

ENHANCING STUDENT ENGAGEMENT IN IPAS: THE IMPACT OF THE PICTURE AND PICTURE LEARNING MODEL IN GRADE I AT SD MUHAMMADIYAH 2 KAUMAN SURAKARTA

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Keyword

*Activeness, Picture and picture,
learning model*

Abstract

This research aims to increase students' active learning through the application of the picture and picture learning model in IPAS subjects. The data collection technique in this research uses observations carried out in the classroom. The subjects of this research were all students in class 1B of SD Muhammadiyah 2 Kauman Surakarta, totaling 28 students. The results of the research showed that there was an increase in activeness in the learning process with the acquisition of activeness data during the pre-cycle, namely from 28 students there were 11 students who were active in learning with a percentage of 39%, increasing to 18 students who were active in learning with a percentage of 64% in the cycle I. Then there was an increase in cycle II, namely 23 students who were active in learning with a percentage of 82%. The increase in students' learning activeness occurs because students understand the learning material using the picture and picture learning model and students are more enthusiastic in participating in the learning process.

INTRODUCTION

Education is one of the ways to enlighten the nation's children and realize a dignified civilization. An appropriate education system is essential to achieve this goal. The improvement of the quality of education must be supported by quality resources. To produce quality resources, efforts are needed to produce professional educators. According to Law No. 20 of 2023, education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to possess spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state.

In school learning activities, teachers are faced with various student characteristics. Teachers must be able to understand several aspects of students, such as abilities, potential, interests, hobbies, attitudes, personalities, and habits (Nurgiansah & Sukmawati, 2020). Teachers at school and parents at home must be able to educate students and their children to become intelligent individuals (Rochmawati, 2018). The learning process is expected to achieve the goals studied optimally so that learning activities are carried out well. According to Sadirman (2008:20), "Learning is a change in behavior or appearance through activities such as reading, listening, observing, imitating, and so on." According to Lubis (2017), learning is a conscious and deliberate effort by teachers to make students actively learn and develop their creative thinking. From the above definitions, it can be concluded that learning is a process of behavioral change carried out by someone that occurs continuously and becomes an experience.

The essence of the learning process is to develop student engagement through various interactions and learning experiences. Student engagement is a fundamental element crucial for the success of the learning process. When students learn actively, they dominate the learning activities. This means they actively use their minds to think, whether to identify the main ideas of the lesson, solve problems, or apply what they have newly learned to real-life situations. Therefore, student engagement in the learning process will result in a conducive classroom environment, where each student can fully utilize their abilities.

Mulyasa (2006) argues that active learning is a type of learning that involves more student activities in accessing various information and knowledge to be discussed and examined in the classroom learning process, thus providing them with various experiences that can enhance understanding. According to Sardiman (2011), activeness involves both physical and mental activities, which means acting and thinking as an inseparable series. Surkanti and Santoso (2007) state that quality learning involves students actively in the learning process. This involvement includes listening activities, commitment to tasks, encouragement to participate, appreciation of contributions or opinions, acceptance of responsibility, asking questions to teachers or peers, and responding to questions. Rusman (2010) says that, "Student activeness in learning does not mean that students replace the role of teachers, making teachers unnecessary in the learning process. Instead, student learning activities are created and conditioned by the teacher as a mediator and facilitator of student learning." With active participation in the learning process, students will be able to optimally develop their potential.

Student activeness can be seen from their involvement in various learning and teaching processes. According to Hamalik (2011), there are several aspects of student learning activities, including: 1) Visual activities, such as reading, observing experiments, demonstrations, exhibitions, and watching others work or play, 2) Oral activities, such as stating facts, relating events, asking questions, giving suggestions, expressing opinions, interviews, discussions, and interruptions, 3) Listening activities, such as listening to explanations, conversations, discussions, music, speeches, and so on, 4) Writing activities, such as writing stories, reports, tests, questionnaires, copying, and so on, 5) Drawing activities, such as drawing, making graphs, maps, diagrams, patterns, and so on, 6) Motor activities, such as conducting experiments, making constructions, models, playing, gardening, caring for animals, and so on, 7) Mental activities, such as contemplating, remembering, solving problems, analyzing, seeing relationships, making decisions, and so on, 8) Emotional activities, such as showing interest, feeling bored, excited, brave, calm, nervous, and so on.

According to Sanjaya (2010), there are several indicators that show the characteristics of student active learning, including: Student activity in the planning process involves a) student involvement in formulating learning objectives according to their needs, abilities, experiences, and motivations as a consideration in determining learning activities, b) student involvement in designing learning plans, c) involvement in determining and providing learning media to be used. Furthermore, student activity in the learning process consists of: a) student involvement physically, mentally, emotionally, and intellectually in every learning process, b) students learning directly, c) student efforts to create a conducive learning environment, d) student involvement in finding and utilizing any available learning resources that are considered relevant to the learning objectives, e) student involvement in initiatives such as answering and asking questions, and attempting to solve problems presented during the learning process.

Based on initial observations in the learning process of class IB students, some students have not actively participated in classroom learning activities. These students' level of self-confidence is very low. They show no desire to be actively involved during classroom learning. When their classmates actively raise their hands to answer questions from the teacher, these students choose only to watch and listen. So far, the teacher has been using monotonous teaching methods, indicating that some students feel bored with the ongoing learning process, making them less interested in actively participating during the learning process.

The use of learning models is very important in the teaching and learning process. With learning models, the teaching and learning process for students will be more engaging and the material easier to understand. Learning models also play a role in organizing student activities during the learning process. Learning models have steps or stages for implementing the learning process. For teachers, learning models are beneficial for applying the appropriate teaching methods for the subject matter to be delivered to the students.

The Picture and Picture learning model is a model that uses image media arranged or paired in a logical sequence. According to Hidayat (2017), this model utilizes images as a teaching media. Yuliantanti (2014) states that Picture and Picture is a teaching strategy that uses images as the main medium in the learning process. According to Kurniasih, Imas, and Sani (2015), "Picture and Picture is a cooperative learning model that emphasizes collaboration using images arranged and paired in a logical order." Additionally, Huda (2013) argues that "Picture and Picture is a teaching strategy that uses images as media, where these images are paired and arranged logically."

According to Sholeh (2013), the Picture and Picture method is a strategy where the teacher uses visual aids or image media with the expectation that students can follow the lesson with good focus and in a pleasant environment. The steps of the Picture and Picture learning model according to Istarani (2011) are: 1) The teacher presents the competencies to be achieved, 2) Introduces the material as a precursor, 3) The teacher shows images related to the material, 4) The teacher calls on students alternately to arrange or pair the images into a logical sequence, 5) The teacher asks for reasons or the basis for the image sequence, 6) Based on the reasons for the image sequence, the teacher begins to instill the concepts or material according to the competencies to be achieved, and 7) Summarizes or concludes the material.

To enhance the effectiveness of the learning process and stimulate active participation, the use of appropriate, simple, and clear media and teaching methods is required. One teaching model that can be applied by teachers in elementary school to increase student engagement is the Picture and Picture method or image-based teaching method. This method facilitates learning for elementary students, especially those in lower-grade classes.

RESEARCH METHODOLOGY

This research is a Classroom Action Research. According to Nurgiansah (2021), Classroom Action Research strongly supports the program to improve the quality of teaching in schools. Classroom Action Research is best conducted by teachers as implementers of the teaching and learning program in the classroom (Soejoto, 2017). The subjects of this study are the students of class 1B at SD Muhammadiyah 2 Kauman Surakarta, totaling 28 students. In this Classroom Action Research (CAR), there are two variables: independent and dependent. The independent variable in this study is the Picture and Picture learning model, while the dependent variable is student engagement. The researcher uses the spiral model of Classroom Action Research proposed by Kemmis & Taggart, where each cycle consists of 4 stages: planning, action, observation, and reflection. Before the implementation of Cycle 1, an observational action is conducted in the form of problem identification. This is an initial step for the researcher to identify the actual problems in the research class and obtain preliminary data. In this research, subsequent cycles can be carried out by revising or improving the issues identified in previous learning activities. The cycle stages of research proposed by Kemmis and Taggart are shown in the following diagram:

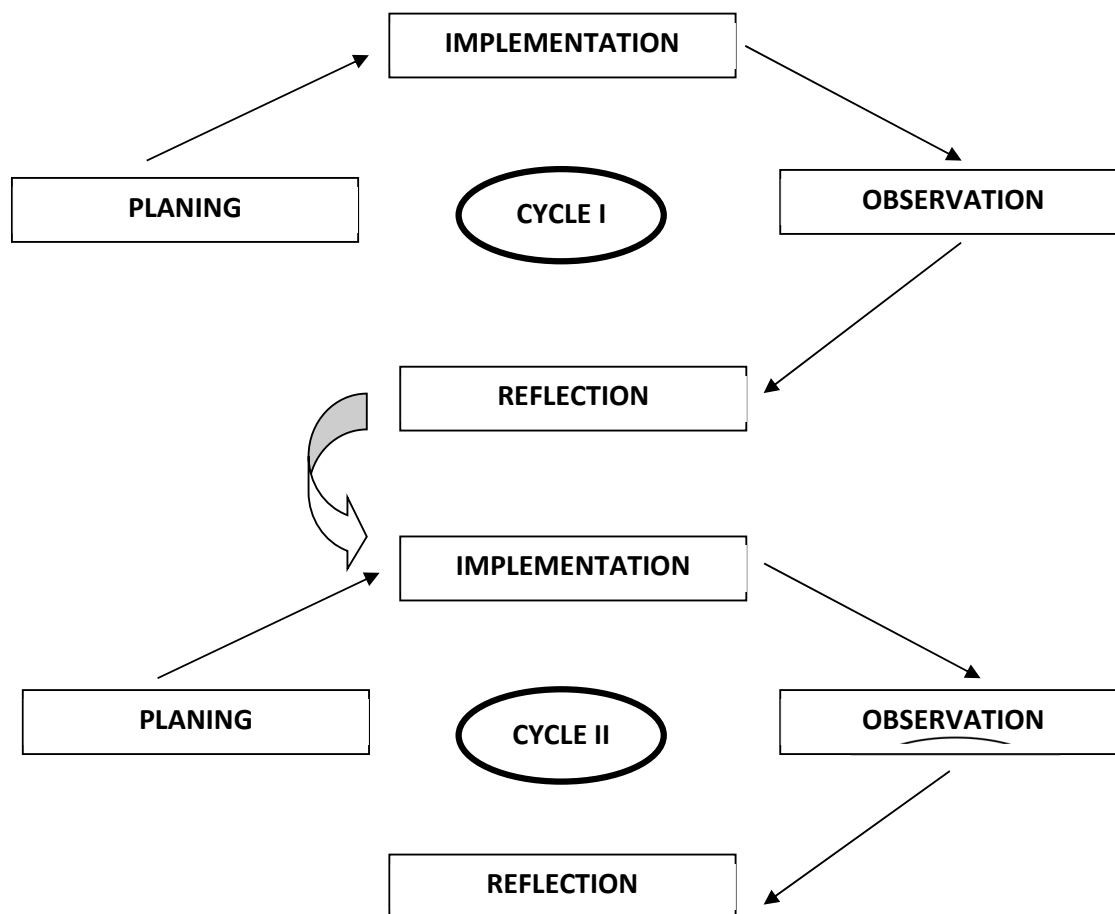


Figure 1. Spiral of Classroom Action Research Model by Kemmis and Taggart (Afandi, 2013)

The data collection technique in this study involves observing student engagement in learning. The observation aims to monitor the learning activities of students and the teacher in the implementation of the Picture and Picture learning model, as well as the students' responses to this model. The Picture and Picture learning process starts with the first step, where the teacher presents the competencies to be achieved during the lesson. The second step involves the teacher outlining the material with clear stages. The third step includes the teacher preparing images and asking students to arrange these images into a coherent and correct conceptual sequence. The fourth step is for the teacher to provide guidance to students during the learning process, and the fifth step involves the teacher evaluating the learning outcomes.

RESULTS AND DISCUSSION

The results of the data analysis on the engagement of students in class 1B at SD Muhammadiyah 2 Kauman Surakarta through the implementation of the Picture and Picture learning model, from pre-cycle to Cycle II, are presented and can be seen in Table 1.

Table 1. Improvement in Student Engagement in Class 1B at SD Muhammadiyah 2 Kauman Surakarta

Qualification	Interval Score	Pre Cycle		Cycle I		Cycle II	
		Frequency	%	Frequency	%	Frequency	%

Active	61-80	11	39%	18	64%	23	82%
Less Active	40-60	8	29%	6	22%	3	11%
Not Active	< 40	9	32%	4	14%	2	7%
Amount		28	100%	28	100%	28	100%

Based on the table above, it can be seen that there was an increase in student engagement data from pre-cycle, Cycle I, to Cycle II. From the initial data in the pre-cycle, there were 11 students who were active during lessons, with a percentage of 39%, 8 students who were less active with a percentage of 29%, and 9 students who were not active with a percentage of 32%. Based on this initial data, the researcher then conducted Classroom Action Research to improve student engagement by implementing the Picture and Picture learning model. This learning model helps the researcher measure the increase in student engagement.

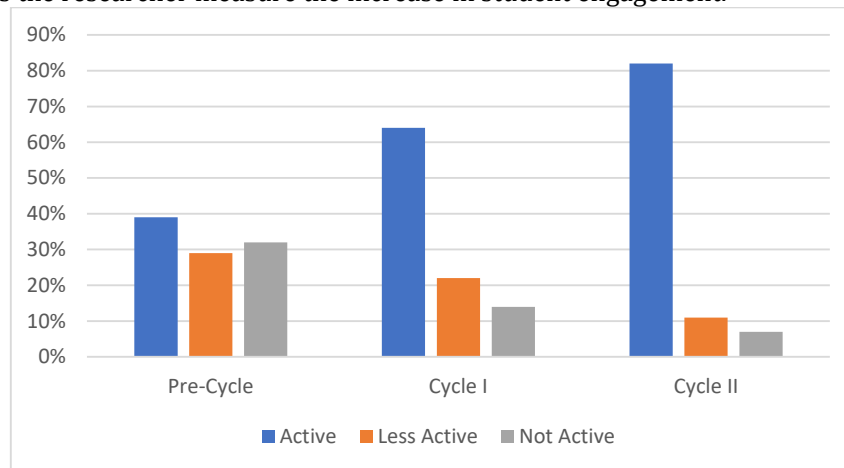


Figure 2. Diagram of Increased Student Engagement

In Cycle I, the steps for implementing learning using the Picture and Picture model were carried out according to the steps outlined by Kurniasih (2015), namely: 1) The teacher conveys the learning objectives to be achieved, 2) The teacher gives an introduction to the lesson, 3) The teacher shows prepared pictures, 4) Students are called one by one to arrange the pictures into a logical sequence, 5) The teacher asks for the logical reasoning behind the sequence of pictures, 6) Once the pictures are arranged in order, the teacher instills concepts or material in accordance with the competencies to be achieved. Based on the data obtained in Cycle I, there were 18 students who were active during the lesson with a percentage of 64%, 6 students who were less active during the lesson with a percentage of 22%, and 4 students who were inactive during the lesson with a percentage of 14%.

The implementation of Cycle II referred to the reflection results of Cycle I, namely improving the learning process using the Picture and Picture model. The steps for implementing Cycle II were essentially the same as Cycle I. However, in Cycle II, the actions taken were refinements of Cycle I, resulting in improvements in the learning process during Cycle II. According to Kurniasih (2015), the Picture and Picture model is a cooperative learning model that emphasizes groups using paired or logically sequenced pictures as media. In Cycle I, large groups were formed, each consisting of 9 students. However, based on the data obtained from Cycle I, the students' learning activeness was less than optimal. Therefore, in Cycle II, small groups were formed, each consisting of 4 students. This was done with the aim of further increasing the students' learning activeness. Based on the data on students' learning activeness in Cycle II, there were 23 students who were active during the lesson with a percentage of 82%, 3 students who were less active with a percentage of 11%, and 2 students who were inactive with a percentage of 7%. The Picture and Picture learning model is a cooperative learning model. This learning model trains students to

collaborate in solving problems, so the use of the Picture and Picture model can be combined with a scientific approach. This is due to the characteristics of the Picture and Picture model, which is interactive, challenges students to quickly master learning material, and motivates students to actively participate in giving input, discussing, and answering questions.

The results of this study are consistent with the findings of Ahmad Kharis (2019), which showed that using the Picture and Picture learning model increased student activeness from 51.51% to 81.82% with 27 students in Cycle I. The increase in student activeness occurred because students had understood the thematic learning concept through the steps in the Picture and Picture learning model, and students were more enthusiastic in participating in the learning process. Jagad Aditya Dewantara (2021) concluded that using the Picture and Picture learning model increased students' learning activeness in Pancasila and Citizenship Education. The Picture and Picture learning model used by Anis Syaturoifah (2022) in her research on the IPAS subject showed a significant increase in students' learning activeness. Therefore, in this study, the use of the Picture and Picture learning model is suitable for the IPAS subject because it involves students in active participation in the learning process. Based on the results obtained from Cycles I and II, there is proven to be an increase in students' learning activeness through the Picture and Picture learning model in the IPAS subject in Grade I at SD Muhammadiyah 2 Kauman Surakarta.

CONCLUSION

Based on the results of the classroom action research conducted and the data obtained from observations regarding students' learning activeness using the Picture and Picture learning model in the IPAS subject for Grade 1B at SD Muhammadiyah 2 Kauman Surakarta, students' learning activeness has increased. The students' learning activeness was evident when they worked in groups and collaborated using picture media to discuss and understand the material. Each group was given pictures to pair or arrange in a logical sequence. Through the Picture and Picture learning model, students' communication skills developed because the learning process required them to interact within their groups. This study recommends that teachers implement the Picture and Picture learning model as an alternative learning model to improve students' knowledge competency mastery. Further research can be conducted with a broader research object.

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