

ABSTRAK

Elisabet Ena Payong, 220111. **Penerapan Metode Pembelajaran Permainan Edukatif dalam Meningkatkan Keaktifan Peserta Didik Kelas VIII A pada Mata pelajaran Agama Katolik di SMP Susila Koting.** Skripsi. Program Studi Pendidikan Keagamaan Katolik, Institut Filsafat dan Teknologi Kreatif Ledalero.

Penelitian Tindakan Kelas (PTK) ini fokus pada upaya peningkatan partisipasi aktif peserta didik kelas VIII A SMP Susila Koting dalam pembelajaran Agama Katolik melalui metode integrasi permainan edukatif, khususnya teknik *role playing*. Masalah utama yang mendasari penelitian ini adalah kurangnya keterlibatan peserta didik akibat metode pembelajaran yang cenderung monoton dan terpusat pada guru, sehingga menurunkan motivasi belajar mereka. Melalui serangkaian tahapan pra-siklus, siklus I, dan siklus II yang dilaksanakan sepanjang bulan Januari hingga Maret 2026, diperoleh hasil bahwa metode permainan edukatif mampu meningkatkan keaktifan peserta didik secara signifikan. Hal ini tercermin dari peningkatan tingkat keaktifan dari kategori “cukup aktif” (65%) menjadi “aktif” (85%) pada siklus II.

Secara spesifik, peningkatan terjadi pada indikator partisipasi verbal, keterlibatan fisik, respon emosional, serta penyelesaian tugas. Temuan ini menegaskan bahwa penggunaan *role playing* sebagai bagian dari permainan edukatif sangat efektif dalam menciptakan lingkungan pembelajaran Agama Katolik yang lebih interaktif dan partisipatif.

Kata Kunci: Permainan Edukatif, Keaktifan Peserta Didik, Pendidikan Agama Katolik, Penelitian Tindakan kelas.

ABSTRACT

Elisabet Ena Payong, 20111. **The Application of Educational Game-Based Learning Methods to Enhance Student Engagement in Grade VIII A Catholic Religion Classes at Susila Koting Junior High School.** Thesis. Catholic Religious Education Program, Ledalero Institute of Philosophy and Creative Technology.

This Classroom Action Research (CAR) focuses on efforts to increase the active participation of eighth-grade students in Class VIII A at Susila Koting Junior High School in Catholic religious education through the integration of educational games, specifically role-playing techniques. The primary issue underlying this research is the lack of student engagement resulting from teaching methods that tend to be monotonous and teacher-centered, thereby reducing their motivation to learn. Through a series of pre-cycle I, and cycle II stages conducted from January to March 2026, the results showed that the educational game method was able to significantly increase student activity. This is reflected in the increase in activity levels from the “fairly active” category (65%) to “active” (85%) in cycle II.

Specifically, improvements were observed in the indicators of verbal participation, physical engagement, emotional response, and task completion. These findings confirm that the use of role-playing as part of educational games is highly effective in creating a more interactive and participatory learning environment for Catholic education.

Keywords: Educational Games, Student Engagement, Catholic Religious Education, Classroom Action Research.