

ABSTRAK
EFEKTIFITAS PENGGUNAAN MEDIA PERMAINAN ULAR TANGGA
AKUNTANSI UNTUK MENINGKATKAN MOTIVASI BELAJAR DAN
PRESTASI BELAJAR SISWA PADA MATA PELAJARAN AKUNTANSI
Studi Eksperimen pada Siswa Kelas XI Akuntansi SMK YPKK 2 Sleman

Alvina Maria Valentin
Universitas Sanata Dharma
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Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan media permainan ular tangga dalam meningkatkan motivasi belajar dan prestasi belajar siswa. Pengujian dilakukan pada kelas eksperimen yang dibandingkan dengan kelas kontrol.

Penelitian ini dilakukan pada siswa kelas XI Akuntansi SMK YPKK 2 Sleman. Pengumpulan data dilakukan melalui kuesioner dan tes. Data yang diperoleh dianalisis dengan menggunakan analisis deskriptif dan analisis komparatif dengan uji t dan uji *Mann-Whitney Test*.

Hasil analisis deskriptif yang diperoleh: 1) motivasi belajar kelas kontrol mengalami penurunan rata-rata skor sebesar -0,5, 2) motivasi belajar kelas eksperimen mengalami kenaikan rata-rata skor 6,3, 3) prestasi belajar kelas kontrol mengalami penurunan rata-rata skor -6, 4) prestasi belajar kelas eksperimen mengalami peningkatan rata-rata skor 13,6.

Hasil analisis komparatif motivasi belajar yang diperoleh: 1) tidak ada perbedaan motivasi belajar awal sebelum perlakuan pada kelas eksperimen dan kelas kontrol (*Sig. 2-tailed* sebesar 0,534), 2) tidak ada perbedaan motivasi belajar sebelum dan sesudah perlakuan pada kelas kontrol (*Sig. 2-tailed* sebesar 0,501), 3) terdapat perbedaan yang signifikan motivasi belajar sebelum dan sesudah perlakuan kelas eksperimen (*Sig. 2-tailed* sebesar 0,000), 4) terdapat perbedaan yang signifikan motivasi belajar sesudah perlakuan pada kelas kontrol dan kelas eksperimen (*Sig. 2-tailed* sebesar 0,002), 5) terdapat perbedaan yang signifikan selisih motivasi belajar antara kelas kontrol dan kelas eksperimen (*Sig. 2-tailed* sebesar 0,000)

Hasil analisis komparatif prestasi belajar yang diperoleh: 1) tidak terdapat perbedaan prestasi belajar awal sebelum perlakuan pada kelas kontrol dan kelas eksperimen (*Sig. 2-tailed* sebesar 0,277), 2) terdapat perbedaan yang signifikan prestasi belajar sebelum dan sesudah perlakuan pada kelas kontrol (*Sig. 2-tailed* sebesar 0,005), 3) terdapat perbedaan yang signifikan prestasi belajar sebelum dan sesudah perlakuan kelas eksperimen (*Sig. 2-tailed* sebesar 0,000), 4) terdapat perbedaan yang signifikan prestasi belajar sesudah perlakuan pada kelas kontrol dan kelas eksperimen (*Sig. 2-tailed* sebesar 0,000). 5) terdapat perbedaan yang signifikan selisih prestasi belajar antara kelas kontrol dan kelas eksperimen (*Sig. 2-tailed* sebesar 0,000).

Berdasarkan hasil analisis deskriptif dan hasil analisis komparatif maka di simpulkan bahwa media permainan ular tangga efektif untuk meningkatkan motivasi belajar dan prestasi belajar siswa pada mata pelajaran akuntansi.

ABSTRACT
**THE EFFECTIVNESS OF USING PLAYING SNAKE AND LADDER GAME AS A
MEDIUM FOR IMPROVING STUDENTS' LEARNING MOTIVATION AND
LEARNING ACHIEVEMENT IN ACCOUNTING**

*An Experimental Research Among The Eleven Grade Students Of Accounting
Departement Of SMK YPKK 2 Sleman*

*Alvina Maria Valentin
Universitas Sanata Dharma
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This research aims to find the effectiveness of the using snake and ladder game as a medium for improving students' learning motivation and achievement. The test was done on the experimental group which was compared with the control groups.

The research was conducted among the eleven grade students of Accounting Departement of SMK YPKK 2 Sleman. The data gathering was done by applying questionnaires and tests. The result of the data was analyzed by using descriptive analysis and comparative analysis with t -test and Mann-Whitney Test.

According to the result of descriptive analysis obtained: 1) learning motivation in control group decreased average score of -0.5, 2) learning motivation experimental group increased on the average score of 6.3, 3) the achievement of control group decreased on the average score of -6, 4) the achievement of experimental group increased on average score of 13.6.

The results of comparative learning motivation analysis obtained: 1) both of experimental group and control group do not have any different learning motivation before being given the treatment (Sig. 2-tailed value is 0.534); 2) both of control group do not have any different learning motivation before and after being given the treatment (Sig. 2-tailed value is 0.501); 3) there is a significant difference of experimental group's learning motivation between before and after being given the treatment (Sig. 2-tailed value is 0,000); 4) there is a significant difference of control group's and experimental group's between learning motivation between after being given the treatment (Sig 2-tailed value is 0.002), 5) there is a significant difference of learning motivation gained between control group and experimental group (Sig. 2-tailed value is 0,000)

The results of comparative achievement analysis obtained: 1) both of control and experimental group do not have any different learning before being given the (2-tailed Sig. value is 0.277); 2) there is a significant difference of learning achievement between control group and experimental group before and after being given the treatment (Sig. 2-tailed value is 0.005); 3) there is a significant difference of experimental group's learning achievement between before and after being given the treatment (Sig. 2-tailed value is 0,000); 4) there is a significant difference of control group's learning achievement between control group and experimental group (Sig. 2-tailed value is 0,000). 5) there is a significant difference of learning achievement gained between control group and the experimental group (Sig. 2-tailed value is 0,000).

Based the results of descriptive analysis and comparative analysis can be concluded that using playing snake and ladder game as a effective for improve students' learning motivation and learning achievement in Accounting