

ABSTRACT

THE EFFECTS OF THE INTEGRATED PRACTICE OF AUTOMOTIVE BASICS ON THE LEARNING ACHIEVEMENT OF STUDENTS OF CLASS X OF LIGHT VEHICLE ENGINEERING DEPARTMENT OF SMK PIRI I YOGYAKARTA ACADEMIC YEAR 2010/2011

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The objectives of this research are: (1) to determine the learning achievement of students who have carried out the integrated practice of automotive basics on the class X.1 of Light Vehicle Engineering Department of SMK Piri I Yogyakarta; (2) to find out the difference of the learning achievement of students who carry out the integrated practice of the automotive basics with students who carried out the practice of automotive basics in blocks.

This research was experimental approach with quasi experiment type and quasi Nonequivalent Control Group Design. The population of this research was 165 students of class X.1 of Light Vehicle Engineering Department of SMK Piri I Yogyakarta in academic year 2010/2011 that were divided into 6 classes in which each class consisted of 24-29 students. The sample of this research was 58 students drawn from the population that were divided into two classes by using purposive sampling technique. The data collection technique used in this research was a test. The research instrument was validated using experts' judgment and question test. The prerequisite test analysis used the normality test and homogeneity tests. The data analysis technique used descriptive statistical analysis and T-test Separated model variants of the parties. The level of significance of the analysis result was 5%. The tests were used SPSS 17.0.

Based on the results of this research, it can be concluded that: (1) learning achievement of students of the class X.1 of Light Vehicle Engineering Department of SMK Piri Yogyakarta who have been carrying out the integrated practices of automotive basics are on 72.828 average and it is in the high range, (2) the achievement of students in classes that implemented an integrated practice (experimental group) were higher than the achievement of students in classes (control group) that do not implement an integrated practice. This result can be proved by the $t_{count} > t_{table}$ is $5.149 > 2.003$. The learning achievement of the experimental group was 4.95% higher than the control class.

Keywords: integrated practice, learning achievement of students