

ABSTRAK

Permasalahan yang mendasari penelitian ini adalah rendahnya tingkat kreativitas dan hasil belajar siswa pada mata pelajaran Boga Dasar akibat penerapan model pembelajaran yang masih berpusat pada guru (teacher centered). Penerapan model pembelajaran Discovery Learning, diyakini mampu mengatasi permasalahan tersebut dengan mendorong siswa untuk aktif menemukan pengetahuan secara mandiri. Tujuan penelitian ini adalah untuk menganalisis pengaruh model pembelajaran Discovery Learning terhadap kreativitas dan hasil belajar siswa kelas X kuliner di SMK Pratama Widya Mandala Badung. Penelitian ini menggunakan pendekatan kuantitatif dengan metode analisis regresi linier sederhana. Pengumpulan data dilakukan melalui kuesioner skala likert untuk mengukur kreativitas dan tes untuk mengukur hasil belajar kognitif siswa. Hasil penelitian menunjukkan bahwa model pembelajaran Discovery Learning memiliki pengaruh positif dan signifikan terhadap kreativitas siswa, dengan nilai signifikansi 0,000 lebih kecil dari 0,05 dan koefisien determinasi sebesar 0,286. Selain itu, model ini juga berpengaruh positif dan signifikan terhadap hasil belajar siswa dengan nilai signifikansi 0,009 lebih kecil dari 0,05 kontribusi sebesar 0,135 . Temuan ini menunjukkan bahwa semakin optimal penerapan model pembelajaran Discovery Learning, maka semakin meningkat kreativitas dan hasil belajar siswa pada mata pelajaran Boga Dasar. Dengan demikian model pembelajaran Discovery Learning dapat dijadikan alternatif strategi pembelajaran yang efektif untuk menciptakan suasana belajar aktif, meningkatkan kreativitas, serta memperkuat pemahaman siswa dalam konteks pembelajaran vokasional.

Kata Kunci: Boga Dasar, Discovery Learning, Hasil Belajar, Kreativitas.

ABSTRACT

This study was conducted in response to the low levels of students' creativity and learning outcomes in the Basic Culinary Arts subject, which were partly influenced by the continued use of teacher-centered learning practices. In vocational education, learning should not only focus on the transfer of knowledge but also provide students with opportunities to explore, think creatively, and construct their own understanding through meaningful learning experiences. Therefore, this study examined the effect of the Discovery Learning model of the creativity and learning outcomes of Grade X culinary students at SMK Pratama Widya Mandala Badung. This research employed a quantitative approach using simple linear regression analysis. Data were collected through a Likert-scale questionnaire to measure students' creativity and cognitive test to assess their learning outcomes. The results showed that the Discovery Learning model had a positive and significant effect on students' creativity, with a significance valued of 0.000, which was lower than 0.05, and a coefficient of determination of 0.286. The model also had a positive and significant effect on students' learning outcomes, as indicated by a significance value of 0.009, which was lower than 0.05, with a contribution of 0.135. These findings indicate that the better the implementation of Discovery Learning, the greater the improvement in students's creativity and learning outcomes. The study suggests that Discovery Learning can serve as an effective instructional alternative for creating a more active, engaging, and student-centered learning environment, particularly in vocational culinary education where practical understanding, creativity, and independent thinking are essential.

Keywords: Basic Culinary Arts, Creativity, Discovery Learning, Learning Outcomes