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# THE USE OF PICTURE AND PICTURE LEARNING MODEL IN IMPROVING LEARNING OUTCOME OF V-GRADE STUDENTS OF SDN TURISKAIN (DURING PANDEMIC) IN SCIENCE COURSES

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**ABSTRACT**

During this pandemic, educational efforts must still be carried out. The Belu Regency Government has taken a policy to carry out learning activities, namely Learning from Home, this encourages educators to be creative in creating an interesting learning atmosphere. Therefore, this research was conducted using the picture and picture learning model with the aim of increasing the absorption of students' understanding of science subjects. This study uses the Classroom Action Research method. The research implementation is divided into two (II) cycles. The results obtained in the first cycle showed that the average understanding of students who took part in science learning with the picture and picture model, completely reached the Minimum Completeness Criteria was only 37.5%, increased in the second cycle by 87.5%. The picture and picture learning model is effective in improving the learning outcomes of fifth grade students at SDN Turiskain during this distance learning period or Learning From Home.



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## 1. INTRODUCTION

Since the issuance of the Circular Letter of the Ministry of Education and Culture Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency Period for the Spread of Covid-19, learning has been carried out remotely, both online (within the network) and offline (outside the network). The Covid-19 emergency has an impact on the learning process, which is no longer done face-to-face. It is common knowledge that education is an effort to make human beings more humane. Education also aims to empower humans to be able to actualize themselves, understand themselves and support themselves. To achieve a complete human, humans must go through various processes. Talking about education, there is a process that must be passed to achieve real education. In the educational process, there are several elements, namely educators, students and the means that support the process to achieve educational goals. These elements of education continue to go hand in hand for the realization of an ideal education, including during the current Covid-19 pandemic.

The development of the quality of human resources cannot be separated from the development and quality of education, according to Bilqis, et al. (2016). Kristin (2016), explains that education is an important

thing in human life and humans have the same right to obtain education. The COVID-19 pandemic (corona virus disease 2019) poses its own challenges for the world of education. Almost all countries have been affected by this pandemic. With the outbreak of this virus, many countries have taken policies to impose restrictions on population mobilization, even imposing a lockdown to prevent the more massive spread of COVID-19. Many sectors are paralyzed as a result of government policies. One of the sectors experiencing the impact of government policies is education. Many children have had their education suspended for months and without certainty, this indicates an emergency situation in the education sector. Many children are victims and are left out of education due to the pandemic that limits gatherings.

During this pandemic, learning must continue to be carried out in order to achieve the goal of education to educate the life of the Indonesian nation. Without learning, the educational process will not work. Indonesia will lose a generation of learners if the learning process does not go well, because learning is the core of the education process. Learning is a system, which consists of various components that are interconnected with one another. These components include objectives, materials, methods, and evaluation. The four learning components must be considered by the teacher in choosing and determining what media, methods, strategies, and approaches will be used in learning activities (Hosnan, 2014). The quality of education describes the quality of learning. Online learning and working from home for educators are changes that must be made by teachers to keep teaching students. The government's policy of implementing distance education has the aim of maintaining the quality of education and even increasing it. Learning from home that is held with good quality assurance and in accordance with the needs of stakeholders is one of the mechanisms for expanding access to education.

Based on news from cnbcindonesia.com, Minister of Education, Culture, Research, and Technology Nadiem Makariem during a working meeting with Commission X DPR RI, Wednesday (8/9/2021) admitted that there was a learning loss in the world of land education. water. One of the triggering factors for this was the absence of face-to-face learning (PTM) for students due to the Covid-19 pandemic. Learning loss is the loss of a generation that does not learn at all. During the pandemic, distance learning (PJJ) around the world has an impact on reducing the effectiveness of teaching and learning.

The Learning From Home Program (BDR) is an alternative that is currently used by every school in Belu Regency to carry out the teaching and learning process. Teachers are encouraged to visit each student and gather some students to carry out learning activities. The change in the learning process from face to face to BDR is a decision that must be made by schools so that educational goals can still be implemented effectively and efficiently. With the development of increasingly massive technology, all elements of the education sector must adapt to the times and the current phenomena. This BDR is a challenge for every school to continue to carry out educational goals, moreover the creativity of teachers is very much needed in learning carried out from home because of the limited time, which is only 30 minutes one meeting a day. Ansori & Sari (2020), said that basically educational innovation is an effort to improve aspects of education in practice. To be clear, educational innovation is a change that is new, qualitatively different from the previous one, and is deliberately attempted to increase the ability to achieve certain goals in education. Educational innovation is an innovation made to solve educational problems. Educational innovation is also an idea, item, method that is felt or observed as new for a person or group of people (society) either in the form of inventions (new ones) or discovery (changing old ones) that are used to achieve educational goals or solve education problem.

Prihatiningsih & Setyanigtyas (2018), also have the view that in learning activities, active student involvement is very important. To attract interest and increase learning effectiveness, it is necessary to link new knowledge with the cognitive structures that students already have. The subject matter is arranged using certain patterns or logic, from simple to complex or vice versa. Individual differences in students need to be considered, because these factors greatly affect student learning success. With the policy to carry out learning from home, teachers are required to be more creative in carrying out learning activities. Teachers must be able to develop themselves to cope with students who at home lack technology and information tools, learning materials, both teaching aids and other learning resources. At SDN Turiskain itself, almost 100% of their parents are farmers and their income is mediocre, so they have difficulty learning during this pandemic.

Therefore, during this BDR period, researchers wanted to develop a picture and picture learning method for fifth grade students at SDN Turiskain to achieve maximum learning outcomes in science subjects and overcome students' difficulties in accessing better knowledge. According to Farliani, et al. (2015) said that science education is expected to be a vehicle for students to learn about themselves and the natural environment. Agree with Mawardi & Sari's (2015), opinion that it is necessary to create science learning conditions

in elementary schools that can encourage students to be active and curious. The picture and picture model is learning that uses image media as a means for learning activities by sorting and pairing pictures according to a logical sequence (Kaharuddin & Hajeniati, 2020). Picture media is the most basic element in this learning activity. The picture and picture learning model is learning that relies on images as a medium in the learning process. Through these pictures, they become the main factor in the learning process so that before the learning process begins, the teacher has prepared images that will be displayed either in the form of cards or in the form of stories in large sizes.

In the learning process in class V SD Negeri Turiskain Raihat District, teachers in delivering learning are still fixated on handbooks, teachers have not used creative and innovative learning models in science learning in class. Although teachers have not used creative and innovative learning models, they have used teaching aids available at school, conducted questions and answers between teachers and students, teachers demonstrated using real objects according to the material being studied. But there are still students who feel bored and have not been active when participating in learning. This can happen because the teacher only focuses on explaining the material and students are asked to take notes and do assignments. In class V SD Negeri Turiskain Raihat District, teaching and learning activities in science learning have not produced maximum results. This happens because there are still students who have not reached the specified KKM (Minimum Completeness Criteria). Besides there are students who have not reached the KKM, there are still many students who are passive when learning.

## 2. RESEARCH METHOD

The research method used in this research is Classroom Action Research. According to Kunandar (Kunandar, 2011), Classroom Action Research (CAR) is action research (action research) conducted by teachers who are also researchers in their class or together with other people (collaboration). CAR is carried out through several stages including designing, implementing, and reflecting on collaborative and participatory actions that aim to improve or improve the quality of learning in the classroom. The subjects of this study were fifth grade students of SDN Turiskain with a total of 24 students consisting of 13 male students and 11 female students. Data collection techniques in this study used observation sheets, and written tests. The results of data collection were analyzed using a percentage description to see the trend of the data. The data obtained from each cycle is processed and then concluded with indicators of student success using the Minimum Completeness Criteria (KKM), namely students are said to be successful if they have received a minimum score of 72 and students are said to have failed if they still get a score below 72. Indicators of classical learning success are said to be successful. if the average student who has completed reaches 75% or more. On the other hand, learning is still said to have not been successful if the average student who has completed has not reached 75%. The stages in implementing classroom action research can be described as follows:

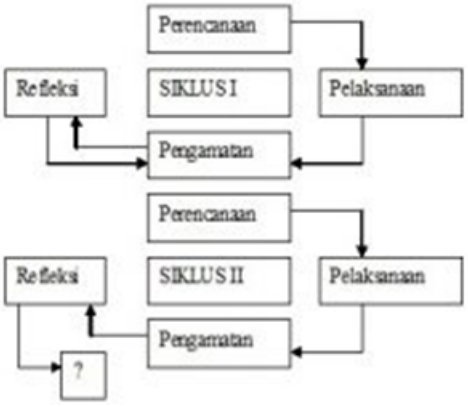


Figure 1. Classroom Action Research Cycle (Arikunto, 2012)

In the Classroom Action Research Cycle above, it can be described as follows:

1. Planning, at this stage the researcher prepares a learning program plan (RPP), prepares pictures related to the subject matter, prepares student observation sheets, prepares student worksheets, prepares Teacher

Performance Assessment Instruments (IPKG-1 and IPKG- 2), and prepare evaluation questions.
2. Implementation of actions, conducting learning in accordance with the learning program plan.
3. Observing, at this stage the teacher as a researcher works with the collaborator teacher or colleagues to make observations during the learning process. From the observations, the data collected in the form of quantitative data (test results, attendance, assignment scores, etc.), but also qualitative data describing student activity, student enthusiasm, quality of discussions carried out, and others.
4. Reflecting, at this stage the researcher and the collaborator teacher discuss the findings and problems found by the teacher, regarding the understanding of the material presented. After that, the teacher followed up the observations with a series of action plans that needed to be carried out at the next meeting. This stage is intended to thoroughly review the actions that have been taken based on the data that has been collected, and then evaluate them in order to perfect the next actions. Reflection includes analysis, synthesis, and assessment of the results of observations of the actions taken. If there are problems during the reflection process, then a review is carried out in the next cycle which includes activities: re-planning, re-action, and re-observation so that the problems encountered can be resolved. If when reflection is done and problems in the learning process have been resolved, the research can be stopped and the research results can be used as a reference in the daily learning process.

From the implementation of research which is divided into two cycles, the picture and picture learning model has the following stages: the teacher presents the competencies to be achieved, the teacher presents the material as an introduction to the main material to be discussed, the teacher shows pictures related to the material, the teacher appoint students in turn to put or sort pictures logically, the teacher asks the reason why students put up or sort the pictures, the teacher instills concepts/materials according to the competencies to be achieved, and in the last part the teacher makes conclusions to complete students' understanding.

## 3. RESULT AND DISCUSSION

From the results of the implementation of the first cycle after applying the picture and picture learning model, the students' learning mastery data were obtained as follows:

Table 1. Completeness of student learning outcomes in the first cycle

| No | Indicator Completeness | Completeness | Frequency (Person) | Percentage (%) |
|---|---|---|---|---|
| 1 | $\geq 72$ | Complete | 9 | 37.5 |
| 2 | $\leq 72$ | Not Complete | 15 | 62.5 |
| | Summary | | 24 | 100 |

From Table 1, it can be explained as follows: that of the 24 students who took part in science learning using the picture and picture model, only 9 students completed the KKM or about 37.5%. Students who have not completed reached 15 students or about 62.5%. In the first cycle of learning using the picture and picture model has not shown significant results. This is because students are not familiar with discussing pictures and are still rigid in learning and it is difficult for students to distinguish which images to choose. Based on the results of the first cycle, which showed that there had not been a change for students in understanding science material, it was continued with cycle II on picture and picture research.

In the second cycle of learning the students began to understand easily, and were interested in the picture and picture learning model or method, they were no longer rigid as in the first cycle, and the research teacher had provided additional information on the picture and was enthusiastic in explaining the contents of the picture. The teacher also only uses a few pictures to make it easier for students to observe and understand the pictures of their choice according to the tasks contained in the student worksheets (LKPD).

Table 2. Completeness of student learning outcomes in the second cycle

| No | Indicator Completeness | Completeness | Frequency (Person) | Percentage (%) |
|---|---|---|---|---|
| 1 | $\geq 72$ | Complete | 21 | 87.5 |
| 2 | $\leq 72$ | Not Complete | 3 | 12.5 |
| | Summary | | 24 | 100 |

From Table 2, it can be explained as follows: that of the 24 students who have participated in learning with the picture and picture method and have completed reaching and even exceeding the KKM totaling 21

students or about 87.5%. Students who have not completed reach 3 students or about 12.5%. In the second cycle of learning using the picture and picture model has shown significant results. Based on the data from the tables of cycles I and II above, it can be seen that the absorption of students' understanding after using the picture and picture learning model in the first cycle or the first meeting decreased, and increased in the second cycle of the second meeting. This shows that by using the picture and picture learning model students are able to improve their understanding in achieving indicators of competency achievement or can achieve scores above the Minimum Completeness Criteria (KKM) in science subjects.

This is because the learning that students receive is different from the learning that has been experienced so far. Students are not easily able to understand the content of learning if it is done using conventional methods or lectures. Handayani (2013), in his article said that picture and picture cooperative learning contains elements of games that can stimulate students' learning enthusiasm, thus involving students actively in the learning process that occurs. Students are required to cooperate with group members in doing the tasks given by the teacher so that students have high activity in the learning process. After the research was carried out in two cycles, based on the results of reflection in the second cycle, because classical completeness of 87.5% had been met, this research was stopped and declared successful. That the picture and picture learning model can significantly improve student learning outcomes.

This is caused by; the first picture and picture learning model trains students to think logically and systematically, second helps students to understand abstract concepts into concrete, third picture and picture learning model allows students to be creative in expressing opinions, discussing and making decisions based on group agreement, the four students feel happy because they got a new atmosphere in learning, the five students were able to actively participate in finding or looking for pictures that matched the question or question.

Although the picture and picture learning model can significantly improve student learning outcomes, there are also several things that a teacher must continue to pay attention to, namely: needing extra time to prepare pictures in advance, continuing to develop themselves in overcoming students who are still passive and reluctant to work with them. the group, found a way to deal with the slightly boisterous atmosphere of the meeting. With creative and innovative teachers, picture and picture learning can be used as an alternative learning model that can be applied in the classroom or outside the classroom, such as during a pandemic. It is very important that in the learning process there should be a wide variety of learning models so that students do not get bored quickly in receiving the subject matter. During this pandemic situation, teachers are highly demanded to be more creative and innovative so that the learning time which is only 30 minutes a day or once a meeting can be beneficial for students' needs for proper education. All learning models certainly have their own advantages and disadvantages, but what is more important is how creative a teacher is to present creative, innovative, and inspiring learning models when appearing in front of their students.

Overall, the absorption of students in cycles I and II is in the good category, so this shows that the picture and picture learning model is an effective learning method, which is able to increase students' understanding in achieving or exceeding the Minimum Completeness Criteria. In writing a research article, Sadiman said that the picture and picture method is an active learning method that relies on images as a medium in the learning process (Suwastini, Arini, & Raga, 2014). These images become the main factor in the learning process so that before the learning process the teacher has prepared the images to be displayed. The images displayed must be clear and attractive so that students do not feel bored. From the results of this study, the researchers saw that the learning process that demanded more student activities, especially activities in groups, was able to increase the absorption of students' understanding. By applying the picture and picture learning model, students are more active and able to create a conducive learning atmosphere.

## 4. CONCLUSION

Based on the results of the research above, the researcher can conclude that the picture and picture learning model is very helpful for teachers in explaining the content of the material and very helpful for students in understanding the content of the material presented by the teacher. The image media used further clarify or facilitate abstract concepts and theories to become concrete. The picture and picture learning model is actually a learning model to clarify and strengthen concrete concepts so that they are more clearly accepted and understood by students. The results of the research conducted in two cycles indicate that the picture and picture learning model can effectively improve the learning outcomes of fifth grade students at SDN Turiskain. Thus, teacher creativity is needed in developing effective learning.

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