

Improving Student Learning Outcomes in Picture and Picture Thematic Learning

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Abstract

The purpose of this study is to improve learning outcomes for thematic subjects using the picture and picture method in fourth grade students in the even semester of the 2021/2022 academic year. This research method uses classroom action research that follows the Kemmis and Taggart models. This research consists of 2 actions, each action has 4 stages, namely planning, implementation, observation and reflection. The research time was 2 months, from July to August 2022 with 20 students. Data collection was carried out through questions, interviews and observation. The results showed that the learning outcomes of thematic learning subjects of class IV students had increased. This is necessary because the average action thematic test results increased for each action in the pre-action 55.7, cycle I 66.55 and cycle II 82.35 and from the results of the interviews conducted it was concluded that thematic learning is learning through pictures and pictures. Students are not only interested in listening, but students participate in doing it and find it interesting. This study concluded that thematic learning using the picture and picture method can improve thematic learning outcomes so that students are not bored and students become active and creative.

Keywords: Learning Outcomes, Learning Theme My ideals Thematic, Picture and Picture

1 INTRODUCTION

So, Education is a learning process that previously students did not know to know. Re-developed in the form of teaching, research and guidance but there are also self-taught or non-academic. While students in general mean efforts to advance the character, character, mental and physical strength of students. Students in the city of Jakarta belong to the stage of development where school facilities must be improved, such as a public library, lack of facilities and infrastructure that do not provide such as learning media and teacher creativity in applying learning models or methods.

The results of observations made at SD Dharma Bakti grade IV in thematic learning on the theme of my ideals with face-to-face learning there are several problems that cause students to experience reduced learning outcomes still centered on the teacher, students are less actively involved in the learning process, student motivation towards face-to-face learning is very low are used to learn to further focus on learning material and the level of student focus is very low, and parents still pay little attention or supervise scores below the KKM as many as 16 students do not complete and as many as 4 complete with a total of 20 students. Teachers must change the existing learning strategies in the classroom so that the learning process is more active and fun to increase and students' understanding of learning subjects. As an alternative to research using learning methods that are more appropriate when used as learning material, namely the picture and picture learning method.

Picture and picture is a learning method that uses pictures as a learning strategy. This strategy is similar to pictures and pictures where the pictures given to students must be paired or logically aligned so that the pictures become the main tool in the learning process.

Based on the problem in this study, is how to use the picture and picture method in thematic learning to improve the learning outcomes of even fourth grade semester students at SD Dharma Bakti Academic Year 2021/2022?

2 RESEARCH METHODS

The purpose of this research is to improve learning outcomes in thematic subjects using the *picture and picture method* at SD Dharma Bakti. The research location was conducted at SD Dharma Bakti Class IV even semester of the 2021/2022 academic year. Jl. Bogor Raya Km N0. 24, RT.5 / R.6, Cijantung, Kec. Ps. Reb, City of East Jakarta. a study conducted at Dharma Bakti Elementary School found that learning outcomes were very low due to a lack of student success in the learning process. The implementation of the research will start from July to August with face-to-face situations in class IV even semester of the 2021/2022 academic year. The models used in this study are the Kemmis and Taggart models. Research collects data in test results, interviews, observations, notes Field and documentation.

3 RESULTS AND DISCUSSION

The research was carried out for two cycles from cycle I and cycle II to determine. Can the use of the picture and picture method improve the learning of fourth grade students at SD Dharma Bakti. Research begins Pre Action to cycle II.

3.1 Sub Result

The research was conducted at Dharma Bakti Elementary School with a total of 20 grade IV students, a total of 20 students. This survey was conducted from 25 July to 25 August 2022. Before conducting the research, the researchers first conducted face-to-face learning observations, the researchers also conducted interviews with class leaders and conducted learning achievement tests related to thematic learning in class IV SD Dharma Bakti.

Based on the test results presented in table 4.1. there were 16 students who obtained grades that did not reach the KKM, while 4 students achieved the KKM .

Table 1 Percentage of Pre-CYCLE Learning Outcomes

No	CRITERIA	VALUE RANGE	THE NUMBER OF STUDENTS	PRESENTATION	AVERAGE
1	NOT COMPLETE	0-74	16	80%	55,7
2	COMPLETE	75-100	4	20%	

After the researchers conducted the Pre-SIKLUS, there were still students who scored below the KKM, namely 16 students or 80%. Based on the graph above, it is more clearly shown on the bottom line chart.

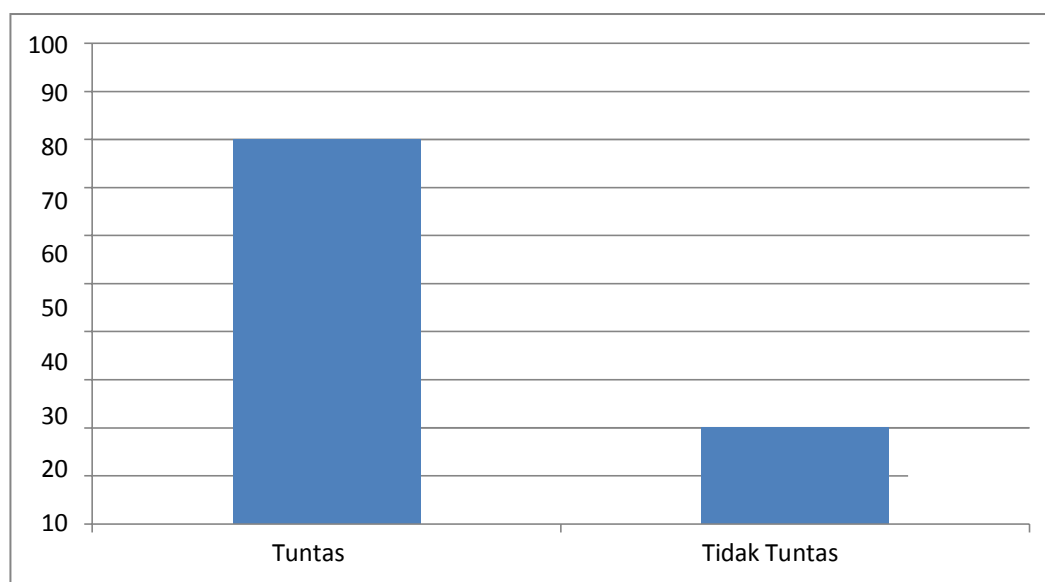


Figure 1 Diagram of Pre-CYCLE Learning Outcomes

From the results of the initial test before the study, it can be seen in the table and diagram that 16 students who have not reached the KKM with a percentage of 80% have achieved it and 4 students who have reached the KKM with a percentage of 20%. In the Pre-SIKLUS Initial Scores reached a difference of 60% because students had not mastered the subject matter so that student learning outcomes were low.

3.1.1 Sub of Sub Results 1

Classroom Action Research was conducted at Dharma Bakti Elementary School with fourth grade students in the Thematic subject of my Cita Citaku material. The researcher completed CYCLE 1 and II.

Table 2 Percentage of Learning Outcomes CYCLE I

No	CRITERIA	VALUE RANGE	THE NUMBER OF STUDENTS	PRESENTATION	AVERAGE
1	NOT COMPLETE	0-74	11	55%	66.5
2	COMPLETE	75-100	9	45%	

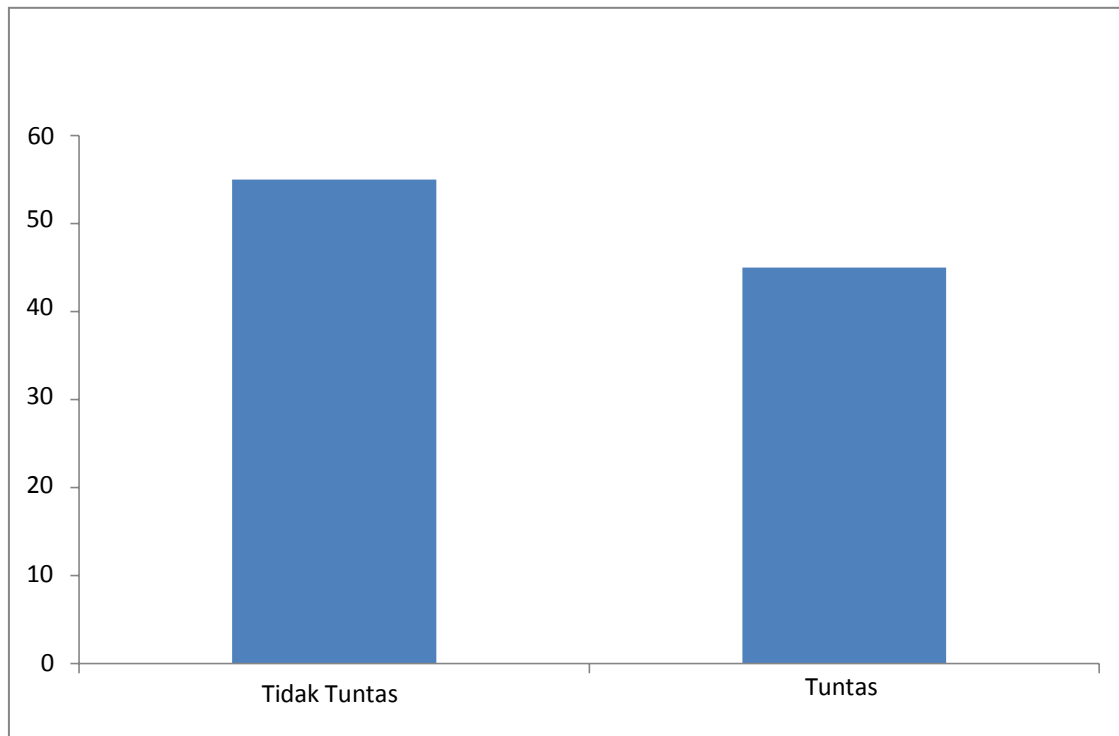


Figure 2 Diagram of Learning Outcomes CYCLE I

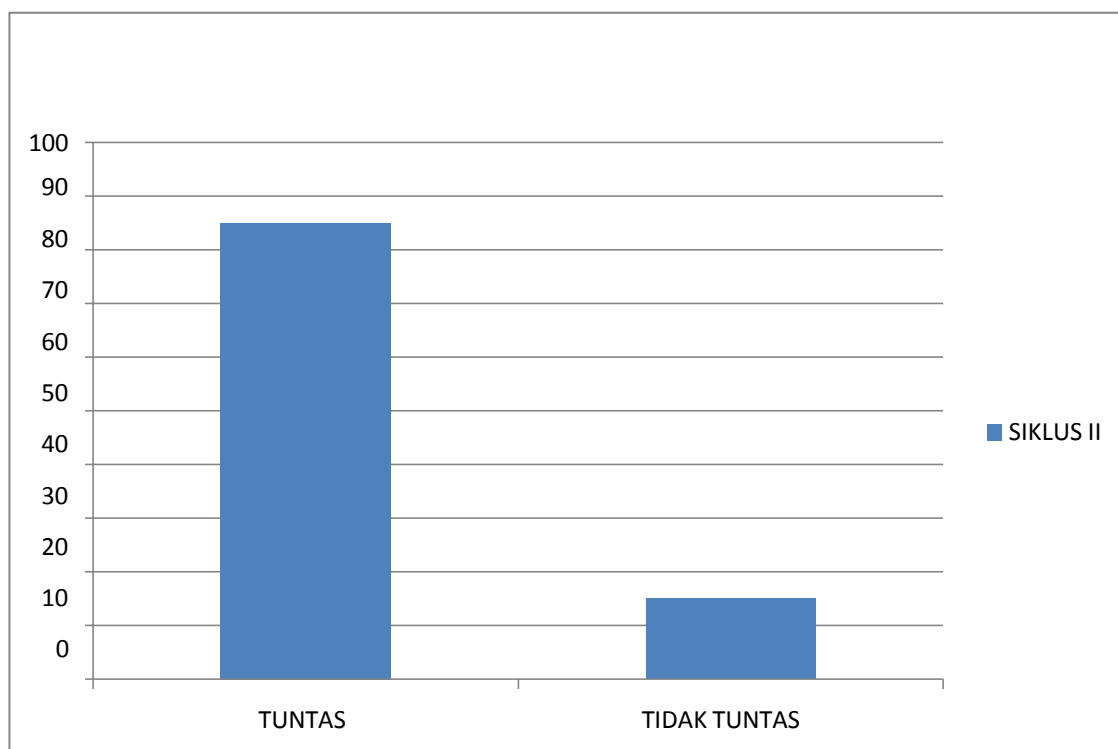
From the student learning outcomes, it can be seen from the attachment to learning outcomes and diagram 4.2 that 11 students have not reached the KKM with a percentage of 55% and 9 students have achieved the KKM with a percentage of 45%. began to be able to master the subject matter.

3.1.2 Sub of Sub Results 2

In cycle II it was carried out at SD Dharma Bakti in class IV thematic subjects. This researcher as the face-to-face implementation carried out in cycles I and II. Each cycle consists of 2 meetings where the time allocation for each meeting is 1×35 minutes.

Table 3 Percentage of Results Score CYCLE II

No	CRITERIA	VALUE RANGE	THE NUMBER OF STUDENTS	PRESENTATION	AVERAGE
1	NOT COMPLETE	0-74	3	15%	82.35
2	COMPLETE	75-100	17	85%	



Picture 3 Diagram Results Learning Values CYCLE II

So the learning outcomes can be seen in table 4.3 that students from Cycle II with an average score of 82.35 the percentage of completeness is 85% while the percentage is incomplete 15% has shown an increase in student learning outcomes and success in carrying out learning using the picture and picture method. Therefore, in this cycle it is stated that it has succeeded in increasing student learning outcomes in the picture and picture method.

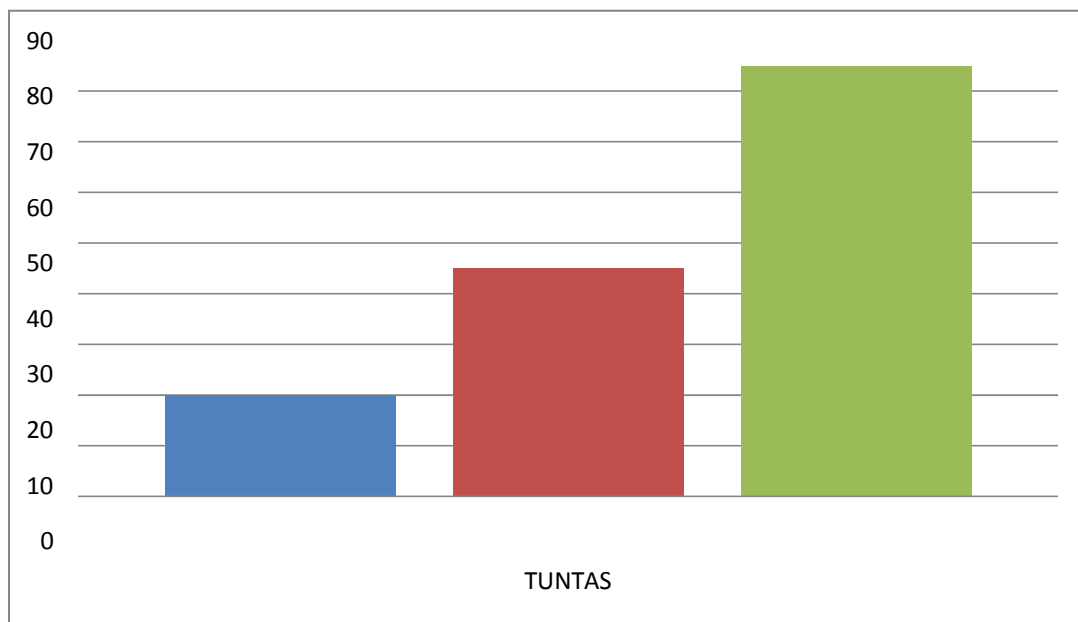
Based on data analysis on each action in tables and graphs, student learning outcomes in each action have increased. The improvement in student learning outcomes on the test questions that reached the KKM was 4 students or 20%, while in cycle I the KKM was 9 students or 45% and in cycle II the KKM was 20 students or 100%. So the researchers stopped the implementation of class actions in cycle II.

3.2 Sub Discussion

The application of picture and picture can improve student learning outcomes which can be seen from the results of the final tests for Pre-CYCLE, CYCLE I, and CYCLUS II, where the average Pre-CYCLE score was 55.7 in CYCLE I to 66.55 and then in CYCLE II it rose again with an average score averaged to 82.35. Then in the completeness percentage it can be seen that there was an increase, namely in Pre-CYCLE 20%, in CYCLE I it increased to 45% which was completed, then in CYCLE II there was a significant increase, namely all students 85% complete. The data can be seen in the Table of Comparison of Student Learning Outcomes in the following CYCLE comparison:

Table 4. Student Learning Outcomes in CYCLE Comparison

CRITERIA	CYCLE COMPARISON			KET
THE NUMBER OF STUDENTS	4	9	17	COMPLETE
	16	11	3	NO COMPLETE
AVERAGE	20%	45%	85%	COMPLETE
	80%	55%	15%	NO COMPLETE
PERCENTAGE	55,7	66.55	82.35	

**Figure 4. CYCLE Comparison Diagram**

From the results of observations made by class teachers on students, it can be seen that there is an increase in each cycle. On observation of students in the pre-cycle, even though students have done the assignments given by the teacher but students seem lacking in terms of enjoying learning, being active in learning, paying attention to the teacher's explanation, asking questions and answering questions from the teacher. In observing students in the Pre-SIKLUS, it can be seen that student learning outcomes are very low in learning. However, students still seem to be lacking in paying attention to the teacher's explanation, asking questions and answering questions from the teacher. In the observation of CYCLUS I students, it was seen that students also paid less attention to the teacher's explanations and answered questions from the teacher. However, students are still lacking in asking questions to the teacher and students are still lacking in asking questions to the teacher. In observing students in CYCLUS II, it can be seen that students have begun to show a happy attitude and are active in learning activities. Students also seemed to have paid attention to the teacher's explanation and answered questions from the teacher and asked questions to the teacher.

So, from the results of interviews conducted with teachers and students, it can be concluded that this research already has adequate learning media, but teachers have not maximally used learning media. Students also feel happy about learning materials that use learning media. Students understand more about the teacher's explanation if the teacher

uses learning media in learning activities in class. However to use learning media there needs to be collaboration between teachers and students to plan the use of learning media.

4 CONCLUSION

Based on the results of the study, it was shown that the learning outcomes obtained through the results of the tests given were the initial stage. the average value is 66.55. While the results in CYCLUS II students who achieved scores above the KKM were 85% with a class average of 82.35. This increase has exceeded the specified target of 75% in completeness and 75 in class average. Based on the results of the research above, the researcher can conclude that learning using pictures and pictures can improve learning outcomes for fourth grade students at SD Dharma Bakti in thematic learning can be used as an alternative method to improve learning outcomes student.

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