

ABSTRAK

Hafni Aprilia Sihite: Pengaruh Model Pembelajaran *Explicit Instruction* Terhadap Hasil Belajar Mata Pelajaran Dasar-dasar DPIB Siswa Kelas X Desain Pemodelan dan Informasi Bangunan di SMK Negeri 1 Percut Sei Tuan. Skripsi. Fakultas Teknik. Universitas Negeri Medan. 2024.

Tujuan penelitian ini adalah untuk melihat adanya pengaruh berbeda dari hasil belajar Gambar Teknik yang dibelajarkan dengan model pembelajaran *Explicit Instruction* dibandingkan dengan model pembelajaran *Discovery Learning* pada siswa kelas X Desain Pemodelan dan Informasi Bangunan di SMK Negeri 1 Percut Sei Tuan T.A 2024/2025 semester ganjil. Bentuk desain penelitian ini yaitu *True Experimental Design* dengan metode desain penelitian yaitu *Pretest-Posttest Control Group Design* yang menggunakan kelas Eksperimen dan kelas Kontrol. Populasi dalam penelitian ini sebanyak 64 siswa dengan sampelnya adalah X DPIB 1 sebanyak 31 siswa dan X DPIB 2 sebanyak 32 siswa. Instrumen penelitian ini yaitu soal Kognitif (*Pretest* dan *Posttest*) dan rubrik penilaian hasil belajar Psikomotorik. Teknik analisis data adalah menggunakan uji Normalitas, uji Homogenitas, dan uji Hipotesis. Hasil penelitian yang telah dilakukan adalah rata-rata hasil belajar ranah kognitif (*Posttest*) kelas eksperimen lebih tinggi dari kelas kontrol yakni $87,32 > 75$, juga ranah psikomotorik yakni $88,516 > 81,093$ untuk kelas eksperimen. Kecenderungan hasil belajar kognitif (*Posttest*) dinyatakan dengan hasil belajar kognitif (*Posttest*) siswa kelas eksperimen cenderung lebih unggul daripada siswa kelas kontrol dan kecenderungan hasil belajar psikomotorik dinyatakan dengan hasil belajar psikomotorik siswa kelas eksperimen cenderung lebih unggul daripada siswa kelas kontrol. Hasil penelitian ini juga dibuktikan dengan hasil uji-t dimana t-hitung ranah kognitif adalah 7,733 dan t-hitung ranah Psikomotorik adalah 2,677 dengan t-tabel yaitu 1,670 sehingga (t-hitung > t-tabel) sehingga H_a diterima dan H_o ditolak. Maka dapat disimpulkan bahwa model pembelajaran *Explicit Instruction* memberikan pengaruh lebih baik terhadap hasil belajar Gambar teknik siswa kelas X DPIB T.A 2024/2025 semester ganjil dibandingkan dengan model pembelajaran *Discovery Learning*.

Kata Kunci : Dasar-dasar DPIB, Gambar Teknik, Hasil Belajar Gambar Teknik, Model Pembelajaran *Explicit Instruction*.

ABSTRACT

Hafni Aprilia Sihite: The Effect of Explicit Instruction Learning Model on Learning Outcomes of DPIB Fundamentals Subject for Class X Students of Modeling Design and Building Information at SMK Negeri 1 Percut Sei Tuan. Bachelor's Thesis. Faculty of Engineering. State University of Medan. 2024.

The purpose of this study was to see the different effects of learning outcomes of Engineering Drawing taught with the Explicit Instruction learning model compared to the Discovery Learning learning model in class X students of Modeling Design and Building Information at SMK Negeri 1 Percut Sei Tuan T.A 2024/2025 odd semester. The form of this research design is True Experimental Design with the research design method, namely Pretest-Posttest Control Group Design which uses an Experimental class and a Control class. The population in this study were 64 students with the samples being X DPIB 1 as many as 31 students and X DPIB 2 as many as 32 students. The instruments of this study were Cognitive questions (Pretest and Posttest) and a rubric for assessing Psychomotor learning outcomes. Data analysis techniques are using Normality test, Homogeneity test, and Hypothesis test. The results of the research that has been done are the average learning outcomes of the cognitive domain (Posttest) of the experimental class higher than the control class, namely $87.32 > 75$, as well as the psychomotor domain, namely $88.516 > 81.093$ for the experimental class. The tendency of cognitive learning outcomes (Posttest) is stated by the cognitive learning outcomes (Posttest) of experimental class students tend to outperform those of control class students and the tendency of psychomotor learning outcomes is stated by the psychomotor learning outcomes of experimental class students tend to outperform those of control class students. The results of this study are also evidenced by the results of the t-test where the t-count of the cognitive domain is 7.733 and the t-count of the Psychomotor domain is 2.677 with a t-table of 1.670 so that $(t\text{-count} > t\text{-table})$ so that H_a is accepted and H_o is rejected. So it can be concluded that the Explicit Instruction learning model has a better effect on the learning outcomes of technical drawings of class X DPIB T.A 2024/2025 odd semester compared to the Discovery Learning learning model.

Keywords: Fundamentals of DPIB, Engineering Drawing, Engineering Drawing Learning Outcomes, Explicit Instruction Learning Model.