

## ABSTRAK

**Hiskia Girsang, NIM 7112142010, Pengaruh Model Pembelajaran Problem Based Learning dan Contextual Teaching and Learning Terhadap Hasil Belajar Akuntansi Siswa Kelas X Ak SMK Swasta Teladan P.Siantar Tahun Pembelajaran 2014/2015". Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Medan 2015.**

Masalah dalam penelitian ini adalah rendahnya hasil belajar akuntansi siswa kelas X Ak SMK Swasta Teladan P.Siantar. Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar akuntansi yang diajarkan dengan model pembelajaran Problem Based Learning dengan hasil belajar akuntansi yang diajarkan dengan model Contextual Teaching and Learning siswa kelas X Ak SMK Swasta Teladan P.Siantar Tahun Pembelajaran 2014/2015.

Penelitian ini dilaksanakan di SMK Swasta Teladan P.Siantar Tahun Pembelajaran 2014/2015. Populasi dalam penelitian ini adalah seluruh jumlah siswa kelas X Ak SMK Swasta Teladan P.Siantar dengan jumlah 68 orang. Sebagai sampel penelitian adalah siswa kelas X Ak 1 sebagai kelas eksperimen I dan kelas X Ak 2 sebagai kelas Eksperimen II. Masing-masing terdiri dari 34 siswa. Instrumen yang digunakan untuk mengukur hasil belajar siswa berupa pilihan ganda sebanyak 20 soal. Teknik analisis data sebelum dilakukan pengujian hipotesis, terlebih dahulu dilakukan uji prasyarat data. Dalam hal ini dilakukan uji normalitas dan uji homogenitas data.

Hasil analisa data diperoleh nilai rata-rata pre test yang diajarkan dengan model Problem Based Learning = 56,62 dengan standar deviasi = 8,59 dan nilai rata-rata pre test yang diajarkan dengan model Contextual Teaching and Learning = 55,59 dengan standar deviasi = 9,98. Dan nilai rata-rata post test yang diajarkan dengan model Problem Based Learning = 79,26 dengan standar deviasi = 9,47 dan nilai rata-rata post test yang diajar dengan model Contextual Teaching and Learning = 79,26 dengan standar deviasi = 9,47. Hipotesis digunakan uji statistik uji "t" hasil perhitungan tersebut diperoleh  $t_{hitung} > t_{tabel}$  pada taraf  $\alpha = 0,05$  dengan dk=70,44 dengan standar deviasi = 9,32 dengan dk  $(n_1 + n_2 - 2) = 34 + 34 - 2 = 66$  yakni  $(3,92 > 1,669)$  dengan demikian  $H_0$  ditolak dan  $H_a$  diterima.

Hasil penelitian dapat disimpulkan bahwa hasil belajar akuntansi yang diajar dengan model Problem Based Learning lebih tinggi dibanding hasil belajar akuntansi yang diajar model Contextual Teaching and Learning siswa kelas X Ak SMK Swasta Teladan P.Siantar.

**Kata Kunci: Hasil Belajar Akuntansi, Model Pembelajaran Problem Based Learning dan Contextual Teaching and Learning.**

## ABSTRACT

**Hiskia Girsang, NIM: 7112142010. The Effect of Problem Based Learning and Contextual Teaching and Learning againts result of learning student accounting grade X Accounting SMK Swasta Teladan P.Siantar year 2014/2015, Thesis, Departmen of Economic Education. Study Program of Accounting Education. Faculty of Economic. State University of Medan 2015.**

The problem in this research is the low of accounting student result in grade X Accounting SMK Swasta Teladan P.Siantar. The aim of this research is to know the result accounting who teached with model Problem Based Learning more higher than the result accounting who teached with model Contextual Teaching and Learning of students grade X Accounting SMK Swasta Teladan P.Siantar.

This research was conducted at SMK Swasta Teladan P.Siantar year 2014/2015. The population in this research is all students of grade X Accounting SMK Swasta Teladan P.Siantar, amounting 68 people and the sample which used is class X accounting one as experiment class and class X accounting two as control class. Each class consist of 34 people. The instrument in this research is result test in from of multiple choice test of 20 questions. Data analysis technique used is the product moment correlation and to determine the value of significance, used t test (t-test).

From the data analysis, it can be found that the average re test and post tes score o student who ere taught by Problem Based Learning model approach is 56,62 and 79,26 and the standard devitions is 8,59 and 9,47 while the verage pre test and post test score of student who were taught by Contextual Teaching and Learning model approach is 55,59 and 70,44 and the standard devitions is 9,98 and 9,32. The hypothesis test was done is “t” test, the result has gotten  $t_{count} > t_{tabel}$  wih standard  $\alpha = 0,05$  with  $dk = (n_1 + n_2 - 2) = 34+34-2 = 66$  is  $(3,92 > 1,669)$  such as  $H_0$  pushed dan  $H_a$  accepted.

There by in ferential, according to the research that the result accounting who teached with Problem Based Learning more higher than the result accounting who teached with model Contextual Teaching and Learning of students grade X Accounting SMK Swasta Teladan P.Siantar

**Keyboard: Accounting Learning Result, Problem Based Learning and Contextual Teaching and Learning**

