

## ABSTRAK

**Amri Zulfikar. NIM 5113311001. Penerapan Strategi Pembelajaran *Peer Lesons* Untuk Meningkatkan Aktivitas dan Hasil Belajar Kewirausahaan Siswa Kelas XI Program Keahlian Teknik Gambar Bangunan SMK Negeri 1 Stabat. Skripsi. Fakultas Teknik – Universitas Negeri Medan. 2018.**

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) bertujuan untuk menerapkan model pembelajaran yang dapat meningkatkan aktivitas dan hasil belajar mata pelajaran Kewirausahaan pada Materi pembelajaran kerajinan dari bahan lunak (tanah liat) berupa membuat batu bata dan keramik di Kelas XI Program Keahlian Teknik Gambar Bangunan SMK Negeri 1 Stabat T.P. 2017/2018 yang berjumlah 35 siswa. Prosedur tindakan dikemas ke dalam dua siklus yang masing-masing siklus terdiri dari dua kali pertemuan. Setiap siklus terdiri dari tahapan perencanaan (*planning*), tindakan (*acting*), pengamatan (*observing*) dan refleksi (*reflecting*).

Data penelitian diambil dari tes hasil belajar siswa, lembar observasi dan lembar kerja siswa (LKS). Hasil uji coba instrumen penelitian dari 30 soal pada siklus I terdapat 25 soal valid, uji tingkat kesukaran terdapat 4 soal mudah, 16 soal sedang dan 5 soal sukar, uji daya pembeda tes didapat 5 soal buruk, 8 soal cukup, 11 soal baik, dan 1 soal baik sekali, uji reliabilitas tes didapat 0,88 (Sangat tinggi). Pada siklus II dari 30 soal diperoleh 25 soal valid, uji tingkat kesukaran terdapat 1 soal mudah, 15 soal sedang dan 9 soal sukar, uji daya pembeda tes didapat 10 soal buruk, 11 soal cukup dan 4 soal baik, uji reliabilitas tes didapat 0,87 (sangat tinggi). Penelitian dikatakan berhasil diukur berdasarkan rata-rata kumulatif aktivitas dan hasil belajar siswa memperoleh nilai minimal 75 dan tuntas secara klasikal jika seluruh kelas 100 % siswanya tuntas.

Hasil penelitian menunjukkan perolehan aktivitas belajar siswa pada siklus I sebesar 71,61 dengan persentase lulus 28,57 % meningkat pada siklus II dengan rerata kelas mencapai 82,25 dengan persentase lulus 100 %. Hasil Uji t menunjukkan terjadinya peningkatan yang signifikan terhadap aktivitas belajar yakni diperoleh  $t$  hitung (11,24) >  $t$  tabel (2.054) dengan taraf signifikan 5 %. Selanjutnya hasil belajar siswa, perolehan hasil belajar siswa pada siklus I mencapai 75,66 dengan persentase lulus 65,71 % meningkat pada siklus II menjadi 86,86 dengan persentase 100 %. Hasil Uji t menunjukkan terjadinya peningkatan yang signifikan terhadap hasil belajar yakni diperoleh  $t$  hitung (6,80) >  $t$  tabel (2.054) dengan taraf signifikan 5 %. Berdasarkan hasil penelitian dapat disimpulkan bahwa dengan penerapan Strategi Pembelajaran *Peer Lesons* dapat meningkatkan aktivitas dan hasil belajar Kewirausahaan Siswa Kelas XI Program Keahlian Teknik Gambar Bangunan SMK Negeri 1 Stabat T.P. 2017/2018.

**Kata Kunci** : *Strategi Pembelajaran Peer Lesons, Aktivitas Siswa dan Hasil Belajar.*

## ABSTRACT

*Amri Zulfikar. Registration number 5113311001. Application of Peer Lessons Learning Strategy to Increase Entrepreneurship Learning Activity and Results of Student Class XI State Vocational High School 1 Stabat Program The Architecture Engineering Expertise. Skripsi. Faculty of Technique - State University of Medan 2018.*

*This research is a Classroom Action Research (PTK) aims to apply the learning model that can increase the activity and learning outcomes of Entrepreneurship subjects in the learning materials of craft from soft materials (clay) in the form of making bricks and ceramics of Student Class XI Program The Architecture Engineering Expertise of State Vocational High School 1 Stabat in the teaching year 2017/2018 amounting to 35 students. Action procedure is created into two cycles which is each cycle consisted of twice meeting. Each cycle consisted by the planning step planning, acting, observing and reflecting.*

*File research taken away from the test of result learning student, sheet of observation and spread sheet student. Result of test-drive from research instrument 30 questions. At cycle I there are 25 valid question, test the difficulty level there are 4 easy question, 16 medium question and 5 difficult question, the distinguishing energy test got 5 ugly question, 8 question enough, 11 good question, and 1 very good question, the reliability test got 0,88 (very high). At cycle II from 30 questions obtained 25 valid question, the test difficulty level there are 1 easy question, 15 medium question and 9 difficult question, the distinguishing energy test got 10 ugly question, 11 enough question and 4 good problem, the reliability test got 0,87 (very high). Research told to succeed measured by pursuant to mean of cumulative activity and the result of learning student get the minimum value 75 and complete by classical if all class 100% the students are complete.*

*Result of research show activity learn student at cycle I equal to 71,61 with percentage pass 28,57 % mounting at cycle II with tired class average 82,25 with percentage pass 100 %. Result of test t show the significant improvement to learning activity that is obtained  $t(11,24) > t \text{ table}(2,054)$  with significant level 5 %. Hereinafter result of learning student, at cycle I Mean result of learning student at tired cycle I 75,66 with percentage pass 65,71 % mounting at cycle II become 86,86 with percentage 100 %. Result of test t show the significant improvement to result learning that is obtained  $t(6,80) > t \text{ table}(2,054)$  with significant level 5 %. Based on the result of the research, it can be concluded that by applying Peer Lesons Learning Strategy can increase activity and learning result of Entrepreneurship student of Student Class X Program The Architecture Engineering Expertise State Vocational High School 1 Stabat in the teaching year 2017/2018.*

**Keyword:** *Peer Lessons Learning Strategy, Student Activity and Result of Learning.*