62,96%. Pada siklus II, nilai rata-rata meningkat menjadi 88,51 dan persentase ketuntasan mencapai 92,59%.

Kesimpulannya,Penerapan *game edukasi kahoot* efektif digunakan untuk meningkatkan kemmapuan berbicara dan keterlibatan peserta didik dalam mata pelajaran bahasa indonesia. *Kahoot* ini direkomendasikan untuk diterapkan sebagai alternatif strategi pembelajaran yang mendukung pencapaian kompetensi secara menyeluruh di sekolah dasar.

ABSTRACT

Novi, Maria Afrina Ayinta 2026. "The Implementation of Kahoot Educational Game in Indonesian Language Subject to Improve the Speaking Skills of Fourth Grade Students at SDN Merjosari 1." Undergraduate Thesis. Elementary School Teacher Education Study Program, Bachelor Program, Tribhuwana Tunggadewi University. Advisors: (I) Chusnul Chotimah, S.Pd., M.Pd. (2) Kardiana Metha Rozhana, S.Pd., M.Pd.

Keywords: Kahoot educational game, Indonesian language learning, speaking skills

Based on the pre-cycle results conducted in Class IV of SDN Merjosari 1 on Wednesday, November 12, 2025, with a total of 27 students, there were 14 students (51.85%) who scored below the Minimum Mastery Criteria (MMC), while 13 students (48.15%) had achieved the Minimum Mastery Criteria (MMC) in the Indonesian language subject on narrative text material. This condition indicated the need for improving the quality of classroom instruction to enhance students' learning outcomes.

This study employed Classroom Action Research (CAR), which was conducted in two cycles. Each cycle consisted of planning, implementation, observation, and reflection stages. The research subjects were fourth-grade students of SDN Merjosari 1. The data collection instruments included observation sheets, learning achievement tests, and documentation. The data were analyzed using descriptive qualitative and quantitative methods.

The results of the study showed that the implementation of the Kahoot educational game was able to improve students' speaking skills in narrative text material in Indonesian language learning. The improvement in speaking skills could be observed from the comparison of students' learning outcomes in the initial condition (pre-cycle), Cycle I, and Cycle II. In the initial condition, the class average score was 62.08 with a mastery percentage of 48.15%. After the implementation of Cycle I, the average score increased to 69.74 with a mastery percentage of 62.96%. In Cycle II, the average score significantly increased to 88.51 with a mastery percentage of 92.59%.

In conclusion, the implementation of the Kahoot educational game is effective in improving students' speaking skills and engagement in Indonesian language learning. Kahoot is recommended as an alternative instructional strategy to support the comprehensive achievement of competencies at the elementary school level.