ABSTRAK

Jelita Agus Sinaga, NIM 5202411001, Pengaruh Model Pembelajaran *Project Based Learning* (Pjbl) Dan Minat Belajar Terhadap Hasil Belajar Dasar – Dasar DPIB Pada Siswa Kelas X Program Keahlian DPIB Smk Negeri 5 Medan.

Hasil belajar siswa yang belum optimal menjadi topik yang menarik untuk dikaji. berdasarkan data yang diperoleh peneliti hanya 61,11% kompetensi tercapai, ini membuktikan bahwa hasil belajar siswa tergolong belum optimal hingga perlu ditingkatkan. Ada bebarapa faktor yang berkaitan dengan rendah hasil siswa, yaitu rendahnya minat siswa yang diakibatkan karena model pembelajaran yang diterapkan kurang diminati siswa, hal ini bisa terjadi karena peningkatan model pembelajaran yang terlalu tinggi dan tidak bisa diterima oleh siswa.

Tujuan penelitian ini untuk mengetahui model pembelajaran PJBL dan model pembelajaran PMM memberi pengaruh yang berbeda secara signifikan, untuk mengetahui tingkat minat belajar tinggi dan tingkat minat belajar rendah memberi pengaruh yang berbeda secara signifikan dan Untuk mengetahui ada interaksi antara model pembelajaran PJBL dan PMM dengan tingkat minat belajar terhadap hasil belajar Dasar – dasar DPIB pada siswa kelas X Program Keahlian DPIB SMK N 5 Medan.

Uji Normalitas dilakukan dengan Liliefors, masing – masing variabel penelitian pada $\alpha = 0,05$. Data dikatakan normal jika nilai Liliefors hitung lebih kecil dari nilai Liliefors tabel. Uji kenormalan data hasil A1B1 nilai Lhitung 0,124 < Ltabel 0,215, maka disimpulkan bahwa data hasil belajar A1B1 berdistribusi normal. Uji kenormalan data hasil A1B2 nilai Lhitung 0,120 < Ltabel 0,222, maka disimpulkan bahwa data hasil belajar A1B2 berdistribusi normal. Uji kenormalan data hasil A2B1 nilai Lhitung 0,176 < Ltabel 0,222, maka disimpulkan bahwa data hasil belajar A2B1 berdistribusi normal. Uji kenormalan data hasil A2B2 nilai Lhitung 0,188 < Ltabel 0,215, maka disimpulkan bahwa data hasil belajar A2B2 berdistribusi normal. Uji kenormalan data hasil A1 nilai Lhitung 0,088 < Ltabel 0,154 maka disimpulkan bahwa data hasil belajar A1 berdistribusi normal. Uji kenormalan data hasil A2 nilai Lhitung 0,125 < Ltabel 0,154 maka disimpulkan bahwa data hasil belajar A2 berdistribusi normal. Uji kenormalan data hasil B1 nilai Lhitung 0,136 < Ltabel 0,154 maka disimpulkan bahwa data hasil belajar B1 berdistribusi normal. Uji kenormalan data hasil B2 nilai Lhitung 0,099 < Ltabel 0,154 maka disimpulkan bahwa data hasil belajar B2 berdistribusi normal. Uji normalitas masing – masing variabel penelitian dengan sampel 66 berdistribusi normal.

Uji homogenitas data hasil belajar kelompok sampel hasil belajar Dasar – dasar DPIB yang akan diajarkan dengan model PJBL dengan model PMM diperoleh nilai Fhitung 1,7 < dari Ftabel 1,8 maka disimpulkan bahwa kedua kelompok sampel memiliki varians yang relatif sama (Homogen). Uji homogenitas data hasil belajar

kelompok sampel hasil belajar dengan minat belajar tinggi dan minat belajar rendah diperoleh nilai Fhitung 0,49 < dari Ftabel 1,8 maka disimpulkan bahwa kedua kelompok sampel memiliki varians yang relatif sama (Homogen). Uji homogenitas interaksi antara model pembelajaran PJBL dengan PMM dan minat belajar digunakan rumus barlet diperoleh X^2hitung 5,72 < dari X^2 7,815 maka disimpulkan bahwa data – data tersebut memiliki varians yang relatif sama (Homogen).

Hipotesis pertama diajukan (H_a) diterima, yaitu penggunaan model pembelajaran memberi pengaruh yang berbeda secara signifikan terhadap hasil belajar mata pelajaran Dasar – dasar Dpib pada siswa kelas X program keahlian DPIB SMK Negeri 5 Medan, dimana F_{hitung} (9,0749) > F_{tabel} (3,996). Hipotesis kedua diajukan (H_a) diterima, yaitu tingkat minat memberi pengaruh yang berbeda secara signifikan terhadap hasil belajar mata pelajaran Dasar – dasar Dpib pada siswa kelas X program keahlian DPIB SMK Negeri 5 Medan, dimana F_{hitung} (9,0270666) > F_{tabel} (3,996). Hipotesis ketiga diajukan (H_a) diterima, yaitu terdapat interaksi antara pengguanaan model pembelajaran dengan tingkat minat belajar terhadap hasil belajar mata pelajaran Dasar – dasar Dpib pada siswa kelas X program keahlian DPIB SMK Negeri 5 Medan, dimana F_{hitung} (9,0351475) > F_{tabel} (3,996).

Kata Kunci : Model Pembelajaran, Minat Belajar, Hasil Belajar Dasar – Dasar DPIB.

ABSTRACT

Jelita Agus Sinaga, NIM 5202411001, The Influence of Project Based Learning (Pjbl) Learning Model and Learning Interest on the Basic Learning Outcomes of DPIB in Class X Students of the DPIB Expertise Program of Smk Negeri 5 Medan.

Student learning outcomes that are not optimal are an interesting topic to study. Based on the data obtained by the researcher, only 61.11% of competencies were achieved, this proves that student learning outcomes are not optimal and need to be improved. There are several factors related to low student outcomes, namely low student interest which is caused by the learning model applied that is not in demand by students, this can happen because the improvement of the learning model is too high and cannot be accepted by students.

The purpose of this study is to find out that the PJBL learning model and the PMM learning model have a significantly different influence, to find out the level of high learning interest and the level of low learning interest have a significantly different influence and to find out that there is an interaction between the PJBL and PMM learning models and the level of learning interest in learning outcomes of the Basic DPIB in grade X students of the DPIB Expertise Program of SMK N 5 Medan.

The Normality Test was carried out with Liliefors, each study variable at $\alpha = 0.05$. The data is said to be normal if the calculated Liliefors value is smaller than the table Liliefors value. The normality test of the A1B1 result data with a value of 0.124 < a table of 0.215, it was concluded that the A1B1 learning outcome data was distributed normally. The normality test of the A1B2 result data with a value of 0.120 < a table of 0.222, it was concluded that the A1B2 learning outcome data was distributed normally. The normality test of the A2B1 result data with a value of 0.176 < a table of 0.222, it was concluded that the A2B1 learning outcome data was normally distributed. The normality test of the A2B2 result data with a value of 0.188 < a table of 0.215, it was concluded that the A2B2 learning outcome data was distributed normally. The normality test of A1 result data with a value of 0.088 < a table of 0.154, it was concluded that the A1 learning outcome data was normally distributed. The normality test of A2 result data with a value of 0.125 < Ltable 0.154, it was concluded that the A2 learning outcome data was distributed normally. The normality test of B1 result data with a value of 0.136 < a table of 0.154, it was concluded that the B1 learning outcome data was normally distributed. The normality test of B2 result data with a value of 0.099 < a table of 0.154, it was concluded that the B2 learning outcome data was distributed normally. The normality test of each research variable with a sample of 66 is normally distributed.

The homogeneity test of the learning outcome data of the Basic DPIB learning outcome sample group which will be taught with the PJBL model with the PMM model

obtained a value of Fcal 1.7 < from Ftable 1.8, it was concluded that the two sample groups had relatively the same variance (Homogeneous). The homogeneity test of the learning outcome data of the learning outcome sample group with high learning interest and low learning interest obtained a value of Fcal 0.49 < from Ftable 1.8, then it was concluded that the two sample groups had relatively the same variance (Homogeneous). The homogeneity test of the interaction between the PJBL learning model and PMM and learning interest using the barlet formula obtained X^2 calculated 5.72 < from X^2 7.815, then it was concluded that the data had a relatively similar variance (Homogeneous).

The first hypothesis proposed (Ha) was accepted, namely that the use of the learning model had a significantly different effect on the learning outcomes of the Basic Dpib subjects in grade X students of the DPIB expertise program of SMK Negeri 5 Medan, where Fcount (9.0749) > Ftabel (3.996). The second hypothesis proposed (Ha) was accepted, namely that the level of interest had a significantly different effect on the learning outcomes of the basic subjects of Dpib in class X students of the DPIB expertise program of SMK Negeri 5 Medan, where Fcal (9.0270666) > Ftabel (3.996). The third hypothesis proposed (Ha) was accepted, namely that there was an interaction between the use of the learning model and the level of learning interest in the learning outcomes of Basic Dpib subjects in grade X students of the DPIB expertise program of SMK Negeri 5 Medan, where Fcal (9.0351475) > Ftabel (3.996).

Keywords: Learning Model, Learning Interest, Basic Learning Outcomes – Basic DPIB.