

ABSTRAK

Pebriyani Siregar. NIM 709141167. Penerapan Model Pembelajaran *Student facilitator and explaining* dan Strategi Pembelajaran *Question student have* untuk Meningkatkan Aktivitas dan Hasil Belajar Akuntansi Siswa Kelas XII IPS-1 SMA YPK Medan Tahun Pembelajaran 2013/2014. Skripsi. Jurusan Pendidikan Ekonomi. Program Studi Pendidikan Akuntansi. Fakultas Ekonomi Universitas Negeri Medan. 2013.

Permasalahan pada penelitian ini adalah rendahnya aktivitas dan hasil belajar akuntansi. Penelitian ini bertujuan untuk mengetahui peningkatan aktivitas dan hasil belajar akuntansi siswa kelas XII IPS-1 SMA YPK Medan Tahun pembelajaran 2013/2014 dengan menggunakan Model Pembelajaran *Student facilitator and explaining* dan Strategi Pembelajaran *Question student have*.

Penelitian ini dilaksanakan di SMA YPK Medan. Subjek dalam penelitian ini siswa kelas XII IPS-1 dengan siswa 30 orang. objek penelitian adalah penerapan Model Pembelajaran *Student facilitator and explaining* dan Strategi Pembelajaran *Question student have* untuk meningkatkan aktivitas dan hasil belajar Akuntansi siswa. Penelitian ini merupakan penelitian tindakan kelas (PTK) yang terdiri dari dua siklus. Teknik yang digunakan untuk mengumpulkan data menggunakan tes dan lembar observasi aktivitas. Teknik analisis data terdiri dari data kuantitatif dan data kualitatif.

Berdasarkan hasil penelitian yang diperoleh dari 30 orang siswa, pada siklus I hasil aktivitas belajar siswa sebanyak 17 siswa (56,67%) kategori aktif dan sangat aktif dan siklus II aktivitas belajar siswa sebanyak 22 siswa (73,33%) dengan kategori aktif dan sangat aktif. Terjadi Peningkatan aktivitas sebesar 16,66% telah memenuhi kriteria ketuntasan aktivitas ≥ 23 atau 71,88%. Pada hasil tes belajar siswa Pre tes diperoleh data siswa yang tuntas 9 siswa (30%) dengan nilai rata-rata 58,3, pada siklus I 19 orang siswa (63,33%) tuntas dengan nilai rata-rata 67,17 dan siklus II 26 orang siswa (86,67%) tuntas dengan nilai rata-rata 80,17. Peningkatan hasil belajar dari siklus I ke siklus II sebesar 23,34% telah memenuhi Kriteria Ketuntasan Minimum Sekolah 70%. Terdapat perbedaan yang signifikan hasil belajar akuntansi antar siklus menggunakan uji T diperoleh $t_{hitung} > t_{tabel}$ yaitu $9,84 > 2,04$. Menunjukkan terdapat peningkatan yang signifikan hasil belajar akuntansi siswa antar siklus.

Berdasarkan analisis di atas dapat disimpulkan bahwa model pembelajaran *Student facilitator and explaining* dan Strategi Pembelajaran *Question student have* pada kompetensi dasar menyelesaikan siklus akuntansi perusahaan dagang. dapat meningkatkan aktivitas dan hasil belajar Akuntansi siswa kelas XII IPS-1 YPK Medan tahun pembelajaran 2013/2014.

Kata Kunci: Model Pembelajaran *Student facilitator and explaining*, Strategi Pembelajaran *Question student have*, Aktivitas Belajar, Hasil Belajar Akuntansi.

ABSTRACT

Pebriyani Siregar. NIM 709141167. Application of Student facilitator and explaining Model And Question student have Learning Strategy to Increase Activity and Result Learning of Accounting in Class XII IPS-1 SMA YPK Medan 2013/2014 Academic Year. Thesis. Economic Education Department. Accounting Education Study Program. Economic Faculty, State University of Medan. 2013.

The problem in this research is "the low activity and learning outcomes of the accounting. The purpose of this research was to know the increase of activity and student learning result in class XII IPS-1 SMA YPK Medan in academic year 2013/2014 by using Student facilitator and explaining model And Question student have learning strategy.

This research was conducted in SMA YPK Medan. The subject in this research is the students of XII IPS-1 amount to 30 students. The object of this result is application of Student facilitator and explaining model And Question student have learning strategy to increase activity and result learning of accounting. This research is Classroom Action Research (CAR-PTK). Technique used to collect data in this study using the test and observation student learning activity sheets. Techniques of data analysis consisted of quantitative and qualitative data.

The result of research implemented on obtained from 30 student, In cycle I obtained activity learning student is 17 student (56,67%) with category active and excellent criteria And In cycle II obtained activity learning student is 22 student (73,33%) category active and excellent criteria. Have increase of activity learning is 16,66% completed with criteria of activity learning 23 or 71,88%. On the result of learning pre test the completed of student is 9 student (30%) with average value 58,33. on cycle I learning result increase obtained 19 student (63,33%) completed of student with average value is 67,17. on cycle II learning result increase obtained 26 student(86,67%) completed of student with average value is 80,17. Having increase of learning result is 23,34% and agree with completed the indicator studying completeness 70%. Obtained a significant difference between the learning outcomes of accounting students on cycle t test and $t_{count} = 9,84 > t_{table} = 2,04$ indicates there is a significant increase student learning outcomes accounting by cycle.

Based on the above analysis concluded that the Student facilitator and explaining model And Question student have learning strategy on the basis of competence completed accounting cycle trading company can increase students activity and learning result of accounting in the class XII IPS-1 SMA YPK Medan Academic Year 2013/2014

Keywords: Student facilitator and explaining Model, Question student have Learning Strategy, Activity Learning , Learning Result of Accounting.