

Improving Indonesian Language Learning Outcomes on Competencies in Exploring Information through Picture Story Media for Elementary School Students

Febbyanti Wahyu Cahyautami*, Evayenny, Ilmi Noor Rahmad
Primary Teacher Education, STKIP Kusuma Negara, Indonesia
[*febbyanti@stkipkusumanegara.ac.id](mailto:febbyanti@stkipkusumanegara.ac.id)

Abstract

The purpose of this study was to improve the learning outcomes of Indonesian language competence in digging for information on energy material and its changes through picture story media for third grade students in semester II of the 2022/2023 school year. This research method is Classroom Action Research (PTK). This research includes 3 cycles where each cycle includes 4 stages, namely planning, action, observation, and reflection. The research time lasted for 3 months starting from May - July 2023, with a research subject of 32 students. The results of this study indicate that there is an increase in Indonesian learning outcomes in class III. This is evidenced by the average test results of each meeting in one cycle increasing, namely in cycle I 13 students out of 32 students (41%) with an average of 68.59. In cycle II, 17 students out of 32 students (53%) with an average of 75.47. In cycle III, 27 students out of 32 students (84%) with an average of 81.56. The increase obtained in this study concludes that Indonesian language learning outcomes can be improved with picture story media.

Keywords: Indonesian Language, Learning Outcomes, Picture Story Media

1 INTRODUCTION

Basically, when students learn, they often experience learning difficulties. Usually, this learning difficulty is caused by inappropriate learning media or even teachers still not utilizing the role of learning media in the continuity of the learning process. So that the understanding of what he learns decreases and affects the learning outcomes he achieves.

For educators, learning Indonesian is a challenge. In learning Indonesian is one of the fields for students to learn about good morals. Given that Indonesian is a language of instruction or a link in everyday life, including in the learning process in some schools. Indonesian language learning has a function as a means of conveying ideas and feelings. As well as building good language that can be used in society. Students can express their ideas and feelings with a variety of different imaginatives for each student.

However, the reality in the field during observations at SDN Kalisari 01, there are still problems in thematic learning of Indonesian language content. One of them is the competency of digging for information. Among students, especially in grade IIID elementary school students who get learning that contains the competence of digging information. In this case, it still shows a lack of student understanding of the competency of extracting information from a reading so that it affects the learning outcomes obtained.

Based on the results of observations made by researchers in the field on January 19, 2023. Shows that in SDN Kalisari 01 students in class IIID with a total of 32 students, from the learning outcomes obtained, the value of Indonesian language on the competency of extracting information from a reading is still low with a standard Minimum Criteria Completeness (KKM) value of 75, obtained as many as 38% of students who reach the KKM value and 63% of students have not reached the KKM value. This is because the

teaching and learning process has no appropriate learning media assistance. By not using the appropriate media, the learning process becomes less enjoyable so that this has an impact on students who do not understand the material being studied and the value of learning outcomes obtained in Indonesian language content on the competency of extracting information there are still those who have not reached the KKM standard value.

So far, the learning used by teachers in their classes still uses a relatively fixed type of learning (monotonous) every time they teach, especially the competency of digging for information. That is learning that does not utilize learning media as a support for enjoyable learning. In lessons conducted in class, teachers usually only provide relatively large and long readings and then students are immediately instructed to dig up any information obtained from the reading. As a result, there are still many students found in the results of digging up information that does not match the standard value of KKM. Before students work on practice questions, generally teachers have explained the purpose of the competency of digging up information, but in reality students' understanding is still low. Such as despair when looking at long and dense text reading, low interest in reading, and confused about what information to get. Along with the ability to dig up information that is low, it affects the learning outcomes obtained by students. This study aims to improve the learning outcomes of Indonesian language competence in digging for information through picture story media in class IIID Semester II Academic Year 2022/2023 SDN Kalisari 01 East Jakarta.

The definition of learning outcomes according to Hamalik (Arsyi Midanda, 2018) argues that learning outcomes will appear in every aspect - aspects: knowledge, understanding, habits, skills, appreciation, emotional, social, physical, ethical or ethical relationships, and attitudes. Nana Sudjana's understanding (Haryanto, 2022) explains that what is meant by learning outcomes is essentially a change in behavior as evidence of learning outcomes, in a sense that includes the cognitive, affective and psychomotor fields. In line with Bloom (2021) who says that learning outcomes include cognitive, affective and psychomotor abilities. The process in learning involves students in solving problems, expressing opinions (cognitive), involving students to make decisions (affective) and student involvement in the use of tools in learning (psychomotor) Continued according to Dimiyati and Mudjono (Tuti Supatminingsih, 2020) they argue that learning outcomes are results that have been achieved in the form of numbers or in the form of scores after being given a learning outcome test at the end of each learning process.

Indonesian language in primary school is one of the subjects that can be used to develop students' activities. Language is a means of communication, learning language means learning to communicate. Currently, in elementary schools, elementary Indonesian language learning is included in Integrated Thematic learning. Students no longer learn using subject content such as science, Indonesian, mathematics, or other subjects. Students learn themes that include several subjects and their competencies (Pipit Pudji Astutik, 2016). Digging for Information is an action taken by the reader to find more detailed information, in searching or finding information, there are six aspects that can be used, namely; (1) what; (2) where; (3) when; (4) who; (5) why; and (6) how (Wikke, et.al, 2019).

Majis (Syifak, 2013) states that picture story media is a medium that contains stories equipped with interesting, funny and fun pictures so that children become fond of reading, so that reading becomes a necessity that must be fulfilled by a child. According to Damayanti (Ganes G, 2018) picture story media is an intermediary that can communicate reality and ideas strongly and clearly with a combination of words and images.

In the explanation above, it can be concluded that the learning outcomes of Indonesian language competence in exploring information on energy material and its changes are changes in behavior as evidence of learning outcomes, in the sense that includes cognitive, affective and psychomotor fields. And picture story learning media is a very interesting media because it is in the form of visual media equipped with interesting pictures combined with words.

2 RESEARCH METHODS

The research used by researchers is using the *Classroom Action Research* research method or what is commonly referred to as Classroom Action Research (PTK). The definition of PTK consists of three words, namely research, action, class. First, Research is defined as an activity to observe an object using certain methods and rules or methodologies to find accurate data about things that can improve the quality of the observed object. Second, Action is a movement that is carried out deliberately and planned with a specific purpose. Third, Class is a place where there is a group of students who simultaneously receive lessons from the same teacher. From the three elements of understanding above, it can be concluded that what is meant by PTK is a focus in the form of action on learning activities that are deliberately raised and occur in a class simultaneously. (Alsaudi, Evayenny, Larasati 2019) The cycle in action research begins with planning action (*Planning*), implementing action (*Action*), observing, evaluating the process and results of action (*Observation and evaluation*), *reflecting*, and so on until the expected improvement or improvement reaches the success criteria (Dwi Susilowati, 2018).

This research was conducted at SDN Kalisari 01 in class IIID, East Jakarta, DKI Jakarta Province. This research was conducted in the second semester of the 2022/2023 school year. The implementation time of cycle I, cycle II, and cycle III was carried out in 4 stages, namely: (1) planning, planning activities consisting of activities to compile lesson plans for Indonesian language subjects with the competence of exploring information on energy and its changes, planning the preparation of making picture story media, compiling student worksheet question sets, compiling observation and assessment instruments. (2) Implementation, in this stage of implementing the action the role of the researcher is as a teacher, implementing Indonesian language learning competencies to explore information on energy and its changes by using picture story media. (3) Observation, at the observation stage the activities carried out are observing the teaching and learning process which refers to the planning that has been made. At this stage of observation, the collaborator or class teacher observes the activities carried out by the researcher who acts as a teacher and also the observation is directed at student learning activities and student participation in learning activities, (4) Reflection, the results obtained in the observation stage are collected and analyzed so that the results of the reflection of the activities that have been carried out are obtained. Reflection is a very important part of understanding and giving meaning to the learning process and results that occur.

This research was carried out in 3 cycles, if at the time of cycle 3 it had achieved learning success then the cycle was stopped. What differs between cycles is the improvement of the learning process after finding things that make it difficult for students through the results of reflection.

3 RESEARCH RESULTS AND DISCUSSION

The results of this study have gone through the pre-cycle, cycle I, cycle II, and cycle III stages which were carried out from February to April 2023.

3.1 Results

Based on the results of research that has been carried out at the pre-cycle stage to cycle III which is carried out with two meetings per cycle. The results obtained are Pre-cycle 12 students out of 32 students (38%), in cycle I 13 students out of 32 students (41%) with an average of 68.59. In cycle II, 17 students out of 32 students (53%) with an average of 75.47. In cycle III, 27 students out of 32 students (84%) with an average of 81.56.

3.1.1 *Pre-cycle Result*

That the pre-cycle learning results of Thematic learning of Indonesian language competencies in exploring information on energy and its changes at SDN Kalisari 01 Jakarta are still low because the percentage level of student learning outcomes that have completed learning is 12 students (38%) and 20 students (63%) have not completed. With the condition of student activities that are less focused and do not pay attention in the learning that takes place. As well as teaching activities of teachers who have not used learning media assistance. Therefore, to improve student learning outcomes, research is needed with media researchers, namely picture story media.

3.1.2 *Cycle I Results*

Researchers have applied picture story media learning media. Students look interested in learning using picture story media assistance but because it has just been applied students still feel unfamiliar and have not mastered picture story media. It can be seen that students are still confused about how to use the media presented, students feel confused about which direction to read because the picture story media is made comic-based. finding material information obtained from the assistance of picture story media, students look not confident, still hesitant - hesitant to answer wrongly and embarrassed to speak forward to the class. The learning outcomes obtained were 13 students completed (41%) and 19 students did not complete (59%).

3.1.3 *Cycle II Results*

After the researchers reflected on cycle I, the researchers continued to cycle II. Students seemed interested in learning using picture story media assistance, students began to master picture story media media due to the existence of study groups. However, it is unfortunate that the number of students in each group is too much as a result that some students are busy on their own, do not focus on discussing, and only a few are seen to have sufficient understanding seen from the test results. In retelling and finding material information obtained from the assistance of picture story media, students are more confident than the previous cycle. The learning outcomes obtained were 15 students completed (47%) and 17 students did not complete (53%).

3.1.4 *Cycle III Results*

Because the learning outcomes had not yet reached the success criteria, researchers continued the third cycle stage. At the time of learning, there had been a lot of progress. Students have mastered the picture story media so that students easily explore and find information in the text. Students feel comfortable in small study groups so that it can facilitate mutual discussion with peers. It can be seen that students are more active in discussing and exchanging opinions, it can also be seen that cooperation is carried out between students in helping their friends who do not understand, and also with random group representatives at each meeting to read the results of alternating discussions, students look more confident. The learning outcomes obtained were 27 students completed (84%) and 5 students did not complete (16%).

3.2 **Discussion**

Based on the results of class action research conducted at SDN Kalisari 01 East Jakarta, the learning outcomes of the competence of digging for information on Indonesian language content on energy and its changes by using picture story media carried out in 4 stages, namely the pre-cycle stage, cycle I, cycle II, and cycle III.

In the pre-cycle stage, researchers have not applied picture story media in the learning process, learning activities are still carried out by conventional methods or lectures and researchers conduct tests to students obtained learning outcomes with an average of 66.25 showing 38% complete and 63% incomplete. After reflecting on the pre-cycle, cycle 1 was carried out by making improvements from the pre-cycle. In cycle I, researchers began to apply the learning assistance of picture story media, there was a slight increase in learning outcomes with an average of 68.59 with a percentage of 41% complete students and 59%

incomplete students. Then cycle 2 was carried out, which was carried out after a reflection of improvements from cycle I, in cycle II an increase in learning outcomes was obtained with an average of 75.47 with a percentage of complete students 47% and 53% of students were not complete. It can be seen that after doing cycle II it has not yet reached the success criteria. So the researcher continued the improvement in cycle III. In cycle III, there was a significant increase in learning outcomes by showing an average score of 81.56 with a percentage of complete students of 84% and 16% of students were not complete.

This proves that with the application of picture story media, an increase in learning outcomes is obtained which is followed by an increase and development of student behavior during learning. The increase occurred due to the application of picture story media as learning assistance in the Indonesian language content of the competency of exploring information on energy and its changes.

Based on the results of the study as well as data analysis and research findings, learning by using picture story media can improve Indonesian learning outcomes in the competency of digging up information in energy and its changes in class IIID SDN Kalisari 01 East Jakarta, this is because learning by using picture story media provides students with interesting learning innovations so that it can facilitate students in digging up information on energy and its changes and can achieve learning objectives. Thus, the use of picture story media can be one of the Indonesian language learning assistance in the competency of digging up information in class III.

Therefore, it can be concluded that there is a significant increase in research data on student learning outcomes, so that using picture story media can improve Indonesian learning outcomes in the competency of extracting information in energy and its changes in class IIID SDN Kalisari 01 East Jakarta.

3.3 Table

As a comparison of the improvement in learning outcomes obtained, it can be seen in the table below:

Table 1. Recapitulation of learning outcomes

Stage	Number of Students Completed	Number of Incomplete Students	Average Score	Percentage of Classical Completion
Pre-cycle	12	20	66.25	38%
Cycle I	13	19	68,59	41%
Cycle II	17	15	75,47	47%
Cycle III	27	5	81,56	84%

3.4 Image

To clarify the increase in learning outcomes obtained from Pre-Cycle to Cycle III, it can be seen in the graph below:

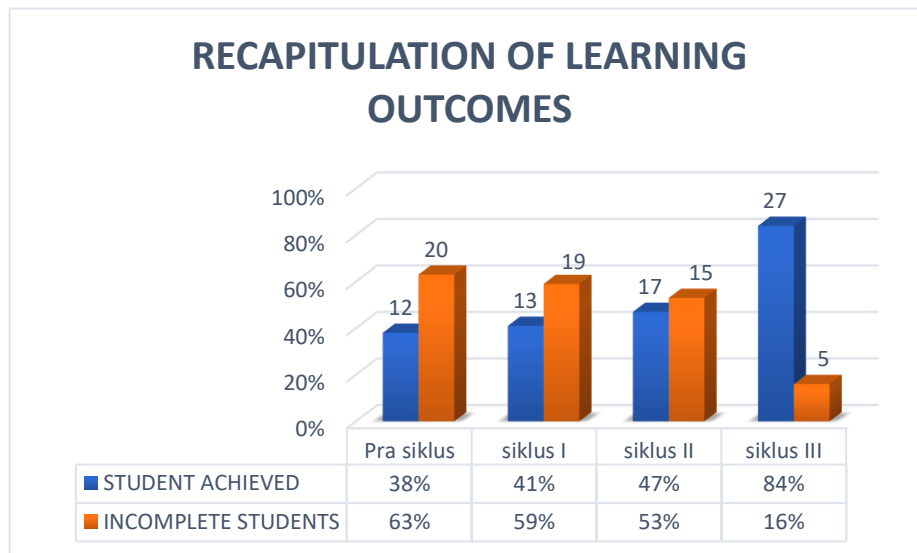


Figure 1. Recapitulation of learning outcomes

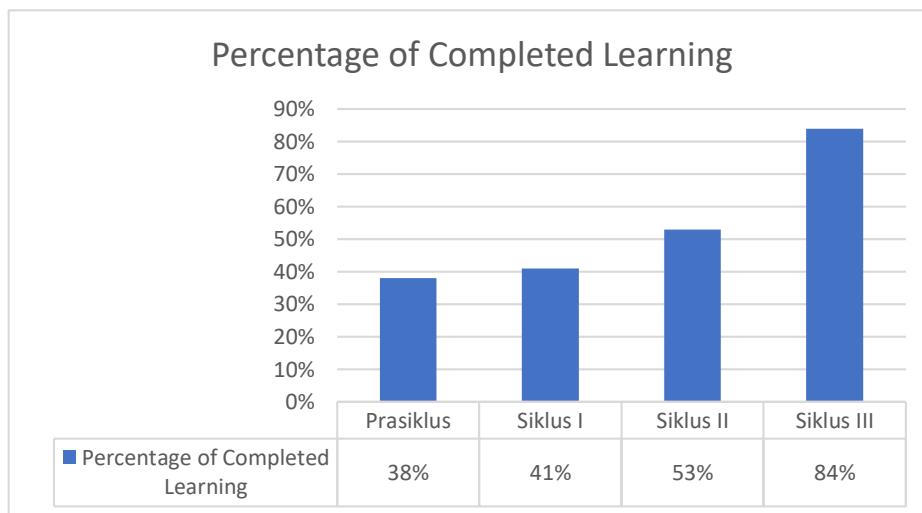


Figure 2. Improvement in learning completeness

This proves that with the application of picture story media, an increase in learning outcomes is obtained which is followed by an increase and development of student behavior during learning. The increase occurred due to the application of picture story media as learning assistance in the Indonesian language content of the competency of exploring information on energy and its changes.

4 CONCLUSIONS

Based on the data obtained from the research results and the results of the discussion described earlier, it can be concluded that picture story media can improve Indonesian learning outcomes in the competency of extracting information in the material of energy changes in class IIID SDN Kalisari 01 East Jakarta.

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