

ABSTRAK

IMPLEMENTASI MODEL PEMBELAJARAN *PROJECT BASED LEARNING* BERBASIS PARADIGMA PEDAGOGI REFLEKTIF PADA MATERI SIKLUS AKUNTANSI UNTUK MENINGKATKAN HASIL BELAJAR DAN KOMITMEN BELAJAR SISWA KELAS XII-8 DI SMA KOLESE DE BRITTO

Katherine Ivana Hadi
Universitas Sanata Dharma
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Penelitian ini bertujuan mengetahui: 1) implementasi model pembelajaran Project Based Learning (PjBL) berbasis Paradigma Pedagogi Reflektif (PPR) pada materi Siklus Akuntansi pada siswa kelas XII-8 SMA Kolese De Britto tahun ajaran 2025/2026; 2) efektivitas implementasi PjBL berbasis PPR pada materi Siklus Akuntansi meningkatkan hasil belajar dan komitmen belajar siswa kelas XII-8 SMA Kolese De Britto tahun ajaran 2025/2026. Jenis penelitian ini adalah penelitian tindakan kelas. Penelitian dilaksanakan pada bulan Agustus 2025 sampai dengan Maret 2026. Penelitian diselenggarakan dalam dua siklus tindakan dengan mengacu model Kemmis dan McTaggart, yang meliputi tahapan perencanaan, pelaksanaan, observasi, serta refleksi dan evaluasi pada setiap siklusnya. Subjek penelitian ini adalah siswa kelas XII-8 SMA Kolese De Britto Yogyakarta T.A. 2025/2026 yang berjumlah 31 siswa. Data dikumpulkan melalui wawancara, tes, angket komitmen belajar, observasi, dan studi dokumentasi. Teknik analisis data adalah kualitatif dan deskriptif kuantitatif.

Hasil penelitian menunjukkan bahwa: 1) implementasi model pembelajaran PjBL berbasis PPR pada materi Siklus Akuntansi pada siswa kelas XII-8 SMA Kolese De Britto tahun ajaran 2025/2026 terlaksana dengan baik sesuai dengan tahapan penelitian tindakan kelas, yaitu perencanaan, pelaksanaan, observasi, refleksi dan evaluasi; 2) implementasi model pembelajaran PjBL berbasis PPR efektif untuk meningkatkan hasil belajar (skor 77 pada pra-siklus menjadi 78 pada siklus I dan 85 pada siklus II dan ada peningkatan jumlah siswa yang mencapai kriteria ketuntasan tujuan pembelajaran (19 siswa pada tahap pra-siklus menjadi 21 siswa pada siklus I, dan 23 siswa pada siklus II); ada peningkatan komitmen belajar siswa dari kategori baik menjadi sangat baik (rata-rata skor komitmen belajar sebelum penelitian sebesar 189,32 (kategori "baik") menjadi 192,68 (kategori "sangat baik")).

Kata kunci: *Project based learning*, paradigma pedagogi reflektif, hasil belajar, komitmen belajar, siklus akuntansi

ABSTRACT

**IMPLEMENTATION OF THE PROJECT-BASED LEARNING MODEL
BASED ON THE REFLECTIVE PEDAGOGY PARADIGM IN THE
ACCOUNTING CYCLE TO IMPROVE LEARNING OUTCOMES AND
LEARNING COMMITMENT OF GRADE XII-8 STUDENTS
AT SMA KOLESE DE BRITTO**

Katherine Ivana Hadi
Sanata Dharma University
2026

This study aims to determine: 1) the implementation of the Project-Based Learning (PjBL) model based on the Reflective Pedagogical Paradigm (RPP) in the Accounting Cycle curriculum for 12th-grade students in Class XII-8 at Kolese De Britto High School during the 2025/2026 academic year; 2) the effectiveness of implementing PjBL based on the RPP in the Accounting Cycle subject in improving the learning outcomes and learning commitment of students in class XII-8 at Kolese De Britto High School for the 2025/2026 academic year. This study is a classroom action research. The research was conducted from August 2025 to March 2026. The research was conducted in two action cycles based on the Kemmis and McTaggart model, which includes the stages of planning, implementation, observation, as well as reflection and evaluation in each cycle. The subjects of this study were 31 students in Class XII-8 at Kolese De Britto High School in Yogyakarta for the 2025/2026 academic year. Data were collected through interviews, tests, learning commitment questionnaires, observations, and document analysis. The data analysis techniques used were qualitative and descriptive quantitative.

The research findings indicate that: 1) the implementation of the RPP-based PjBL learning model on the Accounting Cycle curriculum for 12th-grade students in Class XII-8 at Kolese De Britto High School during the 2025/2026 academic year was successfully carried out in accordance with the stages of classroom action research, namely planning, implementation, observation, reflection, and evaluation; 2) the implementation of the RPP-based PjBL learning model was effective in improving learning outcomes (scores increased from 77 in the pre-cycle to 78 in Cycle I and 85 in Cycle II, and there was an increase in the number of students meeting the learning objective mastery criteria—from 19 students in the pre-cycle to 21 students in Cycle I and 23 students in Cycle II); there was an increase in student learning commitment from the “good” category to the “very good” category (the average learning commitment score before the study was 189.32 (category ‘good’) to 192.68 (category “very good”)).

Keywords: *Project-based learning, reflective pedagogical paradigm, learning outcomes, learning commitment, accounting cycle*