

ABSTRAK

TIFFANY MUTIA.K, Peningkatan Hasil Belajar Mata Pelajaran Pengantar Pariwisata Materi Pelayanan Prima Dengan Menggunakan Model Pembelajaran Bermain Peran (*Role Play*) di SMK Negeri 2 Baleendah, Bandung : Program Studi Pendidikan Tata Rias, Fakultas Teknik, Universitas Negeri Jakarta.

Penelitian ini merupakan penelitian tindakan kelas (*classroom action research*) dengan melakukan tindakan sebanyak 3 siklus. Masing-masing siklus terdiri dari 4 tahap yaitu : 1). Perencanaan, 2). Pelaksanaan, 3). Pengamatan, 4). Refleksi. Penelitian ini bertujuan untuk dapat meningkatkan hasil belajar siswa pada mata pelajaran pengantar pariwisata materi pelayanan prima dengan menggunakan model pembelajaran bermain peran (*role play*).

Pengumpulan data dilakukan dengan teknik tes, pengamatan dan wawancara. Teknik analisis data menggunakan pendekatan kualitatif dan kuantitatif, dimana pendekatan kualitatif yaitu mengukur respon dan sikap siswa, kegunaan pendekatan kuantitatif yaitu untuk mengukur hasil belajar siswa.

Penelitian tindakan kelas ini dilaksanakan dalam kelas X kecantikan kulit SMK Negeri 2 Baleendah, Bandung dengan jumlah siswa 20 orang. Alokasi waktu pada masing-masing siklus 2×45 menit pada tanggal 19 Februari- 5 Maret 2014.

Hasil penelitian ini, menunjukan bahwa penggunaan model pembelajaran bermain peran (*role play*) pada mata pelajaran pengantar pariwisata materi pelayanan prima dapat meningkatkan hasil belajar siswa kelas X kecantikan. Sebelum dilaksanakannya penelitian hanya 25% siswa yang mampu mencapai nilai KKM, kemudian setelah dilakukan penelitian 90% siswa mampu mencapai nilai lebih dari KKM. Perolehan nilai rata-rata kelas meningkat dari *pre test* dan *pos test* mulai dari siklus I sampai siklus III. Pada pelaksanaan *pre test* perolehan nilai rata-rata siklus I yaitu 54 nilai tertinggi 70 dan nilai terendah 40, kemudian perolehan nilai rata-rata *post test* siklus I yaitu 68 dengan nilai tertinggi 80. Peningkatan belajar siswa dapat dilihat dari perolehan rata-rata *pre test* siklus II 65,5 dengan nilai tertinggi 80, kemudian pada *post test* didapat perolehan rata-rata 72,8 dengan nilai tertinggi 90. Pada siklus akhir pencapaian rata-rata 71 dengan nilai tertinggi 90, perolehan *post test* pada siklus III yaitu 83,5 dengan nilai tertinggi 100.

Kata Kunci : Peningkatan Hasil Belajar, Model Pembelajaran Bermain Peran (*Role Play*), Pelayanan Prima.

ABSTRACT

TIFFANY MUTIA.K, Improved Learning Outcomes Subject Tourism Introduction Material Excellent Service By Using The Model of Learning To Play A Role at State Vocational School 2 Baleendah, Bandung: Health and Beauty Program, Department of Home Economic, Faculty of Engineering, Universitas Negeri Jakarta.

This research is classroom action research by doing as much as 3 cycles. Each cycle consists of 4 stages: 1). Planning, 2). Implementation, 3). Observations, 4). Reflection. This research aims to improve student learning outcomes in subjects' tourism introduction material excellent service by using the model of learning to play a role.

Data collected by doing tests, observations and interviews. Data were analyzed using qualitative and quantitative approach, which usefulness of qualitative measuring the response and attitude of students, the usefulness of quantitative measuring student learning outcomes.

Venue of classroom action research was conducted in class X skin beauty State Vocational School 2 Baleendah, Bandung with the number of students 20 people. Allocation of time in each cycle is 2 x 45 minutes on 19 February to 5 March 2014.

Results of this study show that the use of models of learning to play a role on the subjects of tourism introduction material excellent service can improve the student learning outcomes of class X skin beauty. Before doing the research, there were only 25% of students who reached the passing score. After the research was done, there were 90% of students could reach above the passing score. The acquisition value of the average class increased from pre test and post test from the cycle I to cycle III. In the implementation of the pre test average acquisition value of the cycle I is 54 the highest score of 70 and the lowest score of 40, then the acquisition value of the average post-test cycle I is 62.5 with a highest score of 80. Increased student learning can be seen from the average acquisition pre test cycle II of 65.5 with the highest score of 80, then the post test obtained average achieved 72.8 with the highest score 90. At the end of the cycle the average achievement of 71 with a highest score of 90, the acquisition of post-test in the cycle III is 83,5 with the highest score of 100.

Keyword: Improved Learning Outcomes, The Model of Learning To Play A Role , Excellent Service.