

ABSTRAK

IBNU AZMAN : *Perbedaan Prestasi Belajar Siswa Yang Diajar Dengan Model Pembelajaran Kooperatif Tipe Stad (Student Team Achievment Division) Dengan Model Pembelajaran Problem Based Learning (PBL) Pada Mata Pelajaran Alat Ukur Kelas X Smk Swasta Sinar Husni Medan T.A 2019/2020. Skripsi.* Fakultas Teknik. Universitas Negeri Medan 2020.

Penelitian ini dilatar belakangi oleh rendahnya prestasi belajar siswa pada mata pelajaran alat ukur kelas X. Penelitian ini bertujuan untuk (1) Mengetahui prestasi belajar siswa kelas X yang diajar dengan model pembelajaran kooperatif tipe *Student Team Achievment Division* (STAD); (2) Mengetahui prestasi belajar kelas X yang diajar dengan model pembelajaran *Problem Based Learning* (PBL); (3) Perbedaan prestasi belajar siswa yang diajar menggunakan model pembelajaran *Student Team Achievment Division* (STAD) dan *Problem Based Learning* (PBL). Penelitian ini dilaksanakan pada semester ganjil 2019. Lokasi penelitian di SMK Swasta Sinar Husni Medan. Populasi dalam penelitian ini adalah seluruh siswa kelas X TKR di SMK Swasta Sinar Husni Medan yang terdiri dari 6 kelas. Dengan teknik *random sampling* terpilih 2 kelas sebagai kelas eksperimen dan kelas kontrol dengan jumlah siswa keseluruhan sebanyak 70 siswa. Kelas eksperimen diberi perlakuan model pembelajaran *Student Team Achievment Division* (STAD) dan kelas kontrol diberi perlakuan model pembelajaran *Problem Based Learning*. Instrumen yang digunakan untuk mengumpulkan data adalah tes hasil belajar pada materi pengenalan bentuk dan fungsi garis gambar teknik yang telah disusun dalam bentuk pilihan ganda sebanyak 25 soal. Teknik analisa data yang digunakan adalah uji normalitas, uji homogenitas dan uji hipotesis kesamaan dua rata-rata. Berdasarkan hasil penelitian, terdapat perbedaan prestasi belajar siswa anatara model kooperatif tipe *Student Team Achievment Divisions* (STAD) dan *Problem Based Learning* dengan peroleh nilai rata – rata posttest kelas eksperimen adalah 81,83 dan nilai rata – rata kelas kontrol adalah 76,11. Hasil analisis menunjukan bahwa kedua kelas berdistribusi normal dan berasal dari kelompok homogen. Setelah dilakukan uji “t” diperoleh nilai sig (2-tailed) sebesar $0,006 < 0,05$, hipotesis penelitian ini dapat diterima. Dapat disimpulkan bahwa H_a diterima dan H_0 ditolak dan terdapat perbedaan yang signifikan terhadap model pembelajaran kooperatif tipe *Student Team Achievment Division* (STAD) dengan model pembelajaran yang diajarkan menggunakan model *Problem Based Learning* (PBL) terhadap prestasi belajar alat ukur kelas X TKR SMK Swasta Sinar Husni Medan T.A. 2019/2020.

Kata Kunci: Model Pembelajaran, Student Team Achievment Divisions, Problem Based Learning, Prestasi Belajar, Alat Ukur.

ABSTRACT

IBNU AZMAN: *Differences in Student Learning Achievement Taught by the Stad Model Cooperative Learning (Student Team Achievement Division) With Problem Based Learning (PBL) Learning Model in Subjects for Measuring Instrument Class X SMK Sinar Husni Medan TA 2019/2020*. **Thesis**. Faculty of Engineering Medan State University. 2020.

This research is motivated by the low student achievement in subjects measuring instruments class X. This study aims to (1) Determine the learning achievement of Grade X students taught by the cooperative learning model type *Student Team Achievement Division (STAD)*; (2) Knowing class X learning achievement taught by *Problem Based Learning (PBL)* learning model; (3) Differences in student learning achievement taught using the *Student Team Achievement Division (STAD)* and *Problem Based Learning (PBL)* learning models. This research was conducted in odd semester 2019. The research location was in Sinar Husni Private Vocational School Medan. The population in this study were all students of class X TKR in Sinar Husni Medan Vocational School consisting of 6 classes. With random sampling technique, 2 classes were selected as the experimental class and the control class with a total of 70 students. The experimental class was treated with the *Student Team Achievement Division (STAD)* learning model and the control class was treated with the *Problem Based Learning* learning model. The instrument used to collect data was a test of learning outcomes on the material introduction to the form and function of the technical drawing lines that had been compiled in the form of multiple choice questions of 25 questions. The data analysis technique used is the normality test, the homogeneity test and the two average similarity hypothesis test. Based on research results, there are differences in student achievement between the cooperative model *Student Team Achievement Divisions (STAD)* and *Problem Based Learning* types by obtaining the posttest score of the experimental class is 81,83 and the average value of the control class is 76.11. The analysis shows that both classes are normally distributed and come from homogeneous groups. After t-test result obtained by the value sig (2-tailed) of $0,006 < 0,05$, this research hypothesis can be accepted. It can be concluded that H_a is accepted and H_0 is rejected and there is a significant difference in the cooperative learning model type *Student Team Achievement Division (STAD)* with the learning model taught using the *Problem Based Learning (PBL)* model to the learning achievement of the X grade TKR Vocational High School Private Husni Medan TA 2019/2020.

Keywords: Learning Models, Student Team Achievement Divisions, Problem Based Learning, Learning Achievements, Measuring Tools.