

## ABSTRAK

Hadi Sanjaya. NIM. 5131122003. *Penerapan Model Pembelajaran Berbasis Masalah (Problem Based Learning) Untuk Meningkatkan Aktivitas dan Hasil Belajar Pemeliharaan Kelistrikan Kendaraan Ringan Kelas XI TKR SMK Negeri 1 Percut Sei Tuan*. **Skripsi**. Fakultas Teknik – Universitas Negeri Medan. 2017.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) bertujuan untuk menerapkan model pembelajaran berbasis masalah (*Problem Based Learning*) yang dapat meningkatkan aktivitas dan hasil belajar pemeliharaan kelistrikan kendaraan ringan pada kompetensi dasar memahami dan memelihara kerusakan ringan pada rangkaian/ sistem kelistrikan, pengaman, dan kelengkapan tambahan kendaraan ringan dikelas XI TKR 2 SMK Negeri 1 Percut Sei Tuan. Prosedur penelitian dikemas dalam dua siklus yang masing – masing siklus terdiri dari empat kali pertemuan. Setiap siklus terdiri dari beberapa tahapan, yaitu : tahap perencanaan (*planning*), tahap tindakan (*acting*), tahap pengamatan (*observing*), dan tahap refleksi (*reflecting*). Data penelitian diambil dari tes *essay*, *jobsheet*, dan pengamatan. Hasil penelitian menunjukkan aktivitas belajar siswa pada siklus I selama proses pembelajaran selalu mengalami peningkatan dari pertemuan ke pertemuan. Terdapat 21 siswa (65,65%) dikategorikan sangat aktif pada pertemuan pertama, dan hanya 2 siswa (6,25%) dikategorikan tidak aktif. Pada pertemuan kedua mengalami peningkatan menjadi 22 siswa (68,75%) dikategorikan sangat aktif, dan tidak ada siswa yang termasuk dalam kategori tidak aktif. Pada pertemuan ketiga seluruh siswa dinyatakan aktif dengan pembagian 22 siswa (66,67%) dikategorikan sangat aktif, dan 11 siswa (33,33%) dikategorikan aktif. Dan pada pertemuan terakhir siklus I (pertama) sebanyak 25 siswa (74,76%) dikategorikan sangat aktif, dan sisanya sebanyak 8 siswa (24,24%) dikategorikan aktif. Pada siklus II juga selalu mengalami peningkatan dari pertemuan ke pertemuan. Terdapat 26 siswa (83,87%) dikategorikan sangat aktif pada pertemuan kelima, dan terdapat 5 siswa (16,12%) dikategorikan aktif. Pada pertemuan ke-enam dan ketujuh memiliki jumlah aktivitas yang sama yaitu 27 siswa (81,81%) dikategorikan sangat aktif, dan terdapat 6 siswa (18,18%) dikategorikan aktif. Dan pada pertemuan terakhir siklus II (kedua) sebanyak 30 siswa (90,9%) dikategorikan sangat aktif, dan sisanya sebanyak 3 siswa (9,09%) dikategorikan aktif. Untuk mengetahui hasil belajar maka dilakukan penilaian pada dua ranah yaitu ranah pengetahuan dan ranah keterampilan, untuk menentukan kelulusan maka siswa diharuskan lulus pada kedua ranah. Hasil belajar siswa pada siklus I (satu) jumlah siswa yang lulus/tuntas sebanyak 28 (84,84%) siswa dan meningkat pada siklus II (dua) sebanyak 31 (93,93%) siswa, melebihi target sebesar 90% siswa dinyatakan lulus. Berdasarkan hasil penelitian dapat disimpulkan bahwa dengan menerapkan model pembelajaran berbasis masalah (*problem based learning*) dapat meningkatkan aktivitas dan hasil belajar siswa pada mata pelajaran pemeliharaan kelistrikan kendaraan ringan di kompetensi dasar memahami dan memelihara kerusakan ringan pada rangkaian/ sistem kelistrikan, pengaman, dan kelengkapan tambahan kendaraan ringan kelas XI TKR 2 SMK Negeri 1 Percut Sei Tuan tahun ajaran 2017/2018.

Kata Kunci : *pembelajaran, masalah, hasil, aktivitas, siswa*

## ABSTRACT

Hadi Sanjaya. NIM. 5131122003. *Application of Problem Based Learning Model (Problem Based Learning) To Improve Maintenance Activities and Learning Outcomes Electric Light Vehicle Class XI TKR SMK 1 Percut Sei Tuan*. Thesis. Faculty of Engineering - State University of Medan. 2017.

This research is a classroom action research (PTK) aims to apply the problem-based learning model (*Problem Based Learning*), which can increase the activity and learning outcomes electrical maintenance of light vehicles on the basis of competence to understand and maintain minor damage to the circuit / electrical systems, security, and additional completeness of light vehicles in class XI TKR 2 SMK Negeri 1 Percut Sei Tuan. The research procedure is packaged in two cycles, each cycle consisting of four meetings. Each cycle consists of several stages: planning phase (*planning*), stage action (*acting*), stage of observation (*observing*), and the reflection (*reflecting*). The results of the research were taken from essay tests, jobsheet, and observations. The results showed the activity of students in the first cycle during the learning process always increase from meeting to meeting. There were 21 students (65.65%) categorized as very active at the first meeting, and only 2 students (6.25%) were categorized as inactive. At the second meeting increased to 22 students (68.75%) categorized as very active, and no students were included in the inactive category. At the third meeting all students were declared active with the division of 22 students (66.67%) categorized as very active, and 11 students (33.33%) were categorized as active. And at the last meeting of the first cycle (first) as many as 25 students (74.76%) are categorized as very active, and the remaining 8 students (24.24%) are categorized as active. In the second cycle also always increase from meeting to meeting. There were 26 students (83.87%) categorized as very active at the fifth meeting, and there were 5 students (16.12%) categorized as active. At the sixth and seventh meetings had the same number of activities, 27 students (81.81%) were categorized as very active, and 6 students (18.18%) were categorized as active. And at the last meeting of the second cycle (second) as many as 30 students (90.9%) categorized as very active, and the remaining three students (9.09%) categorized as active. To know the assessment of learning outcomes in the two domains are domains of knowledge and skill domains, to determine graduation, the students are required to pass on both domains. The results of students in the first cycle (a) the number of students who graduate / complete as many as 28 (84.84%) of students and increased in the second cycle (two) by 31 (93.93%) students, exceeding the target of 90% of students passed. Based on the results of this study concluded that by applying the model of problem-based learning (*problem based learning*) can increase the activity and student learning outcomes in subjects light vehicle electricity maintenance in the basic competence to understand and maintain minor damage to the circuit / electrical systems, security, and additional completeness of light vehicles class XI TKR 2 SMK Negeri 1 Percut Sei Tuan academic year 2017/2018.

Keywords : *learning, problem, results, activities, student*