

## ABSTRAK

### HUBUNGAN TINGKAT KETERLAKSANAAN PEMBELAJARAN KONTEKSTUAL PADA MATERI AKUNTANSI BERDASARKAN KURIKULUM 2013 DENGAN KETERAMPILAN BERKOMUNIKASI, INTEGRITAS PRIBADI, DAN MINAT BELAJAR SISWA

Survei pada siswa kelas XII IIS di SMAN 1 Wonosari dan SMAN 2 Playen di

Kabupaten Gunungkidul

Dila Putri Lestari

Universitas Sanata Dharma

2016

Penelitian ini bertujuan untuk mengetahui hubungan positif: 1) tingkat keterlaksanaan pembelajaran kontekstual pada materi akuntansi berdasarkan kurikulum 2013 dan keterampilan berkomunikasi peserta didik; 2) tingkat keterlaksanaan pembelajaran kontekstual pada materi akuntansi berdasarkan kurikulum 2013 dan integritas pribadi (kejujuran) peserta didik; 3) tingkat keterlaksanaan pembelajaran kontekstual pada materi akuntansi berdasarkan kurikulum 2013 dan minat belajar peserta didik.

Penelitian ini merupakan korelasional di 3 SMA Negeri jurusan ilmu-ilmu sosial kelas 12 di Kabupaten Gunungkidul. Penelitian ini dilaksanakan pada bulan Januari 2016. Populasi pada penelitian ini sebanyak 368 responden dengan jumlah sampel sebanyak 198 responden. Teknik penarikan sampel menggunakan teknik *Cluster Sampling*. Teknik pengumpulan data adalah menggunakan kuesioner. Data dianalisis dengan menggunakan korelasi *Product Moment Pearson*.

Hasil penelitian menunjukkan bahwa: 1) terdapat hubungan positif antara tingkat keterlaksanaan pembelajaran kontekstual pada materi akuntansi berdasarkan kurikulum 2013 dan keterampilan berkomunikasi peserta didik (*pearson correlation* = (+)0,650; nilai *Sig. (1-tailed)* = 0,000 <  $\alpha$  = 0,01)); 2) terdapat hubungan positif antara tingkat keterlaksanaan pembelajaran kontekstual pada materi akuntansi berdasarkan kurikulum 2013 dan integritas pribadi (kejujuran) peserta didik (*pearson correlation* = (+)0,405; nilai *Sig. (1-tailed)* = 0,000 <  $\alpha$  = 0,01)); 3) terdapat hubungan positif antara tingkat keterlaksanaan pembelajaran kontekstual pada materi akuntansi berdasarkan kurikulum 2013 dan minat belajar peserta didik (*pearson correlation* = (+)0,613; nilai *Sig. (1-tailed)* = 0,000 <  $\alpha$  = 0,01)).

## ABSTRACT

### **CORRELATION BETWEEN CONTEXTUAL LEARNING FULFILLMENT LEVEL IN ACCOUNTING MATERIALS BASED ON CURRICULUM 2013 WITH THE COMMUNICATION SKILLS, PERSONAL INTEGRITY, AND STUDENT LEARNING INTEREST**

A survey on twelve grade social students of SMAN 1 Wonosari and SMAN 2 Playen in Gunungkidul Regency

Dila Putri Lestari

Sanata Dharma University

2016

This study aims to examine correlation between: 1) the fulfillment level of contextual learning in the accounting based on 2013 curriculum and communication skills; 2) the fulfillment level of contextual learning in the accounting based on 2013 curriculum and personal integrity; 3) the fulfillment level of contextual learning in the accounting materials based on 2013 curriculum and student learning interest.

This research is a correlation study. It was conducted in the twelfth grade students who studied in 2 different state high schools. It was conducted in January 2016. The population of this research were 368 respondents and the samples were 198. The sampling technique was a cluster sampling, and questionnaire was used as a collecting data technique. The data were analyzed by applying a correlation of Product Moment Pearson.

The result shows that: 1) there is a positive correlation between the fulfillment level contextual learning in the accounting based on 2013 curriculum and communication skills (pearson correlation =  $(+)0,650$ ; the Sig. (1-tailed) =  $0,000 < \alpha = 0,01$ ); 2) there is a positive correlation between the fulfillment level contextual learning in the accounting based on 2013 curriculum and personal integrity (pearson correlation =  $(+)0,401$ ; the Sig. (1-tailed) =  $0,000 < \alpha = 0,01$ ); 3) there is a positive correlation between the fulfillment level contextual learning in the accounting based on 2013 curriculum and student learning interest (pearson correlation =  $(+)0,613$ ; the Sig. (1-tailed) =  $0,000 < \alpha = 0,01$ ).