

ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan peningkatan kemandirian belajar dan hasil belajar siswa pada mata pelajaran *front office* melalui penerapan model *role playing*. Metode penelitian ini adalah kuantitatif dengan rancangan penelitian *one group pretest- posttest design*. Teknik sampling yaitu *purposive sampling*. Responden dalam penelitian ini adalah siswa kelas X Perhotelan 1 SMK Triatma Jaya Badung yang berjumlah 35 orang. Hasil penelitian ini menunjukkan bahwa telah terjadi peningkatan, pada *pretest* kemandirian belajar diperoleh rerata sebesar 70.15, sedangkan pada *posttest* memperoleh rerata sebesar 77.55. Dari hasil pengukuran tersebut secara deskriptif terdapat peningkatan sebesar 7.4. Pada *pretest* hasil belajar diperoleh rerata sebesar 78.48, sedangkan pada *posttest* diperoleh rerata sebesar 82.83. Dari hasil pengukuran tersebut secara deskriptif terdapat peningkatan skor sebesar 4.34. Hasil uji *paired sample t-test* yang membandingkan antara *pretest-posttest* kemandirian menunjukkan signifikansi sebesar $0.000 < 0.05$ sehingga dapat disimpulkan bahwa terdapat perbedaan kemandirian melalui penerapan model *role playing*. Pada hasil belajar menunjukkan signifikansi sebesar $0.000 < 0.05$ sehingga dapat disimpulkan bahwa terdapat perbedaan hasil belajar melalui penerapan model *role playing*.

Kata Kunci: kemandirian belajar, hasil belajar, *role playing*.

ABSTRACT

This study aims to determine the differences in increasing learning independence and student learning outcomes in front office subjects through the application of the role-playing model. This research method is quantitative and uses a one-group pretest-post-test design. The side technique is purposive sampling. The respondents in this study were X Hotel 1 class students from SMK Triatma Jaya Badung, a total of 35 people. The study's results show an increase in learning independence, with an average score of 70.15 in the pretest and an average score of 77.55 in the post-test. These measurements' descriptive results indicate a 7.4 increase in learning independence. In the pretest, the learning outcomes achieved an average of 78.48, whereas in the post-test, they achieved an average of 82.83. These measurements' descriptive results indicate a 4.34 increase in score. The paired sample t-test results comparing pretest-post-test independence showed a significance of $0.000 < 0.05$, so it can be concluded that there is a difference in independence through the application of the role-playing model. Learning outcomes had a significance level of $0.000 < 0.05$. So, it can be concluded that there are differences in learning outcomes through the application of the role-playing model.

Keywords: learning independence, learning outcomes, role playing.