ABSTRACT

Julia R. S Banurea. Reg.Number. 708114163. The Increasing of Learning Activity and Learning Result in Accounting Subject Trough the Implementation of Collaboration Marry Go Round Learning Model and Student Facilitator and Explaining in 1st Accounting Grade 10th in SMK Swasta Jambi Medan at Academic Year 2011/ 2012. Thesis. Economics Faculty, Economics Education Department, Accounting Education Study Program, State University of Medan.

The problem in this research contents about the low of learning activity and learning result. This research purpose to increase the learning activity and learning result by using the Implementation of Collaboration Marry Go Round Learning Model and Student Facilitator and Explaining in learning material the characteristic up to the inventory recording system in trading company in 1st Accounting Grade 10th in SMK Swasta Jambi Medan at Academic Year 2011/ 2012.

The kind of this research is classroom action research done in two cycles. Subject of research is 1st Accounting Grade 10th and the totals are 40 students. The object research is the Collaboration Marry Go Round Learning Model and Student Facilitator and Explaining. The research instrument used is the test of learning result as essay and the observation sheet for observation the learning activity of the students.

Based on the result of result gained the average of learning result in pretest with the average value is 46,62. Whereas in first posttest by using the Collaboration of Marry Go Round Learning Model and Student Facilitator and Explaining have increased 21,75 to 68,37. In the second cycle have increased 15,38 to the average value is 83.75. And based on the learning activity have occurred the increasing from the first to second cycle.

To try the significance of learning activity and learning result in first and second cycle, used t-test, and the calculation gained t_{count} = 2,93. The calculation t_{table} =1,99. By comparing the t_{count} and t_{table} gained t_{count} >t_{table} namely 2,93>1,99. In order that the learning result of accounting in first post test at first cycle and second post test in second cycle is significance. The calculation t_{table} for learning activity is 8,18. The calculation t_{table} =1,99. By comparing the t_{count} and t_{table} gained t_{count} >t_{table}yaitu 8,18>1,99. So that the learning activity in first post test at first cycle and second post test second cycle is significance.

Key Word: Learning Activity, Learning Result in Accounting, the Collaboration of Marry Go Round Learning Model and Student Facilitator and Explaining, Classroom Action Research.

ABSTRAK

Julia R. S Banurea. Nim. 708114163. Peningkatan Aktivitas dan Hasil Belajar Akuntansi Melalui Penerapan Kolaboraasi Model Pembelajaran Marry Go Round dan Student Facilitator and Explaining di Kelas X Akuntansi [1] SMK Swasta Jambi Medan T.A 2011/ 2012. Skripsi. Fakultas Ekonomi, Jurusan Pendidikan Ekonomi, Program Studi Akuntansi, Universitas Negeri Medan.

Permasalahan dalam penelitian ini adalah rendahnya aktivitas dan hasil belajar akuntansi. Penelitian ini bertujuan untuk meningkatkan aktivitas dan hasil belajar akuntansi siswa dengan menggunakan Kolaborasi Model Pembelajaran Marry Go Round dan Student Facilitator and Explaining pada materi karakteristik hingga sistem pencatatan sistem persediaan pada perusahaan dagang di kelas X Akuntansi [1] SMK Swasta Jambi Medan T.A. 2011/2012.

Jenis penelitian yang digunakan adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Subjek dalam penelitian ini adalah kelas X Akuntansi [1] dengan jumlah siswa 40 orang. Objek penelitiannya adalah Kolaborasi Model Pembelajaran Marry Go Round dan Student Facilitator and Explaining. Instrument yang digunakan adalah test hasil belajar berupa soal essay, dan lembar observasi untuk pengamatan aktivitas belajar siswa.

Dari hasil penelitian diperoleh data nilai rata-rata hasil belajar siswa pada pretes dengan rata-rata 46,62 sedangkan pada posttest I dengan menggunakan Kolaborasi Model Pembelajaran Marry Go Round dan Student Facilitator and Explaining mengalami peningkatan 21,75 point dengan rata-rata nilai posttest I 68,37, sedangkan nilai rata-rata di siklus II meningkat 15,38 dengan rata-rata nilai posttest II 83,75. Dan berdasarkan data hasil aktivitas belajar siswa mengalami peningkatan dari siklus I ke siklus II.

Untuk menguji signifikansi aktivitas dan hasil belajar siswa pada siklus I dan siklus II, digunakan rumus uji-t dan diperoleh t_{hitung} sebesar 2,93. Perhitungan t_{tabel} diperoleh hasil sebesar 1,99 dengan membandingkan t_{hitung} dan t_{tabel} diperoleh $t_{hitung} > t_{tabel}$ yaitu 2,93>1,99. Sehingga hasil belajar akuntansi pada post test I di siklus I dan post test II di siklus 2 adalah signifikan. Perhitungan t_{hitung} pada aktivitas belajar adalah 8,18 dengan membandingkan t_{hitung} dan t_{tabel} diperoleh $t_{hitung} > t_{tabel}$ yaitu 8,18>1,99. Sehingga aktivitas belajar pada post test 1 di siklus 1 dan post test dua pada siklus 2 adalah signifikan.

Kata kunci: Aktivitas Belajar, Hasil Belajar Akuntansi, Kolaborasi Model Pembelajaran Marry Go Round dan Student Facilitator and Explaining, Penelitian Tindakan Kelas.