

## ABSTRAK

**Fernando Bancin. NIM 5123111017. Penerapan Model Pembelajaran Kooperatif Tipe *Example Non Example* Untuk Meningkatkan Aktivitas Belajar dan Hasil Belajar Ilmu Bahan Bangunan pada Siswa Kelas X Program Keahlian Teknik Konstruksi Batu Beton SMK Negeri 1 Balige Tahun Ajaran 2016/2017. Skripsi. Fakultas Teknik – Universitas Negeri Medan. 2016.**

Penelitian ini bertujuan untuk meningkatkan aktivitas belajar dan hasil belajar pada Siswa Kelas X Program Keahlian Teknik Konstruksi Batu Beton SMK Negeri 1 Balige dengan menerapkan Model Pembelajaran Kooperatif Tipe *Example Non Example*. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan pada semester ganjil tahun ajaran 2016/2017 dengan jumlah siswa 33 orang.

Dari data hasil uji coba instrumen yang dilakukan pada siklus I diperoleh 30 soal yang valid dari 35 soal, dimana dari ke-30 soal ini diperoleh indeks kesukaran : 9 soal mudah dan 21 soal sedang, daya beda soal diperoleh 10 soal cukup dan 20 soal baik, uji reabilitas soal diperoleh 0,92 (sangat Tinggi) dan pada siklus II diperoleh 28 soal yang valid dari 35 soal, diperoleh indeks kesukaran : 2 soal mudah, 25 soal sedang dan 1 soal sulit, daya beda soal diperoleh 5 soal cukup dan 23 soal baik, uji reabilitas soal diperoleh 0,91 (sangat Tinggi).

Penelitian ini dilakukan dalam dua siklus dan setiap siklus terdiri dari dua kali pertemuan. Setiap siklus terdiri dari tahapan perencanaan (*planning*), tindakan (*acting*), pengamatan (*observing*), dan refleksi (*reflecting*). Teknik pengumpulan data dengan observasi dan tes hasil belajar. Pada siklus I mempelajari tentang jenis-jenis kayu, tingkat keawetan kayu dan tingkat kekuatan kayu sebagai bahan bangunan. Pada siklus II mempelajari tentang sifat-sifat fisik kayu dan sifat-sifat mekanisme kayu sebagai bahan bangunan.

Hasil penelitian menunjukkan aktivitas belajar siswa pada akhir siklus I terdapat 17 peserta didik (51,52%) berpredikat Cukup Aktif dan selebihnya 16 peserta didik (48,48%) masih tidak aktif, dengan nilai rata-rata yaitu 70,08 dengan persentase kelulusan 51,52%. Pada siklus II meningkat menjadi sebanyak 7 peserta didik (21,21%) berpredikat cukup aktif, 25 peserta didik (75,76%) berpredikat aktif dan 1 peserta didik (3,03%), dengan nilai rata-rata yaitu 81,84 dengan persentase kelulusan 100%. Dari hasil Uji-t yang dilakukan pada data Aktivitas belajar siklus I dan Aktivitas belajar siklus II diperoleh harga  $t_{hitung} > t_{tabel}$  yaitu  $9,756 > 1,669$  pada taraf signifikan  $\alpha = 0,05$  dan  $dk = 64$ .

Selanjutnya dari data nilai hasil belajar siswa pada siklus I diperoleh 11 peserta didik (33,33%) tidak kompeten, 5 peserta didik (15,15%) cukup kompeten, 13 peserta didik (39,40%) kompeten dan 4 peserta didik (12,12%) sangat kompeten dengan nilai rata-rata yaitu 78,38 dengan persentase kelulusan 66,67%. Pada siklus II meningkat menjadi Sebanyak 2 peserta didik (6,06%) cukup kompeten, 22 peserta didik (66,67%) kompeten dan 9 peserta didik (27,27%) sangat kompeten, dengan nilai rata-rata 87,88 dengan persentase kelulusan 100%. Dari hasil Uji-t yang dilakukan pada data post test siklus I dan post test siklus II diperoleh harga  $t_{hitung} > t_{tabel}$  yaitu  $4,483 > 1,669$  pada taraf

signifikan  $\alpha = 0,05$  dan  $dk = 64$ . Berdasarkan hasil penelitian dapat disimpulkan bahwa dengan penerapan model pembelajaran kooperatif tipe *Example Non Example* dapat meningkatkan aktivitas belajar dan hasil belajar Ilmu Bahan bangunan pada siswa kelas X program keahlian teknik konstruksi batu beton SMK Negeri 1 Balige.

**Kata Kunci** : *Model Pembelajaran Kooperatif Tipe Example Non Example, Aktivitas belajar siswa, dan Hasil Belajar*



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## ABSTRACT

**Fernando Bancin. NIM 5123111017. Application of Cooperative Learning Model *Example Non Example* To Improve Learning Activities and Learning Outcomes Sciences Building Materials in X Class Expertise Program Of Engineering Construction Concrete Stone SMK Negeri 1 Balige School Year 2016/2017. Thesis. Faculty of Engineering - State University of Medan. 2016.**

This research aims to improve the learning activities and learning outcomes in X Class Expertise Programs Of Engineering Construction Concrete Stone SMK Negeri 1 Balige by applying Cooperative Learning Model with *Example Non Example type*. This research is a classroom action research conducted in the first semester of the school year 2016/2017 the number of students 33 people.

From the data results of testing instruments carried on the first cycle obtained 30 about valid from 35 a matter of, in which of the 30 questions were obtained index of difficulty: 9 about the easy and 21 about medium, the power different matter obtained 10 questions pretty and 20 about good, reliability test was obtained 0.92 (very high) and the second cycle obtained 28 about valid from 35 a matter of, the index difficulty: 2 about easy, 25 about medium and 1 difficult problem, the power different matter obtained 5 about enough and 23 about good, reliability test was obtained 0.91 (very High).

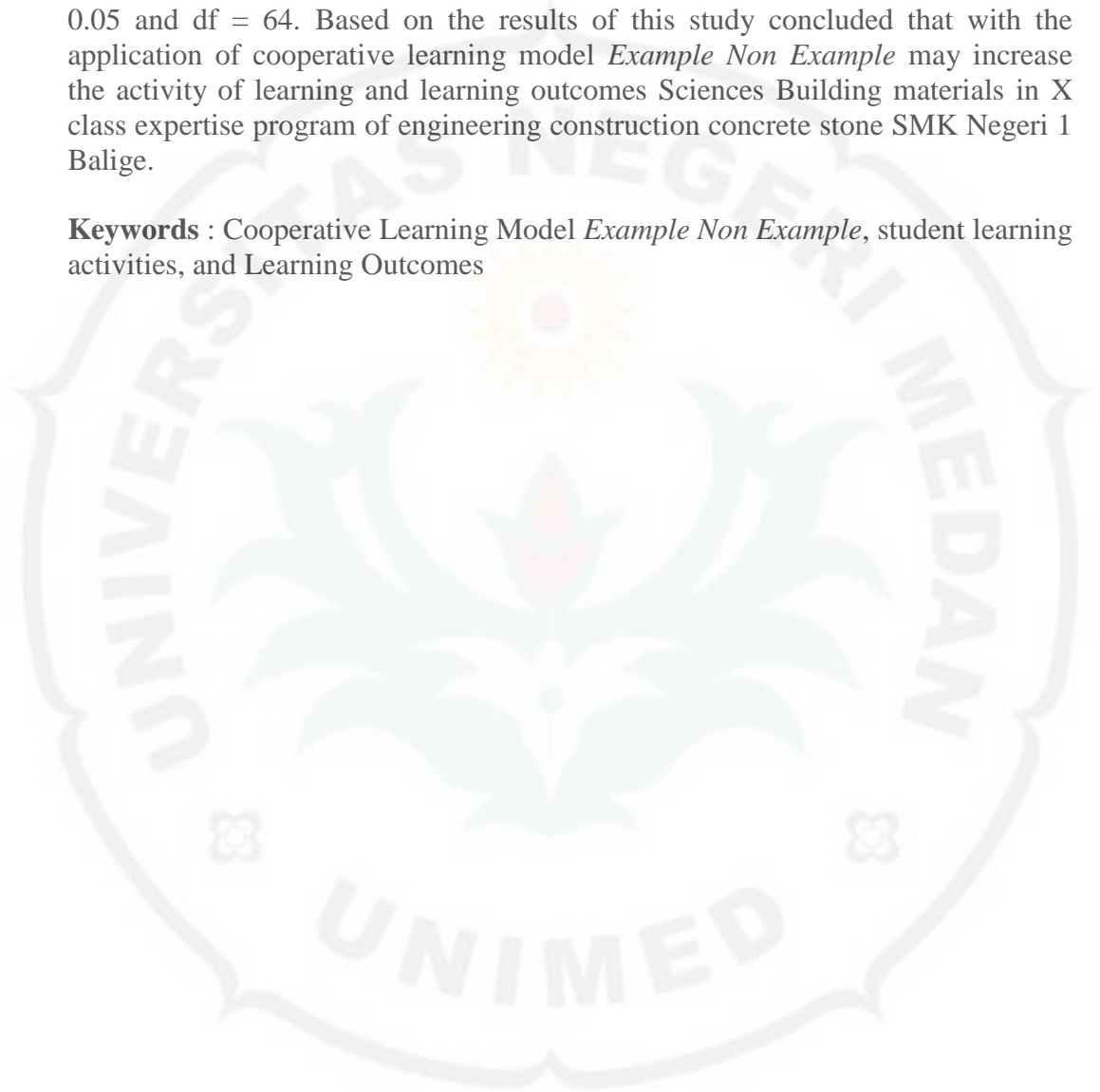
This research was conducted in two cycles and each cycle consisting of two meetings. Each cycle consists of stages of planning (planing), action (acting), observations (observating) and reflection (reflecting). The technique of collecting data through observation and tests of learning outcomes. In the first cycle to learn about the types of wood, the durability level of wood and the power level of wood as a building material. In the second cycle learn about the properties of wood physical and the properties of wood mechanism as a building material.

The results showed the students' learning activities at the end of the first cycle there are 17 students (51.52%) predicated Quite Active learners and the remaining 16 (48.48%) is still inactive, with the average value is 70.08 with the percentage of graduation 51.52%. In the second cycle increased to as much as 7 students (21.21%) predicated quite active, 25 students (75.76%) predicated learners active and 1 (3.03%), with the average value is 81.84 with a passing rate of 100%. From the results of t-test was performed on the Learning Activities data of the first cycle and Learning Activities of the second cycle was obtained by price  $t_{count} > t_{table}$  is  $9.756 > 1.669$  at significant level  $\alpha = 0.05$  and  $df = 64$ .

Furthermore, from the values data of student learning outcomes in the first cycle obtained by 11 students (33.33%) was incompetent, 5 students (15.15%) was competent enough, 13 students (39.40%) was competent and 4 learners (12.12%) was very competent with the average value is 78.38 with 66.67% passing rate. In the second cycle increased 2 students (6.06%) were quite competent, 22 students (66.67%) competent and 9 students (27.27%) was very competent, with an average value of 87.88 with 100% passing rate. From the results of t-test was performed on the post-test data in first cycle and post-test data in second Cycle obtained by price  $t_{count} > t_{table}$  namely  $4.483 > 1.669$  at significant level  $\alpha =$

0.05 and  $df = 64$ . Based on the results of this study concluded that with the application of cooperative learning model *Example Non Example* may increase the activity of learning and learning outcomes Sciences Building materials in X class expertise program of engineering construction concrete stone SMK Negeri 1 Balige.

**Keywords** : Cooperative Learning Model *Example Non Example*, student learning activities, and Learning Outcomes



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