

ABSTRAK

Siti Hara Manalu, NIM: 7203144032, Penerapan Model Pembelajaran *Mind mapping* Dan *Problem Based Learning* Terhadap Hasil Belajar Siswa Pada Elemen Komunikasi Di Tempat Kerja Di SMKS PAB 2 Helvetia T.A 2023/2024. Skripsi, Jurusan Ekonomi, Program Studi Pendidikan Ekonomi, Keahlian Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan, 2024.

Penelitian ini bertujuan untuk mengetahui penerapan model pembelajaran *Mind mapping* dan *Problem Based Learning* terhadap hasil belajar siswa kelas XI MPLB pada elemen komunikasi di tempat kerja. Penelitian ini merupakan penelitian eksperimen yang dilaksanakan di SMKS PAB 2 Helvetia yang terdiri dari 2 kelas XI MPLB sebanyak 67 siswa dari total jumlah populasi 94 siswa. Teknik pengambilan sampel yang digunakan adalah *purposive sampling*. Teknik pengumpulan data dalam penelitian ini adalah tes hasil belajar dalam bentuk pilihan ganda sebanyak 20 soal yang terlebih dahulu diuji validitas, reliabilitas, Tingkat kesukaran tes, dan uji pembeda tes. Teknik analisis data yang digunakan adalah mean, uji normalitas, uji homogenitas, dan hipotesis. Hasil analisis data ditemukan nilai rata-rata pretest dan posttest dengan model pembelajaran *Mind mapping* adalah 53,33 dan 83,48 dan hasil nilai rata-rata pretest dan posttest *Problem Based Learning* adalah 54,26 dan 80,74. Berdasarkan hasil uji hipotesis hasil belajar dengan menggunakan model pembelajaran *Mind mapping* mengalami peningkatan 87,88% sedangkan kelas eksperimen 2 yang menggunakan model pembelajaran *Problem Based Learning* mengalami peningkatan 75,94%. Untuk kelas eksperimen 1 pada hasil uji t diperoleh hasil nilai t_{hitung} sebesar 14,648 dengan df 32.00 diperoleh t-tabel 1,693 maka $t_{hitung} > t\text{-tabel}$ ($14,648 > 1,693$). Maka dapat disimpulkan terdapat pengaruh yang signifikan setelah menggunakan model pembelajaran *Mind mapping*. Selanjutnya untuk kelas eksperimen 2 pada uji t diperoleh hasil nilai t_{hitung} sebesar 11,328 dan df 33 dengan pengambilan Keputusan lebih rendah dari 0,05 maka diperoleh t-tabel 1,692 maka $t_{hitung} > t\text{-tabel}$ ($11,328 > 1,692$) sehingga dapat disimpulkan terdapat pengaruh signifikan setelah menggunakan model pembelajaran *Problem Based Learning*. Maka dapat disimpulkan hipotesis diterima yaitu terdapat pengaruh signifikan setelah menggunakan model pembelajaran *mind mapping*, *Problem Based Learning*.

Kata kunci: Model pembelajaran, *Mind mapping*, *Problem Based Learning*, hasil belajar.

ABSTRACT

Siti Hara Manalu, NIM: 7203144032, Application of *Mind mapping* and *Problem Based Learning* Models to Student Learning Outcomes on Communication Elements in the Workplace at SMKS PAB 2 Helvetia T.A 2023/2024. Thesis, Department of Economics, Economic Education Study Program, Office Administration Education Skills, Faculty of Economics, Medan State University, 2024.

*This research aims to determine the application of the Mind mapping and Problem Based Learning learning models to the learning outcomes of class XI MPLB students on communication elements in the workplace. This research is an experimental research carried out at SMKS PAB 2 Helvetia which consists of 2 classes XI MPLB as many as 67 students from a total population of 94 students. The sampling technique used was purposive sampling. The data collection technique in this research is a learning outcomes test in the form of multiple choice with 20 questions which are first tested for validity, reliability, test difficulty level, and test differentiation test. The data analysis techniques used are mean, normality test, homogeneity test, and hypothesis. The results of data analysis found that the average pretest and posttest scores using the Mind mapping learning model were 53.33 and 83.48 and the average pretest and posttest scores for Problem Based Learning were 54.26 and 80.74. Based on the results of hypothesis testing, learning outcomes using the Mind mapping learning model experienced an increase of 87.88%, while experimental class 2 which used the Problem Based Learning learning model experienced an increase of 75.94%. For experimental class 1, the *t* test results obtained a *t*count value of 14.648 with a *df* of 32.00, a *t*table of 1.693, so $t_{count} > t_{table}$ ($14.648 > 1.693$). So it can be concluded that there is a significant influence after using the Mind mapping learning model. Furthermore, for experimental class 2, in the *t* test, the results obtained were a *t*count of 11.328 and *df* 33 with decision making lower than 0.05, so a *t*table of 1.692 was obtained, so $t_{count} > t_{table}$ ($11.328 > 1.692$) so it can be concluded that there is a significant influence after using the Problem Based Learning learning model. So it can be concluded that the hypothesis is accepted, namely there is a significant influence after using the mind mapping learning model, Problem Based Learning.*

Keywords: Learning model, *Mind mapping*, Problem Based Learning, learning outcomes