ABSTRAK

Wahayu Opino Sihombing \NIM : 7143342039. Penerapan Model Pembelajaran *Contextual Teaching and Learning* dengan Metode *Giving Question and Getting Answer* Untuk Meningkatkan Aktivitas dan Hasil Belajar Akuntansi Siswa Kelas XI Akuntansi 2 SMKS Prayatna 1 Medan Tahun Pembelajaran 2018/2019. Skripsi, Jurusan Akuntansi, Program Studi Pendidikan Akuntansi, Fakultas Ekonomi Universitas Negeri Medan 2018.

Masalah dalam penelitian ini adalah rendahnya aktivitas dan hasil belajar akuntansi siswa kelas XI Akuntansi 2 SMKS Prayatna 1 Medan. Tujuan penelitian ini adalah untuk mengetahui peningkatan aktivitas dan hasil belajar akuntansi siswa kelas XI Akuntansi 2 Medan dengan menerapkan model pembelajaran *Contextual Teaching and Learning* dengan metode *Giving Question and Getting Answer*.

Penelitian ini dilaksanakan di SMKS Prayatna 1 Medan yang beralamat di Jl. Letda Sujono No. 403 Medan Tembung. Subjek dalam penelitian ini adalah siswa kelas XI Akuntansi 2 dengan jumlah 35 orang dan objek penelitian ini penerapan model pembelajaran *Contextual Teaching and Learning* dan metode *Giving Question and Getting Answer* dalam upaya meningkatkan aktivitas dan hasil belajar akuntansi siswa. Jenis penelitian ini adalah Penelitian Tindakan Kelas dan dilakukan dalam dua siklus. Masing-masing siklus terdiri dari 4 tahapan yaitu perencanaan, pelaksanaan, ,pengamatan dan refleksi. Tenik pengumpulan data menggunaan lembar observasi untuk melihat aktivitas belajar siswa dan test soal akuntansi untuk melihat hasil belajar akuntansi siswa. Adapun teknik analisis data menggunakan data kualitatif dan data kuantitatif.

Dari hasil analisis diperoleh hasil observasi yang telah dilakukan menunjukkan peningkatan aktivitas siswa dari siklus I yaitu mencapai 48,57% siswa (17 orang) yang tergolong aktif, meningkat pada siklus II yaitu mencapai 82,86% siswa (29 orang) yang memenuhi kriteria aktif dalam belajar. Hal ini memenuhi kriteria penilaian ≥75%. Hasil belajar di siklus I terdapat 60% siswa (21 orang) yang mencapai skor standar yang telah ditentukan dengan nilai rata-rata 73,86. Pada siklus ke II menunjukkan ada peningkatan yaitu terdapat 88,57% siswa yang tuntas dalam belajar dengan nilai rata-rata 82,71. Karena aktivitas dan hasil belajar siswa pada siklus II sudah meningkat dan mencapai indikator keberhasilan ini tidak perlu dilanjutkan ke siklus berikutnya.

Berdasarkan analisis di atas dapat disimpulkan bahwa model pembelajaran *Contextual Teaching and Learning* dengan metode *Giving Question and Getting Answer* di kelas XI Akuntansi 2 SMKS Prayatna 1 Medan Tahun Pembelajaran 2018/2019 dapat meningkatkan aktivitas dan hasil belajar akuntansi siswa.

Kata Kunci : Aktivitas, Hasil Belajar, Model Pembelajaran *Contextual Teaching and Learning* dengan Metode *Giving Question and Getting Answer*.

ABSTRACT

Wahayu Opino Sihombing, NIM : 7143342039 Application of the Contextual Teaching and Learning Model with the Giving Question and Getting Answer Method to Increase Activity and Student Accounting Learning Outcomes and Results of Class XI Accounting 2 SMKS Prayatna I Medan 2018/2019 Learning Year. Thesis, Accounting Department, Accounting Education Study Program, Economics Faculty, State University of Medan.

The problem in this study is the low activity and accounting learning outcomes of class XI Accounting students SMKS Prayatna 1 Medan. The purpose of this study was to determine the increase in activity and accounting learning outcomes of class XI Accounting 2 Medan by applying the Contextual Teaching and Learning model with the Giving Question and Getting Answer method.

This research is conducted in SMKS Prayatna 1 Medan which is located at Jl. Letda Sujodo No 403, Medan Tembung. The subjects in this study were students of class XI Accounting 2 with a total of 35 people and the object of this study was to increase the activity and learning outcomes of accounting through the CTL learning model with the Giving Question and Getting Answer method. This type of research is Classroom Action Research and is carried out in two cycles. Each cycle consists of 4 stages, namely planning, implementing, observing and reflecting. Data collection techniques use observation sheets to see student learning activities and accounting questions to see student learning outcomes. The data analysis technique uses qualitative data and quantitative data.

From the results of the analysis obtained the results of observations that have been conducted show an increase in student activity from the first cycle which reached 48.57% of students (17 people) who were classified as active, increasing in the second cycle which reached 82.86% of students (29 people) who met the active criteria in study. This fulfills the assessment criteria of $\geq 75\%$. Learning outcomes in the first cycle there were 60% of students (21 people) who achieved a predetermined standard score with an average score of 73.86. In the second cycle shows there is an increase in learning outcomes, namely there are 88.57% of students who complete learning with an average 82,71. Because the activities and student learning outcomes in the second cycle have increased and achieving this success indicator does not need to proceed to the next cycle.

Based on the above analysis, it can be concluded that the Contextual Teaching and Learning model with the Giving Question and Getting Answer method in Class XI Accounting 2 SMKS Prayatna 1 Medan, 2018/2019 Learning Year can increase the student accounting activities and learning outcomes.

Keywords: Activities, Learning Outcomes, Learning Models Contextual Teaching and Learning with the Giving Question and Getting Answer Method.