

ABSTRAK

Soni Angga Liston Manganju Sigalingging, Nim : 7143142030, Penerapan Metode *Double Loop Problem Solving* Untuk Meningkatkan Kemampuan Berpikir Kritis Dan Hasil Belajar Akuntansi Siswa Kelas XI Akuntansi SMK Swasta Prayatna 1 Medan T.P 2018/2019. Skripsi. Jurusan Akuntansi, Program Studi Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Medan.2018.

Masalah penelitian ini adalah “Rendahnya kemampuan berpikir kritis dan hasil belajar akuntansi siswa kelas XI akuntansi SMK Swasta Prayatna 1 Medan”. Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan berpikir kritis dan hasil belajar akuntansi siswa kelas XI akuntansi SMK Swasta Prayatna I Medan melalui penerapan Metode *Double Loop Problem Solving*.

Penelitian ini dilaksanakan di SMK Swasta Prayatna 1 Medan Tahun Pembelajaran 2018/2019 dengan subjek siswa kelas XI Akuntansi 1 yang berjumlah 35 orang. Penelitian ini berbentuk Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, dimana tiap siklus terdiri dari empat tahapan, yaitu perencanaan, pelaksanaan, pengamatan dan refleksi. Dalam pengumpulan data teknik yang digunakan untuk mengukur kemampuan berpikir kritis adalah lembar observasi kemampuan berpikir kritis siswa dan tes hasil belajar siswa. Sedangkan untuk analisa data dilakukan dalam beberapa tahap yaitu kuantitatif dan kualitatif.

Berdasarkan hasil analisis data diperoleh hasil kemampuan berpikir kritis siswa pada siklus I yaitu 60,84% masuk kategori Cukup Kritis dan mengalami peningkatan pada siklus II yaitu 77,31% masuk kategori Kritis.

Sedangkan hasil belajar siswa yang dilaksanakan terdapat peningkatan hasil belajar siswa yaitu pada siklus I terdapat 19 siswa(54,28%) yang tuntas menjadi 31 siswa (88,57%) pada siklus II. Sebagai indikator ketuntasan klasikal ditetapkan 85% siswa memperoleh nilai ≥ 75 . Peningkatan Hasil belajar pada post test I dan II adalah signifikan dan positif hal ini dibuktikan dengan perhitungan $t_{hitung} (9,53) > t_{tabel} (2,03)$. Karena Kemampuan berpikir Kritis dan Hasil Belajar Siswa pada siklus II Sudah meningkat dan mencapai indikator keberhasilan, tidak perlu dilanjutkan ke Siklus selanjutnya

Dari perolehan hasil belajar siswa dan lembar observasi kemampuan berpikir kritis dapat disimpulkan bahwa Penerapan Metode *Double Loop Problem Solving* Untuk Meningkatkan Kemampuan Berpikir Kritis Dan Hasil Belajar Akuntansi Siswa Kelas XI Akuntansi SMK Swasta Prayatna 1 Medan T.P 2018/2019 membuktikan dapat meningkatkan kemampuan berpikir kritis dan hasil belajar akuntansi siswa.

Kata Kunci : Kemampuan Berpikir Kritis, Hasil Belajar, Metode *Double Loop Problem Solving*

ABSTRACT

Soni Angga Liston Manganju Sigalingging, Nim: 7143142030, Application of Double Loop Problem Solving Method to improve Critical Thinking and Accounting Learning Result of Class XI Accounting for Prayatna 1 Private Vocational High School Medan Learning Year 2018/2019. Essay. Accounting Department, Accounting Education Study Program, Faculty of Economics, Medan State University.2018.

This is what is called "Low critical thinking skills and learning result. Class XI Accounting Student 1 Medan Prayatna Private Vocational High School". This study aims to determine the improvement of positive thinking skills and learning outcomes of students of Class XI Accounting Prayatna 1 Medan Vocational High School through the application of the Double Loop Problem Solving Method.

This research was conducted at Prayatna 1 Medan Private Vocational School in 2018/2019 Learning Year with the subject of Accounting 1 class XI students who opposed 35 people. This study uses Classroom Action Research (CAR) which is carried out in two cycles, where each cycle consists of four stages, namely planning, implementation, observation and reflection. Data techniques used to measure learning ability are student learning abilities and student learning outcomes. Whereas for data analysis carried out in several stages namely quantitative and qualitative.

Based on the results of data analysis obtained negative results on students I, namely 60.84% categorized as Critical and the average in cycle II is 77.31% in the Critical category.

Whereas student learning outcomes were implemented, it turns out that student learning outcomes in cycle I had 19 students (54.28%) which were completed to 31 students (88.57%) in cycle II. As a classical completeness indicator, 85% of students were higher ≥ 75 . Improvement in learning of result in Post test I and II is significant and positive, this is evidenced by the calculation of $t_{hitung} (9,53) > t_{tabel} (2,03)$. Because the critical thinking skills and student learning result in cycle II have increased and reached indicators of success, no need to go to the next cycle

From student learning outcomes and measuring thinking ability, it can be concluded that the application of the Double Loop Problem Solving Method to improve the ability of Critical Thinking and Accounting Learning Result of Students of Class XI Accounting of Prayatna 1 Private Vocational High School Medan TP 2018/2019 proves that it can improve critical thinking skills and student learning outcomes.

Keywords: Critical Thinking difficulties, Learning Result, Double Loop Problem Solving Method