

ABSTRACT

Pakpahan, A.P. Registration Number: 81161210022. The Effect of Instructional Strategy and Achievement Motivation on Students' Learning Performance of Computer and Information Management Skill, State 3 Senior Vocational High School, Pematang Siantar, A Thesis. Educational Technology Study Program, Postgraduate School, State University of Medan. 2014.

The objectives of this research were to discover: (1) the students' learning performance of Computer and Information Management Skill taught by using Quantum Teaching instructional strategy and Expository instructional Strategy, (2) the students' learning performance of Computer and Information Management Skill between students with high and low achievement motivation, and (3) the interaction between instructional strategy and achievement motivation on the students' learning performance of Computer and Information Management Skill.

The population was 72 students of State 3 Senior Vocational High School, Pematang Siantar Based on random sampling technique, the class chosen was Grade XI – Hotel 1 using Quantum Teaching instructional Strategy and Grade XI Cookery using Expository instructional strategy. The instruments used to measure learning performance was a multiple choice test of 38 items with 4 options and the reliability coefficient was 0.948, while to obtain the data on students' achievement motivation a questionnaire with 38 items and the reliability coefficient with 0,885. Normality test was conducted using Lilifors and homogeneity with Fisher and Bartlett. The technique of data analysis was a two-way ANOVA at the level of significance $\alpha = 0.05$, followed by Scheffe test.

The findings shows that : (1) on average students learning performance taught by using Quantum Teaching instructional strategy $X = 27.61$ was higher than the average of students learning performance taught by using Expository instructional strategy $X = 26.42$ with $F_{count} = 29.03 > F_{table} = 3.98$, (2) on average the students' learning performance with high achievement motivation was higher than students learning performance with low achievement motivation $X = 25.27$ with $F_{count} = 5.57 > F_{table} = 3.98$, and (3) there was an interaction between instructional strategy and motivation achievement on students' learning performance of Computer and Information Management Skill with $F_{count} = 6,65 > F_{table} = 3,98$.

From the data analysis, it can be concluded that the instructional used for students with high achievement motivation characteristic was higher than using Quantum Teaching instructional strategy, while students with low achievement motivation, the best instructional strategy was Expository. The implication of this research is especially, directed to teachers of Computer and Information Management Skill to understand the students' characteristic of achievement motivation. Teachers and Headmaster are suggested to apply some instructional strategies in order to elevate the students' achievement motivation.

ABSTRAK

Pakpahan, A.P. NIM : 811621022. Pengaruh Strategi Pembelajaran Dan Motivasi Berprestasi Terhadap Hasil Belajar Siswa Keterampilan Komputer dan Pengelolaan Informasi (KKPI), Sekolah Menengah Kejurusan Negeri 3 , Pematang Siantar. Tesis. Program Studi Teknologi Pendidikan, Program Pasca Sarjana Universitas Negeri Medan, 2014.

Tujuan penelitian ini adalah untuk menemukan : (1) hasil belajar KKPI siswa yang diajar dengan strategi pembelajaran *Quantum Teaching* dan hasil belajar KPPI yg diajar dengan strategi pembelajaran *Expository*, (2) hasil belajar KPPI antara siswa dengan motivasi berprestasi tinggi dan hasil belajar KKPI siswa dengan motivasi berprestasi rendah, dan (3) interaksi antara strategi pembelajaran dan motivasi berprestasi siswa terhadap hasil belajar KKPI.

Populasi penelitian ini adalah 72 siswa SMK Sekolah Menengah Kejurusan (SMK). Berdasarkan teknik cluster random sampling, Kelas XI – Perhotelan 1 diajar dengan strategi pembelajaran *Quantum Teaching* dan Kelas XI – Jasa Boga diajar dengan strategi pembelajaran Ekspositori. Instrumen penelitian untuk mengukur hasil belajar digunakan tes pilihan berganda dengan 4 pilihan jawaban dengan jumlah soal sebanyak 38 dan koefisien reliabilitas 0,948 sedangkan untuk mendapatkan data tentang Motivasi berprestasi siswa digunakan angket dengan jumlah 38 soal dan koefisien reliabilitas 0,885. Uji normalitas dengan uji Lilifors sedangkan uji homogenitas dengan uji Fisher dan Bartlett. Teknik analisis data adalah ANAVA dua jalur pada taraf signifikansi $\alpha=0,05$ yang dilanjutkan dengan uji *Scheffe*.

Hasil penelitian menunjukkan bahwa: (1) rata-rata hasil belajar siswa yang diajar dengan strategi pembelajaran *Quantum Teaching* $X= 27,61$ lebih tinggi daripada rata-rata hasil belajar siswa yang diajar dengan strategi pembelajaran *Expository* $X= 26,42$ dengan $F_{hitung} = 29,03 > F_{tabel} = 3,98$, (2) rata-rata hasil belajar siswa dengan motivasi berprestasi tinggi $X=30,10$ lebih tinggi daripada hasil belajar siswa dengan motivasi berprestasi rendah = 25,27 dengan $F_{hitung} = 5.57 > F_{tabel} 3.98$, dan (3) terdapat interaksi antara strategi pembelajaran dan motivasi berprestasi terhadap hasil belajar KKPI dengan $F_{hitung} = 6.65 > F_{tabel}=3,98$.

Dari hasil analisis, dapat disimpulkan bahwa strategi yang digunakan untuk siswa dengan karakteristik motivasi berprestasi tinggi adalah strategi pembelajaran *Quantum Teaching* sedangkan siswa dengan motivasi berprestasi rendah strategi pembelajaran yang tepat adalah *Expository*. Implikasi hasil penelitian ini secara khusus ditujukan kepada para guru KKPI untuk memahami karakteristik siswa untuk motivasi berprestasi. Para guru dan Kepala Sekolah disarankan untuk menerapkan beberapa strategi pembelajaran untuk meningkatkan motivasi berprestasi siswa.