

ABSTRAK

Amelia Oktaviana. 5213142003. “Hubungan Keaktifan Belajar dan Perhatian Guru dengan Hasil Praktek *Pastry* SMK Telkom 2 Medan”. Pendidikan Kesejahteraan Keluarga. Pendidikan Tata Boga. Fakultas Teknik. Universitas Negeri Medan. 2026

Penelitian ini bertujuan untuk menganalisis: (1) Keaktifan Belajar; (2) Perhatian Guru; (3) Hasil Praktek *Pastry*; (4) Hubungan Keaktifan Belajar dengan Hasil Praktek *Pastry*; (5) Hubungan Perhatian Guru dengan Hasil Praktek *Pastry*; (6) Hubungan Keaktifan Belajar dan Perhatian Guru dengan Hasil Praktek *Pastry*. Tempat penelitian SMK Telkom 2 Medan. Waktu penelitian Agustus – Oktober 2025. Populasi dalam penelitian ini seluruh siswa kelas XI keahlian kuliner dengan jumlah 46 siswa. Teknik pengambilan sampel secara *total sampling* sehingga jumlah sampel diperoleh 46 siswa. Teknik pengumpulan data menggunakan angket untuk keaktifan belajar dan perhatian guru, dan penilaian hasil praktek *pastry* melalui pengamatan hasil praktek. Teknik analisis data secara deskripsi data, uji persyaratan analisis, dengan uji normalitas, dan uji linieritas, serta uji hipotesis dengan uji korelasi *product moment*, uji parsial, dan uji korelasi ganda.

Hasil penelitian menunjukkan bahwa tingkat kecenderungan keaktifan belajar termasuk kategori cukup sebesar 78,26 persen, perhatian guru termasuk kategori cenderung tinggi sebesar 84,78 persen dan hasil praktek *pastry* termasuk kategori cenderung baik sebesar 86,96 persen. Hasil analisis korelasi parsial, terdapat hubungan yang positif dan signifikan antar keaktifan belajar dan hasil praktek *pastry* dengan nilai korelasi parsial $r_{yx1x2} = 0,33$ dan nilai koefisien korelasi parsial $t_{hitung} > t_{tabel}$ ($2,28 > 2,021$) pada taraf signifikan 5 persen. Terdapat hubungan yang positif dan signifikan antar perhatian guru dan hasil praktek *pastry* dengan nilai korelasi parsial $r_{yx2x1} = 0,43$ dan nilai koefisien korelasi parsial $t_{hitung} > t_{tabel}$ ($3,12 > 2,021$) pada taraf signifikan 5 persen. Hasil analisis korelasi ganda, terdapat hubungan yang positif dan signifikan antar keaktifan belajar dan perhatian guru dengan hasil praktek *pastry* dengan nilai korelasi ganda $R_{yx1x2} = 0,59$ dan nilai koefisien korelasi ganda $F_{hitung} > F_{tabel}$ ($11,67 > 3,22$) pada taraf signifikan 5 persen. Artinya semakin tinggi keaktifan belajar dan perhatian guru maka semakin tinggi hasil praktek *pastry*.

Kata kunci: keaktifan belajar, perhatian guru, *pastry*

ABSTRACT

Amelia Oktaviana. 5213142003. “The Relationship Between Learning Activeness and Teacher Attention with Pastry Practice Results at SMK Telkom 2 Medan.” Family Welfare Education. Culinary Education. Faculty of Engineering. State University of Medan. 2026

This study aims to analyze: (1) Learning Activeness; (2) Teacher Attention; (3) Pastry Practice Results; (4) The Relationship between Learning Activeness and Pastry Practice Results; (5) The Relationship between Teacher Attention and Pastry Practice Results; (6) The Relationship between Learning Activeness and Teacher Attention with Pastry Practice Results. The research location is SMK Telkom 2 Medan. The research period is August – October 2025. The population in this study is all 11th grade culinary expertise students, totaling 46 students. The sampling technique is total sampling, resulting in a sample size of 46 students. Data collection techniques use questionnaires for learning activeness and teacher attention, and evaluation of pastry practice results through observation of practice outcomes. Data analysis techniques involve descriptive data analysis, requirement tests for analysis including normality test, linearity test, and hypothesis testing with product moment correlation test, partial test, and multiple correlation test.

The research results show that the level of tendency in learning activity falls into the fairly high category at 78.26 percent, teacher attention falls into the tendentially high category at 84.78 percent, and pastry practice results fall into the tendentially good category at 86.96 percent. The partial correlation analysis results indicate a positive and significant relationship between learning activity and pastry practice results with a partial correlation value of $ry_{x1x2} = 0.33$ and a partial correlation coefficient value of $t_{count} > t_{table}$ ($2.28 > 2.021$) at a 5 percent significance level. There is a positive and significant relationship between teacher attention and pastry practice outcomes, with a partial correlation coefficient $ry_{x2x1} = 0.43$ and a partial correlation coefficient $t_{count} > t_{table}$ ($3.12 > 2.021$) at a 5 percent significance level. The results of the multiple correlation analysis show a positive and significant relationship between learning activeness and teacher attention with pastry practice outcomes, with a multiple correlation coefficient $R_{yx1x2} = 0.59$ and a multiple correlation coefficient $F_{count} > F_{table}$ ($11.67 > 3.22$) at a 5 percent significance level. This means that the higher the learning activeness and teacher attention, the higher the pastry practice outcomes.

Keywords: learning activity, teacher attention, *pastry*