

## ABSTRAK

**Lia Sabrina Sitohang, NIM : 7103142043. Penerapan Model Pembelajaran *Peer Tutoring* dengan Strategi *Everyone Is A Teacher Here* untuk Meningkatkan Aktivitas dan Hasil Belajar Akuntansi Siswa Kelas XI IS-2 SMA Swasta Bintang Timur Satu Balige T.P. 2013/2014. Skripsi, Jurusan Pendidikan Ekonomi Program Studi Pendidikan Akuntansi, Fakultas Ekonomi Universitas Negeri Medan 2013.**

Permasalahan dalam penelitian ini adalah “ Rendahnya aktivitas dan hasil belajar akuntansi siswa kelas XI IS-2 SMA Swasta Bintang Timur Satu balige”. Penelitian ini bertujuan untuk mengetahui peningkatan aktivitas dan hasil belajar akuntansi siswa dengan menerapkan model pembelajaran *Peer Tutoring* dengan strategi *Everyone Is A Teacher Here* di kelas XI IS-2 SMA Swasta Bintang Timur Satu Balige Tahun Pembelajaran 2013/2014.

Penelitian ini dilaksanakan di SMA Swasta Bintang Timur Satu Balige yang terletak di Jl. Bintang Timur Satu Balige tahun pembelajaran 2013/2014. Subjek dalam penelitian ini adalah siswa kelas XI IS-2 yang berjumlah 28 orang. Penelitian dilakukan berdasarkan pendekatan Penelitian Tindakan Kelas (PTK). Teknik yang digunakan untuk mengumpulkan data dalam penelitian ini adalah tes dan observasi. Observasi aktivitas belajar siswa dilakukan secara langsung pada saat proses belajar mengajar dengan menerapkan model pembelajaran *Peer Tutoring* dengan strategi *Everyone Is A Teacher Here*.

Berdasarkan hasil analisis data, terjadi peningkatan jumlah siswa yang masuk kategori aktif dan sangat aktif, dimana siklus I hanya rata-rata 60,71% menjadi 92,86% pada siklus II. Dari hasil analisis tersebut, peningkatan aktivitas sebesar 32,15%, peningkatan ini sudah memenuhi indikator ketuntasan aktivitas secara klasikal yaitu sebesar 70,83%. Sedangkan hasil tes yang dilaksanakan, terdapat peningkatan hasil belajar siswa yaitu dari 28 siswa hanya 20 siswa (71,43%) yang tuntas belajar pada siklus I dengan nilai rata-rata 81,7 menjadi 26 siswa (92,86%) pada siklus II dengan nilai rata-rata 95,38. Penelitian berhenti di siklus II karena telah mencapai indikator yang sudah ditetapkan sebesar 90%. Untuk pengujian signifikansi hasil belajar siswa dilakukan dengan menggunakan uji statistik atau uji t dengan  $dk = 28 - 1 = 27$  pada  $\alpha = 0,05$ . Dari hasil perhitungan diperoleh  $t_{hitung} = 6,18$  dan  $t_{tabel} = 2,05$ . Sehingga  $t_{hitung} > t_{tabel}$  ( $6,18 > 2,05$ ). Dengan kata lain peningkatan hasil belajar siswa signifikan.

Jadi, dengan menerapkan model pembelajaran *Peer Tutoring* dengan strategi *Everyone Is A Teacher Here* di kelas XI IS-2 SMA Swasta Bintang Timur Satu Balige dapat meningkatkan aktivitas dan hasil belajar siswa dalam kompetensi dasar pengikhtisaran transaksi perusahaan jasa.

**Kata kunci : Aktivitas Belajar, Hasil Belajar Akuntansi, Penerapan Model Pembelajaran *Peer Tutoring*, Strategi *Everyone Is A Teacher Here*.**

## ABSTRACT

**Lia Sabrina Sitohang, Reg. 7103142043. Implementation of Peer Tutoring Model with Everyone is a Teacher Here Strategy to Increase Activities And Accounting Learning Result of Student In Class XI IS-2 SMA Swasta Bintang Timur Satu Balige Academic Year of 2013/2014. Thesis, Majoring Economy Education, Program of Study Accounting Education, Economy Faculty State University of Medan 2014.**

This problem in this research is “The low activity and student learning result in accounting subjects”. The purpose of this research was to known increase of activities and student accounting learning result by Implementation of Peer Tutoring Model and Everyone is a Teacher Here Strategy in Class XI IS-2 SMA Swasta Bintang Timur Satu Balige Academic Year of 2013/2014

The research was conducted in SMA Bintang Timur Satu Balige, located at Jl. Pastor Sybrandus Van Rossum Balige academic year of 2013/2014. The subjects were students of class XI IS-2 , amounting to 28 people. The study was conducted based on Classroom Action Research (CAR) approached. Techniques used to collect the data in this research use of test and observation. Observation of student learning activities carried out directly on learning process by implementation of Peer Tutoring Model with Everyone is a Teacher Here Strategy.

Based on the analysis of that the improvement was conducted on the student's activities at the first cycle was only Of 60,71 % became 92,86% at the second cycle. From this analysis, the improvement was conducted on the student's learning activities 32,15%, this improvement has reached the indicator about 70,83. Meanwhile, from the result of the test show there was increasing of the student's result learning from 28 students, 20 student (71,43%) were completed on studying at first cycle with average value 81,7 became 26 students (92,86%) at second cycle with average value 95,38, which means it has exceeded the indicators of success so that research stopped in the second cycle, because has reached the indicator about 90%. For test significant of students the learning result were done by use T-Test with  $dk=28-1=27$  at  $\alpha = 0,05$ . From the result, we got  $t_{hitung} = 6,18$  and  $t_{tabel} = 2,05$ . So that,  $T\text{-account} > T\text{-table}$  ( $6,18 > 2,05$ ). In other word, the increase of student learning result is significant.

It can be concluded that the application of Peer Tutoring model with Everyone Is A Teacher Here strategy in class XI IS-2 SMA Bintang Timur Satu Balige proves of activities and Student accounting learning result with standard of competence to understand summary transaction of service company .

**Keywords : Learning Activities, Learning Result, Peer Tutoring Model, Everyone is a Teacher Here Strategy.**