

ABSTRAK

Sartika Anggraini, NIM 7103142066. Penerapan Model Pembelajaran *Student Teams Achievement Division* dengan Pendekatan *Scaffolding* Untuk Meningkatkan Aktivitas dan Hasil Belajar Akuntansi Siswa Kelas X Ak SMK Eria Medan T.P 2013/2014. Skripsi Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Akuntansi, Fakultas Ekonomi. UNIMED. 2014.

Permasalahan dalam penelitian ini adalah rendahnya aktivitas dan hasil belajar akuntansi siswa kelas X Ak SMK Eria Medan T.P 2013/2014. Tujuan dari penelitian ini adalah untuk mengetahui peningkatan aktivitas dan hasil belajar dengan menerapkan Model Pembelajaran *Student Teams Achievement Division* dengan Pendekatan *Scaffolding* di kelas X Ak SMK Eria Medan T.P 2013/2014.

Penelitian ini dilaksanakan di SMK Eria Medan yang beralamat di Jln. Sisingamangaraja No. 195. Subjek dalam penelitian ini adalah siswa kelas X Ak yang berjumlah 43 orang, sedangkan objek dalam penelitian ini adalah Penerapan Model Pembelajaran *Student Teams Achievement Division* dengan Pendekatan *Scaffolding*. Metode penelitian ini menggunakan penelitian tindakan kelas yang terdiri dari dua siklus. Dalam pengambilan data, teknik yang digunakan adalah tes dan observasi. Sedangkan teknik analisis data yang digunakan adalah data kualitatif dan data kuantitatif.

Dari analisis diperoleh nilai rata-rata pre test sebelum dilakukan tindakan adalah 57,33 dimana 6 siswa (13,95%) memenuhi KKM. Pada post test siklus I nilai rata-rata 58,49 dimana 18 siswa (41,86%) siswa dinyatakan tuntas dan hasil dari aktivitas belajar siswa mencapai 23,26% keaktifan klasikal yaitu 10 siswa yang tergolong sangat aktif dan aktif. Hasil pada siklus I ini belum memenuhi indikator keberhasilan sehingga penelitian dilanjutkan ke siklus II. Pada post test siklus II nilai rata-rata 83,02 dimana 34 siswa (79,07%) memenuhi Kriteria Ketuntasan Minimal. Aktivitas belajar siswa menunjukkan 79,07% yaitu 34 siswa memperoleh kategori sangat aktif dan aktif. Ini berarti pada siklus II telah memenuhi indikator keberhasilan sehingga penelitian dihentikan pada siklus ini. Pengujian signifikan hasil belajar siswa dilakukan dengan menggunakan uji t statistik atau uji t dengan $\alpha = 0,05$ dan $dk = 43 - 1 = 42$. Dari hasil perhitungan diperoleh $t_{hitung} > t_{tabel}$ yaitu $9,22 > 2,01$. Dengan kata lain peningkatan hasil belajar signifikan.

Berdasarkan uraian diatas, dapat disimpulkan bahwa Penerapan Model Pembelajaran *Student Teams Achievement Division* dengan Pendekatan *Scaffolding* dapat meningkatkan aktivitas dan hasil belajar akuntansi siswa kelas X Ak SMK Eria Medan T.P 2013/2014.

Kata Kunci: Aktivitas Belajar Siswa, Hasil Belajar Akuntansi, Penerapan Model Pembelajaran *Student Teams Achievement Division* dengan Pendekatan *Scaffolding*

ABSTRACT

Sartika Anggraini, NIM 7103142066. The Implementation of Learning Model Student Teams Achievement Division with Scaffolding Approach To Increase Activity And Accounting Learning Result Of Students In Class X Ak SMK Eria Medan Academic Year of 2013/2014. Thesis Majoring of Economic Education, Study Program of Accounting Education, Economy Faculty. State University of Medan. 2014

The problems in this research are the low activity and accounting learning result of students in class X Ak SMK Eria Medan academic year 2013/2014. The goal of this research is to knowing increased activity and accounting learning result of students by the implementation of learning model Student Teams Achievement Division with Scaffolding Approach in class X Ak SMK Eria Medan academic year 2013/2014.

The research was conducted in SMK Eria Medan which address on Jl. Sisingamangaraja Number 195. The subject in this research is all students of class X Ak for 43 peoples, and the object of this research is the implementation of learning model Student Teams Achievement Division with Scaffolding Approach. This research method uses classroom action research which consist of two cycles. To collect data use technic test for know result of study and observation for know the students activity. Meanwhile data use analize technic are qualitative data and quantitative data.

The Conclusion the analysis obtained the pre test average value before action is 57,33 is 6 students (13,95%) completed the minimum completeness criteria. In 1st cycle the average value is 58,49 is 18 students (41,86%) complete the indicator studying completeness. In addition, activities of students in cycle I is 23,26%, which are 10 students classified as very active and active. This result had not yet reaced the succes indicator so this research continues to the second cycle. In 2nd cycle the average value 83,02 that 34 students (79,07%) completed the indicator studying completeness. While in 2nd cycle, obtained activities of students in cycle II is 79,07%, which are 34 students classified as very active and active. It means that in second cycle had reached the succes indicator so this research was be stopped in the second cycle. The syncnifican test of learning result used t test with $\alpha = 0,05$ and $dk = 43 - 1 = 42$. The result of calculation $t_{hitung} > t_{tabel}$ is $9,22 > 2,01$. In other words, the accounting students learning result comparison between cycle I and cycle II is positive and significant.

Based on the above description, we conclude that the implementation of learning model Student Teams Achievement Division with Scaffolding Approach can increase the activities and learning result of accounting student's learning in class X Ak SMK Eria Medan academic year 2013/2014.

Keywords: Activities Learning of Students, Learning Result of Accounting, Learning Model Student Teams Achievement Division With Scaffolding Approach