

ABSTRAK

Boby Waldani. (2023). Pengaruh model pembelajaran dan kemampuan berpikir kreatif terhadap hasil belajar mata pelajaran tata hidang siswa kelas XI SMK N 1 Beringin. Tesis. Program Studi Teknologi Pendidikan, Program Pascasarjana, Universitas Negeri Medan.

Penelitian ini bertujuan untuk mengetahui : (1) perbedaan hasil belajar tata hidang kelompok siswa yang dibelajarkan dengan menggunakan model pembelajaran *Project Based Learning* lebih tinggi dari kelompok siswa yang dibelajarkan dengan menggunakan model *direct instruction*, (2) hasil belajar tata hidang kelompok siswa yang memiliki kemampuan berpikir kreatif tinggi lebih tinggi dari kelompok siswa yang memiliki kemampuan berpikir kreatif rendah (3) Interaksi antara model pembelajaran *Project Based Learning* dan kemampuan berpikir kreatif dalam mempengaruhi hasil belajar tata hidang. Penelitian ini merupakan penelitian quasi eksperimental. Populasi dalam penelitian ini berjumlah 56 orang yang berasal dari siswa SMK Negeri 1 Beringin. Sedangkan sampel yang diambil dengan menggunakan *total Sampling*. Sebelum perlakuan diberikan terlebih dahulu sampel penelitian diberikan angket kemampuan berpikir kreatif. Tes hasil belajar yang digunakan terlebih dahulu diuji cobakan untuk mengetahui tingkat validitas tes dan reliabilitas tes. Statistik yang digunakan dalam penelitian ini adalah statistik deskriptif untuk menyajikan data dan statistik inferensial. Hipotesis penelitian diuji dengan menggunakan Anava 2 jalur yang sebelumnya terlebih dahulu dilakukan uji persyaratan analisis data yaitu uji normalitas dengan uji Lillifors dan uji homogenitas varians dengan uji F dan uji Barltlett. Hasil pengujian hipotesis menunjukkan bahwa : (1) hasil belajar tata hidang siswa yang dibelajarkan dengan model pembelajaran *project based learning* lebih tinggi dari pada siswa yang dibelajarkan dengan model pembelajaran *direct instruction*, berdasarkan perhitungan Anava diperoleh $F_{hitung} = 15,06$ sedangkan nilai $F_{tabel} = 4,02$ sehingga H_0 ditolak (2) hasil belajar tata hidang siswa yang memiliki kemampuan berpikir kreatif tinggi lebih tinggi dari pada siswa yang memiliki kemampuan berpikir kreatif rendah, berdasarkan perhitungan anava diperoleh $F_{hitung} = 21,58$ sedangkan nilai $F_{tabel} = 4,02$ untuk dk (1,52) dan taraf nyata 5%, ternyata nilai $F_{hitung} = 21,58 > F_{tabel} = 4,02$ sehingga H_0 ditolak. (3) terdapat interaksi antara model pembelajaran dan kemampuan berpikir kreatif siswa terhadap hasil belajar tata hidang, berdasarkan perhitungan Anava diperoleh $F_{hitung} 6,001$ sedangkan $F_{tabel} 4,02$ untuk dk (1,52) dengan taraf nyata 5%, ternyata nilai $F_{hitung} 6,001 > F_{tabel} 4,02$ sehingga H_0 ditolak. Hasil penelitian ini diharapkan dapat bermanfaat untuk guru dalam mengaplikasikan Model pembelajaran *project based learning* dan *direct instruction* yang tepat sesuai dengan tujuan pembelajaran.

Kata Kunci : *Project Based Learning*, *direct instruction*, kemampuan berpikir kreatif, tata hidang

ABSTRACT

Boby Waldani. (2023). The influence of learning models and the ability to think creatively on learning outcomes in the food administration subject for class XI students of SMK N 1 Beringin. Thesis, Medan: Education Technology Study Program, Postgraduate Program, Universitas Negeri Medan.

This study aims to determine: (1) the difference in learning outcomes for the group of students who were taught using the Project Based Learning was higher than the group of students who were taught using the direct instruction, (2) the learning outcomes for the group of students who had the ability high creative thinking is higher than a group of students who have low creative thinking skills (3) Interaction between the Project Based Learning learning and creative thinking skills in influencing the learning outcomes of dish layout. This research is a quasiexperimental research. The population in this study amounted to 56 people who came from students of SMK Negeri 1 Beringin. While the samples were taken using total sampling. Before the treatment was given, the research sample was given a creative thinking ability questionnaire. The learning outcomes test used was tested first to determine the level of validity of the test and the reliability of the test. The statistics used in this study are descriptive statistics for presenting data and inferential statistics. The research hypothesis was tested using a 2-way ANOVA which previously tested the data analysis requirements, namely the normality test with the Lilliforss test and the homogeneity test of variance with the F test and Bartlett test. The results of testing the hypothesis show that: (1) the learning outcomes of students who are taught using the project-based learning are higher than students who are taught with the direct instruction, based on Anava calculations, it is obtained $F_{\text{count}} = 15,06$ while the value of $F_{\text{table}} = 4.02$ so that H_0 is rejected (2) the learning outcomes of students who have high creative thinking skills are higher than students who have low creative thinking abilities, based on anava calculations, $F_{\text{count}} = 21,58$ while the value of $F_{\text{table}} = 4.02$ for dk (1 .52) and a significant level of 5%, it turns out that the $F_{\text{count}} = 21,58 > F_{\text{table}} = 4.02$ so that H_0 is rejected. (3) there is an interaction between the learning model and students' creative thinking skills on the results of learning the dishes, based on Anava calculations, $F_{\text{count}} 6,001$, while $F_{\text{table}} 4.02$ for dk (1.52) with a significant level of 5%, it turns out that the value of $F_{\text{count}} 6,001 > F_{\text{table}} 4.02$ so that H_0 is rejected. The results of this study are expected to be useful for teachers in applying project-based learning and direct instruction that are appropriate to the learning objectives.

Keywords : *Project Based Learning, direct instruction, Creative Thinking Abilities, serving*