



Use of picture and picture learning model and image media in increasing thematic learning outcomes in class II of Watutumou II Elementary School

Ketlin Rambah¹, Deitje A Katuuk², Mesrty E Rindengan³

¹ Student of Master Program, Department of Primary Teacher Education, Postgraduate Program, Manado State University, Indonesia

^{2,3} Postgraduate Program, Manado State University, Indonesia

Abstract

Quality learning processes involve many things, one of which is the Learning Method applied by the teacher. The applied learning method will greatly influence students in absorbing the material delivered by the teacher. If a teacher conveys material using varied and enjoyable learning methods, students will be more interested in listening to the material presented. Conversely, if only teaching with conventional methods, students will be bored and not interested in listening to the material being taught. So from that the teacher is instructed by the teacher to be able to create a pleasant learning atmosphere and can make students study seriously through the applied learning method. The research objectives were to: (1) improve the process of using the Picture and Picture model and picture media in class II Watutumou II Elementary School (2) improve thematic learning outcomes through Picture and Picture Learning models and Picture Media in Class II of Watutumou II. To achieve the above objectives, Classroom Action Research is used as much as two research cycles. Data collection techniques used were observation, interviews, field note tests, and documentation. Data were analyzed by reducing data, applying data, and drawing conclusions.

Keywords: picture and picture learning method, learning outcomes

Introduction

The teacher holds the role of strategy, especially in an effort to shape the character of the nation through the development of personalities and desirable values (Supriadi: 1998) ^[10]. (Kamdi, 2008). Reveal learning tasks are designed to be challenging and interesting to achieve a high level of thinking.

Menurt (Zaenal. 2014) Picture and Picture Model is a learning method that uses images and is paired or sorted into logical sequences, Kiranawati (in Subratayasa, 2012). Picture and picture learning model is a learning model that is constructed with a series of images logically, (Miftahul Huda 2010). Picture and picture learning model is a learning model that uses images and is paired or sorted into logical sequences (Kiranawati: 2011) ^[8]. According to Suprijono (2010) Picture and Picture models are learning models that use images paired or sorted into logical sequences. Understanding media images According to Sadiman Arief S. (2003), media images are images related to subject matter that function to convey messages from teachers to students. This image media can help students to reveal information contained in the problem, so that the relationship between components in the problem can be seen more clearly. According to Schramm (1977) Definition of learning media is "messenger technology that can be used for learning purposes". Romiszowski (2001: 12) the definition of learning media is an effective medium for carrying out well-planned teaching processes. Azhar (2011) Understanding learning media is a tool in the learning process both inside and outside the classroom, further explained that learning media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn. Arief

Sadiman (2008: 7) Learning media is everything that can be used to channel messages from the sender to the recipient of the message. Sutjiono (2005) Learning media is needed by teachers so that learning runs effectively and efficiently. Rayanda Asyar (2012) Learning media can be understood as everything that can convey or channel messages from a planned source, so that a conducive learning environment occurs where recipients can carry out the learning process efficiently and effectively. Syya Bahri Djamarah and Azwan Zain (2010) Learning media are any tools that can be used as channeling messages to achieve learning goals. Munadi (2008: 7) Definition of learning media is everything that can convey and channel messages from a planned source so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. Gagne Learning media as a type of component in the student environment that can stimulate them to learn. Heinich, Molenida, and Russell (1993) argue that technology or learning media as scientific applications of the learning process in humans in the practical task of teaching and learning. Ali (1992) ^[2] argues that "Media are various types of components in the environment of students who can provide stimuli for learning". according to Hadisubroto (2009) ^[5], thematic learning is learning that begins with a subject or a particular theme that is associated with other subjects, certain concepts are associated with other concepts, which are done spontaneously or planned, either in one or more fields of study, and with a variety of children's learning experiences, then learning becomes more meaningful. Atkinson, (1989) ^[4] Integrated learning is an application of one of the learning strategies based on an integrated curriculum approach that aims to create or make the learning process relevant and meaningful for children.

Method

The research method used in this study is the class action research model (CAR) which refers to Kemmis and Mc Taggart (in Arikunto, 2006) [3], carried out through 2 cycles and in each cycle consisting of 4 stages, namely: Planning, Implementation, Observation, and Reflection.

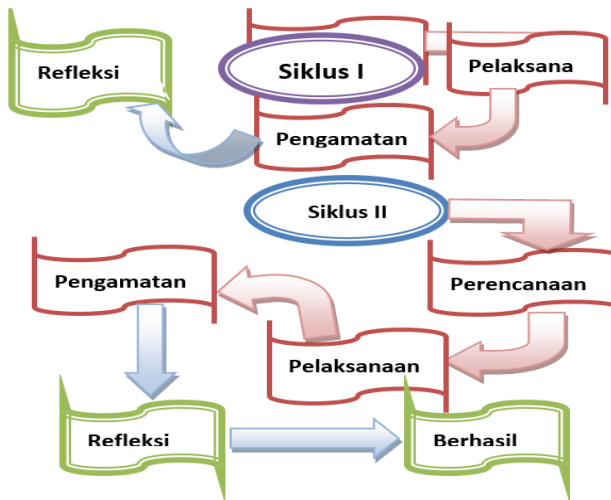


Fig 1: Cyclus (Arikunto, 2006)

This classroom action research was carried out in Class II of Watutumou II Elementary School. This elementary school is located in Watutumou II, Kec. The Subjects of Research Subjects Who were the subjects of this study were class II students at Watutumou II Elementary School with a total of 20 students, consisting of 12 men and 8 women. Research Time Researchers conducted research in Class II of Watutumou II Elementary School II.

$$X = \frac{\sum X}{\sum N \text{Keterangan}}$$

Where;

- X = Nilai Rata-rata
- ΣX = Jumlah Semua Nilai Peserta didik
- ΣN = Jumlah Peserta didik

Assessment for Learning Completeness

There are two categories of mastery learning, namely individually and classically. Based on the instructions for teaching and learning, researchers assume that the application of the Picture and Picture learning model and picture media are said to be successful in improving student learning outcomes, if 90% of students are able to meet the KKM 65% of all the questions given by the criteria for success which are grouped into the following categories:

This analysis is carried out at the stage of reflection. The results of this analysis are used as reflection material to carry out further planning in the next cycle. The results of the analysis are also used as a reflection material in improving the learning design or maybe even as a material consideration in determining the right learning approach. Criteria for Student Learning Success Level in%.

Results and Discussion

Results the implementation of picture and picture learning

model and picture media in improving learning outcomes in class II students at SD Negeri Watutumou II was conducted in 2 cycles. Each cycle consists of 4 stages, namely: planning, implementation, observation or observation and reflection. But before the first cycle, researchers conducted research on the initial conditions of students before the implementation of the picture and picture learning model and picture media, based on the results of observations made by researchers, the learning process is still dominated by teachers.

Visible students are less active in following the learning process while explaining the material, some students who sit in the back are seen playing and joking with their friends. Many teachers still use the lecture method in explaining the learning material so that students are not interested in paying attention and listening to the material being explained by the teacher. This ultimately affects the learning outcomes of students.

To find out the preliminary data regarding student learning outcomes, the researcher conducted a pretest on the students, the pretest was done on March 5, 2019 with Sub Theme 1 material Learning 1 Clean and Healthy Life at home. The pretest results can be seen in the table below:

Table 1

No	Name	Value	Note	
			Complete	Not Complete
1	S1	40		✓
2	S2	80	✓	
3	S3	40		✓
4	S4	20		✓
5	S5	40		✓
6	S6	75	✓	
7	S7	80	✓	
8	S8	60		✓
9	S9	60	✓	
10	S10	40	✓	
11	S11	60		✓
12	S12	60		✓
13	S13	80	✓	
14	S14	60		✓
15	S15	70	✓	
16	S16	55		✓
17	S17	60		✓
18	S18	50	✓	
19	S19	60		✓
20	S20	80	✓	

Based on the Table above, it can be seen that the results of the application of the picture and picture learning model and image media can improve learning outcomes in class II students at Watutumou II Elementary School, in Sub-Theme 1 Learning 1 Clean and healthy life at the researcher's house did the students pretest. The result is only 5 students who complete ≥65 (more than 65). While the remaining 15 students have not completed their grades. At this stage the researcher gives 3 questions in the form of a brief description but the average score of students at this stage is only 59.5 far from the student KKM value of 65. And can be seen in the graph taken this:

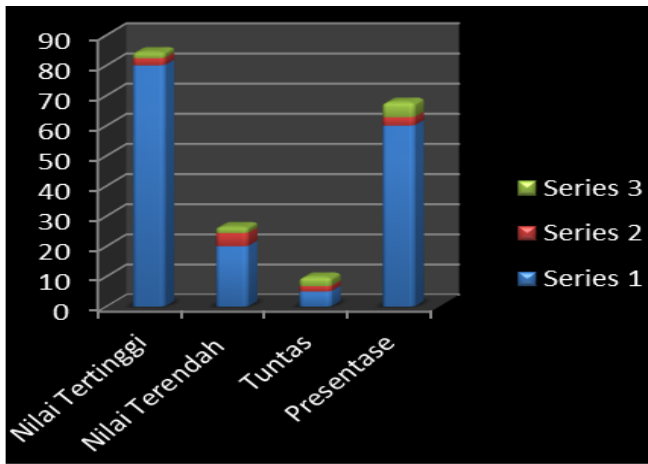


Fig 2

Then the researchers concluded the need for classroom action research with the aim of increasing student learning outcomes. Learning Outcomes Analysis

Table 2

No	Name	Value	Note	
			Complete	Not complete
1	S1	85	✓	
2	S2	50		✓
3	S3	75	✓	
4	S4	70	✓	
5	S5	45		✓
6	S6	70	✓	
7	S7	40		✓
8	S8	70		✓
9	S9	45		✓
10	S10	70	✓	
11	S11	40		✓
12	S12	45		✓
13	S13	70	✓	
14	S14	55		✓
15	S15	60		✓
16	S16	65		✓
17	S17	55		✓
18	S18	75	✓	
19	S19	60		✓
20	S20	80	✓	

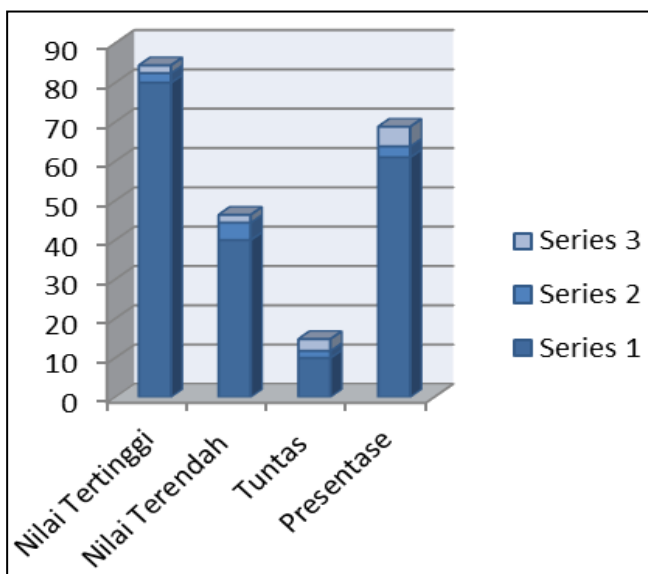


Fig 3

Based on the data in the table above, it can be seen that the average value of the post-test cycle of 1 grade 2 student for the subject matter 4 sub-theme 1 clean and healthy life in the learning house 1 is 61.25. The highest score of 80 obtained by students at the time of the post test is the 5 short description questions. So that on average students are able to answer 3 questions from 5 questions given. Other students complete or ≥ 65 totaling 10 students while the other students are still incomplete or ≤ 65 . Note the Graph brought this this first cycle has increased.

Table 3

No	Name	Value	Note	
			Complete	Not complete
1	S1	80	✓	
2	S2	60		✓
3	S3	85	✓	
4	S4	90	✓	
5	S5	85	✓	
6	S6	75	✓	
7	S7	90	✓	
8	S8	95	✓	
9	S9	60		✓
10	S10	100	✓	
11	S11	75	✓	
12	S12	80	✓	
13	S13	95	✓	
14	S14	75	✓	
15	S15	85	✓	
16	S16	90	✓	
17	S17	100	✓	
18	S18	90	✓	
19	S19	85	✓	
20	S20	100	✓	

Based on the data in the table above, it can be seen that the average posttest cycle value of 2 grade 2 students for the theme 4 subject matter 1 clean and healthy life at home learning 1 is 84.75. The highest score of 100 obtained by students at the time of the post test is the 5 short description questions. So that on average students are able to answer 5 questions from the 5 questions given. Other students complete or ≥ 65 totaling 18 students while the other Students are still incomplete or ≤ 65 , it can be concluded that the value of students in cycle II has increased.

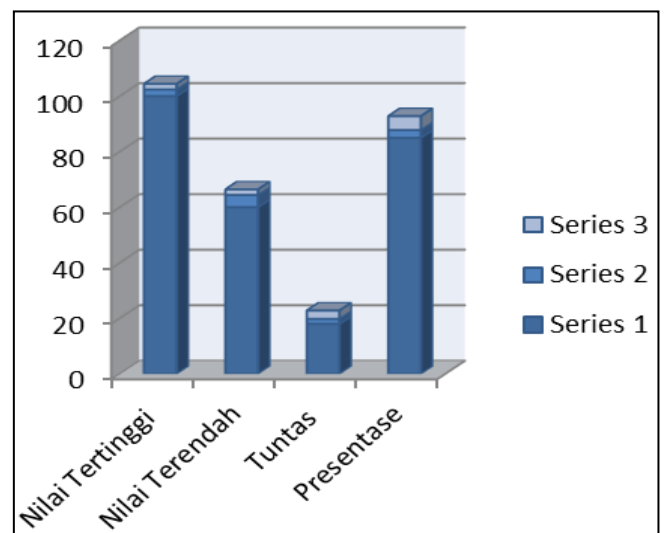


Fig 4

Some students who were initially not enthusiastic and not interested began to be interested in following the learning process.

Conclusion

Based on the exposure of the data table, the results of the research and discussion discussed in class II of Watutumou II Elementary School can be concluded as follows: 1. The picture and picture learning model and the use of image media can improve thematic learning outcomes in grade 2 students at Watutumou II Elementary School clean and healthy at home. 2. Thematic learning process carried out in class II of Watutumou II Elementary School using a picture and picture model and picture media can increase student activity in the learning process, so that it is not dominated by the teacher.

References

1. Agus S. *Cooperative Learning*. Yogyakarta. Pustaka Media, 2010.
2. Ali M. *Metodologi dan aplikasi riset pendidikan*. Bandung: pustaka cendikia utama, 1992
3. Arikunto S. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: BumiAksara, 2006.
4. Atkinson RL dkk. *Pengantar Psikologi Jilid 1*. Tangerang: Interaksara, 2010.
5. Hadisubroto T. *Ekologi Dasar*. Departemen Pendidikan dan Kebudayaan, Jakarta, 1989.
6. Huda M. *Model-model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar, 2013.
7. Kurikulum Tingkat Satuan Pendidikan. Standar Kompetensi Mata Pelajaran IPA / SAINS SD/MI. Jakarta: DEPDIKNAS, 2006.
8. Kiranawati. *Metode Investigasi Kelompok (Group Investigation)*. <http://gurupkn.Wordpress.com/2011/11/13/metode-investigasikelompok-group-investigation>, 2012.
9. Munadi Y. *Media Pembelajaran Sebuah Pendekatan Baru*. Jakarta: Gaung Persada Press, 2008.
10. Supriadi D. *Isu dan Agenda Pendidikan Tinggi di Indonesia*. Jakarta: PT. Rosda Jayaputra, 1997.
11. Zchramm W. *Big media*. London: sage public-baverly Hills, 1997.