

ABSTRAK

KHAIRUNNISA. NIM. 7141141034. Perbedaan Model Pembelajaran Student team Achievement Division (STAD) dan Student Facilitator and Explaining (SFAE) terhadap Hasil belajar siswa pada mata pelajaran Korespondensi kelas X AP SMK Swasta di Medan T.P 2018/2019. Skripsi. Jurusan Ekonomi. Program Studi Pendidikan Ekonomi. Keahlian Pendidikan Administrasi Perkantoran. Fakultas Ekonomi. Universitas Negeri Medan. 2018.

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar siswa di Kelas X AP SMK Swasta Taman Siswa dan di SMK Swasta Jambi Medan pada mata pelajaran korespondensi dengan menggunakan model pembelajaran *Student Teams Achievement Division (STAD)* dan Model *Student Facilitator and Explaining (SFAE)*. Penelitian ini merupakan penelitian komparasi untuk menemukan suatu perbedaan antara penggunaan model pembelajaran STAD dan SFAE. Hasil belajar yang menggunakan model pembelajaran STAD dan hasil belajar yang menggunakan model pembelajaran SFAE.

Sampel dalam penelitian ini adalah siswa kelas X AP 1 dan X AP 2 dari SMKS Jambi berjumlah masing-masing 32 dan siswa Kelas X AP 1 dan X AP 2 di SMKS Taman Siswa yang berjumlah masing-masing 33 orang siswa. Objeknya adalah hasil belajar yang menggunakan test pilihan berganda dengan lima opsi.

Data kemudian diolah dengan software statistik *SPSS ver 24* meliputi uji normalitas, uji homogenitas dan uji hipotesis menggunakan Uji t-tes. Pada analisis pengujian t-tes hasil belajar siswa di Sekolah pertama SMK Swasta Jambi diperoleh nilai Sig. 0,031 artinya ($0,031 < 0,05$) dan $t_{hitung} > t_{tabel}$ ($2,258 > 1,694$). Artinya H_0 ditolak dan H_a diterima. Dimana H_a berbunyi ada perbedaan hasil belajar siswa pada mata pelajaran korespondensi menggunakan model pembelajaran STAD dan model pembelajaran SFAE di SMK Swasta Jambi Medan.

Kemudian pada hasil analisis pengujian t-tes hasil belajar siswa di Sekolah kedua di SMK Swasta Taman siswa diperoleh nilai Sig. 0,035 artinya ($0,035 < 0,05$) dan $t_{hitung} > t_{tabel}$ ($2,196 > 1,964$). Artinya H_0 ditolak dan H_a diterima. Dimana H_a berbunyi ada perbedaan hasil belajar siswa pada mata pelajaran korespondensi, antara penerapan model pembelajaran STAD dan dengan model pembelajaran SFAE di SMK Swasta Taman Siswa Medan.

Berdasarkan hasil analisis data tersebut, diambil kesimpulan bahwa terdapat perbedaan hasil belajar siswa pada mata pelajaran korespondensi yang menggunakan model pembelajaran *Student Teams Achievement Division (STAD)* dan *Student Facilitator and Explaining (SFAE)* di Kelas X AP SMK Swasta di Medan.

Kata Kunci : Perbandingan, Hasil Belajar, Model pembelajaram *Student Teams Achievement Division (STAD)* , Model pembelajaran *Student Facilitator and Explaining (SFAE)*.

ABSTRACT

KHAIRUNNISA. NIM 7141141034. Difference between Student Team Achievement Division (STAD) and Student Facilitator and Explaining (SFAE) Learning Models on Student Learning Outcomes in Correspondence Class X AP SMK SWASTA in Medan T.P 2018/2019. Thesis. Majoring of Economics. Economic Education Study Program. Office Administration Education Expertise. Faculty of Economi. State University of Medan. 2018.

This study aims to determine differences in student learning outcomes in Class X AP SMKS Taman Siswa and in SMKS Jambi Medan in correspondence subjects using Student Teams Achievement Division (STAD) learning models and Student Facilitator and Explaining (SFAE) models. This research is a comparative study to find a difference between the use of STAD and SFAE learning models. Learning outcomes using the STAD learning model and learning outcomes that use the SFAE learning model.

The sample in this study were students of class X AP 1 and X AP 2 from SMKS Jambi amounting to 32 each and students of Class X AP 1 and X AP 2 in SMKS Taman Siswa which amounted to 33 students respectively. The object is learning outcomes that use multiple choice tests with five options.

The data is then processed with SPSS ver 24 statistical software including normality test, homogeneity test and hypothesis testing using the t-test. In the analysis of t-test testing student learning outcomes at SMKS Jambi first school obtained Sig. 0.031 means ($0.031 < 0.05$) and $t_{\text{count}} > t_{\text{table}}$ ($2.258 > 1.694$). This means that H_0 is rejected and H_a is accepted. Where H_a reads there are differences in student learning outcomes in correspondence subjects using the STAD learning model and the SFAE learning model in SMKS Jambi Medan.

Then the results of the t-test analysis of student learning outcomes in the second School in SMKS Taman Siswa obtained the Sig. 0,035 means ($0,035 < 0,05$) and $t_{\text{count}} > t_{\text{table}}$ ($2,196 > 1,964$). This means that H_0 is rejected and H_a is accepted. Where H_a reads there are differences in student learning outcomes in correspondence subjects, between the application of the STAD learning model and the SFAE learning model in SMKS Taman Siswa Medan.

Based on the results of the data analysis, it was concluded that there were differences in student learning outcomes in correspondence subjects using Student Teams Achievement Division (STAD) and Student Facilitator learning models and Explaining (SFAE) in Class X AP SMK SWASTA in Medan.

Keywords: Comparison, Learning Outcomes, *Student Teams Achievement Division* (STAD) learning model, *Student Facilitator and Explaining* (SFAE) learning model.