ABSTRAK

Elisabeth Sembiring, NIM: 7143142012. Pengaruh Model Pembelajaran *Attention, Relevance, Confidence, Satisfaction* **(ARCS) Terhadap Hasil Belajar Akuntansi Siswa Kelas XII AK SMK PAB 2 Helvetia Tahun Pembelajaran 2018/2019. Skripsi, Jurusan Akuntansi, Program Studi Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Medan 2018.**

Permasalahan dalam penelitian ini adalah rendahnya hasil belajar akuntansi siswa kelas XII AK SMK PAB 2 Helvetia. Penelitian ini bertujuan untuk mengetahui hasil belajar akuntansi yang diajar dengan model pembelajaran *Attention, Relevance, Confidence, Satisfaction* (ARCS) lebih tinggi dibanding hasil belajar akuntansi yang diajar dengan metode konvensional di kelas XII AK SMK PAB 2 Helvetia Tahun Pembelajaran 2018/2019.

Penelitian ini dilaksanakan di SMK PAB 2 Helvetia yang terletak di Jl. Veteran Pasar IV Helvetia pada semester ganjil Tahun Pembelajaran 2018/2019. Populasi dalam penelitian ini adalah seluruh siswa kelas XII AK SMK PAB 2 Helvetia. Sampel yang digunakan dalam penelitian ini diambil secara acak (*Simple Random Sampling*), berdasarkan teknik undian dari kelas XII AK 1 sebagai kelas eksperimen dan XII AK 2 sebagai kelas kontrol. Kemudian berdasarkan rumus Slovin diperoleh jumlah sampel sebanyak 48 siswa. Teknik analisis data dilakukan berdasarkan uji perbedaan dua rata – rata.

Berdasarkan hasil analisis diperoleh bahwa rata – rata pre-test dan post-test kelas eksperimen adalah 56,46 dan 83,96. Sedangkan nilai rata – rata pre-test dan post-test kelas kontrol adalah 59,38 dan 73,33. Dari pengujian hipotesis menunjukkan bahwa $t_{hitung} = 4,72 > t_{tabel} = 1.677$ dengan kata lain H_a diterima dan H_0 ditolak.

Dengan demikian dapat disimpulkan bahwa hasil belajar akuntansi, pada materi pembelajaran penyusutan aset tetap, yang diajar dengan model pembelajaran *Attention, Relevance, Confidence, Satisfaction* (ARCS) lebih tinggi dibanding hasil belajar akuntansi yang diajar dengan metode konvensional di kelas XII AK SMK PAB 2 Helvetia Tahun Pembelajaran 2018/2019.

Kata Kunci : Model *Attention, Relevance, Confidence, Satisfaction* **(ARCS), Metode Pembelajaran Konvensional dan Hasil Belajar**

ABSTRACT

Elisabeth Sembiring, NIM: 7143142012, The Effect *Attention, Relevance, Confidence, Satisfaction* **(ARCS) Model on Student Accounting Result of XII grade accounting student of Senior High School Private PAB 2 Helvetia 2018/2019 Academic Year. Thesis, Department of Accounting, Education Studies Program, Faculty of Economics, State Yniversiti of Medan 2018.**

The problems in this research is the low learning outcomes of students of XII grade accounting student of Senior High School Private PAB 2 Helvetia. This study aims to determine the results of accounting learning taught by *Attention, Relevance, Confidence, Satisfaction* (ARCS) model is higher than the results of accounting learning taught by conventional learning method in students of XII grade accounting student of Senior High School Private PAB 2 Helvetia 2018/2019 Academic Year.

The research was conducted at Senior High School Private PAB 2 Helvetia which is located at Street Veteran Pasar IV Helvetia in even semester of 2018/2019 Academic Year. The population in this research is all students of XII grade accounting student of Senior High School Private PAB 2 Helvetia**.** The sample used in this study was taken randomly (Simple Random Sampling) based on the draw of the XII grade accounting student 1 as experiment class and the XII grade accounting student 2 as control class. Then based on the Slovin formula obtained the number of samples much as 48 students. Data analysis technique is carried out based on the criterion of two test mean value.

Based on the result of the analysis shows that the mean of pre-test and post-test of experiment class is 56,46 and 83,96. While the mean value of pre-test and post-test of control class were 59,38 and 73,33. From hypothesis testing showed that $t_{count} = 4,72 > t_{table} = 1.677$ in other words H_a accepted and H_0 rejected.

The result of the study can be concluded that the result of accounting learning, on the learning material depreciotion fixed asse, taught by using *Attention, Relevance, Confidence, Satisfaction* (ARCS) model is sighnificanly higher than be result of accounting learning taught by Conventional learning method on the student of XII grade accounting student of Senior High School Private PAB 2 Helvetia 2018/2019 Academic Year t.

Keywords : *Attention, Relevance, Confidence, Satisfaction* **(ARCS) Model, Conventional Learning Method and Learning Results**