

ABSTRAK

Bunga Osha Viranita. Nim 5203111026. Pengaruh Model Pembelajaran *Project Based Learning* Terhadap Hasil Belajar Siswa Kelas X Program Keahlian Teknik Geospasial Di SMK Negeri 1 Percut Sei Tuan.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *project based learning* terhadap hasil belajar siswa pada elemen jenis dan bagian-bagian peta di SMK Negeri 1 Percut Sei Tuan. Sampel penelitian ini adalah 60 siswa dari 2 kelas. Metode penelitian ini yaitu *quasi eksperimen* yang merupakan desain *pre-test*, pembelajaran dan *post-test*. Instrumen penelitian terlebih dahulu diuji cobakan, dilanjutkan dengan uji validitas, reliabilitas, indeks kesukaran, dan daya pembeda soal. Hasil uji coba tes hasil belajar elemen jenis dan bagian-bagian peta dari 25 butir soal hanya 20 butir soal yang valid dengan koefisien reliabilitas 0,854. Hasil uji-t hasil belajar, diperoleh $t_{hitung} = 3,343$ dan $t_{tabel} = 1,672$ ($t_{hitung} > t_{tabel}$) pada taraf signifikan $\alpha = 0,05$ dan $dk=58$. Sehingga H_a diterima dan H_0 ditolak, maka hasil belajar pada model pembelajaran *project based learning* lebih tinggi dibandingkan dengan hasil belajar *direct instruction*. Hasil penelitian bermanfaat bagi pihak sekolah dan guru dalam meningkatkan hasil belajar Dasar-Dasar Kejuruan Teknik Geomatika.

Kata Kunci : DDKTG, *Direct Instruction*, Hasil Belajar, Model Pembelajaran *Project Based Learning*



ABSTRACT

Bunga Osha Viranita. NIM 5203111026. The Influence of Project Based Learning Model on the Learning Outcomes of Grade X Students of Geospatial Engineering Expertise Program at SMK Negeri 1 Percut Sei Tuan.

This study aims to determine the effect of the project based learning model on student learning outcomes on elements of types and parts of maps at SMK Negeri 1 Percut Sei Tuan. The sample of this study was 60 students from 2 classes. This research method is a quasi-experimental design which is a pre-test, learning and post-test design. The research instrument was first tested, followed by a test of validity, reliability, difficulty index, and question discrimination. The results of the trial test of learning outcomes of elements of types and parts of maps from 25 questions only 20 questions were valid with a reliability coefficient of 0.854. The results of the t-test of learning outcomes, obtained $t_{\text{count}} = 3.343$ and $t_{\text{table}} = 1.672$ ($t_{\text{count}} > t_{\text{table}}$) at a significance level of $\alpha = 0.05$ and $dk = 58$. So that H_a is accepted and H_0 is rejected, then the learning outcomes in the project based learning model are higher than the learning outcomes of direct instruction. The research results are useful for schools and teachers in improving learning outcomes for Vocational Basics of Geomatics Engineering.

Keywords: DDKTG, Direct Instruction, Learning Outcomes, Project Based Learning Model