

ABSTRAK

DWI DINESTA SIREGAR. 5213131020. Pengaruh Model Pembelajaran Kooperatif Tipe *Team Games Tournament* Terhadap Hasil Belajar Siswa Kelas X TITL Pada Mata Pelajaran Dasar-dasar Teknik Ketenagalistrikan Di SMK Negeri 5 Medan Tahun Pelajaran 2025/2026. Skripsi. Fakultas Teknik – Universitas Negeri Medan. 2026.

Tujuan dalam penelitian ini untuk mengetahui Pengaruh Model Pembelajaran Kooperatif Tipe *Team Games Tournament* (TGT) Terhadap Hasil Belajar Siswa Kelas X TITL Pada Mata Pelajaran Dasar-dasar Teknik Ketenagalistrikan Di SMK Negeri 5 Medan. Metode yang digunakan pada penelitian ini yaitu metode *quasi eksperimen* yang membandingkan hasil belajar siswa yang diajarkan dengan model pembelajaran kooperatif tipe *Team Games Tournament* (TGT) dan model *Student Team Achievement Division* (STAD) yang sama-sama berbantuan media *Wordwall*. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu menggunakan instrumen tes hasil belajar dalam bentuk soal pilihan ganda sebanyak 40 butir soal yang sudah dilakukan uji validitas tes dan dinyatakan valid. Hasil penelitian ini menunjukkan bahwa hasil belajar siswa pada mata pelajaran Dasar-dasar teknik ketenagalistrikan program keahlian TITL yang diajarkan dengan *treatment* model pembelajaran kooperatif tipe *Team Games Tournament* (TGT) lebih tinggi daripada hasil belajar siswa yang diajarkan dengan model pembelajaran *Student Team Achievement Division* (STAD) yang sama-sama berbantuan *Wordwall*. Hal ini dapat dilihat pada data hasil penelitian rata-rata hasil belajar siswa yang diberi perlakuan model pembelajaran TGT 86,11 sedangkan rata-rata hasil belajar siswa model pembelajaran STAD 82,85. Pengaruh model pembelajaran TGT terhadap hasil belajar siswa dibuktikan dengan analisis statistik uji-t satu pihak yang menunjukkan $t_{hitung} 1,80 > t_{tabel} 1,66$. Model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) lebih efektif dibandingkan *Student Teams Achievement Divisions* (STAD) karena mengintegrasikan unsur permainan dan turnamen akademik yang meningkatkan motivasi, partisipasi aktif, dan keterlibatan siswa dalam pembelajaran. Unsur kompetitif dalam TGT mendorong pemahaman materi yang lebih mendalam serta memperkuat kerja sama kelompok. Hal tersebut berdampak pada peningkatan hasil belajar yang lebih optimal dibandingkan penerapan model STAD.

Kata Kunci: *Team Games Tournament*, Hasil Belajar, Dasar-dasar Teknik Ketenagalistrikan, Teknik Instalasi Tenaga Listrik.

ABSTRACT

DWI DINESTA SIREGAR. 5213131020. *The Influence of the Team Games Tournament Cooperative Learning Model on the Learning Outcomes of Grade X TITL Students in the Basic Electrical Engineering Subject at SMK Negeri 5 Medan in the 2025/2026 Academic Year. Undergraduate Thesis. Faculty of Engineering – State University of Medan. 2026.*

The purpose of this study was to determine the influence of the Team Games Tournament (TGT) cooperative learning model on the learning outcomes of Grade X TITL students in the Basic Electrical Engineering subject at SMK Negeri 5 Medan. The method used in this study was a quasi-experimental design comparing the learning outcomes of students taught using the Team Games Tournament (TGT) cooperative model and the Student Team Achievement Division (STAD) model, both assisted by Wordwall media. The data collection technique employed in the study was a learning outcome test consisting of 40 multiple-choice items that had previously undergone a validity test and were declared valid. The results of the study indicate that the learning outcomes of students in the Basic Electrical Engineering subject of the TITL program who were taught using the TGT cooperative learning model were higher than those taught using the Student Team Achievement Division (STAD) model. This can be observed from the research data showing that the average learning outcome score of students taught with the TGT model was 86.11, while the average score of those taught with the STAD model was 82.85. The influence of the TGT learning model on student learning outcomes was supported by a one-tailed t-test statistical analysis showing that $t_{\text{count}} 1,80 > t_{\text{table}} 1,66$. The Teams Games Tournament (TGT) cooperative learning model is more effective than Student Teams Achievement Divisions (STAD) because it integrates elements of games and academic tournaments that increase student motivation, active participation, and engagement in learning. The competitive element in TGT encourages a deeper understanding of the material and strengthens group cooperation. This has an impact on improving learning outcomes that are more optimal than the application of the STAD model.

Keywords: Team Games Tournament, Learning Outcomes, Basic Electrical Engineering, Electrical Power Installation Engineering.