ABSTRACT

This study entitled ***"Model Learning Contruktivism Against Student Learning Effectiveness Lesson in Banking Class X AK SMK Bina Warga Bandung"****. The purpose of this study was to determine how the use of instructional model learning on banking subjects in class X AK 1 SMK Bina Warga Bandung and to determine the influence of the use of learning model learning construktivism on student learning effectiveness on banking subjects. The subject of this study were students of class X AK 1 SMK Bina Warga Bandung as eksperiment class amounted 35 people and class X AK 2 SMK Bina Warga Bandung as control class amounted 35 people. Based on result of normality test discovered that distribution of pretest normality test data were normal because X2hitung (7,41)<X2tabel(7,81). And distribution posttest normality test data were normal because X2hitung(8,93)<X2tabel(9,48). Based on hipotesis test discovered that hipotesis test data because T hitung (17,08) > T table (2,04). This means Ho rejected, and Ha accepted because there is different betwen pretest average (41,4) and posttest (73,22). Coefficient determination value (KD) is 0,6561 or 65,61%. This number shown that 65,61% students outcomes lesson influence by model learning construktivism, while the rest of it 34,39% influence by other factor. Based on coefficient determination value above, discovered that model learning construktivism application influence students learning effectiveness lesson in banking in SMK Bina Warga Bandung. The other word concluded that there is positif influence againt students effectiveness lesson between control class and eksperiment class. The result of this study concluded that model learning construktivism influence student success at mastering learning materials. As for recommended suggestion to the teacher is teachers should be work together with students create a better learning condition. And mastering model learning construktivism for a tools so outcomes lesson can learning more effective.*

Keyword : Model Learning Construktivism, Student Learning Effectiveness