ABSTRAK

Vera Yuni A. Simangunsong. NIM 5123311037. Upaya Peningkatan Hasil Belajar Mata Pelajaran Mata Pelajaran Menerapka Ilmu Statika Dan Tegangan Melalui Penerapan Pendekatan *Contextual Teaching And Learning* (CTL) Pada Siswa Kelas X Program Keahlian Teknik Konstruksi Batu Dan Beton Di SMK Negeri 1 Balige. *Skripsi*. Fakultas Teknik – Universitas Negeri Medan. 2016.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) bertujuan untuk menerapkan model pembelajaran yang dapat meningkatkan hasil belajar mata pelajaran Menerapkan Ilmu Statika dan Tegangan (MIST) pada kompetensi Dasar Menerapkan Cara Menyusun Gaya Dalam Struktur Bangunan di Kelas X Program Keahlian Teknik Konstruksi Batu Dan Beton SMK Negeri 1 Balige T.P. 2016/2017 yang berjumlah 32 siswa. Prosedur tindakan dikemas ke dalam dua siklus yang masing-masing siklus terdiri dari dua kali pertemuan. Setiap siklus terdiri dari tahapan perencanaan (*planning*), tindakan (*acting*), pengamatan (*observing*) dan refleksi (*reflecting*). Pada siklus I mempelajari tentang Besaran Dan Satuan, Besaran Skalar Dan Vektor, Dan sistem Satuan SI. Pada siklus II mempelajari tentang Arah Gaya, Menguraikan Dan Menggabungkan Gaya Dan Hukum Newton.

Data penelitian diambil dari tes hasil belajar siswa. Hasil uji coba instrumen penelitian dari 25 soal pada siklus I terdapat 20 soal valid, uji tingkat kesukaran terdapat 16 soal mudah, 4 soal sedang dan tidak terdapat soal dalam katagori sukar, uji daya pembeda tes didapat 9 soal buruk, 10 soal cukup dan 1 soal baik, uji reliabilitas tes didapat 0,73 (Tinggi). Pada siklus II dari 25 soal diperoleh 21 soal valid, uji tingkat kesukaran terdapat 16 soal mudah, 5 soal sedang. Uji daya pembeda tes didapat 12 soal buruk, 5 soal cukup dan 4 soal baik, uji reliabilitas tes didapat 0,79 (tinggi). Penelitian dikatakan berhasil diukur berdasarkan rata-rata komulatif hasil belajar siswa memperoleh nilai minimal 75 dan tuntas secara klasikal jika seluruh kelas $\geq$ 75% siswanya tuntas.

Berdasarkan hasil penelitian dapat disimpulkan bahwa dengan penerapan Model Pembelajaran Contextual Teaching And Learning (CTL) dapat meningkatkan hasil belajar siswa pada Mata Pelajaran MIST Kompetensi Dasar Menerapkan Cara Menyusun Gaya Dalam Struktur Bangunan Siswa Kelas X Program Keahlian Teknik Konstruksi Batu dan Beton di SMK Negeri 1 Balige Tuan T.P. 2016/2017. Selain itu dapat menimbulkan suasana belajar yang menyenangkan karena siswa aktif dan belajar untuk menemukan sendiri makna dari pembelajarannya.

Kata Kunci   : *Model Pembelajaran Contextual Teaching and Learning (CTL) , Hasil Belajar*

ABSTRACT

Vera Yuni A. Simangunsong. NIM 5123311037. Improving Learning Results Subjects to implementing Statics Science And Voltage Through Application Approach Contextual Teaching And Learning (CTL) Students of Class X Engineering Program Construction Stone And Concrete On SMK Negeri 1 Balige. Thesis. Faculty of Engineering – State University of Medan. 2016

This research is a classroom action research (PTK) aims to apply the model of learning that can improve learning outcomes subjects Applying Science Statics and Voltage (MIST) on the competence of the Basic Applying How to Develop Style In Structures in Class X Engineering Program Construction Stone And Concrete SMK Negeri 1 Balige TP 2016/2017 which amounted to 32 students. Procedures action packed into two cycles, each cycle consisting of two meetings. Each cycle consists of the planning stages (planning), action (acting), observation (observing) and reflection (reflecting). In the first cycle to learn about the magnitude and Units, Scalar and Vector Magnitude, And The SI unit system. In the second cycle to learn more about Directions Gaya, Outlines And Combining Style And Newton's Law.

Encode were taken from the test results of the students' learning. The trial results of research instruments of the 25 questions in the first cycle there are 20 questions are valid, the test difficulty level, there are 16 about an easy, four questions were and there are no problems in the category of difficulty, test distinguishing tests obtained 9 matter worse, 10 questions fairly and 1 question well, test the reliability of the test gained 0.73 (High). In the second cycle of about 25 was obtained 21 valid questions, test difficulty level, there are 16 easy questions, five questions were. Test distinguishing bad about the test obtained 12, 5 and 4 about the matter quite well, test the reliability of the test gained 0.79 (high). The study is successful is measured by the average cumulative result of learning students get a minimum of 75 and finished in the classical if the entire class of ≥ 75% of students complete.

Based on the results of this study concluded that with the implementation of contextual learning model can improve the student learning outcomes in Subjects MIST Applying Basic competence of How to Style In Class X Structures Engineering Program Construction Stone and Concrete in SMK Negeri 1 Balige Mr. T.P. 2016/2017. Moreover, it can cause learning fun for the students active and learn to find their own meaning of the learning.

Keywords: *Learning Model Contextual Teaching and Learning (CTL) , Learning outcomes*