

ABSTRAK

Nori Dumasari NIM: 7153344026 Hubungan Metode Belajar Penugasan dan Pemanfaatan LKS Terhadap Hasil Belajar Korespondensi Kelas X AP SMK Swasta Tunas Karya Batang Kuis T.P 2019/2020. Skripsi, Program Studi Pendidikan Administrasi Perkantoran, Jurusan Ekonomi, Fakultas Ekonomi, Universitas Negeri Medan Tahun 2020.

Penelitian ini bertujuan untuk mengetahui Hubungan Metode Belajar Penugasan dan Pemanfaatan LKS Terhadap Hasil Belajar Korespondensi.

Penelitian ini dilakukan di SMK Swasta Tunas Karya T.P 2019/2020 kelas X AP yang berjumlah 65 orang. Teknik pengambilan sampel yang digunakan adalah sampel total yaitu berjumlah 65 siswa. Teknik pengumpulan data yang dilakukan dalam penelitian ini adalah observasi, wawancara, angket dan dokumentasi. Teknik analisa data yang digunakan yaitu uji validitas dan reliabilitas, uji normalitas, uji linearitas, analisis regresi linear berganda, pengujian hipotesis dengan menggunakan Uji-t, Uji-F dan koefisiensi determinasi (R^2).

Untuk mengetahui hipotesis berhubungan maka digunakan uji t dengan taraf signifikan 95% dan alpha 5%. Dari hasil tersebut diperoleh untuk variable X_1 dengan Y diperoleh $t_{hitung} > t_{tabel}$ sebesar ($2,760 > 1,669$) dengan signifikan $0,007 < 0,05$ hal ini berarti hipotesis diterima yang menjelaskan bahwa X_1 berhubungan secara positif dan signifikan terhadap Y. Untuk variabel X_2 terhadap Y diperoleh $t_{hitung} > t_{tabel}$ sebesar ($3,809 > 1,669$)) dengan signifikan $0,000 < 0,05$ hal ini berarti hipotesis diterima yang menjelaskan bahwa X_2 berhubungan secara positif dan signifikan terhadap Y. Selanjutnya digunakan uji F simultan, hasilnya diperoleh $F_{hitung} > F_{tabel}$ ($16,862 > 3,17$) dengan signifikan $0,000 < 0,05$ hal ini berarti hipotesis diterima yang menjelaskan ada hubungan yang positif dan signifikan secara simultan antara Metode Belajar Penugasan (X_1), Pemanfaatan LKS (X_2) terhadap Hasil Belajar (Y). Dengan demikian dapat disimpulkan bahwa terdapat Hubungan yang positif dan signifikan antara Metode Belajar Penugasan (X_1) dan Pemanfaatan LKS (X_2) Terhadap Hasil Belajar Siswa Kelas X AP SMK Swasta Tunas Karya Batang Kuis T.P 2019/2020.

Dengan demikian, maka Hipotesis Menyatakan Terdapat Hubungan yang Positif dan Signifikan antara Metode Belajar Penugasan dan Pemanfaatan LKS terhadap Hasil Belajar korespondensi kelas X AP di SMK Swasta Tunas Karya Batang Kuis T.P 2019/2020 dapat diterima.

Kata Kunci : Metode Belajar Penugasan, Pemanfaatan LKS dan Hasil Belajar

ABSTRACT

Nori Dumasari NIM: 7153344026 Relationship of Learning Methods Assignment and Utilization of Student Worksheet (LKS) on Learning Outcomes of Class X AP Correspondence of Private Vocational School Tunas Karya Batang Kuis T.P 2019/2020. Thesis, Office of Education Administration Study Program, Department of Economics, Faculty of Economics, Medan State University in 2020.

This study aims to determine the Relationship Between Assignment Learning Methods and Utilization of LKS to Correspondence Learning Outcomes. subjects at Tunas Karya Vocational School Batang Batang Kuis T.P 2019/2020. The purpose of this study was to determine the Effect of Learning Methods Assignment and Utilization of LKS Against Learning Outcomes of Class X AP Correspondence of Private Vocational Schools Tunas Karya Batang Kuis T.P 2019/2020.

This research was conducted at Tunas Karya Vocational High School Batang Kuis Class X Office Administration T.A 2019/2020, amounting to 65 students. The sampling technique used was a total sample of 65 students. Data collection techniques used in this study were observation, interviews, questionnaires and documentation. Data analysis techniques used are the validity and reliability test, normality test, linearity test, multiple linear regression analysis, hypothesis testing using t-test, F-test and coefficient of determination (R^2).

To find out the influential hypothesis is used the t test with a significant level of 95% and alpha 5%. From these results obtained for variables (X1) with (Y) obtained $t_{count} > t_{table}$ of $(2.760 > 1.669)$ with a significant $0.007 < 0.05$ this means that the hypothesis is accepted which explains that (X1) has a positive and significant effect on (Y) . Furthermore for the Utilization of LKS (X2) on Learning Outcomes (Y) obtained $t_{count} > t_{table}$ of $(3.809 > 1.669)$ with a significant $0,000 < 0.05$ this means the hypothesis is accepted which explains that the Assignment Learning Method (X2) has positive and significant effect on Learning Outcomes (Y).

And to find out whether the third hypothesis influences the simultaneous F test, the results are obtained $F_{count} > F_{table}$ $(16.862 > 3.17)$ with a significant $0.000 < 0.05$, this means that the third hypothesis is accepted which explains that there is a positive and significant effect simultaneously between Learning Methods Assignment (X1) and Utilization of LKS (X2) on Learning Outcomes (Y). Thus it can be concluded that there is a positive and significant influence between the Learning Method of Assignment and the Use of Student Worksheet on Student Learning Outcomes of Class X AP Vocational School Tunas Karya Batang Kuis T.P 2019/2020.

Thus, the hypothesis states that there is a positive and significant influence between the Learning Method of Assignment and the Utilization of Worksheets on Learning Outcomes of Class X Correspondence in Office Administration in Tunas Karya Vocational School Tunas Karya Batang Kuis T.P 2019/2020 can be accepted.
Keywords: Assignment Learning Method, LKS Utilization and Learning Outcomes