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USE OF PICTURE AND PICTURE MODELS TO IMPROVE STUDENT LEARNING OUTCOMES IN CLASS III NATURAL RESOURCES THEME OF SD NEGERI LANGUNG

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Abstract

The problem in this study is how to use picture and picture models to improve student learning outcomes on the theme of natural resources for class III SD Negeri Langung. It is carried out in two cycles, each cycle consisting of design, implementation, observation and reflection. Subjects in this study were 31 students. The results of teacher and student observations, as well as student tests were analyzed using the percentage formula. The research results obtained were (1) observing the activities of teachers and students in cycle 1 obtained an average score of 2.28 in a fairly good category. while the average test result was 69.67% with an average national achievement of 16 students or 55% and those who did not complete were 15 students or 45%. (2) Observation of teacher activity gets a score of 3, 85 in the very good category and observation of student activity in cycle II got an average score of 3.57 in the very good category. Meanwhile, the average test result was 85.8% with an average completion of 27 students or 90.68% and 4 students who did not complete or 9.32%. Based on the results of this study it can be concluded that by applying the Picture and Picture model it can improve student learning outcomes to become more active and the teacher's ability to improve better.

Keywords : Picture and Picture, Learning Outcomes, SDN Langung

Introduction

Education is a conscious effort to prepare students through guidance, teaching and/or training activities for their future roles. Education can be understood as a growth process that adapts to the environment and a formation of the child's personality and abilities towards maturity. The learning process in the school environment (formal education) involves various components. If one component is not fulfilled then the learning process is less successful. Suroso (2013: 34). Education and teaching is a goal-conscious process. This goal can be interpreted as an attempt to provide a formulation of the expected results of students after carrying out the learning experience whether or not the teaching objectives are achieved, one of which is the learning achievement achieved by students. With high achievement, students have indications of good knowledge. Darmawan (2020: 541). Education in today's society requires students to have strong and intact characters, misuse of technology can damage the morals and values of the norms that apply to society itself such as violent behavior, lack of a sense of responsibility in students, cheating, even a decrease in politeness and mutual respect. Respect what happens among students. Therefore, the importance of the role of education can help improve the character of individuals who deviate. Educational achievement cannot be separated from the teaching and learning process. Aunurrahman (2016: 35). Education is an intentional and planned effort to develop individual potential. The efforts made in achieving educational goals are not carried out by a teacher, student or parent separately, but rather the cooperation of these three components is needed. future life. Fahreza (2018: 2). Learning is a learning effort to develop the whole personality, both physically and psychological. Learning is also intended to develop all aspects of intelligence, so that students will

become whole human beings, intelligently intelligent, emotionally intelligent, psychomotorically intelligent and have meaningful life skills for themselves. Hasnawati (2018: 31). According to Purwanto (2014: 85) Learning is a process in which behavior is generated or changed through training or experience. From some of the opinions above, it can be concluded that learning is an effort made by individuals to obtain changes in behavior as a positive benefit for these individuals in interacting. Based on the results of initial observations in class III at SD Negeri Langung, it turns out that the learning process is still conventional. So that students tend to be passive and lazy in doing the assignments given by the teacher. This condition also affects students' learning abilities which are low. And only a few students who look active during the learning process takes place. There are still many students who do not dare to express their opinions in discussions. This can be seen from the test scores of class III students at SD Negeri Langung, Meureubo District. It can be seen that there were 14 students who completed or (41.67%) of 31 grade III students, and there were 17 students who did not complete or (58.33) of 31 students. All of them have an average value below the KKM that has been determined, namely > 70. To overcome the things mentioned above, the researcher sees the need for a learning model that can improve student achievement. Therefore, teachers are required to be creative in developing innovative learning to overcome the problems faced by third grade students at SD Negeri Langung. One alternative that can be used to make students active and creative is to use the picture and picture learning model.

The Nature of Student Learning Outcomes

Learning outcomes are the results achieved by students after following the learning process through a learning achievement test or evaluation that has been determined by the teacher. Results are changes that occur within the individual in a directed and purposeful manner, namely to achieve something good and new than before (Kuraedah & Saliadin, 2016: 150). Learning outcomes are a number of experiences gained by students which include the cognitive, affective, and psychomotor domains. Learning is not only mastering the theoretical concepts of subjects, but also mastering habits, perceptions, pleasures, interests, talents, social adjustments, types of skills, ideals, desires and human hopes (Boty & Handoyo, 2018: 47). According to Surakhmad (2010: 25) student learning outcomes for most people mean tests, exams or tests. The purpose of the test is to obtain an index in determining student success. From the definition above, it can be concluded that learning outcomes are learning achievements achieved by students in the process of teaching and learning activities by bringing about a change and the formation of one's behavior to state that a learning process can be said to be successful, each teacher has their own views in line with his philosophy. However, to equalize perceptions, we should be guided by the current curriculum that has been perfected. Among other things, a teaching and learning process regarding a learning material is declared successful if the specific learning objectives can be achieved.

Natural Resources Theme

Natural resources are something that has use value. Natural resources (SDA) are the totality of physical, chemical, biological and social factors that shape the environment around us. According to Hunker et al (in Putri, 2017) states that natural resources are everything that comes from the earth, biosphere and atmosphere, whose existence depends on human activity. All parts of our natural environment (grains, trees, soil, water, air, sun, rivers) are natural resources. Natural resources are elements consisting of vegetable (plant) natural resources and animal (animal) natural resources with non-biological elements around them which as a whole form an ecosystem. Natural resources have a role in meeting human needs. Juridically, the definition of natural resources is contained in article 1 paragraph 9 of Law no. 32 of 2009 concerning the protection and management of the environment, namely natural resources are environmental elements consisting of biological and non-biological resources which as a whole form an ecosystem unit. There are several opinions regarding the division of natural resources, among others, in terms of the general nature of the ecosystem, it is divided into two major groups, namely terrestrial (land) natural resources and aquatic (water) natural resources. Nevertheless, in natural resource management three kinds of natural resources are generally recognized based on their nature, namely: (1) Natural resources that are renewable (renewable resources), where the flow of resources depends on its management, with some possibility that its supply can decrease, be sustainable or increase. For example land, forests and wildlife. (2) Natural resources that cannot be recovered (non-renewable or deposit resources), where fixed supplies and mini natural resources consist of: (a) Physically the inventory will be completely exhausted. Examples: coal, oil and natural gas (b) Inventory is depleted, but can be reused (recycled). Example: metal and rubber groups. (3) Natural resources that will not run out (continuous or flow resources), which are available on an ongoing basis consist of: (a) The supply is unlimited and unaffected by human action. Example: solar energy, and tidal energy. (b) Its supply is unlimited, but it is affected by human actions. Examples: landscapes, natural beauty, space and air.

Picture and Picture Learning Model

The picture and picture learning model is a learning model that uses pictures and is paired or sorted into a logical sequence. This learning has the characteristics of being active, innovative, creative, and fun. This learning model relies on images as a medium in the learning process. These images are the main factors in the learning process (Sa'adah, 2017:47). Learning model *picture and picture* is a cooperative learning model or prioritizes the existence of groups with media images that are paired or sorted into a logical sequence. The picture and picture learning model is very suitable for the content of learning materials. So far, learning has only been taught by books, making students less enthusiastic and motivated by the material being taught by the teacher. The picture and picture learning model will make the content of learning material more interesting and meaningful because students are given the opportunity to build their own knowledge through various activities such as compiling and sorting pictures. "This learning model has characteristics that are innovative, creative, and of course very fun" (Handayani, 2017: 177). According to Kuraedah and Saliadin (2016: 148) the picture and picture method is a learning method that uses pictures and is paired/sorted into a logical sequence. This learning has the characteristics of Active, Innovative, Creative, and Fun. Whatever method is used always emphasizes the activeness of students in each learning process. Every innovative lesson must provide something new, different and always attract students' interest. And Creative, each learner must generate interest in students to produce something or be able to solve a problem using methods, techniques or methods that are mastered by the students themselves obtained from the learning process. The picture and picture learning model is learning to rely on pictures as a medium in the learning process. These pictures become the main factor in the learning process. So that before the learning process the teacher has prepared images that will be displayed either in the form of cards or in the form of stories in large size, if the school already uses ICT in using Power Points or other software (Fauziah & Bermawi, 2017: 81). Based on the above opinion, it can be concluded that the picture and picture learning model is a learning model that uses paired or sorted pictures into a logical sequence. In this case the teacher conveys the competence to be achieved, conveys the material as an introduction, after that the teacher shows or shows pictures related to the material. Students not only listen and take notes, but the teacher also calls on students to take turns installing or sorting the pictures into a logical sequence, then the teacher asks the basic reasons for thinking about the order of the pictures. From the reason or sequence of pictures, the teacher starts instilling concepts or material according to the competencies to be achieved. This learning has active, innovative, creative, and fun characteristics.

Picture and Picture Learning Model Steps

According to (Fauziah & Bermawi, 2014: 82) The steps in the picture and picture learning model are as follows: (a) The teacher prepares pictures according to the learning objectives. (b) The teacher distributes pictures to each group consisting of 4-5 people. (c) The teacher asks the group to identify the characteristics of the activities in the picture. (d) Through group discussions, conclusions can be drawn about the characteristics of the observed images (e) Each group is given the opportunity to read the results of the discussion. (f) The teacher explains the material according to the objectives to be achieved (f) Conclusion. Based on the opinion above, the researcher concludes that first the teacher prepares pictures according to the learning objectives, the teacher distributes pictures to each group consisting of 4-5 people, the teacher asks the group to identify the characteristics of the activities in the pictures, through group discussions, conclusions are drawn about the characteristics of the images being observed, the teacher gives each group the opportunity to read the results of the discussion, the teacher explains the material according to the goals to be achieved and the teacher gives a summary/concludes the material.

Research Methodology

This research is a qualitative approach which intends to understand the phenomenon of what is experienced by research subjects holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods (Moleong, 2017: 6). The subjects taken in this study were all class students III Langung Public Elementary School, with 31 students. With details of the number of men 23 people and the number of women 8 people. The object of this research is to improve student learning outcomes on

the theme of natural resources for grade III SD Negeri Langung. To obtain data and information relating to this research, the authors use several kinds of data collection techniques, including: Observation, Testing, and Documentation.

Result & Discussion

Based on the results of observations made by researchers in cycle 1 it is still relatively low because many aspects of learning activities are still in the pretty good category. This is caused by the application of the learning model which is still not optimal so that there are still many students who get quite good assessment criteria. The low student activity is caused by the low understanding of students on the theme of natural resources. From the results of these observations it was identified that there were student tendencies as follows: (1) Students do not see / pay attention to the teacher preparing the pictures according to the learning objectives (2) Students do not get pictures that are distributed by the teacher in each group consisting of 4-5 people (3) Students in groups have not been able to identify the characteristics of the activities in the picture (4) Students in each group have not been able to read the results of the discussion (5) Students together are less able to conclude learning. The results of the reflections experienced in cycle 1 included students not seeing/paying much attention to the teacher preparing pictures according to learning objectives, students not getting pictures shared by the teacher in each group consisting of 4-5 people, students in groups could not identify the characteristics -the characteristics of the activities in the picture, students in each group have not been able to read the results of the discussion and students together are less able to conclude learning. Based on the explanation above, the researcher and the teacher together reflect in order to improve the implementation of the learning that has been carried out to continue in cycle II, so that steps are produced as an effort to overcome these obstacles so that they do not reappear in the next cycle, the actions these include: (1) The teacher prepares pictures according to the learning objectives (2) The teacher distributes pictures to each group consisting of 4-5 people (3) The teacher asks the group to identify the characteristics of the activities in the picture (4) Through group discussions, conclusions were drawn about the characteristics of the observed images (5) The teacher gives each group the opportunity to read the results of the discussion (6) The teacher explains the material according to the objectives to be achieved (7) The teacher gives a summary/concludes the material. Based on the results of observations made by researchers in cycle II in the teaching and learning process entered the very good category, where aspects of the teaching and learning process activities can be fulfilled. Because the teacher has prepared the pictures in accordance with the learning objectives, the teacher has divided the pictures in each group consisting of 4-5 people, the teacher is able to tell the group to identify the characteristics of the activities in the pictures, the teacher through group discussions draws conclusions about the characteristics the characteristics of the images observed, the teacher gives each group the opportunity to read the results of the discussion, the teacher is able to explain the material according to the goals to be achieved, andthe teacher has given a summary / concluded the material. Based on the learning outcomes obtained, it can be concluded that students can solve problems well. From the results of student learning obtained classical student mastery has been achieved.

Conclusion

Based on the research results show that the learning model*picture and picture*suitable to be applied in improving student learning outcomes on the theme of natural resources as seen from the results of the post-test, out of 31 students only 27 students had achieved the KKM, namely scores above 70 and 4 students were still below the KKM score of 70. Based on student learning outcomes in Cycle 1 obtained an average score of 2.28 in a fairly good category. while the average test result was 69.67% with an average national achievement of 16 students or 55% and those who did not complete were 15 students or 45% with a pretty good category While student learning outcomes in cycle II get an average score of 3.57 in the very good category. While the average test results were 85.8% with an average completion of 27 students or 90.68% and those who did not complete were 4 students or 9.32%.very good category.

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