

ABSTRAK

Peronika Romauly Sihite, NIM 7173344040, Analisis Hasil Belajar Otomatisasi Tata Kelola Humas dan Keprotokolan Siswa Melalui Model Pembelajaran Problem Based Learning (PBL) dan Contextual Teaching and Learning (CTL). Skripsi. Jurusan Ekonomi, Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan 2021.

Penelitian ini bertujuan untuk menganalisis model pembelajaran Problem Based Learning (PBL) dan Contextual Teaching and Learning (CTL) terhadap hasil belajar siswa pada mata pelajaran Otomatisasi Tata Kelola Humas dan Keprotokolan (OTKP). Metode penelitian ini menggunakan metode *Library Research*. Penelitian ini adalah kepustakaan atau *library research* adalah salah satu jenis metode penelitian kualitatif. Tujuan dari metode kualitatif ini yaitu untuk memahami objek yang diteliti. Penelitian yang digunakan yaitu *Library Research* bertujuan untuk menggambarkan secara sistematis mengenai hasil belajar OTKP siswa melalui penerapan model pembelajaran Problem Based Learning (PBL) dan Contextual Teaching and Learning (CTL).

Penelitian ini disajikan untuk membahas tentang hasil belajar siswa, model pembelajaran PBL, CTL dan analisis hasil belajar yang dikutip dari Jurnal-jurnal nasional dan Internasional yang terakreditasi s Directory Of Open Acces Journals (DOAJ), Science and Technology Index (SINTA), Scopus dan Garba Rujukan Digital (GARUDA) yang bisa digunakan sebagai referensi dalam menganalisis hasil belajar dengan penerapan model pembelajaran *Problem Based Learning* (PBL) dan *Contextual Teaching and Learning* (CTL). Instrumen penelitian ini adalah menggunakan aplikasi NVIVO12.

Hasil penelitian menunjukkan adanya peningkatan dengan memberikan model pembelajaran PBL dan CTL terhadap hasil belajar siswa, Peningkatan Hasil belajar siswa setelah diterapkannya model pembelajaran PBL dan CTL menjadi lebih baik karena kedua model ini dapat membantu siswa untuk mengembangkan keterampilan dalam belajar, aktif, mandiri dalam memecahkan suatu masalah dan memiliki interaksi kelompok yang baik.

Kata Kunci : Analisis, Hasil Belajar, *Problem Based Learning*, *Contextual Teaching and Learning*

ABSTRACT

Peronika Romauly Sihite, NIM: 7173344040, Analysis of Learning Outcomes Automated Public Relations Governance and Student Protocol Trough Problem Based Learning (PBL) and Contextual Teaching and Learning (CTL) Models. Essay. Department of Economics, Office Administration Education Study Program, Faculty Of Economics, University Of Negeri Medan in 2021.

This study aims to analyze the Problem Based Learning (PBL) and Contextual Teaching and Learning (CTL) learning models on student learning outcomes in the Automated Public Relations and Protocol Governance (OTKP) subject. This research method uses the library method. Research, this research is a library or library research is one type of qualitative research method. The purpose of this qualitative method is to understand the object under study. The research used, namely library research, aims to systematically describe the learning outcomes of students' OTKP through the application of Problem Based Learning (PBL) and Contextual Teaching and Learning (CTL) learning models.

This research is presented to discuss student learning outcomes, PBL learning models, CTL and analysis of learning outcomes quoted from accredited national and internasional journals Directory of Open Access. Journals (DOAJ), Science and Technology Index (SINTA), Scopus and Digital Reference Garba (GARUDA) which can be used as references in analyzing learning outcomes by applying Problem Based Learning (PBL) and Contextual Teaching and Learning (CTL) learning models. The research instrument is using the app NVIVO12.

The results showed an increase by providing PBL and CTL learning models to student learning outcomes. Improved student learning outcomes after the implementation of PBL and CTL learning models became better because these two models could help students to develop skills in learning, being active, independent in solving a problem, probelems and have good group interactions.

Keywords: Analysis, Learning Outcomes, *Problem Based Learning, Contextual Teaching and Learning.*