

IMPROVING STUDENT LEARNING OUTCOMES THROUGH PICTURE AND PICTURE LEARNING MODEL ASSISTED WITH MEDIA POWER POINT

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Abstract

This study aims to determine the increase in student learning outcomes through the picture and picture learning model assisted by power point media in Social Studies learning in Grade IV SD Negeri Rameuan Kecamatan Suka Makmue Nagan Raya Regency. This research is Classroom Action Research (CAR) with a quantitative approach. The subjects in this study were all of the fourth grade students of SD Negeri Rameuan, totaling 21 students consisting of 8 male students and 13 female students. Meanwhile, the object of this study was to improve student learning outcomes on the subject of ethnic and cultural diversity through the picture and picture learning model assisted by power point media in Grade IV of SD Negeri Rameuan. Data collection techniques in this study through teacher observation, student observation, tests and documentation. Based on the research results it is known that there is an increase in student learning outcomes by using the picture and picture learning model assisted by power point media. This is based on pre-action data with an average student score of 49.5. The frequency of the number of students who passed was 5 students out of 21 students with a completeness percentage of 23.8%. After using the picture and picture model in cycle I, the average student score was 61.4. The frequency of the number of students who passed increased to 9 students with a completeness percentage of 42.8%. Then in cycle II. Through the results of reflection from cycle I, data on student learning outcomes in cycle II increased again significantly with the achievement of an average student score of 80 the number of students who completed that is 18 students out of 21 students and the percentage of completeness level reached 85.7%. Thus it can be concluded that the use of the picture and picture learning model assisted by power point media can improve student learning outcomes in Social Studies learning material on ethnic and cultural diversity in Grade IV SD Negeri Rameuan, Kecamatan Suka Makmue, Nagan Raya Regency.

Keywords: Learning Outcomes, Picture and Picture Model Assisted by Power Point Media, Social Studies Learning

1. INTRODUCTION

Conducive learning that can lead students to be active and creative. This learning atmosphere will provide hope for achieving maximum student learning outcomes, in the sense of achieving a number of abilities and process skills (Khausar, 2014: 73).

Student learning activity is a basic element that is very important for the success of the learning process. Through activities, a student will be able to understand the lesson from his experience so that it will improve his learning outcomes. This of course will also affect the achievement of a learning objective. To improve learning activities and student learning outcomes, an effective and efficient learning is needed (Wahyuningsih & Murwani, 2015: 66).

Learning outcomes have a very important role in a learning process because with learning outcomes it will provide information to the teacher regarding the progress of students in an effort to achieve learning goals through a process of teaching and learning activities (Nabillah & Abadi, 2019: 663). As for several factors that influence the good and bad learning outcomes obtained by students

during the learning process, the learning success of students is influenced by two factors, namely, internal and external factors. Internal factors are factors that come from within the learner including psychological and physiological factors, while external factors are factors that are outside the learner's self including environmental factors of family, community, teachers, learning models.

Based on the results of observations and interviews on February 14 2022 in class IV of SD Negeri Rameuan, Sub-District of Suka Makmue, Nagan Raya Regency, the researchers found weaknesses in social studies learning. The learning process applied by IPS subject teachers is still not optimal. This can be seen from 1) the learning models used by teachers are less varied and only teacher-centered, 2) teachers rarely use interesting learning models to make the learning atmosphere more enjoyable, 3) in doing tests or evaluations, students are less required to think critically, 4) each teacher has not made/designed cognitive, effective, and psychomotor aspects, 5) the learning process is still rote, 6) social studies learning outcomes of students are low, still not achieving a completeness score.

To overcome the things mentioned above, researchers think it is necessary to try a learning model that can improve student learning outcomes in the teaching and learning process. The appropriate learning model used is the picture and picture learning model assisted by power point media. The picture and picture learning model is a learning model that can help and facilitate students in remembering a learning material. 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 Active, Innovative, Creative, and Fun. Picture and Picture Learning Model, a learning model that relies on pictures as the main media in a learning process. So that before the learning process begins the teacher has prepared images that will be displayed in the learning process, either in the form of cards or in the form of power points (Fansury & Januariy, 2017: 75).

Definition of Learning Outcomes

Learning outcomes are a number of values or experiences obtained by students after students follow the learning process which involves three domains, namely the cognitive domain, the affective domain, and the psychomotor domain as a result of learning activities. Learning outcomes can also be interpreted as the success rate of students in learning a learning material which is expressed in the form of scores and obtained through test results in a study (Novita et al, 2019: 65).

Learning is someone who carries out a process to get a relatively permanent change in behavior. learning outcomes are the abilities possessed by students after they receive their learning experience. Learning outcomes are divided into three types, namely (a) skills and habits, (b) knowledge and understanding, and (c) attitudes and ideals. Someone who has been successful in learning will show changes in himself. Changes can be shown from the ability to think or from the attitude towards an object. Changes in these learning outcomes can be grouped into three domains, namely the psychomotor or skill domain, the cognitive domain or thinking ability, and the affective or attitudinal domain (Nugraha et al, 2020: 270-271).

Definition of Picture And Picture Learning Model

The picture and picture learning model is a learning model that uses paired/sorted pictures into a logical sequence, this learning has active, innovative, creative, and fun characteristics. This learning model relies on pictures as a medium in the learning process. These pictures become the main factor in the learning process. The use of picture and picture learning models in learning will make students more active in learning and make the learning process improve student learning outcomes (Wahyudi et al, 2021: 968).

The picture and picture learning model is a learning model that relies on pictures as media in the learning process. These pictures are the main factors in the learning process. So that before the learning process takes place the teacher has prepared images that will be displayed either in the form of cards or in the form of stories in large size. Or if the school already uses ICT in using power point or other software (Syauki et al, 2021: 8).

The Steps of the Picture And Picture Learning Model

According to (Fauziah & Bermawi, 2014: 82) The steps in the picture and picture learning model are as follows:

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. Each group is given the opportunity to read the results of the discussion
6. The teacher explains the material in accordance with the objectives to be achieved
7. Conclusion

Definition of Power Point Media

Learning media is anything that can be used to convey messages or information in the teaching and learning process because using interesting and fun learning media can make students more active and enthusiastic when carrying out the teaching and learning process (Utami, 2021: 2). Microsoft Power Point is a software created and developed by the Microsoft company and is a multimedia-based program. On computers, these programs are usually grouped into Microsoft Office programs and are specifically designed to deliver presentations, whether used by companies, government, education, or individuals, with various menu features that make it an attractive medium of communication (Parinduri & Sirait, 2022 : 13).

Definition of IPS Learning

Social Sciences (IPS) is one of the contents of educational lessons that seeks to develop students' understanding of how humans interact as individuals and groups who live together with their environment, both the physical environment and the social environment. Social Sciences (IPS) is an integration of various branches of social sciences, such as sociology, history, geography, economics, politics, law, and culture (Rahmawati & Hardini, 2020: 1036). Social studies is one of the subjects that is quite important for students, because social studies will equip students with social knowledge that is very useful in the daily lives of students in the community. Social Sciences (IPS), including the Science and Technology subject group, always changes according to the development of society. Changes that occur in social studies lessons are in accordance with the development of Indonesian society (Mashuri, 2022: 2).

2. METHODOLOGY

The approach in this research is a quantitative approach to see the increase in student learning outcomes. While this type of research is classroom action research (PTK) which is an attempt to examine the learning activities of a group of students by providing an action that is deliberately raised and occurs in a class together. Or it can be said that PTK is a form of research that is reflective by providing a certain action so that it can improve and improve the learning process in the classroom. Improvements are made continuously and continuously during the learning process (Wardiyati, 2019: 1086).

The choice of this model is considered appropriate because the problem raised in this study is a problem that occurs in class IV of SD Negeri Rameuan, Kecamatan Suka Makmue, Nagan Raya Regency, namely the low learning outcomes in social studies learning material on ethnic and cultural diversity. In the process of the actions carried out in this study efforts were made to overcome the problems that occurred, while at the same time improving the quality of learning outcomes in social studies learning in the class.

The subjects in this study were all fourth grade students at SD Negeri Rameuan, Suka Makmue District, Nagan Raya Regency. With a total of 21 students, with details of the number of men 8 people and the number of women 13 people. The object of this study is the learning process on ethnic and cultural diversity material through the picture and picture learning model assisted by power point media. In an effort to improve student learning outcomes in class IV SD Negeri Rameuan, Suka Makmue District, Nagan Raya Regency.

The main principle in CAR is giving action in a gradual and continuous cycle until a set result is obtained. According to (Sulistyo, 2016: 17). classroom action research (CAR) is cyclical research and consists of four series of activities carried out in repeated cycles. There are four main activities in each cycle, namely: a) planning (planning), b) implementation (action), c) observation (observation), d) reflection (reflecting).

The design stages in the class action research procedure (CAR) are as follows:

1. Stages of planning (planning).

At this stage what will be done is to plan an action, namely in the form of compiling the social studies learning flow on ethnic and cultural diversity material using the picture and picture learning model assisted by power point media

- a. The preparations made for this class action research process are identifying the competency standards to be achieved.
- b. Develop lesson plans based on predetermined competency standards.
- c. Arrange tests to see the completeness of student learning outcomes. The test is arranged in the form of choice with a total of 10 questions.
- d. Preparing the learning process by applying the picture and picture learning model with the help of power point media.
- e. Compile and prepare student and teacher observation sheets.
- f. Prepare evaluation questions/tests.

2. Stages of implementation (action)

Implementation Actions are carried out for 3 x 35 minutes (1 x meeting), adjusted to the action settings specified in the attached lesson plan (RPP). Which has been adapted to the picture and picture model with the help of power point media. Implementation of this action is carried out with the following steps:

a. Initial activity

The teacher starts the meeting by greeting, praying, and taking student attendance, the teacher gives motivation to students to be enthusiastic in learning, the teacher explains the learning objectives to be learned, and the teacher prepares a picture and picture learning model with the help of power point media.

b. Core activities

In is the search for the teacher to prepare pictures in the form of power point (PPT) 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 In group discussions, conclusions were drawn about the characteristics of the images observed by the teacher giving each group the opportunity to read/present the results of their respective group discussions, the teacher explained the material according to the goals to be achieved, and the teacher gave a summary/conclusion of the material that had been studied.

c. End activities

At the closing stage the teacher draws conclusions from the material that has been taught, and gives students advice. Then the teacher gives an evaluation in the form of a post-test. All action plans that have been formulated can be carried out regularly by the teacher from the initial activity to the final activity.

3. Observation (observation)

Observations when the learning process took place made observations of student behavior. Observations were made to find out the attitudes and behavior of students towards social studies learning material on ethnic and cultural diversity using the picture and picture learning model assisted by power point media. Implementation of observations starting at the beginning of learning when the teacher conducts an assessment until the end of learning using the attached observation sheet.

4. Reflection

Reflection is an activity of analyzing all the data or information collected from the action research carried out, so that it can be seen whether the actions that have been taken have been successful or not with the expected goals.

Based on this, so that the results obtained in this study are truly accurate, the data collection techniques that researchers use are as follows:

1. Observation

Observations were made by researchers by making observations on classroom learning when the teacher will provide learning material. Observations are made only to observe, identify and record what are the weaknesses and strengths when learning is taking place. Observation aims to describe understanding of learning and ongoing activities during the learning process.

2. Test technique

The test technique is used to measure the data obtained by students during the teaching and learning process which is used for students' cognitive learning outcomes. The test given is in the form of a multiple choice test with a total of 10 questions, which are used in the form of pretest and posttest, after being tested for validity and reliability. At the time of research, the researcher first prepared IPS learning questions on ethnic and cultural diversity material.

3. Documentation

Documentation is capturing a very important event, one of which is by using real pictures or photos. The documentation needed in this case is photographs during the learning process by applying the picture and picture model assisted by power point media.

After the data is collected, the data is analyzed using the percentage formula used to describe the research results with the following formula:

$$P = \frac{f}{n} \times 100\%$$

Information:

- P = Percentage value
 f = Frequency
 n = Number of Respondents

Table 3.1 Percentage Value Interpretation

Achievement	Interpretation
85 – 100 %	Very Good category
70 – 84 %	Good category
50 – 69 %	Pretty Good category
Less than 49 %	Less Good Category

3. RESULTS AND DISCUSSION

Based on the results of the implementation of the pretest questions that the researcher did before the action, it was obtained that 5 students got a percentage score of 23.8% (complete) and 16 students got a percentage score of 76.1% (incomplete) that had been implemented. Furthermore, the action will be held in cycle I.

Therefore, to improve the teaching and learning process, a learning model is needed that can improve student learning outcomes, so the researchers followed up by carrying out cycle I.

Cycle I

a. Planning stages

At this stage the researcher carries out research activities, namely:

1. Make a lesson plan and arrange the stages of learning activities using the picture and picture learning model in the RPP formulation as a learning tool.
2. Develop student worksheets
3. Compile observation sheets of teacher activities during the learning process to determine teacher performance during the learning process
4. Compile observation sheets of student activities during the learning process to determine student performance during the learning process.
5. Compile student test sheets as a benchmark in taking grades as well as a reference for whether or not student learning outcomes increase in ethnic and cultural diversity using the picture and picture learning model in cycle I.
6. Testing the feasibility of the research instrument by validating it to the validator.
7. Carry out cycle actions using the picture and picture learning model.

b. Implementation Stages

The implementation of this research was carried out on August 15, 2022. At the implementation stage, researchers in this stage implemented or carried out lesson plans according to what had been formulated in the lesson plan. The stages in detail are as follows:

1. The teacher prepares learning material, namely ethnic and cultural diversity material
2. The teacher asks how students are doing and invites students to pray first

3. The teacher attends students and opens learning by informing the learning material to be studied
4. The teacher draws the names of the students and divides them into several groups. Ruling on the names of noisy students as well as in one group can vary, where there are students with more abilities to prevent it from happening so that they can mingle with students with less abilities
5. The teacher explains the learning process using the picture and picture model
6. The teacher distributes the scrambled images to each group and instructs each group to rearrange the scrambled images so that they are in the correct order.
7. Then the teacher instructs each group to identify and draw conclusions about the characteristics of the images that have been compiled and present the results of the discussion in front of the class
8. The teacher guides learning using the picture and picture learning model and continues to encourage students to complete learning activities well
9. The teacher re-explains the learning material according to the learning objectives and completes the teaching and learning process using the picture and picture learning model properly
10. The teacher concludes the learning outcomes and provides a summary of the material
11. The teacher gave an evaluation of the first cycle and the students took part in the evaluation of the first cycle well

The results obtained in cycle I were as follows: 9 students out of 21 students (42.8%) had completeness in learning outcomes, while students who did not complete were 12 students out of 21 students (57.1%). Learning outcomes in cycle I showed that students experienced an increase but student learning outcomes in cycle I had not reached completeness, so it was necessary to take action in the next cycle.

Cycle II

a. Planning stages

At this stage the researcher carried out several research activities as well as planning in cycle I with some planning improvements in accordance with reflections on cycle I. The difference in cycle II was that research was more maximized in using picture and picture learning models using a learning media, namely power point media . The activities carried out at the planning stage of cycle II are:

1. Make a lesson plan by compiling the stages of learning activities using the picture and picture learning model assisted by power point media in the formulation of lesson plans as learning tools.
2. Compile power points (PPT) on ethnic and cultural diversity material that will be displayed in the learning process
3. Develop student worksheets
4. Compile observation sheets of teacher activities during the learning process to find out teacher activities during the learning process.
5. Compile observation sheets of student activities during the learning process to find out student activities during the learning process.
6. Compile student test sheets as a benchmark in taking grades and a reference for whether or not student learning outcomes increase in ethnic and cultural diversity material by using the picture and picture learning model assisted by Power Point media in cycle II.
7. Testing the feasibility of the research instrument by validating it to the validator
8. Carry out Cycle Actions using the picture and picture learning model assisted by power point media

b. Implementation Stages

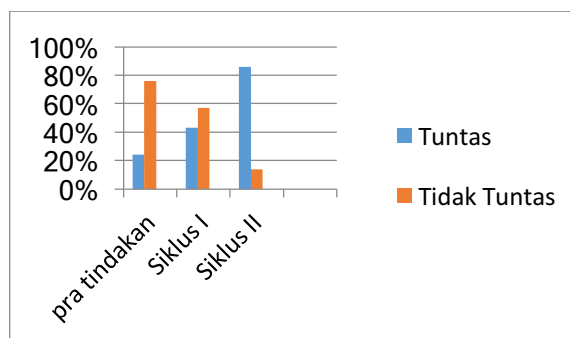
The implementation of this research was carried out on August 29, 2022. Researchers in this stage carried out the lesson plan that had been formulated in the lesson plan for cycle II. The stages that have been prepared in the RPP are then carried out in the learning process. The stages are as follows:

1. The teacher prepares learning materials, namely material on ethnic and cultural diversity in the form of power point media (PPT).
2. The teacher asks how students are doing and invites students to pray first as the beginning of communication.
3. The teacher attends students and opens learning by informing the learning material to be studied.

4. The teacher prepares a video in the form of a power point (PPT) about ethnic and cultural diversity material.
5. The teacher explains the learning process using the picture and picture learning model with the help of power point media.
6. The teacher draws the names of the students and divides them into several groups.
7. The teacher displays a video about ethnic and cultural diversity using power point media and instructs each group to identify and draw conclusions about the characteristics of ethnic and cultural diversity in the video.
8. The teacher guides the learning process using the picture and picture learning model assisted by power point media and continues to encourage students to complete learning activities well.
9. After students identify and draw conclusions about the characteristics of ethnic and cultural diversity, the teacher asks representatives of each group to present the results of their group discussions in front of the class.
10. The teacher asks students about ethnic and cultural diversity to see how far students have understood the lesson.
11. The teacher re-explains the learning material according to the learning objectives and completes the teaching and learning process using the picture and picture learning model with the help of power point media properly
12. The teacher concludes the learning outcomes and provides a summary of the material.
13. The teacher gives an evaluation of the second cycle and students take part in the second cycle evaluation activities well.

The results obtained from the actions taken in cycle II had mastery on learning outcomes, namely 18 students from 21 students (85.7%), while students who did not complete were 3 students from 21 students (14.2%). This shows that the process of learning material on ethnic and cultural diversity using picture and picture learning models assisted by power point media can improve student learning outcomes.

The following is a graphical comparison of the values of Pre-Action, Cycle I, and Cycle II



4. CONCLUSION

Based on the results and discussion, it can be concluded that the use of the picture and picture learning model assisted by power point media in social studies learning material on ethnic and cultural diversity can improve learning outcomes for fourth grade students of SD Negeri Rameuan, Kecamatan Suka Makmue, Nagan Raya Regency. Changes in student learning outcomes through the use of the picture and picture learning model assisted by PowerPoint media experienced a significant increase from the percentage of mastery learning in the pre-cycle of 23.8% to 42.8% in cycle I, and 85.7% in cycle II.

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