



# Increasing Student Learning Activity with Using the Learning Model Picture and Picture in Class IV Rambay Kulon Elementary School

Joko Suprapmanto<sup>(✉)</sup> and Lastri Setiawati

Elementary Teacher Education, Nusa Putra University, Sukabumi, Indonesia  
{joko.suprapmanto, lastri.setiawati\_18}@nusaputra.ac.id

**Abstract.** This classroom action research aims to increase the activeness of students in grade IV at SDN Rambay Kulon. The results of my observations during PPL at SDN Rambay Kulon which was held on May 29, 2021 and June 3, 2021, it turned out that there was one class, namely class IV, whose student activity was less visible. Anticipating these problems, it is necessary to conduct classroom action research to increase learning activity. This study used an action research paradigm that was developed across numerous 2-cycle iterations in the classroom. The planning stage, the execution stage, the observation stage, and the reflection stage are the four steps that make up each cycle. The focus of this study will be the utilization of the Picture and Picture learning paradigm using the fourth grade pupils of SDN Rambay Kulon as the object. Through observations and documentation, data are gathered. The findings demonstrated that using the Picture and Picture learning approach improved student learning activities. With the pre-cycle score, the student's activeness score was 2,2% with the "less active" category, then in the first cycle it increased by 0,9%, the student's active learning score rose to 3,1% in the "quite active" category, and increased 1% in the second cycle with the score of student learning activeness being 4,1% with the "active" category. So the results of the research in Class IV SDN Rambay Kulon have been achieved well.

**Keywords:** Learning Activity · Learning Model · Picture and Picture

## 1 Introduction

As education changes, it keeps increasing. Improvements in education include various components related to both educational staff (teacher capacity and quality of teaching staff) as well as educational facilities and infrastructure, including the development of teaching, learning materials and more creative ways of learning. The development and improvement aims to change the quality of Indonesian education to a higher level.

Results from 2018 OECD for International Student Assessment (PISA) Program said that students in Indonesia received the lowest scores in science, mathematics, and reading compared to 79 other countries in similar economic conditions. The survey results also show that Indonesian students have the lowest skills in these three areas compared to

Southeast Asian countries. Indonesia is in the bottom 3 position, there is still hope that this country can do for education in Indonesia, one of which is by improving its quality.

The Indonesian government, of course, with the above problems issued curricula in accordance with the times. All curricula that have been issued have the same goal, namely to improve the quality of education in Indonesia. Improving the quality of education cannot become separated from that collaboration between students, teachers, the school environment and the government. Factors that support the program, one of which is that students are required in the classroom to be more critical and active in the learning process and a teacher provides a means or strategy to make students more active and critical. Learning activities are characterized by intellectual, emotional, physical and, if necessary, optimal participation [5]. The learning process of student activity is very important because knowledge, skills and attitudes cannot be transferred but students must process it first.

The results of observations during PPL at SDN Rambay Kulon on May 29, 2021 and June 3, 2021, it turns out that there is one class, namely class IV whose student activity is less visible. Class IV students totaled 30 students, but in the results of the researcher's observations there were 5 out of 30 students who still tended to be less active in learning, students tended to look bored with the ongoing learning, students still looked passive and students lacked reciprocity. Additionally, teachers hardly ever employ media and learning models to facilitate this learning. Students did not participate in learning because the learning media at that time were blackboards, pens, and textbooks. As a result of these problems, students are no longer active learners and their learning activities are not optimal.

Anticipating these problems, it is necessary to use learning models in appropriate learning activities to increase student activity, because it overcomes the low participation in the learning process, it can be carried out by using a model that will cause students to be active and willing to participate in class, It can be said that it is finished. The picture and picture model is the one that is deemed to be the best learning strategy.

Picture and picture learning model which means an image that makes emphasis, sorted and then made between students who improve each other, love and care [3]. The learning model has a function for students to understand the lesson more easily, for it uses image media that could be understood more quickly by students. How to apply this learning model, students arrange pictures that have been provided by the teacher by making logical pictures and giving reasons. In this learning, students must be able to think of pictures that are sorted by material. This allows students to practice their thinking skills through pictures without any text and in active learning activities.

The researcher is interested in performing a study named "Improving Student Learning Activities Using the Picture and Picture Training Model in Class IV SDN Rambay Kulon" based on the data presented above. Taking into account the context, the researcher came up with the following formulation of the issue: a) How does student learning activity increase by use the picture and picture learning model? b) How is learning design to make students more active in participating in the KBM? c) Do pupils who receive the picture and picture learning model vary from those who receive the traditional form?

The following are the study's objectives: To ascertain the degree to which pupils are actively learning using the picture and picture learning model, b) to find out the

**Table 1.** OBSERVATION SHEET SCORE GUIDELINES

Category	Score
Not active	1
Less active	2
Active enough	3
Active	4
Very active	5

learning design to make students more active in participating in KBM, c) to determine the differences between students who are given the picture and picture learning model. Images with conventional models.

The benefits of this research are as follows: a) Theoretical Benefits, as a further reference for further researchers regarding efforts to increase learning activity in the use of picture and picture learning models, b) Practical Benefits; 1) For students, as an increase in learning activity by doing this research, 2) For teachers, as information and insight in teaching other materials use the picture and picture learning model, 3) For institutions, as additional information related to overcoming problems in student learning activities, 4) For researchers, as material for research, especially in adding insight and information about increasing student learning activities and picture and picture learning models.

## 2 Method

This study is action research (PTK,) or classroom action research (action research in the classroom), in.

The formula used in calculating the average activity results is used as follows:

$$X = \frac{\sum X}{\sum N}$$

Information.

X: Average score.

$\sum X$ : All students' grades.

$\sum N$ : Student grade.

## 3 Result and Discussion

May 23, 2022 - May 31, 2022 the research was carried out. It consists of two meetings in each cycle, both of which provide action research and make observations, each meeting is 4 × 35 minutes. The lessons were taken thematically with the Picture And Picture

**Table 2.** RESEARCH SCORE

Cycle	Score	Category
Pre	2,2%	Less active
First	3,1%	Quite active
Second	4,1%	Active

Learning Model at SDN Rambay Kulon class IV, totaling 32 students, 13 students and 19 students. The implementation of CAR has four stages, from planning to reflection. The results obtained from observations that have been carried out and used for improvement in conducting this research, include.

The adoption of the Picture & Picture learning model, which has been found to boost the learning activity of the sixth grade students at SDN Rambay Kulon during the learning process, resulted in an increase as shown in the table between the first and second cycles.

The result of the research above is that PTK aims to increase student learning activity by using the Picture And Picture learning model at SD Rambay Kulon in Class VI. The process of using the Picture And Picture learning model shows very good progress in grade VI SDN Rambay Kulon. It can be seen from the increase by using the Picture And Picture learning model.

The design used during the study was to use a picture and picture learning model design, namely first explaining the material, then showing pictures, students taking turns to show the sequence of pictures, asking why and concluding the learning with the students. The teacher in the class acts as a facilitator, even though students are in direct-centered learning, so that learning is student-centered.

The results of observations during the research in class VI SDN Rambay Kulon, it is very clear how the differences between students who apply the Picture And Picture learning model to traditional learning. It can be seen that the activeness of students with the picture and picture learning model is proven to be able to increase, starting from pre-cycle, cycle 1 to cycle 2. Pre-cycle results student learning activity were 2.2 “less active”, the first cycle was 3.1 “quite active” and the second cycle was 4.1 “active” category. So that researchers can conclude that learning use the Picture And Picture learning model is proven to increase learning activity of class VI students at SDN Rambay Kulon compared to conventional learning.

The difference that can be felt from the application of the Picture And Picture learning model compared to the conventional model is that students are more enthusiastic in the learning process, more fun for students because the delivery of the material uses pictures as a learning resource, thus students are easier to understand the material being conveyed, students rarely ask questions. Become brave, students become involved in direct learning and even feel anxious or embarrassed when presenting group or individual results, become more confident.

One of them is learning designs that can increase student learning activity is to use the Picture And Picture learning model, because it is proven that the picture and picture learning model is proven to increase students activity in class VI SDN Rambay Kulon

and of course has a difference to students who are only given picture and picture learning model. Picture with traditional or conventional models as discussed above.

The obstacles encountered during the research were handled well by the researchers. When the researcher delivered the learning material there were some students who did not pay attention and made a fuss. The researcher overcomes this by giving firm verbal warnings to students who are busy in class and conducting questions and answers with these students to return students' attention to learning. When the individual task activities there are still some students who rely on answers from other friends, the researcher overcomes them by providing more guidance to students who experience these difficulties so that they can work on their own abilities and feel cared for which has an impact on the enthusiasm to do their own work.

## 4 Conclusion

It can be inferred from PTK studies that employing the picture-and-picture learning model it proven that increase learning activity it is seen in each cycle. The pre-cycle assessment was 2.2% which means less active, from the first cycle it increased 0.9% to 3.1% in the moderately active category, with 3 very active people, 5 active people, 16 moderately active people, 8 less active people, and from cycle II increased 1% to 4.1% active category, with 10 people quite active, 17 people active and 5 people very active.

The choice of learning design to increase student learning activity is one of them by using the picture and picture learning model because model uses pictures needed by teacher to explain the material, the pictures are then shown, then students take turns to show the sequence of pictures and are asked why. And conclude it so that it can make the learning student-centred. Different results will be obtained if the learning design used is a conventional model. This is because the model tends to be teacher-centered. The teacher only conveys the material using the lecture method and there are no teaching aids used in learning so that the conventional model is only teacher-centered where a student only listens to the material, there is no direct involvement in the classroom, of course, it will cause students to only stay in class and be active. it won't be seen.

The difference that can be felt from the application of the Picture And Picture learning model compared to conventional model is that student are more enthusiastic in the learning process, this is indicated by the level of student learning activity that is more increased than before using the model, with the use of picture and picture learning model more enjoyable for students because the delivery of the material uses pictures as a learning resource, thus students are easier to understand the material being conveyed, students rarely ask questions to be brave, students become involved in direct learning and even feel anxious or embarrassed when presenting group or individual results, become more confident.

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