

**APPLICATION OF THE EXAMPLE NON-EXAMPLE METHOD TO IMPROVE
SOCIAL SCIENCE (IPS) LEARNING OUTCOMES IN ECONOMIC ACTIVITY
LEARNING MATERIAL AT GRADE 5 OF SD KRISTEN 03 EBEN HAEZER
SALATIGA**

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**PENERAPAN METODE *EXAMPLE NON-EXAMPLE* UNTUK MENINGKATKAN
HASIL BELAJAR ILMU PENGETAHUAN SOSIAL (IPS) PADA MATERI
KEGIATAN EKONOMI DI KELAS 5 SD KRISTEN 03 EBEN HAEZER SALATIGA**

ARTICLE HISTORY

Submitted:

24 April 2023

24th April 2023

Accepted:

10 Juni 2023

10th June 2023

Published:

27 Juni 2023

27th June 2023

ABSTRACT

Abstract: *Example Non Example* is applied to improve the fifth-grade students' learning outcomes at Eben Haezer Salatiga Christian Elementary School 03. The research used a classroom action research approach, which was conducted in 2 cycles. The research involved 26 students in class 5C of SD Kristen 03 Eben Haezer Salatiga. Data collection included post-test scores for each cycle to test the effectiveness of the *Example Non-Example* method in improving social science learning outcomes for students in class 5C. In addition, an observation sheet was also used to observe the activities of teachers and students in the application of the *Example Non-Example* method. The research results indicate that an increasing value of the number of students who achieved learning completeness initially from 11 students (42.31%) increased to 18 students (69.23%) in cycle I, and subsequently increased to 23 students (88.46%) in cycle II. The application of the *Example Non-Example* method succeeded to improve learning outcomes and achieved indicator completeness, which was 88% of students who reached learning completeness. Hence, it can be concluded that applying the *Example Non-Example* method can improve 5C students' learning outcomes at Eben Haezer Salatiga Christian Elementary School 03.

Keywords: *example non-example method, students' learning outcomes, social science (IPS)*

Abstrak: *Example Non-Example* diaplikasikan untuk meningkatkan hasil belajar siswa kelas 5 SD Kristen 03 Eben Haezer Salatiga. Penelitian menggunakan pendekatan penelitian tindakan kelas yang dilakukan dalam 2 siklus. Penelitian melibatkan 26 peserta didik di kelas 5C SD Kristen 03 Eben Haezer Salatiga. Data yang dikumpulkan meliputi nilai *post-test* setiap siklus untuk menguji efektivitas penerapan metode *Example Non-Example* dalam meningkatkan hasil belajar IPS pada peserta didik kelas 5C. Selain itu, digunakan juga lembar observasi untuk mengamati aktivitas guru dan peserta didik dalam penerapan metode *Example Non-Example*. Hasil penelitian menunjukkan peningkatan jumlah peserta didik yang mencapai ketuntasan belajar yaitu dari awalnya 11 peserta didik (42,31%) menjadi 18 peserta didik (69,23%) pada siklus I, dan meningkat menjadi 23 peserta didik (88,46%) pada siklus II. Penerapan metode *Example Non-Example* berhasil meningkatkan hasil belajar dan telah mencapai indikator keberhasilan, yaitu 88% peserta didik mencapai ketuntasan belajar. Sehingga dapat disimpulkan dengan menggunakan metode *Example Non-Example* dapat meningkatkan hasil belajar siswa kelas 5C SD Kristen 03 Eben Haezer Salatiga.

Kata Kunci: *metode example non-example, hasil belajar siswa, IPS*

CITATION

Roqit, A., & Wardani, K. W. (2023). Application of the *Example Non-Example* method to improve Social Science (IPS) Learning Outcomes in the Economic Activity at Grade 5 of SD Kristen 03 Eben Haezer Salatiga, 12 (3), 728-736. DOI: <http://dx.doi.org/10.33578/jpfkip.v12i3.9848>.

INTRODUCTION

Education is a human interaction between educators or teachers and students (Putro, et al., 2020). The purpose of this interaction is to support overall human development oriented towards values, preservation, and cultural development related to these human development efforts (Rosala, 2016). In addition, education is also seen as a major factor in determining economic growth through increasing the productivity of the educated workforce and ensuring the development and continuity of the nation. The quality of education can be seen from two things, namely the quality of the process and product. Education is considered quality if effective and efficient learning is carried out by involving all components of education (Mukhid, 2017). These components include teaching objectives, teachers and students, learning materials, teaching and learning strategies or methods, learning tools and resources, and evaluation. All of these components must be involved directly without emphasizing one component alone, but must be empowered together so that education can be of quality.

The quality of education greatly affects student learning outcomes. Quality education can improve students' skills, knowledge, and ability to understand subject matter (Junedi, et al., 2020). Learning that is effective and efficient and carried out with the right method can help students understand the material better. In addition, good quality and experienced teachers can help students understand the material more easily. Relevant and up-to-date learning materials and adequate learning tools and resources can also improve the quality of education. Proper and regular evaluation can help students know their progress in learning and assist teachers in improving the quality of learning. Therefore, it is important to pay attention to the quality of

education so that students can achieve optimal learning outcomes and can compete in this globalization era. Social studies learning in the current era of globalization requires different methods than in previous times (Siska, 2016).

Because globalization has significantly changed the world order, social studies students must learn new concepts such as interconnection, integration, and global interdependence. In facing the challenges of globalization, social studies learning should pay attention to issues related to international trade, international security, environmental issues, poverty, and human rights. Therefore, social studies learning must introduce students to these global issues and provide a deeper understanding of the local and global contexts that affect their lives. The use of appropriate and effective learning methods is very important to improve student learning outcomes. Therefore, teachers or educators must consider the characteristics and needs of students as well as the subject matter to be taught in choosing the most appropriate learning method.

The selection of learning methods will greatly affect the learning outcomes of students (Supartini, M. 2016). Learning methods used in the educational process are also an important factor affecting student learning outcomes. Appropriate and effective methods can help students gain a better understanding of learning materials and improve their ability to apply that knowledge. In this era of globalization, learning methods must also be able to develop students' ability to think critically, creatively, and be able to work collaboratively, so that they can compete in an increasingly complex and dynamic job market. Therefore, teachers must choose and apply appropriate and effective learning methods to ensure students can achieve optimal learning outcomes and can compete in this globalization era.

Based on the observations I made in class 5 of Eben Haezer Salatiga Christian Elementary School 03, social studies learning outcomes are still low. Of the 26 students in the class, in the learning process, it was found that some students had not reached the completion score, out of 26 students who scored <72 were 15 students and those who scored >72 were 11 students. The cause of low learning outcomes is the rote nature of thematic social studies in grade 5 at Eben Haezer Salatiga Christian Elementary School 03, which is a serious concern for teachers and parents. Basically, thematic social studies is a subject that aims to teach children about social aspects and the environment around them. However, rote learning tends to make children uninterested and bored so that the learning outcomes achieved tend to be low.

Not only that, thematic social studies learning that is memorized also triggers students to only remember the material without understanding it well. Students will focus more on the memorization process, without paying attention to how the material can be applied in everyday life. Therefore, a different learning method is needed to improve thematic social studies learning outcomes in grade 5 of Eben Haezer Salatiga Christian Elementary School 03. One of the learning methods that can be done is to use learning methods that are more based on students' experiences and daily lives. In this case, teachers can choose more creative and interactive learning methods, such as discussions, questions and answers, simulations, and projects.

Learning methods like this will help students to better understand the material taught and apply the concepts they have learned. In addition, teachers can also use interesting and innovative learning media, such as videos, images, and audio. (Firmadani, F. 2020). Interesting learning media will help students to be more interested and easily understand the material being taught. This will make learning more fun and students will be more motivated to learn. In overcoming the

low learning outcomes of memorized thematic social studies in grade 5 at Eben Haezer Salatiga Christian Elementary School 03, the role of parents is also very important. Parents can help their children by motivating and supporting learning, providing reading materials that are relevant to the subject matter, and assisting students in doing school assignments. Overall, the low learning outcomes of memorized thematic social studies in grade 5 at Eben Haezer Salatiga Christian Elementary School 03 should be addressed with more innovative and interactive learning methods. Teachers and parents should work together in providing support and motivation to students to improve their learning outcomes. This will make students more interested and motivated in learning thematic social studies and better prepared to face future challenges. The purpose of this study is to describe how far the application of the example non example method to improve learning outcomes in class 5C of Eben Haezer Salatiga Christian Elementary School 03.

THEORETICAL SUPPORT

Learning Outcomes

According to Sudjana Nana (2010: 22), learning outcomes are the end result of the learning process after receiving the learning experience that has been carried out. Learning outcomes are one of the main objectives of learning activities. Through learning outcomes, students can show the abilities they have acquired after going through the learning process. Learning outcomes include not only cognitive or knowledge aspects, but also affective and psychomotor aspects. Therefore, it is important for educators to understand the concept of learning outcomes in order to develop effective learning programs.

According to another expert, Bloom (Suprijono Agus, 2009: 6-7), learning outcomes include cognitive, affective, and psychomotor abilities. The cognitive domain is knowledge (knowledge, memory), comprehension (understanding, explaining,

summarizing, example), application (applying), analysis (decomposing, determining relationships), synthesis (organizing, planning, forming new buildings), and evaluation (assessing). The affective domain is receiving, responding, valuing, organization, and characterization. The psychomotor domain includes initiatory, pre-routine, and routinized. Psychomotor also includes productive, technical, physical, social, managerial, and intellectual skills. Meanwhile, according to Lindgren (Agus Suprijono, 2009: 7) learning outcomes include information skills, understanding, and attitudes. According to educational experts, learning outcomes can be defined as the level of student success in learning subject matter at school which is expressed in scores obtained from the results of tests knowing a certain amount of subject matter.

Learning Method

Learning method is a strategy or technique used by educators in teaching so that students can gain maximum understanding and knowledge (Hidayat, A. 2020). Learning methods are steps or processes that are carried out to help students understand the subject matter more easily, pleasantly and effectively. In general, learning methods are carried out in a variety of different techniques and ways according to the learning objectives, student characteristics, and subject matter to be delivered. Some learning methods that are often used include lectures, questions and answers, discussions, simulations, project-based learning, and so on. In choosing a learning method, an educator must consider various factors such as the level of difficulty of the material, the age of the students, the number of students in the class, and the learning style of the students.

Example Non Example Learning Method

The example non example method is one of the learning methods that aims to help students understand a concept or topic by

providing relevant examples and non-examples (Saputri, S, D 20). This method is often used in language, math, science, and history learning. The concept of example non example is based on the principle that students more easily understand a concept or topic by seeing relevant concrete examples. Examples can help students build strong associations between concepts and real-world situations, so they can more easily remember, generalize, and apply concepts in different situations. However, the example non example method does not only provide examples, but also non-examples or "counterexamples". A non-example is an example that is opposite to the concept being learned. In using non-examples, students can better understand the limitations or special features of a concept and distinguish it from concepts that are similar but not the same.

According to Buehl (Depdiknas, 2007: 219), Examples Non Examples is a tactic that aims to help students understand the definition of concepts quickly. This tactic consists of two things, namely examples and non examples. Examples provide examples of the material being discussed, while non examples provide an overview of what is not an example of the material." By using this example non example method, students can understand how the government structure in Indonesia works by looking at relevant examples and irrelevant non-examples. In addition, students can also learn how to identify true and false information about the government in Indonesia. In language learning, examples can be used to help students understand grammar concepts, such as tenses or parts of speech.

Teachers can give examples of sentences using the tenses or parts of speech being learned and then give non-examples with sentences that are wrong or do not match the tenses or parts of speech. In history learning, examples and non-examples can be used to help students understand concepts such as social and political change. Teachers can give examples of events that affect social and political change and then provide non-

examples with events that do not affect the change. In using the example non example method, it is important to choose examples and non-examples that are relevant and easily understood by students, so that they can relate the concepts learned to real world situations. In addition, the teacher must provide opportunities for students to actively participate in finding examples and non-examples and practicing the application of the concept in different situations.

Steps of the Example Non Example Method:

According to Agus Suprijono (2009: 125) the steps of the Examples Non Examples learning model include:

1. The teacher prepares several pictures according to the learning objectives.
2. The teacher attaches the picture on the board or displayed through LCD or OHP, if available, it can also use a projector.
3. The teacher gives students the opportunity to understand the pictures that have been presented.
4. Through independent discussion activities, the results of the discussion from analyzing the picture are recorded on paper. The paper used will be better if it is provided by the teacher.
5. Each individual is given the opportunity to read the results of their discussion.
6. Starting from the comments / results of the explanation, the teacher begins to explain the material according to the objectives to be achieved. After understanding the results of the analysis carried out by students, the teacher begins to explain the material according to the learning objectives to be achieved.
7. Teachers and students conclude the material according to the learning objectives

Meanwhile, according to Lusita Afrisanti (2011: 83), the steps taken in Examples Non Examples learning are as follows

done in Examples Non Examples learning are:

1. The teacher prepares the pictures according to the learning objectives.

2. The teacher puts the pictures on the board or displayed via OHP.
3. The teacher gives instructions and provides opportunities for students to pay attention to/analyze the pictures.
4. Through group discussions of 2-3 students, the results of the discussion from analyzing the picture are recorded on paper.
5. Each group is given the opportunity to read out the results of their discussion.
6. Starting from the students' comments and discussion results, the teacher begins to explain the material according to the objectives to be achieved.

Another expert, Hosnan (2014: 256) states that the learning steps in the Examples Non Examples model are as follows:

1. The teacher prepares the pictures according to the learning objectives.
2. The teacher attaches the pictures on the board or displays them on the OHP.
3. The teacher gives instructions and provides opportunities for students to pay attention to/analyze the pictures.
4. Through group discussions of 2-3 students, the results of the discussion from analyzing the picture are recorded on paper.
5. Each group is given the opportunity to read out the results of their discussion.
6. Starting from the students' comments / discussion results, the teacher begins to explain the material in accordance with the competencies to be achieved.

Based on the steps of the Examples Non Examples method in learning described by three experts as a whole, it has not been grouped at the preparation stage, and at the implementation activity stage. The implementation stage includes initial activities, core activities, and final activities. At the preparation stage, from the three expert opinions above, it can be reviewed that at this stage it is the selection of image props that will be used in accordance with the material and learning objectives to be taught. The implementation stage includes students' skills in analyzing a concept using image media.

METHOD

This research is a type of Classroom Action Research. In this study, researchers used the Kemmis and Mc Taggart spiral action research model which consists of four stages, namely planning, action, observation, and follow-up action (Hamid, et al., 2019). which consists of four stages in each cycle, namely planning, acting, observing, and reflecting (Wiriadmadja, 2018: 66).

Classroom action research was conducted in the second semester of the 2022/2023 academic year at Eben Haezer Salatiga Christian Elementary School 03, which is located at Jalan Jendral Sudirman No.111 B RT 1 RW 1 Kutowinangun kidul, Gendongan, Kec. Tingkir, Salatiga City, Central Java 50742. The subjects of this study were 26 students in class 5C consisting of 11 girls and 15 boys. Grade 5C learners at Eben Haezer Salatiga 03 Christian Elementary School are still in the play age stage and concrete operational stage. The learning that is applied tends to use the lecture method which makes students feel bored and less interesting in learning. This has an impact on the low learning outcomes of learners, with the class average score still below the minimum

completeness criteria (KKM) for social studies determined by the school, which is 72. Data obtained through tests and non-tests, data obtained through tests twice, namely tests in the first and second cycles. Tests were conducted to obtain data on economic activity material. Non-test data is obtained through observation and documentation. The test technique was carried out at the end of learning activities in cycle 2. Non-test techniques using observation of student behavior during class learning.

RESULTS AND DISCUSSION

The implementation of classroom action research with the example non example method has been carried out in accordance with the lesson plan that has been developed. There was an increase in student learning outcomes in pre-cycle, cycle 1, and cycle 2 with the application of the Example Non Example method for grade 5C students at Eben Haezer Salatiga 3 Christian Elementary School in the second semester of the 2022/2023 school year. The following are the results of student learning outcomes (social studies subjects) in the initial conditions, cycle 1, and cycle 2:

Table 1. Comparison of Social Studies Learning Outcomes of 5B Students at SD Kristen 03 Eben Haezer Salatiga in the Initial Condition, Cycle 1, and Cycle 2.

No	Learning Completeness	Score	Pre-Cycle		SiklusI		SiklusII	
			F	%	F	%	F	%
1.	Completeness	≥ 72	11	42,31	18	69,23	23	88,46
2.	Incomplete	<72	15	57,69	8	70,77	3	11,54
Sun			26	100	26	100	26	100
Highest Score			83		90		95	
Lowest Score			50		50		65	
Average			69,8		75,5		85	

From the table it can be seen that there is an increase in the number of completeness of student learning outcomes. Initially in the pre-cycle before the action was taken, student completeness only reached 42.31%, after the

Example Non Example method was used it increased to 69.23% then after the action was carried out in 2 cycles the student learning outcomes increased again reaching 88.46% of the total number of students.

DISCUSSION

Classroom Action Research (PTK) conducted in class 5C of Eben Haezer 03 Christian Elementary School in the subject of Social Science with economic business material using the Example Non Example method has provided the expected results, namely a significant increase in learning outcomes. Based on data analysis from pre-cycle, cycle I, and cycle II, there was a significant increase. In the pre-cycle, only 11 students or 42.31% achieved mastery, but in cycle I, the number of students who achieved mastery increased to 18 students or 69.23%. This indicates an increase of 15%. However, the results in cycle I have not met the target in accordance with the predetermined work indicators, namely completeness reaching 90% or more of all students. This was due to the lack of classroom conditioning by the teacher.

If the teacher is not focused, students are sometimes distracted and involved in things outside the subject matter, such as disturbing other students, using learning media as toys, or busy with their own activities. In addition, students also have not shown the courage to express their opinions or present the results of their discussions in front of the class. By considering the reflection from cycle I, planning for learning improvements that will be carried out in cycle II so that the research reaches the specified target. After taking action in cycle II, student completeness reached 98% and there were only 3 students (11%) who were not complete. This shows that Classroom Action Research using the Example Non Example method succeeded in increasing student completeness by 35% compared to the learning outcomes before the action was taken. And the results obtained in cycle II have reached the target, namely student completeness reaching 88%.

This is due to the advantages of using the Example Non Example learning method which increases the level of student activeness in learning. In this model, students are given the opportunity to think, analyze examples of

pictures given by the teacher, and discuss with their friends to exchange ideas and information on each other's knowledge. Furthermore, students present the results of their thoughts and discussions in front of the class, encouraging other students to dare to express their opinions. Thus, the knowledge gained by students does not only come from the teacher, but also from concrete examples and their individual experiences. From the results of this exposition, it can be concluded that the application of the Example Non Example model carried out by the researcher can be said to be successful. Learning by using this model can encourage students to be more active in learning. Students are required to think more deeply and are motivated to compete with other students, so they do not feel bored in participating in learning. These factors lead to an increase in students' social studies learning outcomes.

Learning that applies the Example Non Example method can improve student learning outcomes which are characterized by the completeness of student learning outcomes. Based on the analysis above, there are similarities in the research conducted, namely the use of the Example Non Example learning method to improve learning outcomes. In accordance with the research that has been done that the Example Non Example method can improve learning outcomes.

CONCLUSIONS

AND

RECOMMENDATIONS

Based on the results of the research and discussion, it can be concluded that the Example Non Example method is effective in improving the learning outcomes of social studies subjects, especially on economic business material, in class 5C of Eben Haezer 03 Christian Elementary School, Tingkir District, Salatiga City, semester 2 of the 2022/2023 academic year. There was a significant increase in the level of student completeness, with an increase of 45.25%. The number of completed students increased from

11 students (42.30%) to 23 students (88.46%) after 2 cycles of action. In addition, there was an increase in the class average score, from 69.8 to 84 at the end of cycle 2. This shows an increase in individual student scores and also the overall class average score. In addition to improving learning outcomes, the Example Non Example method also had an impact on student activeness during learning. Students no longer feel shy and can adapt well with the teacher, creating a positive reciprocal relationship between teachers and students. Student participation in learning is an important factor in the success of this Classroom Action Research with the Example Non Example method. The following are some suggestions that can be conveyed based on the results of the research conducted:

1. Teachers need to increase creativity in managing learning methods and utilizing learning media to make students more active in participating in learning. The use of creative methods such as the Example Non Example method can help achieve this.
2. Students need to be serious in paying attention to the explanation from the teacher during the learning process. By paying good attention, it is hoped that a conducive learning atmosphere will be created and learning outcomes can be as expected.
3. Schools can assist teachers by providing the necessary resources and facilities to develop the use of learning methods and learning media. This will ensure that learning can take place optimally and achieve the desired educational goals.

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