ABSTRAK

PENINGKATAN KEAKTIFAN DAN PRESTASI BELAJAR SEJARAH SISWI MELALUI MODEL PEMBELAJARAN KOOPERATIF TIPE *STUDENT TEAMS ACHIEVEMENT DIVISIONS* (STAD*)* PADA SISWI KELAS XI BAHASA SMA SANTA MARIA YOGYAKRTA

Helen Lidia Wati Endang
Universitas Sanata Dharma
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Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis: (1) peningkatan keaktifan belajar sejarah siswi selama penerapan model pembelajaran kooperatif tipe *Student Teams Achievement Divisions* (STAD) dan (2) peningkatan prestasi belajar sejarah siswi setelah penerapan model pembelajaran kooperatif tipe *Student Teams Achievement Divisions* (STAD).

Penelitian ini merupakan Penelitian Tindakan Kelas, dengan subjek penelitian adalah siswi kelas XI SMA Santa Maria Yogyakarta tahun ajaran 2010/2011 yang berjumlah 22 siswi. Metode penelitian meliputi 4 tahap yaitu: Perencanaan, Pelaksanaan Tindakan, Observasi, dan Refleksi. Instrumen yang digunakan dalam penelitian ini adalah (1) lembar observasi guru, (2) lembar observasi siswi, (3) lembar observasi kondisi kelas, (4) lembar kerja siswi, (5) instrumen tes, (6) lembar refleksi guru dan siswi. Analisis data dengan menggunakan teknik analisis data deskriptif dan komparatif.

Hasil penelitian ini menunjukkan bahwa (1) Terjadi peningkatan keaktifan belajar sejarah siswi selama penerapan model pembelajaran kooperatif tipe *Student Teams Achievement Divisions* (STAD). Hal ini ditunjukkan dengan peningkatan skor rata-rata ($\bar{X}$) keaktifan belajar sejarah siswi yaitu keadaan awal 56,34. Meningkat pada siklus I menjadi 66,20 atau 14,89%, pada siklus II meningkat 81,81 atau 19,08%. (2) Terjadi peningkatan prestasi belajar sejarah siswi setelah penerapan model pembelajaran tipe *Student Teams Achievement Divisions* (STAD). Hal ini ditunjukkan dengan peningkatan nilai rata-rata ($\bar{X}$) prestasi belajar sejarah siswi dan jumlah siswi yang memenuhi Kriteria Ketuntasan Minimal (KKM). Peningkatan nilai rata-rata prestasi belajar sejarah siswi yaitu keadaan awal 52,90. Meningkat pada siklus I menjadi 71,44 atau 25,95%, dan pada siklus II meningkat menjadi 80,57 atau 11,33%. Berdasarkan jumlah siswi yang memenuhi KKM, pada keadaan awal 5 orang atau 22,72%, meningkat pada siklus I menjadi 15 orang atau 68,18%, dan meningkat lagi pada siklus II menjadi 18 orang atau 81,81%.

ABSTRACT

THE IMPROVEMENT OF THE STUDENTS' LEARNING ACTIVITY AND ACHIEVEMENT THROUGH THE COOPERATIVE LEARNING MODEL *TYPE STUDENT TEAMSACHIEVEMENTDIVISIONS* (STAD) TOWARD THE STUDENTS OF THE XI GRADE OF LANGUAGE DEPARTMENT SANTA MARIA SENIOR HIGH SCHOOL, YOGYAKARTA

Helen Lidia Wati Endang
Sanata Dharma University
Yogyakarta
2012

The research aims to describe and analyze: (1) the improvement of the students' learning activity during the implementation of the cooperative learning model type Student Teams Achievement Divisions (STAD) and (2) the improvement of the students' learning achivement during the implementation of the cooperative learning model type Student Teams Achievement Divisions (STAD).

This research is a Class Action Research in which the subjects of the research are the XI Grade students of Language Department Santa Maria Senior High School, Yogyakarta 2010/2011 academic year which consisted of 22 students. This class action research was conducted in two cycles. The research methodology includes 4 phases: Planning, Conducting, Action, Observation, and Reflection. The instruments used are (1) the teacher observation sheet, (2) the student observation sheet, (3) the class condition observation sheet, (4) the student working sheet, (5) the test instrument, (6) the reflection sheet for associate teacher and student. The analysis is done by using descriptive and comparative data analysis method.

The results of the research show that: (1) there is an improvement toward the students' teaming activity during the implementation of the cooperative learning model type Student Teams Achievement Divisions (STAD). This is shown by the increase of the average point (X) of the students' learning activity that is from 56,34, increase to 66,20 or 14,89% in the first cycle and increase to 81,81 or 19,08% in the second cycle. (2) There is an improvement toward the students' learning achievement during the implementation of the cooperative learning model type Student Teams Achievement Divisions (STAD). This is shown by the increase of the average point (X) of the students' learning achievement that is from 52,90, increase to 71,44 or 25,95% in the first cycle and increase to 80,57 or 11,33% in the second cycle. The number of students who reached the minimum passing criterion also increase that is from 5 students or 22,72% to 15 students or 68,18% in the first cycle and increase to 18 students or 81,81% in the second cycle.