

ABSTRAK

PENERAPAN METODE *PROBLEM BASED LEARNING* UNTUK MENINGKATKAN MOTIVASI BELAJAR, SIKAP KRITIS, DAN MENGEMBANGKAN KARAKTER SOSIAL SISWI KELAS XI IPS 1 PADA MATA PELAJARAN AKUNTANSI

(Penelitian Tindakan Kelas dilakukan di kelas XI IPS 1 SMA Stella Duce 2 Yogyakarta)

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Penelitian ini bertujuan untuk mengetahui peningkatan motivasi belajar, sikap kritis, dan mengetahui perkembangan karakter sosial siswi pada materi Siklus Akuntasi Perusahaan Jasa melalui penerapan pembelajaran *Problem Based Learning*.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK). Subjek penelitian adalah siswi kelas XI IPS 1 SMA Stella Duce 2 yang berjumlah 34 siswi. Pembelajaran diterapkan dengan pendekatan saintifik melalui *Problem Based Learning*. Pelaksanaan penelitian tindakan kelas diterapkan dengan menggunakan dua siklus. Setiap siklus terdiri dari empat tahap yaitu 1) perencanaan, 2) tindakan, 3) observasi, dan 4) refleksi. Teknik pengumpulan data dilakukan dengan observasi, kuesioner, tes, wawancara, dan dokumentasi. Data yang diperoleh dianalisis dengan menggunakan analisis deskriptif dan analisis komparatif.

Hasil penelitian ini menunjukkan bahwa penerapan pembelajaran *Problem Based Learning* dapat meningkatkan: (1) motivasi belajar siswi pada materi siklus akuntansi perusahaan jasa (rata-rata motivasi belajar siswi pada awal penelitian = 74,35, siklus pertama = 74,26, siklus kedua = 80,9); jumlah siswi yang memenuhi target penelitian dari siklus I ke siklus II adalah 24 siswi atau 70,5%; (2) sikap kritis siswi pada materi siklus akuntansi (rata-rata sikap kritis siswi pada awal penelitian = 33,17, siklus pertama = 37,82, siklus kedua = 40,79); jumlah siswi yang memenuhi target penelitian dari siklus pertama ke siklus kedua adalah 29 siswi atau 85,2%; (3) penerapan *Problem Based Learning* dapat mengembangkan karakter sosial siswi pada awal penelitian = 35,0, siklus pertama = 37,64, siklus kedua = 44,70; jumlah siswi yang memenuhi target penelitian dari siklus pertama ke siklus kedua adalah 33 siswi atau 97%.

ABSTRACT

THE APPLICATION OF PROBLEM BASED LEARNING TO INCREASE LEARNING MOTIVATION, CRITICAL ATTITUDE, AND TO DEVELOP SOCIAL CHARACTER THE ELEVENTH GRADE STUDENTS OF SOCIAL SCIENCE CLASS ON ACCOUNTING SUBJECT

(A Classroom Action Research on the Eleventh Grade Students of SMA Stella Duce 2 Yogyakarta)

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The purposes of this research are to find out the improvement of learning motivation, critical attitude, and the development of students social character on Accounting Cycle subject of services company through the application of Problem Based Learning.

The type of this research is a classroom action research. The participants of this research were 34 eleventh grade students of social science class in Stella Duce 2 Senior High School Yogyakarta. The learning process was using scientific approach through Problem Based Learning. The Implementation of this research is applied by using two cycles. Each cycle consists of four steps, namely: 1) planning, 2) action, 3) observation, and 4) reflection. Data gathering techniques were done by using observation, questionnaires, test, interviews, and documentation. The data were analyzed by using descriptive and comparative analysis.

The results of this research show that application of Problem Based Learning can improve: (1) student's learning motivation on accounting cycle subject of services company (the average of student's learning motivation in the beginning of the research is 74.35, the first cycle is 74.26, the second cycle is 80.9); the total number of students who reached the target from the first cycle to the second cycle are 24 students or 70.5%; (2) student's critical attitude on accounting cycle subject of services company (the average of student's critical attitude in the beginning of the research is 33.17, the first cycle is 37.82, the second cycle is 40.79); the total number of students who reached the target from the first cycle to the second cycle are 29 students or 85.2 % ; (3) the application of Problem Based Learning can develop student's social character in the beginning of the research is 35.0, the first cycle is 37.64, the second cycle is 44.70; the total number of students who reached the target from the first cycle to the second cycle are 33 students or 97 % .