

## ABSTRAK

Penelitian ini dilatar belakangi oleh kenyataan bahwa sebagian besar siswa masih mengalami kesulitan pada saat proses pembelajaran. Kesulitan ini disebabkan karena kedisiplinan siswa yang masih kurang dalam proses pembelajaran. Tujuan penelitian untuk mengetahui perbedaan kedisiplinan dan hasil belajar siswa melalui penerapan metode *Peer Teaching* pada mata pelajaran *Housekeeping*. Metode pengumpulan sampel penelitian yaitu *total sampling*. Hasil penelitian mendapatkan hasil melalui penerapan metode *Peer Teaching* di kelas XII AP 1 SMK Pariwisata Dalung berhasil meningkatkan kedisiplinan siswa dan hasil belajar siswa. Pada penelitian hasil uji hipotesis dengan perhitungan Uji T Berpasangan (*Paired Sample T-Test*) yang membandingkan antara *pretest-posttest* kedisiplinan menunjukkan signifikan sebesar  $0.000 < 0.05$ , dan pada hasil belajar menunjukkan signifikan sebesar  $0.000 < 0.05$  dengan demikian  $H_0$  ditolak;  $H_a$  diterima dan dapat dinyatakan terdapat perbedaan yang signifikan dalam peningkatan kedisiplinan dan hasil belajar siswa setelah diterapkannya metode *peer teaching*.

Kata kunci: Metode *Peer Teaching*, Kedisiplinan, Hasil Belajar Siswa.

## **ABSTRACT**

*This research is motivated by the fact that most students still experience difficulties during the learning process. This difficulty is experienced because students are still less disciplined in the learning process. The aim of the study was to determine the differences in discipline and student learning outcomes through the application of the Peer Teaching method to Housekeeping subjects. The research sample collection method is total sampling. The results are obtained through the application of the Peer Teaching method in class XII AP 1 of the Dalung Tourism Vocational School succeeded in increasing student discipline and student learning outcome. In the research results of hypothesis testing by calculating the Paired Sample T-Test which compares the pretest-posttest of discipline, it shows a significance of  $0.000 < 0.05$  and the learning outcomes show a significant value of  $0.000 < 0.05$ , thus  $H_0$  is rejected;  $H_a$  is accepted and it can be stated that there is a significant difference in improving discipline and student learning outcomes after implementing the peer teaching method.*

**Keywords:** *Peer Teaching Method, Discipline, Student Learning Outcomes.*