

ABSTRAK

DESY PUSPA RANI, NIM 5123111013. Pengaruh Model Pembelajaran Kooperatif dan Motivasi Belajar Terhadap Hasil Belajar Konstruksi Bangunan pada Siswa Kelas X Program Keahlian Teknik Gambar Bangunan SMK Negeri 1 Percut Sei Tuan. Skripsi, Fakultas Teknik Universitas Negeri Medan.

Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran Kooperatif Tipe *Think Pair and Share* dan motivasi belajar terhadap hasil belajar Konstruksi Bangunan. Metode penelitian yang digunakan adalah metode eksperimen semu yaitu dengan memberikan perlakuan yang berbeda pada kedua kelompok penelitian.

Sampel penelitian adalah siswa Kelas X Program Keahlian Teknik Gambar Bangunan, yang diambil secara acak dengan menggunakan undian, untuk kelas Teknik Gambar Bangunan-A sebagai kelompok Eksperimen berjumlah 23 orang dan kelas Teknik Gambar Bangunan-B sebagai kelompok control berjumlah 27 orang. Sampel diambil secara *random assignment* yakni berdasarkan undian. Variabel penelitian ada dua yaitu pembelajaran Kooperatif Tipe *Think Pair and Share*, *Direct Instruction* dan motivasi belajar sebagai variabel bebas. Dan hasil belajar Konstruksi Bangunan sebagai variabel terikat. Data diambil melalui metode test dan nontest.

Dalam uji normalitas kompetensi sikap kelas eksperimen diperoleh $L_{hitung} = 0,0031 < L_{tabel} = 0,1866$, pada kelas kontrol diperoleh $L_{hitung} = 0,0550 < L_{tabel} = 0,1658$. Uji normalitas kompetensi pengetahuan kelas eksperimen diperoleh $L_{hitung} = -0,0093 < L_{tabel} = 0,1866$, pada kelas kontrol diperoleh $L_{hitung} = 0,0244 < L_{tabel} = 0,1658$. Uji normalitas kompetensi keterampilan kelas eksperimen diperoleh $L_{hitung} = 0,0297 < L_{tabel} = 0,1866$, pada kelas kontrol diperoleh $L_{hitung} = 0,0131 < L_{tabel} = 0,1658$ dan uji normalitas motivasi belajar kelas eksperimen diperoleh $L_{hitung} = 0,0426 < L_{tabel} = 0,1866$, pada kelas kontrol diperoleh $L_{hitung} = 0,0686 < L_{tabel} = 0,1658$. Sehingga distribusi dari kedua kelas dinyatakan normal. Pada uji Homogenitas kompetensi sikap diperoleh $F_{hitung} = 0,611 < F_{tabel 5\%} = 2,01$, kompetensi pengetahuan diperoleh $F_{hitung} = 0,416 < F_{tabel 5\%} = 2,01$, kompetensi keterampilan diperoleh $F_{hitung} = 1,485 < F_{tabel 5\%} = 2,01$, dan motivasi belajar diperoleh $F_{hitung} = 0,802 < F_{5\%} = 2,01$, maka dapat disimpulkan bahwa hasil belajar dan motivasi belajar kedua kelas dinyatakan sama atau Homogen. Pada uji hipotesis kompetensi sikap diperoleh $t_{hitung} = 7,718 > t_{tabel 5\%} = 1,676$, kompetensi pengetahuan diperoleh $t_{hitung} = 2,743 > t_{tabel 5\%} = 1,676$, kompetensi keterampilan diperoleh $t_{hitung} = 2,720 > t_{tabel 5\%} = 1,676$, disimpulkan bahwa berarti terima H_a atau H_o ditolak. Sehingga dapat disimpulkan bahwa terdapat perbedaan hasil belajar, dengan kata lain Pembelajaran Kooperatif Tipe *Think Pair and Share* memberikan pengaruh yang lebih baik terhadap hasil belajar Konstruksi Bangunan pada siswa kelas X Program Keahlian Teknik Gambar Bangunan SMK N 1 Percut Sei Tuan. Pada uji hipotesis motivasi belajar diperoleh $t_{hitung} = 3,512 > t_{tabel 5\%} = 1,676$ disimpulkan bahwa berarti terima H_a atau H_o ditolak. Sehingga dapat disimpulkan bahwa terdapat perbedaan motivasi belajar, dengan kata lain motivasi belajar memberikan pengaruh yang lebih baik terhadap hasil belajar Konstruksi Bangunan pada siswa kelas X Program Keahlian Teknik Gambar Bangunan SMK N 1 Percut Sei Tuan. Rerata hasil belajar dan motivasi belajar siswa yang dibelajarkan dengan model *Think Pair and Share* lebih tinggi dibandingkan dengan Rerata hasil belajar siswa yang dibelajarkan dengan model *Direct Instruction*. Dengan demikian pembelajaran Kooperatif *Think Pair and Share* lebih efektif dalam meningkatkan hasil belajar Konstruksi Bangunan.

Kata kunci: *Think Pair and Share*, Motivasi Belajar, Hasil Belajar.

ABSTRACT

DESY PUSPA RANI, NIM 5123111013. The Effect of Model Cooperative Learning and Learning Motivation Of Learning outcomes Building Construction In Class X Architecture Engineering Expertise Program SMK N 1 Percut Sei Tuan. Thesis , Faculty of Engineering, University of Medan.

This study aims to determine the effect of type Cooperative Learning Think Pair and Share and Learning Motivation of learning outcomes of Building Construction. The method used is a quasi-experimental method is to provide different treatment in both study groups

Samples were students of Class X Architecture Engineering Skills Program , which is drawn at random by using a lottery , for a class - A Architecture Engineering as an experiment group totalling 23 persons and class - B Architecture Engineering as a control group totalling 27 persons. of samples were taken at random assignment that is based on a lottery . the Research variables there are two variations of Type Cooperative Learning Think Pair and Share, Direct Instruction and Learning Motivation as independent variables. And the outcomes learning subjects Building Construction as the dependent variable . Data retrieved through test dan nontest methods .

test of normality experimental class attitude competencies acquired L count = 0.0031 < L table 0.1866, class = control retrieved L count = 0.0550 L table = 0.1658 <. Test of normality the competence of knowledge class experiment retrieved L count = 0.0093 L table = 0.1866 <, on class control retrieved L count = 0.0244 L table = 0.1658 <. Test of normality competence skills classroom experiments obtained L count = 0.0297 < L table 0.1866, class = control retrieved L count = 0.0131 L table = 0.1658 < test normality and motivation learn class experiment retrieved L count = 0.0426 L table = 0.1866 <, on class control retrieved L count = 0.0686 L table = 0.1658 <. So that the distribution of these two classes is declared normal. Homogeneity test on attitude competence obtained F count = 0.611 < F table 5% = 2.01, knowledge competence obtained F count = 0.416 < F table 5% = 2.01, skills competence obtained F count = 1,485 < F table 5% = 2.01, and learning motivation is obtained F count = 0.802 < F table 5% = 2.01, it can be concluded that learning outcomes and learning motivation both classes stated the same or Homogeneous. In the hypothesis test the attitudes competence obtained t count = 7.718 > t table 5% = 1,676 , competence of knowledge obtained t count = 2,743 > t table 5% = 1,676, and skill competence obtained t count = 2,720 > t table 5% = 1,676, concluded that the means H_a received or H_o rejected. It can be concluded that there are differences in learning outcomes, in other words Cooperative Learning Think Pair and Share gives a better effect on learning outcomes Building Construction in class X Architecture Engineering Expertise Program SMK N 1 Percut Sei Tuan. On learning motivation hypothesis test obtained t count = 3.512 > t tabel 5% = 1,676 concluded that means H_a received or H_o rejected. It can be concluded that there are differences in learning motivation, learning motivation in other words give a better effect on learning outcomes Building Construction in class X Architecture Engineering Expertise Program SMK N 1 Percut Sei Tuan. Average results of students' learning and motivation that learned to model Think Pair and Share is higher than the average of student learning outcomes that learned with the model of Direct Instruction. Thus Cooperative Learning Think Pair and Share is more effective in improving learning outcomes Building Construction.

Keywords: *Think Pair and Share, Learning Motivation, Learning Outcomes*