

## ABSTRAK

**Yohana Maisi. NIM: 5151142021. "Hubungan Keaktifan Belajar dan Penggunaan Sumber Belajar Media Online dengan Hasil Belajar Tata Hidang Di SMK Negeri 3 Pematang Siantar". Skripsi. Prodi Pendidikan Tata Boga. Jurusan Pendidikan Kesejahteraan Keluarga. Fakultas Teknik. Universitas Negeri Medan. 2021.**

Penelitian ini bertujuan untuk menganalisis: (1) Keaktifan Belajar Siswa; (2) Penggunaan Sumber Belajar Siswa pada Media Online; (3) Hasil Belajar Siswa pada Tata Hidang; (4) Hubungan Keaktifan Belajar dengan Hasil Belajar Tata Hidang; (5) Hubungan Penggunaan Sumber Belajar Siswa pada Media Online dengan Hasil Belajar Tata Hidang; (6) Hubungan Keaktifan Belajar dan Penggunaan Sumber Belajar Media Online dengan Hasil Belajar Tata Hidang. Tempat penelitian dilaksanakan di SMK Negeri 3 Pematang Siantar. Waktu penelitian bulan Januari-Maret 2021. Teknik pengambilan sampel secara *total sampling* dengan jumlah 35 siswa. Teknik pengumpulan data menggunakan angket dan tes melalui *google form*. Teknik analisis data menggunakan deskripsi data, tingkat kecenderungan, uji persyaratan analisis yaitu: uji normalitas dan uji linieritas. Uji hipotesis dengan uji korelasi *product moment*, uji parsial dan korelasi ganda.

Hasil penelitian menunjukkan bahwa tingkat kecenderungan Keaktifan Belajar Siswa, Penggunaan Sumber Belajar Siswa pada Media Online dan Hasil Belajar Tata Hidang termasuk kategori cenderung cukup masing-masing sebesar 54,28 persen, 51,42 persen, dan 97,14 persen. Hasil perhitungan Korelasi Parsial antara Keaktifan Belajar dengan Hasil Belajar Tata Hidang terdapat hubungan yang positif dan signifikan dengan nilai  $ry_{x_1x_2} = 0,415$  dan nilai koefisien korelasi parsial  $t_{hitung} > t_{tabel}$  ( $2,881 > 1,692$ ) pada taraf signifikansi 5 persen, artinya semakin tinggi Keaktifan Belajar siswa maka semakin tinggi Hasil Belajar Tata Hidang. Hasil perhitungan Korelasi Parsial antara Penggunaan Sumber Belajar Siswa pada Media Online dengan hasil belajar Tata Hidang dengan nilai  $ry_{x_2x_1} = 0,406$  dan nilai koefisien korelasi parsial  $t_{hitung} > t_{tabel}$  ( $2,789 > 1,692$ ) pada taraf signifikansi 5 persen, artinya semakin tinggi Penggunaan Sumber Belajar siswa pada Media Online maka semakin tinggi Hasil Belajar Tata Hidang. Hasil perhitungan Korelasi ganda antara Keaktifan Belajar dan Penggunaan Sumber Belajar siswa pada Media Online dengan hasil belajar Tata Hidang dengan nilai  $Ryx_1x_2 = 0,850$  dan nilai koefisien korelasi ganda  $t_{hitung} > t_{tabel}$  ( $4,512 > 1,692$ ) pada taraf signifikansi 5 persen, artinya semakin tinggi Keaktifan Belajar siswa dan Penggunaan Sumber Belajar siswa pada Media Online maka semakin tinggi Hasil Belajar Tata Hidang.

## ABSTRACT

**Yohana Maisi. NIM: 5151142021. "The relationship between learning activities and the use of online learning resources with learning outcomes for dishes in SMK Negeri 3 Pematang Siantar." article. Restaurant Education Study Program. Family Welfare Education Department. College of Engineering. Medan State University. 2021.**

This study aims to analyze: (1) Student learning activities. (2) use of online media learning resources; (3) learning outcomes of the dishes. (4) The relationship between learning activities and learning outcomes from the kitchen. (5) the relationship between the use of online learning resources and the results of learning dishes; (6) The relationship between learning activities and the use of online learning resources with the results of learning dishes. The research was conducted in SMK Negeri 3 Pematang Siantar. The study time January-March 2021. The sampling technique was total sampling of 35 students. Data collection techniques using questionnaires and tests through a google form Data analysis techniques using data descriptions, trend levels, and analysis of test requirements, namely: normative testing and linearity testing. Hypothesis testing with product moment correlation test, partial test and multiple correlation.

The results of the study showed that students' learning activity level, use of online learning resources and learning outcomes for dishes were included in the middle category, respectively, with 54,28 percent, 51,42 percent and 97,14 percent. The results of calculating the partial correlation between the learning effectiveness and the learning outcomes of the diet: There is a positive and significant relationship with the value of  $r_{yx1x2} = 0,415$  and the value of the partial correlation coefficient  $t_{count} > t_{table}$  ( $2,881 > 1,692$ ) is significant. The 5 percent level, which means that the more activity the student learns, the higher the learning outcomes for the dishes. The results of calculating the partial correlation between the use of students' online learning resources and the learning outcomes of the dishes with a value of  $r_{yx2x1} = 0,406$  and the value of the partial correlation coefficient  $t_{count} > t_{table}$  ( $2,789 > 1,692$ ) at a significance level of 5 percent, which means that the more students use online learning resources for media, The learning outcomes of the dishes increased. The results of calculating the double correlation between learning effectiveness and the use of online learning resources with the learning outcomes of the dishes with a value of  $R_{yx1x2} = 0,850$  and the value of the double correlation coefficient  $t_{count} > t_{table}$  ( $4,512 > 1,692$ ) at the significance level of 5 percent, which means that the more student learning activity and use of online learning resources Internet for students, learning outcomes for dishes increased.