

Efforts To Improve The Learning Outcomes Of Social Sciences (IPS) Materials On Indonesian Cultural Diversity Through Picture And Picture Method

Eliza Amalia*, Sarah Wulan, A. Rahim Suhel
Primary Teacher Education, STKIP Kusuma Negara, Jakarta
*elizaamalia@stkipkusumanegara.ac.id

Abstract

Education is currently growing. The learning system is no longer teacher-centered, with this students are required to be active in the learning process. In carrying out teacher learning often experiences many obstacles, especially in social studies subjects. IPS lessons aim to train students' ways of thinking and reasoning in drawing conclusions, developing creative activities that involve imagination. To find out the progress of knowledge of social studies subjects by knowing the social studies learning outcomes of students. Learning models with Big Book media that condition students to be able to work creatively and innovatively and think critically can improve student learning outcomes in social studies lessons.

Keywords: Learning Outcomes, Picture and Picture Method, Social Sciences.

1 INTRODUCTION

Education is one aspect that is very important for human life, to develop potential and to educate the life of the nation so that they can become quality human beings and be able to compete in the globalization era. Education has an important role in shaping character, developing the ability to think rationally, and giving birth to an intelligent young generation. Improving the quality of education must always be attempted from time to time both in terms of vehicles and infrastructure, teacher professionalism, and school management. One way to improve quality is to improve the quality of learning. Improving the quality of learning can be achieved if the teacher has carried out innovative learning by placing students as the center of learning and they can learn meaningfully. The education system in Indonesia has undergone many changes. These changes occurred due to various educational reform efforts that have been carried out. As a result of this influence, education progressed.

One of the lessons in elementary school that contributes to improving education is Social Sciences (IPS). Social studies subjects aim for students to have the following abilities: (1) Recognize concepts related to life, (2) Have the basic ability to think logically and critically, curiosity, inquiry, solve problems and skills in social life, (3) Have awareness of social and human values and (4) Have the ability to communicate, collaborate and compete in a pluralistic society at the local, national and global levels. In order for the above learning objectives to be achieved, the social studies learning process must be presented as attractively as possible, so that students as learning subjects can be actively and dominantly involved, and motivated to take part in social studies learning.

The reality that we can now see is that IPS examines a set of events, facts, concepts, and generalizations related to social issues. Coupled with the learning that is often carried out in class is still teacher-centered, while students are only silent (passive) and accept whatever is conveyed by the teacher.

Based on the results of observations made in the Social Studies learning process in class IV, that the problems that often occur in the Social Studies learning process on Indonesian cultural diversity are (1) students do not understand Indonesian cultural diversity material, (2) students tend to be less responsible, (3) KKM scores from daily tests are low. The KKM score was 75, but many of them scored below the KKM, namely 17 students (56.67%) and 13 students (43.33%) who successfully passed the KKM.

To improve student learning outcomes in social studies, it is necessary to try applying learning strategies and media that can make learning activities less boring. With this non-boring learning activity, it is hoped that students will enjoy and be interested in participating in learning. The learning media that can be applied is to use picture and picture. Picture and picture is a learning strategy that uses pictures as learning media. Where the pictures given to students must be paired or logically sequenced. These pictures become the main tools in the learning process. For this reason, before the learning process takes place, the teacher has prepared pictures that will be displayed either in cards or in the form of large words. This picture and picture model is an interesting learning model because basically the use of pictures in the learning process can create a fun learning atmosphere because children will be more interested in participating in learning. In addition, the use of images in the learning process can overcome the limitations of space and time because not all objects or events can be brought into the classroom and students also cannot always bring these objects into the classroom.

The large number of learning outcomes of class IV students in social studies subjects, especially Indonesian cultural diversity material, is still under the KKM, this is because in carrying out learning activities the subject matter is conveyed by the teacher to students only through lectures. In learning activities the teacher is expected to be able to use learning strategies and media which in this case can improve student learning outcomes in social studies subjects. Based on the observations that have been made found several problems that must be resolved

Teachers in teaching social studies learning to students do not guide students in constructing student thinking. The learning strategy still uses conventional methods, namely the lecture method, summarizing/noting and memorizing.

Of the several problems above, one of the solutions offered is to use picture and picture media. Students who enter the world of play are more interested in picture and picture media. With this picture and picture it will make students understand and understand the subject matter more quickly so that they can improve student learning outcomes in social studies subjects, and are able to activate students in the learning process so that the learning atmosphere is more interesting and fun. To answer the problems above, the author raises the title "Efforts to improve social science learning outcomes (IPS) on Indonesian cultural diversity through the picture and picture method".

2 RESEARCH METHODS

This study uses the Classroom Action Research method or also known as Classroom Action Research. According to the Ministry of Education and Culture in the book class action research is action research conducted by teachers with the aim of improving the quality of learning practices in their classes.

According to Suharsimi Arikunto, classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class simultaneously. These actions are given by the teacher or with directions from the teacher carried out by students.

With the aim of improving the quality of learning or providing solutions to problems found in a group of students who are subjects in research, and observing and discussing the level of success achieved in a study and planning what actions to take. By carrying out collaboration with class IV teachers by discussing planning, action, observation and also reflection.

3 RESULT AND DISCUSSION

Classroom Action Research was carried out in class IV at SDN Kapuk Muara 01 PG, Pejaringan sub-district, North Jakarta City. The research was conducted for two cycles from cycle I and cycle II to determine whether the use of the picture and picture method could improve the learning outcomes of fourth grade students at SDN Kapuk Muara 01 PG. The research started from the initial observation called Pre Action until before cycle I.

3.1 Pre Cycle

Before carrying out research actions, the researcher first made observations regarding social studies learning activities in class IV SDN Kapuk Muara 01 PG. The researcher did this pre-action through classroom observation. This activity was carried out to find out an initial description of teacher-centered activities. This is evidenced by the teacher's activities which were more dominant during social studies learning.

3.1.1 Cycle 1

The first cycle of action was carried out in two meetings. In this cycle the teacher implements the things that are planned while the stages in cycle I include the planning stage, the action/implementation stage, the observation stage and the reflection stage. In cycle I activities which were carried out in two meetings it turned out that learning was not optimal. The results of the assessment of the questions distributed only reached 63.33%, the reason for the low learning outcomes was due to the not yet optimal implementation of IPS learning using the picture and picture method.

3.1.2 Cycle 2

From the actions taken by researchers, research data was generated. The research data is the result of filling in the questions in cycle II which are given to students at the end of the cycle. Student learning outcomes as the main component in this study have exceeded the target set, namely showing 86.67% of the target in this study which was 75%. Thus there is an increase in student learning outcomes by 23% from the results of this first cycle, meaning that this research has been successful and there is no need to continue the next cycle.

3.2 Sub Discussion

Improving the learning outcomes of class IV SDN Kapuk Muara 01 PG in social studies subjects through picture and picture media. The use of model image media will direct students to be active, both in discussions, questions and answers, and looking for answers. Prior to the implementation of PTK, the results of the student pre-test showed that student learning outcomes were unsatisfactory, as many as 17 students had not reached the school's KKM limit. The KKM of SDN Kapuk Muara 01 PG for social studies subjects was 75. Students who achieved KKM were 43.33%. In the action research cycle I, the average score for student learning outcomes is that students' completeness reaches 66% or 19 students complete, there are still 11 students whose grades are still below the KKM. Whereas in the action research cycle II, the average student learning value was 81.67% with mastery reaching 86.67%.

In this second cycle, student learning outcomes begin to increase to achieve the expected goals. The conclusion from the results of learning that has been done with students that some feel happy learning to use picture and picture media can make it easier to understand the content of the lesson by looking at pictures and training students' courage to express their opinions in discussions. However, there were some students who still felt uncomfortable when the group was joined by children who joked and disturbed the learning process. So that learning is not monotonous.

The classroom atmosphere comes alive, and students become active in learning conducted by researchers which can improve student learning outcomes. Based on data analysis and researchers' findings, learning using picture and picture media attracts students' attention and can also improve social studies learning outcomes for fourth graders of SDN Kapuk Muara 01 PG. this is because, learning using picture and picture media provides opportunities for students to work together, express opinions from the images displayed by the teacher.

Thus it can be stated that the use of picture and picture media can be an alternative in improving class IV learning outcomes, especially in social studies lessons.

4 CONCLUSION

Thanks to Mrs. Sarah Wulan, S.Ag, M.Pd and Mr. A. Rahim Suhel, S.H, M.Si for their guidance and constructive directions which helped in the completion of this scientific article.

5 ACKNOWLEDGEMENT

Based on the results of the classroom action research that was carried out in class IV students at SDN Kapuk Muara 01 PG, it was concluded that the application of the picture and picture method could improve learning outcomes in social studies subjects on Indonesian cultural diversity in the even semester of the 2021/2022 academic year.

From the research results, it can be seen that there is an increase in student learning outcomes during the learning process using picture and picture media. In the first cycle there were 19 students (63.33%) whose scores were above the KKM, while in the second cycle it increased to 26 students (86.67%). so that it can be concluded that there was an increase of 23.34%.

The optimal use of picture and picture media can help students understand the material in the learning process. With the media picture and picture students are very enthusiastic, because the class atmosphere comes alive, students can be active in the learning that is carried out and train students' courage to express their opinions in discussions. Providing opportunities for students to ask questions by the teacher is very necessary in delivering clear and detailed material. This can help students understand and master the material well. Learning improvements really need to be implemented to improve the learning process.

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