

## ABSTRAK

**Bella Hassa. “Hubungan Gaya Mengajar Guru Dan Dukungan Peer Group Dengan Hasil Praktek Olahan Tepung Terigu SMK Negeri 2 Binjai”. Pendidikan Kesejahteraan Keluarga. Pendidikan Tata Boga. Jurusan Pendidikan Kesejahteraan Keluarga. Fakultas Teknik. Universitas Negeri Medan. 2024.**

Penelitian ini bertujuan untuk menganalisis: 1) Gaya Mengajar Guru; 2) Dukungan *peer group*. 3) Hasil praktek olahan tepung terigu. 4) Hubungan gaya mengajar guru dan hasil olahan tepung terigu. 5) Hubungan dukungan *peer group* siswa dengan hasil praktek olahan tepung terigu. 6) Hubungan gaya mengajar guru dan dukungan *peer group*. Lokasi penelitian dilaksanakan di SMK N 2 Binjai. Waktu penelitian Oktober - Desember 2023. Populasi dalam penelitian ini seluruh siswa kelas XI Jasa Boga. Teknik penentuan sampel secara *total sampling* sehingga jumlah sampel 34 siswa. Teknik pengumpulan data dengan angket untuk Gaya Mengajar Guru dan Dukungan *Peer Group* untuk hasil praktek olahan tepung terigu melalui penilaian hasil praktek. Teknik analisis data secara deskripsi data, dan uji persyaratan analisis, dengan uji normalitas, dan uji linearitas, serta uji hipotesis dengan uji korelasi *product moment*, uji parsial dan korelasi ganda.

Hasil penelitian menunjukkan bahwa tingkat kecenderungan gaya mengajar guru dan dukungan *peer group* termasuk kategori cenderung tinggi dengan nilai masing- masing sebesar 53 persen dan 68 persen. Hasil praktek olahan tepung terigu termasuk kategori cenderung cukup sebesar 58 persen. Hasil analisis korelasi parsial terdapat hubungan yang positif dan signifikan antara gaya mengajar guru dengan hasil praktek olahan tepung terigu dengan nilai korelasi parsial  $r_{y. x_1 x_2} = 0,96$  dan nilai koefisien korelasi parsial  $t_{hitung} > t_{tabel}$  ( $6,20 > 2,03$ ) pada taraf signifikan 5 persen. Terdapat hubungan yang positif dan signifikan antara gaya mengajar guru dengan hasil praktek olahan tepung terigu dengan nilai korelasi parsial  $r_{y. x_2 x_1} = 0,74$  dan nilai koefisien korelasi parsial  $t_{hitung} > t_{tabel}$  ( $19,35 > 2,03$ ) pada taraf signifikan 5 persen. Hasil analisis korelasi ganda terdapat hubungan yang positif dan signifikan antara gaya mengajar guru dan dukungan *peer group* dengan hasil praktek olahan tepung terigu dengan nilai korelasi ganda  $R_{y. x_1 x_2} = 1,7$  dan nilai koefisien korelasi ganda  $F_{hitung} > F_{tabel}$  ( $24 > 3,35$ ) pada taraf signifikan 5 persen. Artinya semakin tinggi gaya mengajar guru dan dukungan *peer group* maka semakin tinggi hasil praktek siswa pada olahan tepung terigu.

## ABSTRACT

**Bella Hassa. "The Relationship between Teacher Teaching Style and Peer Group Support with the Results of Wheat Flour Processing Practice at SMK Negeri 2 Binjai". Family Welfare Education. Culinary Education. Department of Family Welfare Education. Faculty of Engineering. Medan State University. 2024.**

This research aims to analyze: 1) Teacher Teaching Style; 2) Peer group support. 3) The results of wheat flour processing practices. 4) The relationship between teacher teaching style and processed wheat flour products. 5) The relationship between student peer group support and the results of wheat flour processing practice. 6) The relationship between teacher teaching style and peer group support. The research location was carried out at SMK N 2 Binjai. Research time is October - December 2023. The population in this research are all students in class XI Catering Services. The sampling technique was total sampling so that the total sample was 34 students. Data collection techniques using questionnaires for Teacher Teaching Style and Peer Group Support for practice results in processing wheat flour through assessment of practice results. Data analysis techniques include data descriptions, and analysis requirements tests, with normality tests and linearity tests, as well as hypothesis testing with product moment correlation tests, partial tests and multiple correlations.

The research results show that the level of teacher teaching style and peer group support tends to be in the high category with values of 53 percent and 68 percent respectively. The results of the practice of processing wheat flour are in the category which tends to be sufficient at 58 percent. The results of the partial correlation analysis show a positive and significant relationship between the teacher's teaching style and the results of wheat flour processing practices with a partial correlation value of  $r_{y. X1 .X2} = 0.96$  and the partial correlation coefficient value  $t_{count} > t_{table}$  ( $6.20 > 2.03$ ) at the 5 percent significance level. There is a positive and significant relationship between the teacher's teaching style and the results of wheat flour processing practices with a partial correlation value  $r_{y. x2 x1} = 0.74$  and the partial correlation coefficient value  $t_{count} > t_{table}$  ( $19.35 > 2.03$ ) at the 5 percent significance level. The results of the multiple correlation analysis show a positive and significant relationship between the teacher's teaching style and peer group support with the results of wheat flour processing practices with the multiple correlation value  $R_{y. x1x2} = 1.7$  and the multiple correlation coefficient value  $F_{count} > F_{table}$  ( $24 > 3.35$ ) at the 5 percent significance level. This means that the higher the teacher's teaching style and peer group support, the higher the results of students' practice in processing wheat flour.