

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan model pembelajaran *Microlearning* berbantuan *Quizziz* terhadap keaktifan dan hasil belajar siswa pada mata pelajaran *Dasar-Dasar Kuliner* di kelas X Kuliner 3 SMK PGRI 3 Badung. Menggunakan pendekatan kuantitatif dengan metode *pre-eksperimental* dan *desain one group pretest-posttest*, penelitian ini melibatkan 40 siswa yang dipilih melalui teknik *purposive sampling*. Instrumen yang digunakan meliputi kuisioner keaktifan dan hasil belajar siswa, dengan analisis data menggunakan uji-t berpasangan. Hasil penelitian menunjukkan bahwa terdapat peningkatan keaktifan siswa dari rata-rata 53,225 menjadi 57,725, dengan peningkatan paling signifikan pada indikator penerapan pengetahuan dan evaluasi diri. Rata-rata hasil belajar juga meningkat dari 70,13 menjadi 88,6, dengan perbaikan nilai tertinggi dan terendah serta penyempitan rentang skor. Hasil uji-t menunjukkan nilai signifikansi sebesar 0,010 untuk keaktifan dan 0,000 untuk hasil belajar ($p < 0,05$), yang berarti terdapat perbedaan signifikan sebelum dan sesudah penerapan model pembelajaran. Dengan demikian, penerapan model *Microlearning* berbantuan *Quizziz* terbukti efektif dalam meningkatkan keaktifan dan hasil belajar siswa.

Kata kunci: *Microlearning*, *Quizziz*, Keaktifan, Hasil belajar, Dasar-dasar Kuliner

ABSTRACT

This study aims to analyze the effect of applying the Quizizz-assisted Microlearning model on students' activeness and learning outcomes in the Basic Culinary subject in class X Culinary 3 at SMK PGRI 3 Badung. The research method used is a quantitative approach with a pre-experimental design utilizing a one-group pretest–posttest approach. The population in this study consisted of all grade X students at SMK PGRI 3 Badung, with a sample of 40 students in class X Culinary 3 selected using purposive sampling. The results of this study showed that students' activeness improved after the implementation of the Quizizz-assisted Microlearning model. This was indicated by an increase in the average activeness score from 53.225 in the pretest to 57.725 in the posttest, with the most notable improvement in the indicators of knowledge application and self-evaluation. The paired t-test results showed a significance value of $0.010 < 0.05$. Furthermore, there was an improvement in students' learning outcomes, as reflected in the increase in the average score from 70.13 in the pretest to 88.6 in the posttest, accompanied by a narrowing of the score range. The paired t-test results for learning outcomes indicated a significance value of $0.000 < 0.05$. These results indicate that the Quizizz-assisted Microlearning model is effective in improving both students' activeness and learning outcomes.

Keywords: *Microlearning, Quizizz, activity, learning outcomes, culinary basics*