

ABSTRAK

Annisa Kartika Safira, NIM 7181142022. Penerapan Model Pembelajaran MIKiR (*Mengalami, Interaksi, Komunikasi dan Refleksi*) untuk Meningkatkan Keaktifan Belajar dan Hasil Belajar Siswa Kelas XI Akuntansi Di SMK Swasta Eria Medan TA. 2022/2023. Skripsi, Jurusan Akuntansi, Program Studi Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Medan Tahun Pembelajaran 2023/2024.

Permasalahan dalam penelitian ini adalah rendahnya keaktifan belajar serta hasil belajar akuntansi siswa akuntansi siswa kelas XI Akuntansi SMK Swasta Eria Medan. Tujuan penelitian ini adalah untuk mengetahui peningkatan keaktifan belajar dan hasil belajar siswa melalui penerapan model MIKiR (*Mengalami, Interaksi, Komunikasi dan Refleksi*). Penelitian ini dilaksanakan di SMK Swasta Eria Medan.

Penelitian ini dilaksanakan pada semester genap tahun pembelajaran 2022/2023 dengan subjek siswa kelas XI Akuntansi SMK Swasta Eria Medan dengan jumlah siswa sebanyak 21 siswa. Objek penelitian ini adalah penerapan model pembelajaran MIKiR (*Mengalami, Interaksi, Komunikasi dan Refleksi*) untuk meningkatkan keaktifan belajar dan hasil belajar siswa. Kelas XI Akuntansi SMK Swasta Eria Medan Tahun Pembelajaran 2022/2023. Penelitian ini merupakan penelitian Tindakan kelas yang terdiri dari dua siklus, dimana dalam setiap siklus terdapat empat tahapan pada penelitian Tindakan kelas yang harus dilalui, yaitu (1) perencanaan, (2) pelaksanaan (3) pengamatan dan (4) refleksi. Teknik pengumpulan data menggunakan test dan lembar observasi keaktifan. Sedangkan teknik analisis data dilakukan dengan data kuantitatif dan kualitatif menggunakan Microsoft Excel.

Berdasarkan hasil analisis diperoleh hasil pada siklus I keaktifan belajar siswa yang termasuk kategori aktif berjumlah 63,54% dan hasil belajar siswa yang memperoleh nilai ≥ 75 berjumlah 71,42% , sehingga perlu dilanjutkan ke siklus II. Di siklus II keaktifan belajar siswa dengan kategori aktif meningkat hingga 82,74% dan hasil belajar siswa yang memperoleh nilai ≥ 75 meningkat hingga 85,71%. Sehingga tidak perlu dilanjutkan ke siklus selanjutnya. Maka dapat disimpulkan bahwa penerapan Model Pembelajaran MIKiR (*Mengalami, Interaksi, Komunikasi dan Refleksi*) dapat meningkatkan keaktifan belajar dan hasil belajar siswa kelas XI Akuntansi di SMK Swasta Eria Medan TA. 2022/2023.

Kata Kunci : Keaktifan Belajar, Hasil Belajar, Model Pembelajaran MIKiR (*Mengalami, Interaksi, Komunikasi dan Refleksi*)

ABSTRACT

Annisa Kartika Safira, NIM 7181142022. Application of the MIKiR (Experiencing, Interaction, Communication and Reflection) Learning Model to Increase Learning Activeness and Learning Outcomes of Class XI Accounting Students at Eria Private Vocational School Medan TA. 2022/2023. Thesis, Accounting Department, Accounting Education Study Program, Faculty of Economics, Medan State University, Academic Year 2023/2024.

The problem in this research is the low learning activity and accounting learning outcomes of accounting students in class XI Accounting at Eria Private Vocational School, Medan. The aim of this research is to determine the increase in learning activity and student learning outcomes through the application of the MIKiR (Experiencing, Interaction, Communication and Reflection) model. This research was carried out at Eria Private Vocational School, Medan.

This research was carried out in the even semester of the 2022/2023 academic year with the subject being students of class XI Accounting at Eria Private Vocational School, Medan with a total of 21 students. The object of this research is the application of the MIKiR (Experiencing, Interaction, Communication and Reflection) learning model to increase student learning activity and learning outcomes. Class XI Accounting at Eria Private Vocational School, Medan, Academic Year 2022/2023. This research is classroom action research which consists of two cycles, where in each cycle there are four stages of classroom action research that must be passed, namely (1) planning, (2) implementation (3) observation and (4) reflection. Data collection techniques use tests and active observation sheets. Meanwhile, data analysis techniques were carried out with quantitative and qualitative data using Microsoft Excel.

Based on the results of the analysis, it was found that in cycle I the learning activity of students in the active category was 63.54% and the learning outcomes of students who scored ≥ 75 was 71.42%, so it was necessary to continue to cycle II. In cycle II, the learning activity of students in the active category increased to 82.74% and the learning outcomes of students who scored ≥ 75 increased to 85.71%. So there is no need to continue to the next cycle. So it can be concluded that the application of the MIKiR Learning Model (Experiencing, Interaction, Communication and Reflection) can increase the learning activity and learning outcomes of class XI Accounting students at Eria Private Vocational School Medan TA. 2022/2023.

Keywords: Learning Activeness, Learning Outcomes, MIKiR Learning Model (Experiencing, Interaction, Communication and Reflection)