ABSTRAK

KHOIRUL AMRI, NIM. 5142122001. *"Perbedaan Hasil Belajar Siswa pada Mata Pelajaran Menggambar Teknik yang Pembelajarannya Menggunakan Model Problem Posing dan Think Pair Share (TPS) di SMK Mandiri Percut Sei Tuan".* **Skripsi. Fakultas Teknik. Universitas Negeri Medan. 2018.**

Penelitian ini bertujuan: 1) Mengetahui pengaruh model pembelajaran *Problem Posing*dan model pembelajaran *Think Pair Share* (TPS) terhadap hasil belajar menggambar teknik pada siswa kelas X TKR SMK Mandiri Percut Sei Tuan. 2) Mengetahui perbedaan hasil belajar siswa yang diajar dengan model pembelajaran *Problem Posing* dan *Think Pair Share* (TPS) pada kelas X TKR SMK Mandiri Percut Sei Tuan. Penelitian ini dilaksanakan di SMK Mandiri Percut Sei Tuan Jl. Datuk Kabu No. 99 Pasar III Tembung, Bandar Kalipah, Kec. Percut Sei Tuan, Kab.Deli Serdang Prov. Sumatera Utara. Populasi dalam penelitian ini adalah seluruh kelas X TKR yang berjumlah 60 siswa, sedangkan sampel dalam penelitian ini terdiri 2 kelas yaitu kelas X TKR-1 berjumlah 30 siswa dan kelas X TKR-2 berjumlah 30 siswa. Teknik pengambilan sampel adalah teknik sampling acak. Untuk kelas X TKR-1 diberikan dengan model pembelajaran *Problem Posing* sedangkan untuk kelas X TKR-2 diberikan model pembelajaran *Think Pair Share* (TPS). Hasil belajar siswa pada kelas X TKR-1 sebelum diberikan perlakuan rata-rata *pre-test* 38,8 dan setelah diberikan perlakuan dengan menggunakan model pembelajaran *Problem Posing* diperoleh rata-rata *post-test* 79,6 sedangkan hasil belajar siswa pada kelas X TKR-2 sebelum diberikan perlakuan rata-rata *pre-test* 40 dan setelah diberikan model pembelajaran *Think Pair Share* (TPS) diperoleh rata-rata *post-test* 72,4. Dan hasil perhitungan uji t *post-test* diperoleh nilai t_{hitung} sebesar 10,4956 dan t_{tabel} sebesar 2,0021 pada taraf $\alpha = 0,05$ sehingga diperoleh (10,4956 > 2,0021), dengan persentase peningkatan hasil belajar siswa sebesar 9,94%. Dengan demikian maka dapat disimpulkan bahwa hipotesis penelitian ini Ho ditolak, ini menunjukkan bahwa hasil belajar yang diajarkan menggunakan model pembelajaran *Problem Posing* lebih tinggi secara signifikan dibandingkan hasil belajar siswa yang diajarkan dengan menggunakan model *Think Pair Share* (TPS).

Kata Kunci : Problem Posing, Think Pair Share (TPS) dan Hasil Belajar Menggambar Teknik

ABSTRACK

KHOIRUL AMRI, NIM. 5142122001. "D*ifferences in Student Learning Outcomes in Drawing Technique Subjects in which Learning Using Problem Posing Models and Think Pair Share* (TPS) *in SMK Mandiri Percut Sei Tuan".* Skripsi. Faculty of Engineering. Medan State University. 2018.**

The aim of this study: 1) Knowing the effect of the *Problem Posing* learning model and *Think Pair Share* (TPS) learning model on the results of learning technical drawing in class X TKR Mandiri Mandiri Percut Sei Tuan. 2) Knowing the differences in student learning outcomes taught by *Problem Posing* learning models and *Think Pair Share* (TPS) in the Mandiri SMK TKR X class X Percut Sei Tuan. This research was carried out in SMK Mandiri Percut Sei Tuan. Jl. Datuk Kabu No. 99 Pasar III Tembung, Bandar Kalipah, Kec. Percut Sei Tuan, Kab. Deli Serdang Prov. North Sumatra. The population in this study were all TKR X classes totaling 60 students, while the sample in this study consisted of 2 classes namely TKR-1 class X amounting to 30 students and TKR-2 X class totaling 30 students. The sampling technique is a random sampling technique. For class X TKR-1 is given with *Problem Posing* learning model while for class X TKR-2 is given *Think Pair Share* (TPS) learning model. Student learning outcomes in class X TKR-1 before being given treatment on average pre-test 38.8 and after being given treatment using the *Problem Posing* learning model obtained an average post-test 79.6 while student learning outcomes in class X TKR- 2 before being given an average treatment of pre-test 40 and after being given the *Think Pair Share* (TPS) learning model, the post-test average was 72.4. And the results of the calculation of the post-test t test obtained a tcount of 10.4956 and ttable of 2.0021 at the level of $\alpha = 0.05$ so that it was obtained (10.4956 > 2.0021), with the percentage increase in student learning outcomes of 9.94 %. Thus it can be concluded that the hypothesis of this study Ho is rejected, this indicates that the learning outcomes taught using the *Problem Posing* learning model are significantly higher than the student learning outcomes taught using the *Think Pair Share* (TPS) model.

Keywords : Problem Posing, Think Pair Share (TPS) and Learning Drawing Techniques