

ABSTRAK

**PENINGKATAN PRESTASI DAN KEPUASAN BELAJAR SEJARAH
SISWA DENGAN MENGGUNAKAN MODEL PEMBELAJARAN
KOOPERATIF TIPE *PICTURE AND PICTURE*
(Penelitian Dilakukan di Kelas XI IPS-1 di SMA Pangudi Luhur**

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2012**

Penelitian ini bertujuan mendeskripsikan : 1. Peningkatan prestasi belajar sejarah siswa setelah diterapkan pembelajaran menggunakan model pembelajaran kooperatif tipe *picture and picture*, 2. Peningkatan kepuasan belajar sejarah siswa setelah diterapkan pembelajaran menggunakan model pembelajaran kooperatif tipe *picture and picture*.

Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) model Tagart dan Kemmis dengan tahapan perencanaan, tindakan, observasi, dan refleksi. Subjek dalam penelitian ini adalah siswa kelas XI IPS-1 yang berjumlah 30 siswa. Data dikumpulkan menggunakan kuesioner, tugas, lembar observasi, dan tes. Analisis data yang digunakan adalah persentase.

Hasil penelitian menunjukkan bahwa (1) ada peningkatan prestasi belajar siswa dari segi nilai rata-rata dan Kriteria Ketuntasan Minimum (KKM) setelah diterapkan model pembelajaran kooperatif tipe *picture and picture* saat kegiatan belajar mengajar di dalam kelas. Hal ini dapat ditunjukkan dari nilai rata-rata siswa 74,65 pada keadaan awal meningkat menjadi 82,68 pada siklus 1 dan meningkat lagi menjadi 82,819 pada siklus 2. Dari segi KKM, siswa yang berhasil mencapai KKM sebanyak 23 siswa (76,67%) pada keadaan awal meningkat menjadi 30 siswa (100%) pada siklus 1 dan 2. Peningkatan prestasi belajar siswa yang terjadi pada siklus 1 dari segi nilai rata-rata meningkat 8,03% dan pada segi KKM meningkat 23,33%. Peningkatan prestasi belajar siswa pada siklus 2 dari segi nilai rata-rata sebesar 0,31% dan pada segi KKM tidak mengalami perubahan. (2) Ada peningkatan kepuasan belajar siswa setelah diterapkan model pembelajaran kooperatif tipe *picture and picture* saat kegiatan belajar mengajar di dalam kelas. Hal ini dapat ditunjukkan dari rata-rata tingkat kepuasan belajar siswa yang mencapai 221,47 (77,70%) pada tahap awal meningkat menjadi 231,8 (81,33%) setelah siklus 2. Peningkatan kepuasan belajar siswa yang terjadi setelah penerapan tindakan mencapai 3,63%.

ABSTRACT

**THE IMPROVEMENT STUDENTS' ACHIEVMENT AND
SATISFACTION IN STUDYING HISTORY BY USING COOPERATIVE
LEARNING MODEL PICTURE AND PICTURE TYPE
(Based on Research Conducted in Class XI IPS 1 of Pangudi Luhur Senior High
School)**

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This research is aimed to describe : (1) the improvement of students' achievement in studying history by using cooperative learning with picture and picture type in class XI IPS-1 of Pangudi Luhur Senior High School, (2) the improvement of students' satisfaction in studying history by using cooperative learning with picture and picture type in class XI IPS-1 of Pangudi Luhur Senior High School.

The method used in this research was classroom action research using Taggart and Kemmis model. The research consisted of planning, implementation, observation, and reflection stages. The subject of this research were 30 students of class XI IPS-1 in Pangudi Luhur Senior High School Yogyakarta. Data gathering used questionnaire, task, observation, and test. Data analysis used percentage.

The results of the research showed that (1) there was improvement of students' achievement shown from the improvement of mean value of final score and the number of students achieved Minimum Requirement Criteria after the picture and picture type was implemented in class XI IPS 1 of Pangudi Luhur Senior High School. The data showed students' mean value 74,65 in the primary stage increased to 82,68 in the first cycle and increased again to 82,819 in second cycle. Moreover, the number of students who achieved Minimum Requirement Criteria also increased. There were 23 students (76,67%) who achieved Minimum Requirement Criteria in the primary stage. This number increased to 30 students (100%) in the first and second cycles. The improvement of the students' achievement happened in the first cycle was shown by the mean value which increased 8,03% and the number of the students who achieved Minimum Requirement Criteria which increased 23,33%. The improvement of the students' achievement in the second cycle was shown by the mean value of the test which increased 0,31%. There was no increasing number of students who achieved Minimum Requirement Criteria in this cycle. (2) There was improvement of the student's satisfaction in studying history after picture and picture type was implemented in the class. It was shown from average of students' initial satisfaction level that was 221,47 (77,70%) in primary stage and increased to 231,8 (81,33%) after second cycle. The improvement of students' satisfaction that happened after the picture and picture type was implemented in the class was 3,63%.