

ABSTRAK

Gabriel: Pengaruh Strategi Pembelajaran Children Learning In Science (CLIS) Terhadap Hasil Belajar Menggambar Teknik Kelas XI Program Keahlian Teknik Pemesinan Di SMK Swasta PAB 1 Helvetia. Skripsi. Falkutas Teknik Universitas Negeri Medan. 2025.

Penelitian ini bertujuan untuk mengetahui: (1) Pengaruh strategi pembelajaran Children Learning In Science (CLIS) terhadap hasil belajar menggambar teknik, (2) Perbedaan hasil belajar menggambar teknik antara siswa yang menggunakan strategi CLIS dan strategi Direct Instruction (DI) dan (3) Efektivitas strategi CLIS dalam meningkatkan motivasi, sikap, dan perhatian siswa selama proses belajar menggambar teknik. Penelitian ini merupakan penelitian eksperimen dengan pendekatan kuantitatif menggunakan desain *Matching Pretest-Posttest Control Group Design*. Populasi dalam penelitian ini adalah seluruh siswa kelas XI Program Keahlian Teknik Pemesinan SMK Swasta PAB 1 Helvetia, dengan jumlah sampel sebanyak 78 siswa yang terbagi menjadi dua kelas, yaitu kelas eksperimen dan kelas kontrol. Teknik pengumpulan data dilakukan melalui tes hasil belajar (pretest dan posttest) dan angket persepsi siswa. Instrumen divalidasi menggunakan *expert judgement*, analisis validitas butir soal dengan rumus *Product Moment*, dan reliabilitas diuji menggunakan koefisien Alpha Cronbach. Hasil uji normalitas menunjukkan bahwa data hasil belajar siswa berdistribusi normal, dengan nilai signifikansi (Sig.) untuk kelas eksperimen dan kelas kontrol $> 0,05$. Hasil uji homogenitas menunjukkan bahwa varians kedua kelompok adalah homogen, dengan nilai Sig. Levene's Test sebesar 0,931 ($> 0,05$). Uji hipotesis menggunakan *Independent Samples Test* menunjukkan adanya perbedaan yang signifikan antara hasil posttest kelas eksperimen dan kelas kontrol, dengan nilai signifikansi (2-tailed) sebesar $0,000 < 0,05$. Hasil penelitian menunjukkan bahwa: (1) Strategi pembelajaran Children Learning In Science (CLIS) berpengaruh signifikan terhadap peningkatan hasil belajar menggambar teknik siswa, (2) Terdapat perbedaan hasil belajar yang signifikan antara siswa yang diajar dengan strategi CLIS dibandingkan dengan yang diajar menggunakan metode Direct Instruction, (3) Strategi CLIS meningkatkan motivasi belajar, perhatian, dan sikap positif siswa. Dengan demikian, strategi CLIS efektif diterapkan dalam pembelajaran menggambar teknik untuk meningkatkan hasil belajar siswa di SMK.

Kata Kunci: Strategi Pembelajaran, Children Learning In Science (CLIS), Hasil Belajar, Menggambar Teknik, Pembelajaran Teknik Mesin

ABSTRACT

Gabriel: *The Effect of the Children Learning In Science (CLIS) Learning Strategy on Technical Drawing Learning Outcomes of Grade XI Students in the Machining Engineering Program at SMK Swasta PAB 1 Helvetia.* Undergraduate Thesis. Faculty of Engineering, Universitas Negeri Medan. 2025.

This study aims to determine: (1) The effect of the Children Learning In Science (CLIS) learning strategy on technical drawing learning outcomes, (2) The differences in technical drawing learning outcomes between students taught using the CLIS strategy and those taught using the Direct Instruction (DI) method, and (3) The effectiveness of the CLIS strategy in improving students' motivation, attitude, and attention during the technical drawing learning process. This research is an experimental study using a quantitative approach with a *Matching Pretest-Posttest Control Group Design*. The population consisted of all Grade XI students in the Machining Engineering Program at SMK Swasta PAB 1 Helvetia, with a sample of 78 students divided into two groups: an experimental class and a control class. Data collection techniques involved learning outcome tests (pretest and posttest) and student perception questionnaires. Instruments were validated through expert judgment, item validity was tested using the Product Moment formula, and reliability was tested using Cronbach's Alpha coefficient. The normality test results showed that students' learning outcome data were normally distributed, with significance values (Sig.) for both the experimental and control classes greater than 0.05. The homogeneity test showed that the variances of both groups were homogeneous, with a Levene's Test Sig. value of 0.368 (> 0.05). The hypothesis test using the *Independent Samples Test* showed a significant difference between the posttest results of the experimental and control classes, with a significance value (2-tailed) of $0.000 < 0.05$. The results of the study indicate that: (1) The CLIS learning strategy has a significant effect on improving students' technical drawing learning outcomes, (2) There is a significant difference in learning outcomes between students taught using the CLIS strategy and those taught using the Direct Instruction method, (3) The CLIS strategy increases student motivation, attention, and positive attitudes. Therefore, the CLIS strategy is effective for use in technical drawing instruction to enhance student learning outcomes in vocational schools.

Keywords: Learning Strategy, Children Learning In Science (CLIS), Learning Outcomes, Technical Drawing, Mechanical Engineering Education