

Science Learning Outcomes on Food Chain Material through the Picture and Picture Learning Method

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Abstract

The purpose of this study was to improve students' natural science learning outcomes in food chain material through the picture and picture method for fifth grade students in the even semester of the 2022/2023 academic year. This research method is classroom action research. This research includes 2 cycles where each cycle includes 4 stages, namely planning, implementing, observing and reflecting. The time of the research was 31 research subjects, while data was collected through tests, observations, interviews and documentation. The results showed that there was an increase in science learning outcomes for fifth grade students, especially in the food chain material. The learning outcomes increased, during the pre-cycle the average value of science learning outcomes in the food chain material was only 60%, with only 41.93% completeness. After using the picture and picture method, the average science learning outcomes increased 74.03% in cycle I, then in cycle II it increased again, the average science learning outcomes reached 85.96%. It was concluded that the application of the picture and picture method could improve the science learning outcomes of fifth grade students at SDN 01 Kapuk Muara PG North Jakarta.

Key word: Food chain, picture and picture method, science learning outcomes

1 INTRODUCTION

Education is a conscious, planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious strength, self-control, personality, noble morals, and skills that are needed by themselves, society, nation and state. As an effort that can be done to achieve educational goals optimally, namely by learning, creative and fun. Learning is the center of student activities (student centered) so that students are not objects but subjects in learning activities.

Based on the results of initial observations, of the 31 students in class V, there were 13 students or 41.93% who were successful in science learning activities and there were still 18 students or 58.06% whose learning results were below the KKM. The fact is that students do not understand enough about mastering concepts, do not understand just facts and principles, do not understand the science learning process which leads to experience, and do not understand how to develop their own competencies. Many students do not understand how to explore and understand the nature around them.

The solution that can be offered is to use learning media using pictures and pictures. Students who are still in the world of play are more interested in picture and picture media. With this picture and picture media it will make it easier for students to instill concepts about learning in students' memories. It is hoped that Picture and Picture media can create fun learning so that it can improve student learning outcomes.

2 RESEARCH METHODS

In carrying out this research, the method used is the Classroom Action Research method because it is able to offer an approach between teachers and students directly, to solve learning problems faced by students and teachers, thereby improving the quality of new learning. A method used by teachers to find out a clearer picture of how much the students' learning outcomes in science on the Food Chain material have increased is through the Picture and Picture Method.

The data source is all students at the Kapuk Muara 01 Pagi State Elementary School (SDN), Penjaringan District, North Jakarta City. Meanwhile, the research subjects were Class V, on the Natural Sciences (IPA) lesson schedule with a total of 31 students, with 15 boys and 16 girls. The researcher will teach in class V and also research or observe during the learning process. The data collection technique is by technique; tests, observations, interviews, documentation and discussions. This PTK was carried out in two cycles, previously data was collected through a pre-cycle.

3 RESULT AND DISCUSSION

3.1 Data Findings

Classroom Action Research includes two cycles consisting of cycle I and cycle II. Each cycle consists of 2 meetings and consists of several stages, namely, the planning stage, the action stage, the observation (observation), and the reflection stage. The stages carried out are improvements to the previous cycle. The results obtained by this researcher consisted of test data in the form of student learning outcomes which were obtained through test questions at the end of learning Natural Sciences using the picture and picture learning method. The results of the two cycles are used to determine the increase in student learning outcomes with the Picture and Picture Method in learning Natural Sciences material on the food chain in class V SDN Kapuk Muara 01 PG Jakarta Utara.

Action Description; The implementation of each meeting cycle is 1 week, 2 meetings in the implementation are assessed in cycles I and II. Before carrying out the class action, first carry out field observations. After that, in the first week of learning in cycle I, the first meeting, the researcher took a nap and got acquainted, had an ice break, enthusiastic applause. After that, discussing the food chain material, the researcher showed a picture that had been printed, then stuck it on the whiteboard. correct order, then the researcher explains the sequence of pictures of the components of the food chain, the researcher asks students to form groups containing 3 or 4 students in each group, student representatives come forward to present the group results. After that, the researcher gave another explanation to each group. At the second meeting in cycle I, the teacher gave another explanation about the food chain, then the teacher gave test questions which were filled in by the students.

In the implementation of cycle II, the first meeting, the teacher opened the lesson by greeting, praying, taking a list of students' attendance, then the researcher explained today's material. The researcher asked students to form groups consisting of 3 or 4 groups, representatives of student groups to paste pictures of the components of the food chain. on the blackboard and presenting the types of food chains and the use of each food chain component, the researcher provides explanations and explains together with other students. At the second meeting of cycle II, before the learning was carried out, the researcher greeted and prayed together, took attendance at the students' attendance list, the researcher did an ice break before the lesson started, after that the researcher explained today's material and the researcher recalled the material that the researcher had previously explained, the researcher gave test questions to students, researchers and students together conclude the food chain material. Researchers point to students if the students still don't understand.

3.2 Data analysis

Description of the implementation of actions in the pre-cycle student learning outcomes only reached 41.93% of students who met the KKM. This is because the teacher still uses the lecture method, practice assignments that have been commonly carried out in the learning process and have not used the appropriate and varied Picture and Picture Method in the learning process so that the learning process is less successful.

In the first cycle of action, after applying the use of the Picture and Picture Model, the learning outcomes became as many as 18 students or 58.06% fulfilled the KKM and 13 students or 41.93% did not fulfill the KKM. From the acquisition and processing of learning outcomes data

Science in cycle I, although there was an increase from the initial conditions that had not reached all the success indicators applied, namely reaching 75% of the average student. Apart from that, learning using the Picture and Picture Model is going well, but some students are still not paying attention. In cycle I, learning activities were dominated by the teacher. There were several notes during the learning process, namely: the atmosphere was still noisy, some students did not pay attention to the teacher when explaining. Some students are active and some students are less focused on the learning process. The use of the Picture and Picture Model is efficient and the teacher's explanation is easy to understand but some students do not cooperate when groups are form.

Diagram 1. Cycle I Values

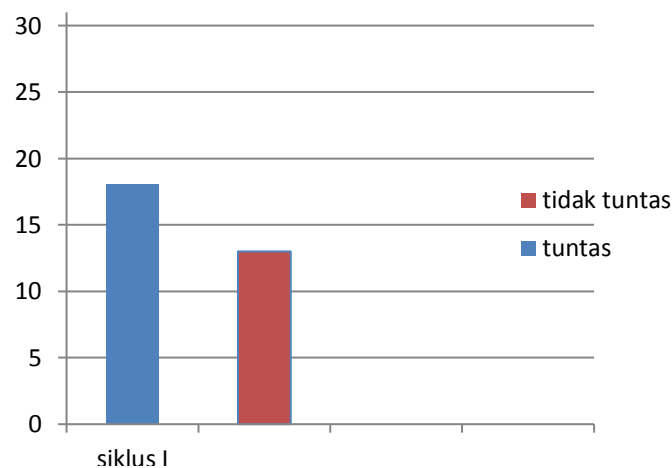


Table 4.1 shows that the completeness level of 41.93% is still far from the criteria for success in learning outcomes that have been determined by researchers, namely a minimum of 80%. Meanwhile, 58.06% of students have not yet completed it. This shows that student learning outcomes still have not reached the learning targets. So, action must be taken to improve student learning outcomes.

Figure 4.2 Diagram of Cycle I KKM Achievements

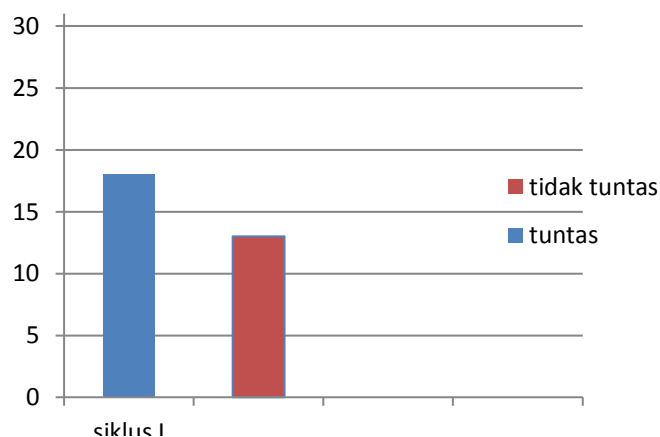
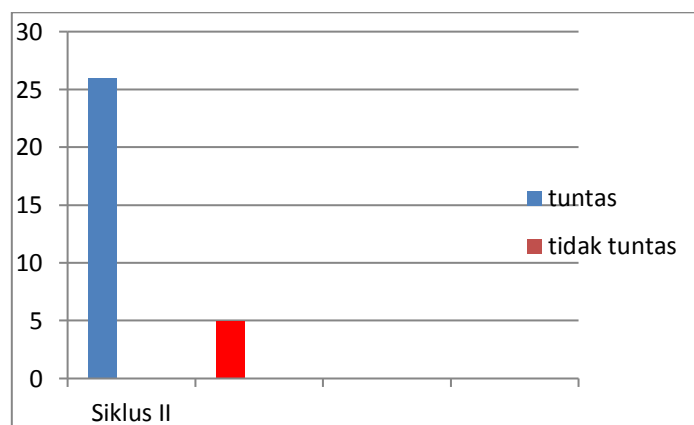


Figure 4.3 Diagram of Cycle II KKM Achievements



From the results of the data above, it can be seen that student learning outcomes in science learning food chain material from cycles I and II have increased.

In the first cycle, 58.06% of students got a score above the KKM. So it is necessary to carry out remedial measures for cycle I and improve learning in cycle II.

In cycle II, student learning outcomes increased from cycle I. Student learning outcomes obtained in cycle I were 58.06% and in cycle II were 83.87%. This is because the teacher has maximized the use of Picture and Picture Learning Methods in the learning process, so that learning is more effective so that learning objectives can be achieved

3 CONCLUSION

Based on the results of the research and discussion described in the previous chapter, it can be concluded that science learning outcomes in food chain material in the learning process using the Picture and Picture Learning model for class V students have increased. In other words that; In learning using the Picture and Picture Model, it can improve students' abilities or learning outcomes in science subjects, food chain material in class V-A, SDN Kapuk Muara 01, North Jakarta.

There are various significant impacts from the results of this research, because each cycle increases, students' motivation and interest in learning increases. There is a positive influence from the use of picture media on student learning outcomes in science learning.

The picture and picture method can improve the learning outcomes of class V students at SDN Kapuk Muara 01, North Jakarta in science learning, food chain material for the 2021/2022 learning year, this can be shown based on the student learning outcomes test in cycle I with an average score of 58.06 and with the increase in learning outcomes carried out there was cycle II with a score of 83.87

Applying the picture and picture model in class V science learning for students in a better direction, this can improve student learning outcomes in a better direction, this can be shown in the results of the cycle scores obtained in cycle I and cycle II.

The results of this research show that increasing students' science learning outcomes through the Picture and Picture Method is a very good result, because apart from increasing learning outcomes, it can also create a classroom atmosphere that is conducive, collaborative and attracts students' attention to be more enthusiastic about learning and paying attention.

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