

ABSTRAK

Hasil belajar dan minat belajar siswa kelas X TKJ SMK Al-Muhajirin pada materi operasi aritmatika tergolong rendah. Penyebab rendahnya hasil belajar dan minat belajar siswa dikarenakan metode pembelajaran yang digunakan kurang tepat. Oleh karena itu, diperlukan metode pembelajaran yang lebih variatif yang dapat meningkatkan hasil belajar dan minat siswa. Sehingga dipilih metode *peer tutoring*. Tujuan dilakukannya penelitian adalah untuk mengetahui pengaruh metode *peer tutoring* terhadap hasil belajar siswa, dan untuk mengetahui pengaruh metode *peer tutoring* terhadap minat belajar siswa. Penelitian ini merupakan penelitian kuantitatif menggunakan *quasi experimental design* desain *nonequivalent control group design* dan menggunakan teknik *probability sampling* dengan jenis sampel jenuh yaitu kelas X TKJ 1 sebagai kelas kontrol dan kelas X TKJ 2 sebagai kelas eksperimen. Instrument yang digunakan adalah tes hasil belajar dan angket minat belajar siswa yang berupa *pretest* dan *posttest*, serta lembar observasi aktivitas guru dan siswa. Berdasarkan hasil uji signifikan (uji-t) diperoleh nilai $t_{hitung} 2,252 > t_{tabel}$ sebesar 2,101 maka H_0 ditolak dan H_a diterima. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan pada metode *peer tutoring* terhadap hasil belajar siswa. Berdasarkan uji signifikan (uji-t) diperoleh nilai t_{hitung} sebesar $2,680 > t_{tabel}$ sebesar 2,101 maka H_0 ditolak dan H_a diterima. Sehingga disimpulkan bahwa terdapat pengaruh yang signifikan pada metode *peer tutoring* terhadap minat belajar siswa.

Kata kunci: Hasil Belajar, Minat Belajar, Metode *Peer Tutoring*

ABSTRACT

Learning outcomes and learning interest of students of class X TKJ Al-Muhajirin Vocational School on arithmetic operations material is relatively low. The reason for the low learning outcomes and student interest in learning is because the learning methods used are not appropriate. Therefore, more varied learning methods are needed that can improve student learning outcomes and interests. So the peer tutoring method was chosen. The purpose of the study was to determine the effect of the peer tutoring method on student learning outcomes, and to determine the effect of the peer tutoring method on student learning interests. This research is a quantitative study using quasi experimental design design nonequivalent control group design and using probability sampling techniques with saturated sample types namely class X TKJ 1 as the control class and class X TKJ 2 as the experimental class. The instrument used was a test of learning outcomes and student learning interest questionnaire in the form of pretest and posttest, as well as observation sheets of teacher and student activities. Based on the results of the significant test (t-test), the value of t is $2.252 > t_{table}$ of 2.101 then H_0 is rejected and H_a is accepted. So it can be concluded that there is a significant effect on the peer tutoring method on student learning outcomes. Based on the significant test (t-test), the value of t_{count} is $2.680 > t_{table}$ of 2.101 then H_0 is rejected and H_a is accepted. So it was concluded that there was a significant influence on the method of peer tutoring on student interest in learning.

Keywords: Learning Outcomes, Learning Interest, Peer Tutoring Method