

ABSTRAK

Ade Rizky Erindany. NIM: 7151142002. Pengaruh Model Pembelajaran *Meaningful Instructional Design* Terhadap Hasil Belajar Akuntansi Siswa Kelas XI Ak SMK Swasta Prayatna 1 Medan Tahun Pembelajaran 2019/2020. Skripsi Jurusan Akuntansi, Program Studi Pendidikan Akuntansi, Fakultas Ekonomi Universitas Negeri Medan 2019.

Masalah dalam penelitian ini adalah rendahnya hasil belajar akuntansi siswa. Penelitian ini bertujuan untuk mengetahui hasil belajar akuntansi yang diajar dengan model pembelajaran *Meaningful Instructional Design* lebih tinggi dibanding dengan hasil belajar akuntansi yang diajar dengan metode pembelajaran Konvensional pada siswa kelas XI Ak SMK Swasta Prayatna 1 Medan Tahun Pembelajaran 2019/2020.

Penelitian ini dilaksanakan di kelas XI Ak SMK Swasta Prayatna 1 Medan Tahun Pembelajaran 2019/2020 yang beralamat di Jalan Letda Sujono No. 403 Medan Tembung, Kota Medan. Populasi penelitian ini terdiri dari 2 kelas, total 66 orang. Yaitu kelas XI Ak 1 ditetapkan sebagai kelas eksperimen dan XI Ak 2 sebagai kelas kontrol. Pengumpulan data menggunakan tes Pilihan Ganda dengan jumlah 20 butir soal. Analisis data menggunakan perhitungan Nilai Mean, Standar Deviasi, Uji Normalitas, Uji Homogenitas, dan Uji Hipotesis. Menggunakan uji t, dengan taraf signifikan 95 % $\alpha = 0,05$.

Hasil *pre-test* di kelas eksperimen diperoleh rata-rata 46,78 dengan standar deviasi 16,45. Sedangkan di kelas kontrol diperoleh nilai *pre-test* rata-rata 45,89 dengan standar deviasi 15,63. Hasil *post-test* di kelas kontrol diperoleh rata-rata 70,89 berada dibawah KKM dengan standar deviasi 10,805. Sedangkan di kelas eksperimen diperoleh rata-rata 80,53 hanya sedikit berada diatas KKM yaitu 75 dengan standar deviasi 9,84.

Hasil pengujian hipotesis diperoleh $t_{hitung} > t_{tabel}$ yaitu $3,589 > 1,674$ yang berarti hasil belajar akuntansi siswa yang diajar menggunakan model pembelajaran *Meaningful Instructional Design* lebih tinggi secara signifikan dibanding dengan hasil belajar akuntansi yang diajar dengan metode konvensional. Dengan demikian dapat dinyatakan bahwa pengaruh model pembelajaran *Meaningful Instructional Design* berpengaruh terhadap hasil belajar akuntansi siswa kelas XI Ak SMK Swasta Prayatna 1 Medan Tahun Pembelajaran 2019/2020.

Kata Kunci : Model Pembelajaran *Meaningful Instructional Design*, Metode Konvensional dan Hasil Belajar Akuntansi.

ABSTRACT

Ade Rizky Erindany, NIM: 7151142002. The Effect of Meaningful Instructional Design Learning Model to Student's Accounting Learning Result In XI Accounting Class SMK Prayatna 1 Medan Learning Year 2019/2020. Thesis, Departmen of Accounting, Accounting Education Studies Programs, Faculty of Economics, State University of Medan 2019.

The problem in this study is the low student learning outcomes in accounting. This study aims to determine the accounting learning outcomes taught by the Meaningful Instructional Design learning model higher than the accounting learning outcomes taught by Conventional learning methods in class XI Ak Private Vocational School Prayatna 1 Medan 2019/2020 Academic Year.

This research was carried out in class XI Ak Private Vocational School Prayatna 1 Medan 2019/2020 Learning Year which is located at Jalan Letda Sujono No. 403 Medan Tembung, Kota Medan. The population of this study consisted of 2 classes, a total of 66 people. Namely XI Ak 1 class is designated as an experimental class and XI Ak 2 as a control class. Data collection uses multiple choice tests with a total of 20 items. Data analysis uses the calculation of Mean Value, Standard Deviation, Normality Test, Homogeneity Test, and Hypothesis Test. Using the t test, with a significant level of 95% $\alpha = 0.05$.

The pre-test results in the experimental class obtained an average of 46.78 with a standard deviation of 16.45. Whereas in the control class the pre-test values obtained an average of 45.89 with a standard deviation of 15.63. Post-test results in the control class obtained an average of 70.89 under the KKM with a standard deviation of 10.805. While in the experimental class it was obtained an average of 80.53, only slightly above the KKM, which is 75 with a standard deviation of 9.84.

Hypothesis testing results obtained $t_{\text{count}} > t_{\text{tabel}}$ is $3.589 > 1.674$ which means that the accounting learning outcomes of students taught using the Meaningful Instructional Design learning model are significantly higher compared to accounting learning outcomes taught by conventional methods. Thus it can be stated that the influence of the Meaningful Instructional Design learning model influences the accounting learning outcomes of students of class XI Ak SMK Private Prayatna 1-Medan 2019/2020

Keywords : *Meaningful Instructional Design Learning Model, Method Conventional and Accounting Learning Outcomes.*