

ABSTRAK

**PENINGKATKAN PRESTASI BELAJAR SEJARAH DENGAN
MENERAPKAN MODEL *COOPERATIVE LEARNING* TIPE
EXAMPLE AND NON EXAMPLE DAN PENGGUNAAN MEDIA
GAMBAR SISWA KELAS XI IPA SMAN 1 DEPOK
YOGYAKARTA**

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Penelitian ini bertujuan untuk meningkatkan prestasi belajar sejarah melalui penerapan model *cooperative learning* tipe *example and non example* dan penggunaan media gambar di SMA Negeri 1 Depok Yogyakarta pada siswa kelas XI IPA dengan materi “Proses masuk dan perkembangan penjajahan bangsa Barat di Indonesia.”

Metode penelitian yang digunakan model Kemmis dan Taggart dengan empat tahapan terdiri dari perencanaan, pelaksanaan, observasi, refleksi. Subjek dalam penelitian ini adalah siswa kelas XI IPA 1 SMA Negeri 1 Depok Yogyakarta dengan jumlah 34 siswa. Objek penelitian adalah prestasi belajar sejarah dan media gambar. Pengumpulan data menggunakan instrumen kuesioner, observasi, wawancara dan tes tertulis. Analisis data menggunakan persentase.

Hasil penelitian menunjukkan adanya peningkatan prestasi belajar sejarah. Peningkatan prestasi belajar sejarah, pada siklus I (74,8) meningkat menjadi (77,0) pada siklus II.

ABSTRACT

**"INCREASED ACHIEVEMENT LEARNING HISTORY BY APPLYING A
MODEL COOPERATIVE LEARNING TYPE EXAMPLE AND NON
EXAMPLE AND USE OF MEDIA IMAGES OF CLASS XI IPA 1 DEPOK
SENIOR HIGH SCHOOL YOGYAKARTA"**

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This research aims to improve the learning achievements of history through the application of cooperative learning model of the type example and non example with the use of media images in Depok Senior High School Yogyakarta by the grade XI IPA student was the material for discussion "entry Process and the development of Western colonization in Indonesia."

The research methods used are Kemmis and Taggart model with four phases that consists of planning, implementation, observation, reflection. The subject in this study are students of Class XI IPA 1 Depok Senior High School Yogyakarta as many as 34 students. The object of research is the study of history, achievements of the cooperative learning model. Data collection used the quisoner instrument, observation, interview and written test. Was used for analysis percentage.

The results showed an increase in learning achievements in history. Improvement of learning achievements in history, in a cycle I (74,8) increased to (77,0) in cycle II