

## APPLICATION OF PICTURE AND PICTURE MODELS TO IMPROVE STUDENT LEARNING OUTCOMES IN LEARNING SOCIAL SCIENCES

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### ABSTRACT

The formulation of the problem in this classroom action research is whether the application of the picture and picture model can improve student learning outcomes in social studies subjects in grade IV SDN 19 Duingingi, Gorontalo City. This study aims to improve student learning outcomes in the fourth grade social studies subject at SDN 19 Duingingi, Gorontalo City. In achieving the above objectives, quantitative and qualitative research approaches are used with this type of classroom action research carried out in two research cycles. Data collection techniques used are observation, interviews, tests and documentation. Data were analyzed by reducing data, presenting data, and drawing conclusions. The results showed that with the picture and picture model there was a pleasant learning atmosphere so that student learning outcomes increased, namely from the results of cycle I to cycle II there was an increase. In the first cycle the number of students who got a complete score was 20 students or 62.50%, the incomplete score in the first cycle was 12 students or 37.50%. Whereas in the second cycle there was an increase in the completeness score, namely to 27 students or 84.40%, an increase of 22.10%. It is concluded that the picture and picture learning model can improve student learning outcomes.

**Keywords:** Picture and Picture Learning Model, Learning Outcomes.

### INTRODUCTION

Social Science is learning that focuses more on students about something that happens in life in society. Likewise in the social studies learning process, students will be directed to learn something that is happening in the community environment or problems that are happening in people's lives. Unlike the previous curriculum, IPS will only be taught in one subject, but in the 2013 curriculum, IPS has been combined with several other subjects. So the learning to be taught has been combined in one theme. To get satisfactory results, a strategy is needed that can make students active and creative in learning, because the 2013 curriculum prioritizes student activeness. In addition to active students, it is hoped that the teacher can also provide motivation in learning and can make students understand the material being taught. In achieving satisfactory learning, a learning model is needed that can help teachers to make students active in learning, especially in social studies lessons. Even though IPS is already included in the thematic category, but IPS still requires learning that is suitable for use in thematic learning, because students are only provided with book media that has been provided by the school for students to use in the learning process.

The reality that occurs in the school environment, especially in the teaching and learning process, is different from what is expected by every teacher and student, expectations that cannot be realized and also do not get satisfactory learning outcomes, especially learning in the field of social studies. Previously, social studies was a stand-alone lesson, but in accordance with the progress of the curriculum, social studies learning was no longer independent but was combined in several subjects so that it became thematic. Even though social studies subjects have been combined with other subjects, social studies still need a learning model that can make students understand the material being taught. Therefore, teachers are expected to be able to make students understand all thematic learning materials, especially in social studies learning. Situations and conditions that often occur in the teaching and learning process in social studies learning, students are more likely to read without understanding the material. Because the social studies learning material, on average, only uses text and shows a few pictures related to the social studies material. The picture itself is useful for

making students understand social studies material, without pictures related to social studies material, the students in the class are just imagining what is in the student book text.

In learning, teachers are not only required to give lessons but are also required to be creative so that students can be involved in learning and can provide innovations that can arouse students' enthusiasm for learning. After the researcher made initial observations, there was a difference with what was happening at SDN 19 Duingingi grade IV, students were more likely to read the text in student books without understanding what they were learning, students wrote more texts from the material without the media they had. Use. Even though grade IV students need interesting and fun learning. So that it has more influence on student learning outcomes. And in fact, student learning outcomes have increased beyond the KKM standard of social studies subjects.

Based on the results of preliminary observations that have been made that teaching and learning activities have not been maximized by using a learning model that is not precise, in this model the teacher is more dominant in the learning process. In addition, by using conventional learning models teachers are also less varied in delivering material because they use more conventional methods such as lectures and assignments, teachers also provide teaching material, do not often use models or learning media, unless there is supervision, learning outcomes students obtained at the beginning of the observation were 70.8 or 37.5%. This is the main obstacle in the learning process, due to the lack of motivation given by the teacher and the lack of student motivation in learning. From the results of interviews with the fourth grade homeroom teacher at SDN 19 Duingingi, Gorontalo City, that the student learning outcomes were still below the average of the KKM standard for social studies learning. To overcome the above problems in improving student learning outcomes, the researcher chose the Picture and Picture learning model. The advantage of this learning model is that it uses a lot of pictures as a learning medium. So, if we are going to use pictures at the same time, it can also add to students' insights in social studies lessons. Therefore, the researcher chose the Picture And Picture learning model because this learning model is a cooperative learning model or prioritizes the existence of groups using picture media. The image media will be the main factor in the learning process. Another reason the researcher uses the Picture and Picture model is because the advantages of this learning model are in knowing the abilities of each student and training how to think from the perspective of each student. In applying the Picture and Picture method, it is hoped that the teaching and learning process will be fun and not boring, especially in social studies learning.

## **THEORITICAL REVIEW**

### **Learning outcomes**

Learning outcomes are the basis for determining the level of student success in understanding the subject matter. According to Susanto (2013 : 5) Learning outcomes are changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning activities. In simple terms, what is meant by student learning outcomes is the ability a child gets after going through learning activities. Suprijono (2015: 7) explains learning outcomes are changes in overall behavior, not just one aspect of human potential. In contrast to what Purwanto (2014: 34) stated, learning outcomes are changes in behavior that occur after participating in the teaching and learning process in accordance with educational goals. Based on the above opinion, the researcher concluded that achieving good learning outcomes requires the ability of a student in terms of both cognitive, affective and psychological aspects.

### **Picture and Picture Learning Model**

Rahman (2018: 23) states that Picture And Picture is a learning model that provides competency information, material presentation, shows pictures of activities related to the material, students order pictures so that they are systematic, the teacher confirms the order of the pictures, the teacher implements the concept according to the teaching material, conclusions, evaluation and reflex. Meanwhile, according to Ahmadi, the learning model is a learning method that uses images and is paired / sorted into a logical sequence (Mariyaningsih and Hidayati, 2018: 132).

In the Picture and Picture model, the media used is in the form of images that have not been arranged sequentially and students are the ones using them, while the complete picture media is used by the teacher in the learning process. The arrangement of pictures by students in the Picture and Picture model can help

students understand the concept of the material and practice critical thinking and analysis skills. Because pictures are the main thing in this model, the teacher must prepare the pictures well. The image can be a card, a large image or a computer image that is connected to the LCD.

According to Kunarsih and Sani, the Picture and Picture learning model is a cooperative learning model or prioritizes the existence of groups using picture media that are paired or sorted logically. In the implementation of the Picture and Picture learning model, students are required to be responsible for everything that is done in the group. In addition, students must also equate their perceptions of the images presented, so that each group member has the same goal (Pulukadang, 2018: 49).

Meanwhile, according to Ngalimun (2017: 348) the steps in learning Picture And Picture, namely the presentation of competency information, presentation of material, showing pictures of activities related to the material, students (representatives) sort the pictures so that they are systematic, the teacher confirms the order of the pictures, the teacher implements the concept accordingly. teaching materials, inference, evaluation and reflection.

## RESEARCH METHODS

The research subjects were fourth grade students of SDN 19 Duingi, Gorontalo City. Data collection techniques used in the study were tests and observations.

The research procedure was carried out using action cycles (recycling). Recycling in research begins with planning (Planning), action (Action), observing (Observation), and doing reflection (Reflection), and so on until the expected increase is achieved, Hopkins in Arikunto (2008: 14).

Data collection techniques are carried out through: questionnaires, documentation, assessment instruments

## RESEARCH RESULTS AND DISCUSSION

The result of applying learning models Picture And Picture p No social studies, fourth grade students of SDN 19 Duingi Gorontalo shows the increase of student learning outcomes. The average student evaluation results before the action was taken reached 70.80% (<75), then increased by 3% after the action was taken in the first cycle so that it reached 73.90% (<75), however the results in the first cycle could not reach the KKM students then continued in stage II and increased to 4%, the average cycle II was 77.50%. In table 4.4, it can be seen that the results of implementing the Picture And Picture learning model can improve the learning outcomes of fourth grade students in social studies subjects. Before taking action, the teacher has pretested the students. The result is that only 12 people have completed (> 75) while the remaining 20 students whose scores are still incomplete. In the pretest, the teacher gave 10 description questions. However, the average student score at this stage was only 70.8. It is very far from the student's KKM score, which is 75. Then the researcher concluded the need for classroom action research with the aim of increasing student learning outcomes.

In the first cycle, researchers applied learning models Picture And Picture during the learning process in the classroom. After implementing the Picture and Picture learning model, the researcher gave a post test in the form of evaluation questions consisting of 10 questions in the form of a short description. The results obtained in the first cycle, there were 20 students whose scores were complete while 12 students had not.

Furthermore, the researcher continues the application of the learning model in cycle II. After implementing the Picture and Picture learning model in cycle II, the researcher again gave a post test in the form of an evaluation question consisting of 10 questions in the form of a short description. The results obtained in cycle II, it contained 27 students get value > 75, and only 5 students whose value <75. The average score of students in the second cycle was 77.5, which means that there was an increase in student learning outcomes from the average during the first cycle of 73.9 while in the second cycle the average score of students was 77. The increase in student learning outcomes during pre-action, cycle I, and cycle II classically can be seen in the table below, namely:

**Table of Improving Student Learning Outcomes**

Learning Outcomes			
Pre T action	CYCLE I	CYCLE II	INFORMATION
70.8	73.9	77.5	To increase

Based on the above table, it can be seen that an increase in the value of the students after the researchers applied a model Picture And Picture on the eye social studies of fourth grade students of SDN 19 Duingingi Gorontalo, so it can be obtained the conclusion that the application of pembelajaran Picture And Picture in eye subjects IPS can improve the outcomes of learning students grade IV SDN 19 Duingingi, Gorontalo City.

### **Conclusion Application of Model Learning Picture And Picture Phase Pre- Cycle, Cycle I and Cycle II In the Eye Lesson IPS**

#### **a. Planning Model of Learning Picture And Picture**

Planning model of learning Picture And Picture p No eye social studies of fourth grade students of SDN 19 Duingingi Gorontalo carried out after teachers do pre-test to the students. The results of the pre-test students then used as a guide by investigators to plan a model of learning Picture And Picture in eye subjects IPS students grade IV SDN 19 Duingingi Gorontalo. In a classroom action research, planning is the initial stage that must be done by the researcher. This is in accordance with the procedure of classroom action research according to Suharsimi Arikunto (2009) which states "that classroom action research consists of 4 stages, namely planning, implementation, observation / evaluation and reflection".

Planning for each learning activity begins by determining Core Competencies (KI) and Basic Competencies (KD) as well as learning objectives . Furthermore, researchers prepare lesson plans and steps - steps of learning as a reference in the activity of learning by using learning model Picture And Picture . Then the researcher compiled pictures related to the learning material to be taught and arranged written questions as evaluation material to measure student learning outcomes . This is done in order to prepare the class to be ready when the learning process is carried out.

Planning should be made to mature. Interest researchers do plan matured is that the purpose of learning which is defined by the researchers can be achieved in accordance with the will that is set by the researchers. In this research, the main objective of the researcher is to improve student learning outcomes. In addition, planning the use of models of learning Picture And Picture is expected to attract the attention and motivation of students in the eyes of subjects IPS.

#### **b. Implementation of Model Learning Picture And Picture**

Implementation of the model of learning Picture And Picture on eye social studies of fourth grade students of SDN 19 Duingingi Gorontalo conducted in two cycles. This is done to see if there is an increase in student learning outcomes after students are given an action. This action needs to be done because when making observations, grade IV students' scores in social studies subjects are still not satisfactory and are below the KKM (75). There are still a lot of students whose grades are not satisfactory.

The average pre-test score of fourth grade students in the social studies subject is 70.8. Still far from from the average - average completeness minimum is 75. Values highest obtained by the students when pre-test was 90 and the lowest score is 60. The number of questions given in the pre-test is 10 questions, so the average - average student is only able to answer the 6 questions of 10 questions were given. Students who value due > 75 amounted to 12 students (37.5%) , while the value is still unresolved or <75 totaling 20 students (62.5%). So for that, students in grade IV SDN 19 Duingingi need to take action so that the learning outcomes obtained can increase. Especially in the subject of Social Sciences.

When the researcher made observations, the researcher saw that the students were not actively involved in the learning process. This is not in accordance with the opinion of Dimiyati & Mudjiono (2006) which states that one of the principles of learning is activity. So from that, a researcher must be able to look for ways that students engage actively when the activity process of learning takes place. One thing that affects the activeness

of students in the learning process is an inappropriate learning model. The model of learning which have teacher or researcher must be which oriented to students (student centered) so will be actively involved in the learning process.

It is very different if a teacher or researcher only uses the teacher centered lecture method . This greatly affects student behavior . Students become bored and do not listen to the material described. This opinion is in accordance with the opinion expressed by Slameto (2010) which states that if the teacher teaches only by using the lecture method it will make students become bored, sleepy, passive and only take notes. Therefore it is very important for a researcher to choose the right learning model to be applied to students.

Learning models that are considered capable of attracting students' attention so that it will improve student learning outcomes, one of which is the Picture and Picture learning model . In this classroom action research. Model learning Picture And Picture can improve student learning outcomes grade IV SDN 19 Dungi City of Gorontalo in the eyes of subjects IPS. At the time of its application process, students are very enthusiastic when shown a picture - an image in accordance with the material being studied. Visually, picture that is presented by the researchers is very attractive attention interest and attention of students to pay attention to the material identified by the researchers so that an advanced student is highly motivated to learn. This is according to Fauzi, et al (2011) which states that the Picture And Picture is a learning cooperative that uses media image so that it can attract the attention of students and can build motivation of students in learning.

Indirectly, the learning model Picture And Picture This requires students to think more logically with image. Researchers provide images related to the material. In cycle I, the material that is being taught is to identify the diversity of cultures tribal peoples in Indonesia (House of indigenous and clothing Adat). Image provided by the researchers are drawing culture ranging from the home of indigenous who came from various parts of the nation in Indonesia. Image - the image can support so that students can identify the diversity of tribes in Indonesia like in the picture. This is in accordance with the opinion of Hamdani (2011) which states that the advantage of the Picture and Picture learning model is to train students to think logically.

Once students are taught using learning model Picture And Picture , students are given about the evaluation or post- test which amounted to 10 questions. The average value of the post test cycle I class IV for social studies subjects is 73.9. The highest value obtained by the students when post test cycle I the same as the meeting II which is 90 and the value of the lowest of 60. However, because the average results of learning of students in value has not been completed, the researchers continue the second cycle study. Average value - average post test in cycle II was 77.5. Rated highest were obtained from post test cycle II is 100 and the lowest score is 60. Questions provided at the post test is 10 questions short description, so that the average student is able to answer 8 questions out of 10 questions given. The majority of students' scores in cycle II have increased. In the first cycle of students whose value has not been 12 students and the second cycle is the student whose grade was not finished just 5 students.

Then it can be concluded that the model of learning Picture And Picture is one model of learning that should be applied by teachers during the learning process for learning model Picture And Picture can improve student learning outcomes.

### **c. Results Application of Model Learning Picture And Picture**

Learning outcomes are one of the components that are goals in a learning process. In a teaching and learning activity, one of the main goals a researcher and student wants to achieve is an increase in learning outcomes . This is because learning outcomes are one of the important components in learning activities. This is in accordance with the opinion of Sudjana (2010) which states that learning and teaching as the main activity in schools includes three elements, namely teaching objectives , teaching and learning experiences , and learning outcomes.

So it can be concluded that learning outcomes are an important component in a learning process . The results of the application of the model of learning models Picture And Picture is an increase in the result of learning of students from cycle I to cycle II. In the pre- action stage , the teacher conducts a pre-test for students. The result is only 10 students whose value is completed (<75) while the rest are 20 students value is still not complete. In cycle I, the researcher applied the Picture and Picture learning model during the learning process in the classroom. Average - Average value post-test on the first cycle is 73.9. Furthermore, the researcher continues the application of the learning model in cycle II.

Average - Average value of students in the second cycle is 77.5, The increase is the result of learning is also supported by an increase in the number of students in the cycle I value is not yet completed, the cycle II, the majority of its value has been entered in the category completely. Then it can be obtained conclusion late that the application of learning models Picture And Picture in social studies can improve learning outcomes of fourth grade students of SDN 19 Duingingi City of Gorontalo.

## CONCLUSION

Based on the results of research and discussion, the conclusion of this classroom action research is that planning for each learning activity begins by determining Core Competencies (KI), Basic Competencies (KD), and learning objectives . Furthermore, researchers prepare lesson plans and step - step learning as a reference in the activity of learning by using a model of learning Picture And Picture , Destination researchers planning is that the learning objectives set by the researchers can be achieved in accordance with the will of the desired researchers. Application of learning models Picture And Picture can improve student learning outcomes in social studies of fourth grade students of SDN 19 Duingingi Gorontalo. Judging from the student learning outcomes has increased from pre-action, cycle I and cycle II. The students' pre-test learning outcomes at the pre-action stage were 70.8. Then in the first cycle the student learning outcomes were 73.9 and then increased again to 77.5 in the second cycle . The increase in learning outcomes is also supported by an increase in the number of students whose scores fall within the "complete" criteria or  $> 75$ . In the pre- action stage , the number of students whose scores have passed is 12 students. Then in cycle I it increased to 20 students and in cycle II it increased again to 27 students whose grades were complete ( $> 75$ ).

Based on the conclusions that have been obtained, it may put forward suggestions teachers who want students to be able to apply the learning model Picture And Picture that student learning outcomes can be increased and its value reaches even beyond the KKM ( $> 75$ ). Should be to research further to apply the model of learning Picture And Picture in eye subjects that more and at the level of units of education are different so that the model of learning Picture And Picture it can continue to evolve and be used as an alternative model of learning during the process of learning

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