

ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan motivasi dan hasil belajar siswa pada siswa kelas X Par 1SMK Restumuning dalam mata pelajaran Dasar-dasar Kuliner, dengan menggunakan model pembelajaran *Student Facilitator and Explaining*. Penelitian ini merupakan penelitian tindakan kelas. Teknik pengambilan data menggunakan tes, observasi, dan dokumentasi. Penentuan sampel dilakukan dengan teknik *total sampling*. Teknik analisis data menggunakan analisis diskriptif kualitatif. Hasil penelitian menunjukkan bahwa dengan model pembelajaran *Student Facilitator and Explaining* dapat meningkatkan motivasi dan hasil belajar siswa dari siklus I ke siklus II. Pada siklus I rerata motivasi belajar siswa 70,9%, sedangkan pada siklus II menjadi 90,5%, dengan demikian terjadi peningkatan sebesar 19,6%. Hasil belajar pada siklus I rerata ketuntasan belajar sebesar 82,1%, sedangkan pada siklus II 90,8%, dengan demikian terjadi peningkatan 8,7%. Pada ketuntasan klasikal siklus I mencapai presentase rerata sebesar 77,5%, sedangkan pada siklus II menjadi 100% terjadi peningkatan sebesar 22,5%. Dalam penelitian ini dapat disimpulkan bahwa motivasi dan hasil belajar pada mata pelajaran Dasar-dasar Kuliner siswa kelas X Par 1SMK Restumuning dapat ditingkatkan dengan model *Student Facilitator and Explaining*.

Kata Kunci: Model Pembelajaran *Student Facilitator and Explaining*, motivasi, hasil belajar

ABSTRACT

The objective of this study is to ascertain the extent to which the implementation of the Student Facilitator and Explaining Learning model contributes to the enhancement of motivation and academic performance among students in class X Par 1 SMK Restumuning, specifically in the subject of Culinary Basics. The present study is classified as class action research. Various data collection approaches can be employed in academic research, including the utilization of testing, observation, and documentation. The determination of the sample is conducted using the complete sampling approach. Qualitative descriptive analysis is a set of data analysis techniques employed to interpret and make sense of qualitative data. The findings of the study indicate that the utilization of a student facilitator and an explanatory learning model has the potential to enhance student motivation and improve learning outcomes, as observed in the transition from cycle I to cycle II. During the first cycle, the mean level of learning motivation among students was recorded as 70.9%. In the subsequent cycle, this average increased to 90.5%, indicating a significant rise of 19.6%. The learning outcomes in cycle I exhibited an average learning completeness of 82.1%. In contrast, the learning outcomes in cycle II demonstrated a higher level of achievement, with an average learning completeness of 90.8%. This is a notable improvement of 8.7% between the two cycles. In the context of classical completeness, cycle I achieved an average percentage of 77.5%, whereas in cycle II, it reached 100%, representing a notable gain of 22.5%. This study suggests that the implementation of the Student Facilitator and Explaining approach has the potential to enhance motivation and learning outcomes in the topic of Culinary Basics among students in class X Par 1 SMK Restumuning.

Keywords: student facilitator and explaining approach, motivation, learning outcomes.