

ABSTRAK

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PENERAPAN MODEL PEMBELAJARAN *EXPLICIT INSTRUCTION* UNTUK MENGATASI KESULITAN MENGGAMBAR BENTANGAN DALAM MENCAPAI KRITERIA KETUNTASAN MINIMUM

Penelitian ini bertujuan untuk mengatasi kesulitan belajar menggambar bentangan dalam mencapai kriteria ketuntasan minimum (KKM) pada pelajaran *aircraft manufacture & assy part* siswa kelas XI kompetensi keahlian Konstruksi Rangka Pesawat Udara. Adapun kesulitan belajar yang siswa alami adalah (1) siswa kurang memahami cara perhitungan teori *bending* dan (2) sulit membuat gambar bentangan. Penelitian ini dilatar belakangi oleh besarnya persentasi siswa yang belum mencapai kriteria ketuntasan minimum yaitu 78,78%. Berdasarkan beberapa permasalahan tersebut, peneliti memilih menerapkan model pembelajaran *Explicit Instruction* untuk membantu siswa mengatasi kesulitan belajar dalam mencapai KKM. Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK). Penelitian dilaksanakan dalam 3 siklus dengan jumlah siswa 33 orang. Pengumpulan data dilakukan menggunakan tes perhitungan teori *bending* bentuk soal uraian dan tes menggambar bentangan. Hasil penelitian siklus I diperoleh rata-rata nilai tes perhitungan teori *bending* 82,33 dengan persentasi siswa yang mencapai KKM sebesar 87,87% dan rata-rata nilai tes menggambar bentangan 82,63 dengan persentasi siswa yang mencapai KKM sebesar 84,84%. Pada siklus II nilai rata-rata nilai tes perhitungan teori *bending* 84,61 dan rata-rata nilai tes menggambar bentangan 86,14 dengan persentasi siswa yang mencapai KKM sebesar 90,91%. Pada siklus III rata-rata nilai tes perhitungan teori *bending* 84,85 dan rata-rata nilai tes menggambar bentangan 88,32 dengan persentasi pencapaian kriteria ketuntasan minimum keduanya adalah 100%. Berdasarkan data hasil penelitian tersebut, disimpulkan bahwa penerapan model pembelajaran *Explicit Instruction* dapat mengatasi kesulitan belajar menggambar bentangan dalam mencapai kriteria ketuntasan minimum dengan perolehan *N-gain* pada siklus I sebesar 0,75, pada siklus II 0,75 dan siklus III sebesar 0,76 dengan kriteria tinggi dan tercapainya KKM oleh seluruh siswa.

Kata kunci: Model Pembelajaran *Explicit Instruction*, kesulitan belajar dan kriteria ketuntasan minimum

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ABSTRACT

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EXPLICIT INSTRUCTION LEARNING MODEL APPLICATIONS TO RESOLVE THE DIFFICULTY INSIDE THE DEBT IN REACHING MINIMUM MASTERY CRITERIA

The aim of the research is to resolve the difficulties in learn of drawing a stretch in achieving the minimum mastery criteria (KKM) on aircraft manufacture & assy part lesson of class XI students competence of aircraft construction skill. There are the difficulties that students experience; (1) the students do not understand the way bending theory is calculated and (2) it is difficult to imagine the image of the expanse to be made. This research based on the percentage of students who have not reached the minimum completeness criterion that is 78,78%. Based some of the problems, the researcher chose to apply the Explicit Instruction learning model to help students resolve the difficulties in learn to reach KKM. Action research class (PTK) is research method that use in the research. The study was conducted in 3 cycles with 33 students. The data were collected using the essay bending test and essay drawing test. The results of the first cycle research obtained the average test bending test theory of 82.33 with percentage of students who reached the KKM of 87.87% and the average test score draw 82.63 with percentage of students who reached the KKM of 84.84%. In cycle II the average value of bending test theory value 84.61 and the average test score draw 86.14 with the percentage of students who reached the KKM of 90.91%. In the third cycle the average value of bending theory test theory is 84.85% and the average test score draws a stretch of 88.32 with the completion of the minimum mastery criteria by all students. Based on the result of the research, it concluded that the application of Explicit Instruction learning model can overcome the learning difficulties of drawing the stretch in reaching the minimum completeness criterion with the acquisition of N-gain in cycle I of 0,75, in the cycle II of 0,75 and the third cycle of 0.76 high criterion and the achievement of KKM by all students.

Keywords: Explicit Instruction Learning Model, learning difficulties and minimum mastery criteria

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