

ABSTRAK

Kesia Trinita Saragih. NIM 5213111013. Pengaruh Model Pembelajaran Inquiry Dan Motivasi Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Dasar – dasar Desain Pemodelan dan Informasi Bangunan Pada Siswa Kelas X DPIB SMK Negeri 2 Medan.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Inquiry* dan motivasi belajar terhadap hasil belajar siswa pada mata pelajaran Dasar-Dasar Desain Pemodelan dan Informasi Bangunan di kelas X DPIB SMK Negeri 2 Medan. Sampel terdiri dari dua kelas: X DPIB 1 (36 siswa) sebagai kelas eksperimen dengan model *Inquiry* dan X DPIB 2 (36 siswa) sebagai kelas kontrol dengan model *Direct Instruction*. Penelitian ini menggunakan desain quasi eksperimen faktorial 2 x 2 dengan tahapan pre-test, pembelajaran, dan post-test. Instrumen diuji validitas, reliabilitas, indeks kesukaran, daya pembeda, dan efektivitas distraktor. Dari 40 soal tes hasil belajar, 27 soal valid dengan reliabilitas 0,816; dari 50 butir angket motivasi, 35 soal valid dengan reliabilitas 0,945. Uji homogenitas menunjukkan $f_{hitung} = 7,157 < f_{tabel} = 7,815$, sehingga data berasal dari populasi homogen. Hasil uji ANAVA 2 x 2 menunjukkan $f_{hitung} = 46,83, 22,07, \text{ dan } 87,09 > f_{tabel} = 4,00$ pada $\alpha = 0,05$ dan $dk = 69$, sehingga H_a diterima dan H_0 ditolak. Artinya, terdapat perbedaan hasil belajar berdasarkan model pembelajaran dan motivasi belajar, dan terdapat interaksi antara model pembelajaran dan motivasi belajar siswa dimana siswa yang memiliki motivasi belajar yang tergolong tinggi ternyata model pembelajaran *Inquiry* yang lebih efektif daripada model pembelajaran *Direct Instruction*. Sebaliknya, bagi siswa yang memiliki motivasi belajar yang tergolong rendah ternyata model pembelajaran *Direct Instruction* yang lebih efektif daripada model pembelajaran *Inquiry*. Hasil penelitian ini diharapkan memberikan manfaat bagi pihak sekolah khususnya guru agar menggunakan model pembelajaran yang sesuai dengan tingkat motivasi belajar siswa.

Kata Kunci: Model Pembelajaran Inquiry, Direct Instruction, Motivasi Belajar.

ABSTRACT

Kesia Trinita Saragih. NIM 5213111013. *The Influence of Inquiry Learning Model and Learning Motivation on Students' Learning Outcomes in the Subject of Basic Design Modeling and Building Information for Grade X DPIB Students at SMK Negeri 2 Medan.*

This study aims to determine the effect of the Inquiry learning model and learning motivation on student learning outcomes in the subject of Basics of Building Modeling and Information Design in class X DPIB SMK Negeri 2 Medan. The sample consisted of two classes: X DPIB 1 (36 students) as an experimental class with the Inquiry model and X DPIB 2 (36 students) as a control class with the Direct Instruction model. This study used a 2 x 2 factorial quasi-experimental design with pre-test, learning, and post-test stages. The instrument was tested for validity, reliability, difficulty index, discriminating power, and distractor effectiveness. Of the 40 learning outcome test questions, 27 were valid with a reliability of 0.816; of the 50 motivation questionnaire items, 35 were valid with a reliability of 0.945. The homogeneity test showed $f_{count} = 7.157 < f_{table} = 7.815$, so the data came from a homogeneous population. The results of the 2 x 2 ANOVA test showed that $f_{count} = 46.83, 22.07, \text{ and } 87.09 > f_{table} = 4.00$ at $\alpha = 0.05$ and $dk = 69$, so H_a is accepted and H_0 is rejected. This means that there are differences in learning outcomes based on learning models and learning motivation, and there is an interaction between learning models and student learning motivation where students who have relatively high learning motivation find the Inquiry learning model more effective than the Direct Instruction learning model. Conversely, for students who have relatively low learning motivation find the Direct Instruction learning model more effective than the Inquiry learning model. The results of this study are expected to provide benefits for schools, especially teachers, to use learning models that are appropriate to the level of student learning motivation.

Keywords: *Inquiry Learning Model, Direct Instruction, Learning Motivation.*