

## ABSTRAK

**Leli Juwanti, NIM 7142141017. Pengaruh Model Pembelajaran Teams Assisted Individualization dan Student Teams Achievement Division (STAD) Terhadap Hasil Belajar Kearsipan Siswa Kelas X AP SMK Negeri 6 Medan T.A 2018/2019. Skripsi. Jurusan Ekonomi, Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan. Tahun 2018.**

Penelitian ini membahas tentang Pengaruh Model Pembelajaran *Teams Assisted Individualization* dan *Student Teams Achievement Division* Terhadap Hasil Belajar Kearsipan Siswa Kelas X AP SMK Negeri 6 Medan T.A 2018/2019. Skripsi. Jurusan Ekonomi, Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan Tahun 2018 serta membuktikan apakah hasil belajar dengan menggunakan TAI lebih tinggi dan signifikan dibandingkan dengan hasil belajar yang menggunakan STAD.

Penelitian ini dilakukan di SMK Negeri 6 Medan yang beralamat di Jalan Jambi No. 23D Pandau Hilir Medan. Jenis penelitian ini adalah penelitian eksperimen dengan pendekatan kuantitatif. Populasi pada penelitian ini adalah seluruh siswa kelas X AP yang terdiri 3 kelas. Sampel penelitian ini adalah siswa kelas X AP1 (eksperimen 1) dan siswa kelas X AP 3 (eksperimen 2) dengan jumlah sampel 72 siswa. Instrumen penelitian terdiri dari 20 butir soal kearsipan pilihan berganda.

Teknik analisis data instrumen soal digunakan untuk uji normalitas *kolmogorov smirnov* dan uji homogenitas menggunakan uji F (*Leneve*) sedangkan uji hipotesis menggunakan uji independen T-test. Hasil analisis data instrumen soal diperoleh nilai rata-rata *pre test* siswa kelas eksperimen 1 dan 2 berturut 30.92 dengan SD 10.58 dan 30.42 dengan SD 10.23. Sedangkan nilai *post test* setelah diterapkan model pembelajaran TAI, nilai rata-ratanya adalah 84.17 dengan SD 8.82 dan STAD 70.83 dengan SD 12.79. Dari hasil analisis data yang diperoleh bahwa data berdistribusi normal yaitu kelas eksperimen 1 (*posttest*) ( $t_{hitung} = 0,072 > t_{tabel} = 0,05$ ) dan kelas kontrol (*posttest*) ( $t_{hitung} = 0,072 > t_{tabel} = 0,05$ ). Data kedua kelas juga bersifat homogen ( $F_{hitung} = 0,345 > F_{tabel} = 0,05$ ). Uji hipotesis menyatakan bahwa  $t_{hitung} 0,000 < t_{tabel} 0,05$  yang menandakan bahwa terdapat perbedaan yang signifikan antara kedua model dengan kata lain  $H_a$  diterima.

Dengan demikian, dapat disimpulkan bahwa hasil belajar kearsipan siswa yang diajarkan dengan model pembelajaran TAI lebih tinggi signifikan dibandingkan dengan model pembelajaran STAD pada kelas X AP SMK Negeri 6 Medan T.A 2018/2019.

**Kata Kunci : Model Pembelajaran *Teams Assisted Individualization*, *Student Teams Achievement Divison* dan Hasil Belajar.**

## ABSTRACT

**Leli Juwanti, NIM 7142141017. Effect of Teams Assisted Individualization Learning Model and Student Teams Achievement Division (STAD) on Archival Learning Outcomes of Class X Office Administration Students of SMK Negeri 6 Medan 2018/2019 Academic Year. Essay. Department of Economics, Office Administration Education Program, Faculty of Economics, Medan State University. 2018.**

This study discusses the Effect of Teams Assisted Individualization Learning Model and Student Teams Achievement Division on Archival Learning Outcomes of Class X Office Administration Students of SMK Negeri 6 Medan T.A 2018/2019. Essay. Department of Economics, Office Administration Education Program, Faculty of Economics, Medan State University in 2018 and prove whether learning outcomes using TAI are higher and significant compared to learning outcomes using STAD.

This research was conducted at SMK Negeri 6 Medan, having his address at Jalan Jambi No. 23D Pandau Hilir Medan. This type of research is experimental research with a quantitative approach. The population in this study was all students of class X Office Administration consisting of 3 classes. The sample of this study was students of class X Office Administration 1 (experiment 1) and students of class X Office Administration 3 (experiment 2) with a sample of 72 students. The research instrument consisted of 20 items about multiple choice filing.

The question instrument data analysis technique was used for the Kolmogorov Smirnov normality test and the homogeneity test used the F test (Leneve) while the hypothesis test used the independent T-test. The results of the analysis of the question instrument data obtained the average value of pre-test students in the experimental class 1 and 2 in succession 30.92 with SD 10.58 and 30.42 with SD 10.23. While the post test value after the TAI learning model was applied, the average value was 84.17 with SD 8.82 and STAD 70.83 with SD 12.79. From the results of the analysis of the data obtained that the data is normally distributed, namely the experimental class 1 (posttest) ( $t_{count} = 0.072 > t_{table} = 0.05$ ) and the control class (posttest) ( $t_{count} = 0.072 > t_{table} = 0.05$ ). The data of the two classes are also homogeneous ( $F_{count} = 0.345 > F_{table} = 0.05$ ). Hypothesis test states that  $t_{count} 0,000 < t_{table} 0,05$  which indicates that there are significant differences between the two models in other words  $H_a$  is accepted.

Thus, it can be concluded that the learning outcomes of student archives taught with the TAI learning model are significantly higher compared to the STAD learning model in class X Office Administration of SMK Negeri 6 Medan 2018/2019 Academic Year.

**Keywords: Teams Assisted Individualization Learning Model, Student Teams Achievement Divison and Learning Outcomes.**