

ABSTRAK

Meta Maliana Sitio. NIM 5212111005. Pengaruh Model Pembelajaran *Somatic, Auditory, Visualization, Intellectually* (SAVI) Dan Minat Belajar Terhadap Hasil Belajar Siswa Kelas XI DPIB Mata Pelajaran Konstruksi Jalan Dan Jembatan SMK Negeri 2 Medan.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran SAVI dan minat belajar terhadap hasil belajar pada elemen desain pemodelan jalan dan jembatan siswa kelas XI DPIB SMK N 2 Medan. Sampel penelitian ini adalah kelas XI DPIB 1 sebagai kelas perlakuan model pembelajaran SAVI berjumlah 36 siswa dan sebagai kelas perlakuan model pembelajaran Direct Instruction adalah kelas XI DPIB 2 yang berjumlah 35 siswa. Penelitian ini merupakan penelitian quasi eksperimen faktorial 2x2 merupakan desain pre-test, pembelajaran dan post-test. Instrumen penelitian terlebih dahulu diujicobakan, dilanjutkan dengan uji validitas, reliabilitas, indeks kesukaran, dan daya pembeda soal. Hasil uji coba tes hasil belajar dasar-dasar desain pemodelan dan informasi bangunan dari 40 butir soal yang diujicobakan diperoleh 25 butir soal yang valid dengan koefisien reliabilitas 0,837 termasuk dalam kategori tinggi. Hasil uji coba angket minat belajar siswa 50 butir soal yang diujicobakan diperoleh 34 butir soal yang valid dengan koefisien reliabilitas 0,965 termasuk dalam kategori sangat tinggi. Hasil perhitungan uji homogenitas (uji F) diperoleh hasil $f_{hitung} = 4,802$ dan $f_{tabel} = 7,815$ ($f_{hitung} < f_{tabel}$) sehingga dapat dinyatakan bahwa data kedua kelompok sampel berasal dari populasi yang homogen. Dari hasil perhitungan uji hipotesis (uji anova 2x2) hasil belajar, diperoleh $f_{hitung} = 23,52, 15,31, \text{ dan } 63,02$ dan $f_{tabel} = 4,00$ ($f_{hitung} > f_{tabel}$) pada taraf signifikan $\alpha = 0,05$ dan dk = 68. Sehingga, H_a diterima dan H_0 ditolak, yang berarti bahwa hasil belajar yang diajarkan menggunakan model pembelajaran SAVI dan model pembelajaran Direct Instruction memiliki perbedaan, siswa yang memiliki minat belajar tinggi dan minat belajar rendah memiliki perbedaan hasil belajar, dan terdapat interaksi antara model pembelajaran dan minat belajar siswa. Dimana Bagi siswa yang minatnya tergolong tinggi ternyata model pembelajaran SAVI lebih efektif dibandingkan dengan model Direct Instruction dan sebaliknya bagi siswa yang minatnya tergolong rendah ternyata model Direct Instruction lebih efektif dari pada model pembelajaran SAVI. Hasil penelitian ini diharapkan memberikan manfaat bagi pihak sekolah khususnya guru agar menggunakan model pembelajaran yang sesuai dengan tingkat minat belajar siswa.

Kata Kunci: Model Pembelajaran SAVI, Direct Instruction, Minat Belajar, Hasil Belajar, DPIB.

ABSTRACT

Meta Maliana Sitio. NIM 5212111005. The Influence of Somatic, Auditory, Visualization, Intellectually (SAVI) Learning Model and Learning Interest on the Learning Outcomes of Grade XI DPIB Students in the Road and Bridge Construction Subject of SMK Negeri 2 Medan.

This study aims to determine the effect of the SAVI learning model and learning interest on learning outcomes in road and bridge modeling design elements of class XI DPIB students of SMK N 2 Medan. The sample of this study was class XI DPIB 1 as the treatment class for the SAVI learning model with a total of 36 students and as the treatment class for the Direct Instruction learning model was class XI DPIB 2 with a total of 35 students. This study is a 2x2 factorial quasi-experimental study with a pre-test, learning, and post-test design. The research instrument was first tested, followed by a test of validity, reliability, difficulty index, and question discrimination. The results of the trial of the learning outcome test on the basics of modeling design and building information from 40 items tested obtained 25 valid items with a reliability coefficient of 0.837, included in the high category. The results of the trial of the student learning interest questionnaire of 50 items tested obtained 34 valid items with a reliability coefficient of 0.965 included in the very high category. The results of the homogeneity test calculation (F test) obtained the results of $f_{count} = 4.802$ and $f_{table} = 7.815$ ($f_{count} < f_{table}$) so that it can be stated that the data of the two sample groups came from a homogeneous population. From the results of the calculation of the hypothesis test (2x2 ANOVA test) of learning outcomes, it was obtained $f_{hitung} = 23.52, 15.31, \text{ and } 63.02$ and $f_{tabel} = 4.00$ ($f_{hitung} > f_{tabel}$) at a significance level of $\alpha = 0.05$ and $dk = 68$. So, H_a is accepted and H_0 is rejected, which means that the learning outcomes taught using the SAVI learning model and the Direct Instruction learning model are different, students who have high learning interest and low learning interest have different learning outcomes, and there is an interaction between the learning model and student learning interest. Where for students whose interest is relatively high it turns out that the SAVI learning model is more effective than the Direct Instruction model and conversely for students whose interest is relatively low it turns out that the Direct Instruction model is more effective than the SAVI learning model. It is hoped that the results of this research will provide benefits for schools, especially teachers, to use learning models that are appropriate to students' level of interest in learning.

Keywords: SAVI Learning Model, Direct Instruction, Learning Interest, Learning Outcomes DPIB.