

ABSTRAK

**IMPLEMENTASI MODEL PEMBELAJARAN KOOPERATIF
PADA MATERI AKUNTANSI UNTUK MENINGKATKAN
KEAKTIFAN DAN PEMAHAMAN SISWA XI SMA**

Penelitian Tindakan Kelas pada Siswa Kelas XI IPS SMA Santo Mikael Sleman

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Tujuan dari penelitian ini adalah untuk mengetahui peningkatan keaktifan dan pemahaman siswa kelas XI IPS SMA Santo Mikael Sleman pada materi akuntansi melalui penerapan model pembelajaran kooperatif tipe *Teams-Games-Tournament* (TGT). Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian dilaksanakan pada bulan September-November 2013 di SMA Santo Mikael Warak, Sumberdadi, Sleman.

Teknik pengumpulan data adalah observasi, wawancara, kuesioner, tes, dan dokumentasi. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus yang dalam tiap siklus meliputi empat tahap kegiatan, yaitu perencanaan, tindakan, observasi, evaluasi dan refleksi. Teknik analisis data adalah analisis deskriptif dan analisis komparatif.

Hasil penelitian menunjukkan bahwa penerapan model pembelajaran kooperatif tipe *Teams-Games-Tournament* (TGT) dapat meningkatkan: (1) keaktifan belajar siswa terhadap materi akuntansi (rerata awal = 57,2, siklus I = 64,9, dan Siklus II = 67,0); (2) pemahaman siswa terhadap materi akuntansi (rerata awal = 70,2, siklus I = 75,1, dan siklus II = 81,8).

ABSTRACT

**THE IMPLEMENTATION OF COOPERATIVE LEARNING MODEL
ON ACCOUNTING LESSON TO INCREASE THE ACTIVITY AND
UNDERSTANDING ON THE ELEVENTH GRADE STUDENTS OF
SENIOR HIGH SCHOOL**

A Classroom Action Research on the Eleventh Grade Students of Social Sciences
Departements in Saint Michael Sleman Senior High School

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2014

The research aims to find out the progress of the activity and understanding on the eleventh grade students in Saint Mikael Sleman Senior High School in accounting lesson through the implementation of a model of learning cooperative type teams-games-tournament (TGT). This research is a classroom action research (CAR) .

The techniques of collecting data were observation, interview, questionnaire, test and documentation. This reseach was done in two cycles and each cycle consisted of four stages. They were planning, acting, obsertation, evaluation, and reflection. The data were analysed by using descriptive and comparative analysis.

The result shows that the implementation of a model of cooperative learning type teams-games-tournament (TGT) is able to increase: (1) the activity of student in accounting lesson (the average score before the implementation = 57,2, the first cycle = 64,9, and second cycle = 67,0); (2) students' understanding in accounting lesson (the average before implementation = 70,2, the first cycle = 75,1, and the second cycle= 81,8).