ABSTRACT

Nurmalita. Reg.Number.709141161. The Implementation of Collaboration Problem Based Learning and Time Token to Increase The Activity and Accounting Learning Result in Accounting Grade 10th in SMK Negeri 1 Stabat at Academic Year 2012/2013. Thesis. Economics Education Department, Accounting Education Study Program, Economics Faculty State University of Medan. 2013

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 Problem Based Learning and Time Token Learning Modelin SMK Negeri 1 Stabat at A.Y 2012/2013.

The kind of this research is classroom action research. Subject of the research is Accounting Grade 10th and the total numbers are 37 students. The object research is the Collaborationof Problem Based Learning and Time Token Learning Model. The research instrument used is the test of learning result as 28 items multiple choice that has tested the validity and reliablitiy and the observation sheet for observation the learning activity of the students and teacher.

Based on the result of result gained the average of learning result in pretest with the average value is 48.02. Whereas in first posttest by using the Collaboration of Problem Based Learning and Time Token learning model have increased 20.87 to 68.89. In the second cycle have increased 13.56 to the average value is 82.45. And based on the data of learning activity have occurred the increasing from the first to second cycle.Whereas In the first cycle, 0 (0%) people are very good category increased 15 peoples to 15 Peoples (40%), 8 Peoples (22%) are good category increased 10 peoples to 18 Peoples (49%).

To try the significance of learning activity and learning result in first and second cycle, used t-test, and the calculation gained t_{count} = 3.75. The calculation t_{table} =1.99. By comparing the t_{count} and t_{table}gained $t_{count}>t_{table}$namely 3.75>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 significant and positive different. The calculation t_{table} for learning activity is 9.53. The calculation t_{table} =1.99. By comparing the t_{count} and t_{table} gained $t_{count}>t_{table}$namely9.53>1.99. So that the learning activity in first cycle and second cycle is significant and positive different.

Thus it can be concluded that by implementation of collaboration Problem Based Learning and Time Token learning model can increase the activity and accounting learning result in Accounting grade 10th in SMK Negeri 1 Stabat at academic year 2012/2013.

Key Word :Learning Activity, Accounting Learning Result,the Collaboration of Problem Based Learning and Time Token learning model.

ABSTRAK

Nurmalita. Nim. 709141161. Penerapan Kolaboraasi Probem Based Learning dan Time Token Untuk Meningkatkan Aktivitas dan Hasil Belajar Akuntansi di Kelas X Akuntansi SMK Negeri 1 Stabat T.P 2012/2013. Skripsi. Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Akuntansi, Fakultas Ekonomi Unimed. 2013

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 Probelem Based Learning dan Time Token di SMK Negeri 1 Stabat T.P 2012/2013.

Jenis penelitian yang digunakan adalah penelitian tindakan kelas (PTK). Subjek dalam penelitian ini adalah kelas X Akuntansi dengan jumlah siswa 37 orang. Objek penelitiannya adalah Kolaborasi Model Pembelajaran Problem Based Learning dan Time Token. Instrument yang digunakan adalah test hasil belajar berupa 28 soal pilihan ganda yang telah diuji validitas dan reliabilitasnya, dan lembar observasi untuk pengamatan aktivitas belajar siswa dan guru.

Dari hasil penelitian diperoleh data nilai rata-rata hasil belajar siswa pada pretes dengan rata-rata 48,02 sedangkan pada posttest I dengan menggunakan Kolaborasi Model Pembelajaran Problem Based Learning dan Time Token mengalami peningkatan 20,87 point dengan rata-rata nilai posttest I 68,89, sedangkan nilai rata-rata di siklus II meningkat 13,56 dengan rata-rata nilai posttest II 82,45. Dan berdasarkan data hasil aktivitas belajar siswa mengalami peningkatan dari siklus I ke siklus II. Dimana pada siklus I 0 orang(0%) dalam kategori sangat bagus meningkat 15 orang menjadi 15 orang(40%), 8 orang (22%) dalam kategori baik meningkat 10 orang menjadi 18 orang(49%).

Untuk menguji signifikansi aktivitas dan hasil belajar siswa pada siklus I dan siklus II, digunakan rumus uji-t dan diperoleh t_{hitung} sebesar 3,75. Perhitungan t_{tabel} diperoleh hasil sebesar 1,99 dengan membandingkan t_{hitung} dan t_{tabel} diperoleh $t_{hitung} > t_{tabel}$ yaitu 3,75>1,99. Sehingga hasil belajar akuntansi pada post test I di siklus I dan post test II di siklus 2 adalah signifikan positif. Perhitungan t_{hitung} pada aktivitas belajar adalah 9,53 dengan membandingkan t_{hitung} dan t_{tabel} diperoleh $t_{hitung} > t_{tabel}$ yaitu 9,53>1,99. Sehingga aktivitas belajar pada siklus 1 dan siklus 2 adalahsignifikan positif.

Dengan demikian dapat disimpulkan bahwa dengan menerapkan kolaborasi model pembelajaran problem based learning dan time token dapat meningkatkan aktivitas dan hasil belajar akuntansi di kelas X Akuntansi SMK Negeri 1 Stabat T.P 2012/2013.

Kata Kunci : **Aktivitas Belajar, Hasil Belajar Akuntansi, Kolaborasi ModelPembelajaran Problem Based Learning dan Time Token.**