

ABSTRAK

M. Yunus Chan, NIM 5171121014 *Implementasi Model Pembelajaran Project Beased Learning Pada Mata Pelajaran Permesinan Bubut Terhadap Hasil Belajar Siswa Di Kelas XI Jurusan Teknik Mesin SMK PAB HELVETIA.* Skripsi. Teknik Universitas Negeri Medan. 2024

Tujuan dilaksanakannya penelitian ini adalah untuk mengetahui peningkatan hasil belajar siswa pada mata pelajaran permesinan bubut di kelas XI Jurusan Teknik Mesin SMK PAB Helvetia setelah mengikuti pembelajaran dengan metode pembelajaran berbasis proyek (project based learning). Penelitian ini dilaksanakan dengan rancangan penelitian tindakan kelas dengan 2 siklus. Subjek dalam penelitian ini adalah siswa kelas XI Jurusan Teknik Mesin SMK PAB Helvetia yang berjumlah 29 siswa. Pengumpulan data dilakukan dengan penilaian pelaksanaan (project based learning) berupa hasil praktik. Analisis data penelitian dilakukan melalui analisis deskriptif kuantitatif. Hasil penelitian pada siklus I, menunjukkan hasil belajar pada pembelajaran mesin bubut sebesar 74,17 dari 29 siswa, terdapat nilai tertinggi 85-100 sebanyak 13,79% atau 4 orang dari 29 siswa, siswa dengan kriteria sedang 48,27% dan 6,89% siswa dengan kategori rendah, dengan nilai paling rendah 0-54 sebanyak 3,44%. hasil ketuntasan belajar siswa sebesar 44,83%. Pada siklus II, dari 29 siswa, rata rata 82,10, jumlah siswa yang tuntas sebanyak 26 siswa, siswa yang belum tuntas sebanyak 3 siswa, dengan persentase ketuntasan 89,65%, dan persentase ketidaktuntasan sebesar 10,34%. Kesimpulan dari penelitian ini disimpulkan bahwa model pembelajaran project based learning dapat meningkatkan hasil belajar siswa pada mata pelajaran permesinan bubut di kelas XI SMK PAB Helvetia.

Kata Kunci: project based learning, hasil belajar, permesinan bubut



ABSTRACT

M. Yunus Chan, NIM 5171121014 Implementation of the Project-Based Learning Model in Lathe Machining Subjects on Student Learning Outcomes in Grade XI of Mechanical Engineering, SMK PAB HELVETIA

This research aims to determine the improvement in student learning outcomes in lathe machining subjects in grade 11 at SMK PAB Helvetia. The study used data taken from a classroom action research design with two cycles, involving 29 students from the Department of Mechanical Engineering at PAB Helvetia Vocational School. Data collection involved implementing project-based learning assessments, specifically focusing on practical results. Quantitative descriptive analysis was used for data analysis. The results of the first cycle indicated that the learning outcomes in lathe machining were as follows: the average score was 74.17 out of 29 students, with the highest score falling within the range of 85-100 obtained by 13.79% of students (4 out of 29). Meanwhile, students with medium criteria comprised 48.27% and 89% of students were in the low category, with the lowest score ranging from 0-54 at 3.44%. The completion rate for student learning was 44.83%. In the second cycle, the average score increased to 82.10 out of 29 students, with 26 students completing the learning objectives and 3 students yet to complete, resulting in a completion percentage of 89.65% and an incomplete percentage of 10.34%. In conclusion, the research demonstrates that the project-based learning model can enhance student learning outcomes in lathe machining subjects for class XI at PAB Helvetia Vocational School.

Keywords: project-based learning, learning outcomes, lathe machining

