

ABSTRAK

PENGARUH DISIPLIN BELAJAR DAN RUBRIK PADA AUTHENTIC ASSESSMENT TERHADAP HASIL BELAJAR INSTALASI TENAGA LISTRIK DI SMK PGRI 20 JAKARTA. Skripsi. Jakarta: Fakultas Teknik Universitas Negeri Jakarta. Dosen Pembimbing: Dr. Soeprijanto, M.Pd; Drs. Irzan Zakir, M.Pd.

Penelitian memiliki tujuan: (1) Mengetahui perbedaan hasil belajar siswa mata pelajaran Instalasi Tenaga Listrik melaksanakan *authentic assessment* dengan disertai rubrik dan tidak disertai rubrik, (2) Mengetahui interaksi antara disiplin belajar dan *authentic assessment* terhadap hasil belajar mata pelajaran Instalasi Tenaga Listrik, (3) Mengetahui perbedaan hasil belajar mata pelajaran Instalasi Tenaga Listrik siswa yang mempunyai disiplin belajar tinggi antara yang melaksanakan *authentic assessment* dengan disertai rubrik dan tidak disertai rubrik, (4) Mengetahui perbedaan hasil belajar mata pelajaran Instalasi Tenaga Listrik siswa yang mempunyai disiplin rendah tinggi antara yang melaksanakan *authentic assessment* dengan disertai rubrik dan tidak disertai rubrik.

Penelitian ini menggunakan metode *quasi eksperimental* dengan desain factorial 2x2. Populasi penelitian ini adalah siswa kelas XI di SMK PGRI 20 Jakarta yang berjumlah sebanyak 39 siswa. Sampel ditentukan secara acak dengan teknik *stratify random sampling* alokasi sama. Kelas dibagi menjadi dua kelompok, yakni kelompok eksperimen dan kelompok kontrol yang masing-masing berjumlah 18 siswa. Teknik analisis data yang digunakan adalah Analisis Varian (ANOVA) dua jalur, yang dilanjutkan uji rentang *Tukey* pada taraf $\alpha = 0,05$.

Berdasarkan hasil penelitian dapat disimpulkan: (1) Terdapat perbedaan hasil belajar mata pelajaran Instalasi Tenaga Listrik antara siswa yang melaksanakan *authentic assessment* disertai dengan rubrik dan tidak disertai rubrik dilihat dari $F_h = 12,11 > F_{tabel} = 4,12$. (2) Terdapat pengaruh interaksi antara disiplin belajar dan *authentic assessment* terhadap hasil belajar mata pelajaran Instalasi Tenaga Listrik dilihat dari $F_h = 8,41 > F_{tabel} = 4,12$. (3) Terdapat perbedaan hasil belajar mata pelajaran Instalasi Tenaga Listrik siswa yang mempunyai disiplin belajar tinggi antara yang diberi *authentic assessment* disertai rubrik dengan yang melaksanakan *authentic assessment* dilihat dari uji *Tukey* dengan $Q_h = 8,37 > Q_t = 4,41$. (4) Terdapat perbedaan hasil belajar mata pelajaran Instalasi Tenaga Listrik siswa yang mempunyai disiplin belajar tinggi antara yang diberi *authentic assessment* disertai rubrik dengan yang melaksanakan *authentic assessment* dilihat dari uji *Tukey* dengan $Q_h = 1,27 < Q_t = 4,41$.

Kata Kunci: Disiplin Belajar, *Authentic Assessment*, Rubrik, Hasil belajar

ABSTRACT

Alfan Fuadi. 5115141079. THE EFFECT OF LEARNING DISCIPLINE AND RUBRIC IN AUTHENTIC ASSESSMENT ON THE RESULTS OF LEARNING ELECTRIC POWER INSTALATION IN SMK PGRI 20 JAKARTA. Essay. Jakarta: Faculty of Engineering, Jakarta State University. Supervisor: Dr. Soeprijanto, M.Pd; Drs. Irzan Zakir, M.Pd.

The research has the following objectives: (1) Knowing the difference in learning outcomes of students in Electric Power Installation subjects carrying out authentic assessment accompanied by a rubric and not accompanied by rubrics, (2) Knowing the interaction between learning and authentic disciplines assessment of learning outcomes in Electric Power Installation subjects (3) Knowing the difference in learning outcomes of Electric Power Installation students who have high learning discipline between those who carry out authentic assessment accompanied by rubrics and not accompanied by rubrics, (4) Knowing the difference in learning outcomes of Electric Power Installation students who have high discipline between those who implement authentic assessment accompanied by a rubric and not accompanied by a rubric. This study used a quasi experimental method with factorial 2x2 design. The population of this study was the eleventh grade students of SMK PGRI 20 Jakarta, which numbered 39 students. Samples were determined randomly with the same stratify random sampling allocation technique. Classes are divided into two groups, namely the experimental group and the control group, each of which is 18 students. The data analysis technique used was two-way Variant Analysis (ANAVA), followed by the Tukey range test at the level of $\alpha = 0.05$. Based on the results of the study it can be concluded: (1) There are differences in learning outcomes of Electric Power Installation subjects between students who carry out authentic assessment accompanied by rubrics and not accompanied by rubrics seen from $F_h = 12.11 > F_{table} = 4.12$. (2) There is an influence of interaction between the learning discipline and authentic assessment on the learning outcomes of the Electric Power Installation subjects seen from $F_h = 8,41 > F_{table} = 4,12$. (3) There are differences in the learning outcomes of Electric Power Installation subjects for students who have high learning discipline between those who are given an authentic assessment accompanied by a rubric with those implementing authentic assessment seen from the Tukey test with $Q_h = 8.37 > Q_t = 4.41$. (4) There are differences in the learning outcomes of Electric Power Installation subjects for students who have high learning discipline between those who are given an authentic assessment accompanied by a rubric with those implementing authentic assessment seen from the Tukey test with $Q_h = 1.27 < Q_t = 4.41$.

Keywords: Learning Discipline, Authentic Assessment, Rubric, Learning Outcomes