

ABSTRAK

Ferry andi syahri : Pengaruh Model Pembelajaran Thinking Aloud Pair Problem Solving (TAPPS) Terhadap Hasil Belajar Dasar - Dasar Teknik Ketenaga Listrikan Siswa Kelas X Teknik Instalasi Tenaga Listrik (TITL) SMK Swasta Budhi Dharma Indrapura. skripsi. Fakultas Teknik Universitas Negeri Medan, 2025.

Penelitian ini bertujuan untuk mengetahui 1) Untuk mengetahui tingkat kecenderungan hasil belajar siswa pada mata pelajaran Dasar-dasar teknik ketenaga listrikan siswa kelas X Teknik Instalasi Tenaga Listrik (TITL) SMK Swasta Budhi Dharma Indrapura dengan menggunakan model *Thinking Aloud Pair Problem Solving* (TAPPS) dan ekspositori. 2) Untuk mengetahui Apakah hasil belajar siswa pada mata pelajaran Dasar - Dasar Teknik Ketenaga Listrikan yang diajar menggunakan model pembelajaran *Thinking Aloud Pair Problem Solving* (TAPPS) Lebih tinggi dari pada hasil belajar siswa yang diajar dengan menggunakan model pembelajaran ekspositori. Desain penelitian ini adalah Cluster Random Sampling dengan model Eksperimen *Posttest-Only Two Group*. Populasi dalam penelitian ini adalah seluruh siswa kelas X TITL SMK Swasta Buhi Dharama Indrapura, yaitu kelas X TITL 1 dan X TITL 2 dengan jumlah seluruh siswa 48 orang. Sampel yang digunakan dalam penelitian ini kelas X TITL 1 sebagai kelas eksperimen 1 (*Thinking Aloud Pair Problem Solving*) dan kelas XI TITL 2 sebagai kelas eksperimen 2 (Ekspositori) Pengaruh pembelajaran *Thinking Aloud Pair Problem Solving* di dapatkan berdasarkan perhitungan data nilai posttest pada ke dua kelas. Hasil analisis menunjukkan bahwa rata-rata posttest di kelas eksperimen 1 (*Thinking Aloud Pair Problem Solving*) lebih tinggi dari rata-rata posttest di kelas eksperimen 2 (ekspositori). Rata-rata posttest Hasil belajar siswa yang diberikan pembelajaran dengan model *Thinking Aloud Pair Problem Solving* adalah nilai rata-rata 82,28 dengan nilai tertinggi 89 dan nilai terendah 77. kemudian yang diberikan pembelajaran secara eksperimen 2 (ekspositori) nilai rata-rata adalah 50.56 dengan nilai tertinggi 69 dan nilai terendah 39. Berdasarkan perhitungan uji hipotesis Dengan membandingkan nilai thitung dengan nilai ttabel diperoleh thitung > t tabel yaitu $18,189 > 1,6831$. Dengan demikian H_0 ditolak dan H_a diterima. maka hasil belajar siswa pada mata pelajaran dasar-dasar teknik ketenaga listrikan yang diajar menggunakan model pembelajaran *Thinking Aloud Pair Problem Solving* di kelas X TITL SMK Swasta Budhi Darma Indrapura lebih tinggi dari pada belajar siswa mata pelajaran dasar-dasar teknik ketenaga listrikan menggunakan model pembelajaran ekspositori

Kata kunci: Model Pembelajaran, Hasil Belajar *Thinking Aloud Pair Problem Solving*, dasar-dasar teknik ketenaga listrikan

ABSTRAK

Ferry Andi Syahri: The Influence of the Thinking Aloud Pair Problem Solving (TAPPS) Learning Model on the Learning Outcomes of Basic Electrical Engineering for Class X Electrical Installation Engineering (TITL) Students at SMK Swasta Budhi Dharma Indrapura. Thesis. Faculty of Engineering, Universitas Negeri Medan, 2025.

This research aims to determine: 1) the tendency level of student learning outcomes in Basic Electrical Engineering for Class X Electrical Installation Engineering (TITL) students at SMK Swasta Budhi Dharma Indrapura using both the Thinking Aloud Pair Problem Solving (TAPPS) model and the expository model; and 2) whether the learning outcomes of students in Basic Electrical Engineering taught using the Thinking Aloud Pair Problem Solving (TAPPS) model are significantly higher than those taught using the expository learning model. The research design employed a Cluster Random Sampling with a Posttest-Only Two Group experimental model. The population for this study comprised all 48 Class X TITL students at SMK Swasta Budhi Dharma Indrapura, specifically classes X TITL 1 and X TITL 2. Class X TITL 1 served as experimental class 1 (Thinking Aloud Pair Problem Solving), while Class XI TITL 2 was designated as experimental class 2 (Expository). The impact of the Thinking Aloud Pair Problem Solving learning model was assessed based on the posttest score data from both classes. The analysis results indicate that the average posttest score in experimental class 1 (Thinking Aloud Pair Problem Solving) was higher than the average posttest score in experimental class 2 (expository). Specifically, the average posttest score for students taught with the Thinking Aloud Pair Problem Solving model was 82.28, with a highest score of 89 and a lowest score of 77. In contrast, for students taught with the expository model, the average score was 50.56, with a highest score of 69 and a lowest score of 39. Based on the hypothesis test using the *t*-test, comparing the calculated *t*-value (*t*_{hitung}) with the critical *t*-value (*t*_{tabel}), it was found that $t_{hitung} > t_{tabel}$ ($18.189 > 1.6831$). Consequently, the null hypothesis (*H*₀) is rejected and the alternative hypothesis (*H*_a) is accepted. This confirms that the learning outcomes of students in Basic Electrical Engineering taught using the Thinking Aloud Pair Problem Solving model in Class X TITL at SMK Swasta Budhi Dharma Indrapura are significantly higher than those taught using the expository learning model.

Keywords: Learning Model, Learning Outcomes Thinking Aloud Pair Problem Solving, basics of electrical engineering technique