

ABSTRAK

PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE *TEAMS GAMES TOURNAMENT* (TGT) UNTUK MENINGKATKAN MOTIVASI BELAJAR DAN KETERAMPILAN SOSIAL SISWA PADA MATA PELAJARAN MENGELOLA ADMINISTRASI KAS DAN BANK

Penelitian Dilakukan di Kelas X Akuntansi SMK Sanjaya Pakem

Praptomaningsih
Universitas Sanata Dharma
Yogyakarta
2013

Penelitian ini bertujuan untuk mengetahui peningkatan motivasi belajar dan keterampilan sosial siswa pada mata pelajaran mengelola administrasi kas dan bank dengan pokok bahasan menyusun rekonsiliasi bank melalui penerapan model pembelajaran kooperatif tipe *teams games tournament* (TGT).

Penelitian ini merupakan penelitian tindakan kelas (PTK) yang dilakukan di kelas X Akuntansi SMK Sanjaya Pakem. Pelaksanaan penelitian tindakan kelas ini dilaksanakan dalam dua siklus, dimana setiap siklus terdiri dari empat tahap yaitu perencanaan, tindakan, observasi, dan refleksi. Adapun komponen-komponen utama dalam pembelajaran kooperatif tipe TGT adalah presentasi kelas, pembagian kelompok, permainan, turnamen, dan penghargaan kelompok. Instrumen yang digunakan dalam penelitian ini untuk mengukur motivasi belajar dan keterampilan sosial siswa yaitu kuesioner. Data yang diperoleh dianalisis dengan menggunakan analisis deskriptif dan analisis komparatif.

Hasil penelitian ini menunjukkan bahwa: (1) ada peningkatan motivasi belajar pada mata pelajaran mengelola administrasi kas dan bank dengan pokok bahasan rekonsiliasi bank melalui penerapan model pembelajaran kooperatif tipe TGT (rata-rata pra penelitian = 64,68; siklus pertama = 75,59; siklus kedua = 80,94; rata-rata siklus pertama dan siklus kedua telah mencapai target yang ditetapkan yaitu 75,00); (2) ada peningkatan keterampilan sosial pada mata pelajaran mengelola administrasi kas dan bank dengan pokok bahasan rekonsiliasi bank melalui penerapan model pembelajaran kooperatif tipe TGT (rata-rata pra penelitian = 65,79; siklus pertama = 80,12; siklus kedua = 85,44; rata-rata siklus pertama dan siklus kedua telah mencapai target yang ditetapkan yaitu 75,00).

ABSTRACT

THE IMPLEMENTATION OF COOPERATIVE LEARNING MODEL TEAMS GAMES TOURNAMENT (TGT) TYPE TO IMPROVE STUDENT'S LEARNING MOTIVATION AND SOCIAL SKILLS ON THE SUBJECTS OF MANAGING THE ADMINISTRATION OF CASH AND BANK

A Research was Conducted to the Tenth Grade Students of Accounting
Departement of Sanjaya Vocational High School, Pakem

Praptomaningsih
Sanata Dharma University
Yogyakarta
2013

This research aims at know the increase of student's learning motivation and social skills in studying accounting in the topic of bank reconsiliation through the implementation of cooperative learning model teams games tournament (TGT) type.

This research is a classroom action research. It was conducted on the tenth grade students of Acoounting Departement of Sanjaya Vocational High School Pakem. The implementation of this classroom action research was done in two cycles in which each cycle consists of four stages: planning, action, observation, and reflection. The main components of cooperative learning TGT type are class presentation, groups sharing, games, tournament, and the appreciation of the group. Instruments used in this study to measure the students motivation in learning and social skills are quetionnaires. The data obtained are analyzed by using descriptive analysis and comparative analysis.

The result of the research shows that: (1) there is an increase in student's learning motivation in the subjects of managing the administration of cash and bank with the subject of bank reconciliation through the implementation of cooperative learning TGT type (the average score before the research = 64,68; the first cycle average score = 75,59; the second cycle average score = 80,94; the average score of first cycle and second cycle has reached the targets which were decided 75,00); (2) there is an increase in the student's social skills in the subjects of managing the administration of cash and bank with the subject of bank reconciliation through the implementation of cooperative learning TGT type (the average score before the research = 65,79; the first cycle average score = 80,12; the second cycle average score = 85,44; the average cycle score of first and second cycle has reached the target which has been decided at 75,00).