

ABSTRAK

Romanna Angel Andaresta, NIM. 7183344009. “Pengaruh Model Pembelajaran *Think Pair and Share* dan *Problem Posing* Terhadap Hasil Belajar Otomatisasi Tata Kelola Sarana Prasarana Kelas XI Administrasi Perkantoran SMK Jambi Medan”. Skripsi. Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkantoran. Universitas Negeri Medan.

Masalah dalam penelitian ini adalah rendahnya hasil belajar siswa. Penelitian ini bertujuan untuk mengetahui pengaruh Model Pembelajaran *Think Pair and Share* dan Model Pembelajaran *Problem Posing* terhadap hasil belajar siswa. Selain itu untuk mengetahui apakah ada perbedaan hasil belajar siswa yang diajarkan dengan Model Pembelajaran *Think Pair and Share* dan Model Pembelajaran *Problem Posing* pada mata pelajaran Sarana dan Prasarana di MPLB SMK Swasta Jambi Medan T.A. 2022/2023.

Penelitian ini menggunakan metode eksperimen. Populasi dalam penelitian ini adalah seluruh siswa kelas XI MPLB I dan II yang berjumlah 60 orang. Sampel dalam kelas XI MPLB I (Eksperimen I) yang berjumlah 29 orang dan kelas XI MPLB II (Eksperimen II) yang berjumlah 31 orang. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah objektif tes berbentuk pilihan berganda yang berjumlah 20 soal dari 25 soal pilihan berganda yang telah diuji validitasnya dengan 5 pilihan jawaban.

Hasil penelitian menunjukkan bahwa siswa kelas eksperimen I memiliki rata-rata nilai *pre-test* sebesar 68,6. Nilai rata-rata *pre-test* siswa kelas eksperimen II adalah 65,5. Uji coba awal kelas eksperimen I dan II diketahui bahwa hasil belajar siswa masih di bawah rata-rata sebelum pengenalan Model Pembelajaran *Think Pair and Share* dan *Problem Posing*. Hasil *post-test* dari kelas eksperimen I dan II mengungkapkan bahwa setelah mahasiswa terbantu pada kedua mata kuliah tersebut, hasil tes mereka mulai meningkat. Siswa kelas eksperimen I yang mendapat pembelajaran dengan Model Pembelajaran *Think Pair and Share* memiliki nilai rata-rata 80,87. Nilai rata-rata untuk kelas eksperimen II yang diberi pembelajaran Model Pembelajaran *Problem Posing* adalah 78,83.

Berdasarkan uji hipotesis diperoleh t_{hitung} sebesar 2,398 dan t_{tabel} sebesar 1,705 pada taraf signifikan 95% dan $d_k = n_1 + n_2 - 2 = 29 + 31 - 2 = 58$. Jika t_{hitung} dibandingkan dengan t_{tabel} maka diperoleh $t_{hitung} > t_{tabel}$ yaitu $2,398 > 1,705$. Oleh karena itu, dapat dikatakan bahwa Model Pembelajaran *Think Pair and Share* dan *Problem Posing* berpengaruh terhadap hasil belajar siswa pada materi Sarana dan Prasarana. Jika dibandingkan dengan Model Pembelajaran *Problem Posing* yang digunakan untuk mengajar kelas XI MPLB II dengan jumlah presentase sebanyak 74% di SMK Swasta Jambi Medan T.A. 2022/2023, sedangkan hasil belajar dengan menggunakan Model Pembelajaran *Think Pair and Share* lebih baik, dengan persentase peningkatan hasil belajar sebesar 78,88% pada kelas XI MPLB I pada mata pelajaran Sarana dan Prasarana SMK Swasta Jambi Medan T.A. 2022/2023.

Kata Kunci : Model Pembelajaran *Think Pair and Share*, Model Pembelajaran *Problem Posing*, dan Hasil Belajar Siswa

ABSTRACT

Romanna Angel Andaresta, NIM. 7183344009. "The Influence of Think Pair and Share Learning Models and Problem Posing on Learning Outcomes of Infrastructure Management Automation for Class XI Office Administration at SMK Jambi Medan". Thesis. Department of Economics Education, Office Administration Education Study Program. Medan State University.

The problem in this study is the low student learning outcomes. This study aims to determine the effect of the Think Pair and Share Learning Model and Problem Posing Learning Model on student learning outcomes. In addition, to find out whether there are differences in student learning outcomes taught with the Think Pair and Share Learning Model and Problem Posing Learning Model on the subject of Facilities and Infrastructure at MPLB SMK Swasta Jambi Medan school year. 2022/2023.

This research is using experimental method. The population in this study were all students of class XI MPLB I and II, totaling 60 people. The sample in class XI MPLB I (Experiment I) was 29 people and class XI MPLB II (Experiment II) was 31 people. The research instrument used to collect data is an objective test in the form of multiple choice, which consists of 20 questions from 25 multiple choice questions that have been tested for validity with 5 answer choices.

The results showed that the experimental class I students had an average pre-test score of 68.6. The average pre-test score of the experimental class II students was 65.5. The initial trial of the experimental class I and II found that student learning outcomes were still below the average before the introduction of the Think Pair and Share and Problem Posing Learning Models. The post-test results from experimental classes I and II revealed that after students were helped in both courses, their test results began to improve. Experimental class I students who received learning with the Think Pair and Share Learning Model had an average score of 80.87. The average value for the experimental class II who was given the Problem Posing Learning Model learning was 78.83.

Based on the hypothesis test, it is obtained that t_{count} is 2,398 and t_{table} is 1,705 at a significant level of 95% and $dk = n_1 + n_2 - 2 = 29 + 31 - 2 = 58$. If t_{count} is compared with t_{table} , it is obtained that $t_{count} > t_{table}$ is $2,398 > 1,705$. Therefore, it can be said that the Think Pair and Share and Problem Posing Learning Models have an effect on student learning outcomes in the Facilities and Infrastructure material. When compared with the Problem Posing Learning Model used to teach class XI MPLB II with a percentage of 74% at the Jambi Private Vocational School Medan T.A. 2022/2023, while learning outcomes using the Think Pair and Share Learning Model are better, with a percentage increase in learning outcomes of 78.88% in class XI MPLB I in the Facilities and Infrastructure subject of the Jambi Private Vocational School Medan school year 2022/2023.

Keywords: Think Pair and Share Learning Model, Problem Posing Learning Model, and Student Learning Outcomes