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**THE EFFORTS TO IMPROVE SOCIAL SCIENCE LEARNING OUTCOMES USING
COOPERATIVE LEARNING PICTURE AND PICTURE LEARNING
AT PRIMARY SCHOOL**

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Abstract

The study was a classroom action research conducted to improve the learning process, improving student learning outcomes. In this study, learning was carried out using a picture and picture cooperative learning model to aim for students to be active, cooperative, and motivated towards the learning carried out. The study was conducted in 2 cycles, each cycle consisting of planning the implementation of the action, observation, and reflection with 33 students consisting of 15 boys and 18 girls. The research main problem was the low learning outcomes of the sixth-grade students of SD Negeri 10 Sungai Kakap about knowing warrior figures. The purpose of this study was to determine student learning outcomes in IPS subjects. The results of the study using the cooperative learning method of picture and picture learning in the material to recognize warriors in class VI showed that the use of the cooperative learning model learning picture and picture in IPS subjects recognized warriors against Dutch colonialism in VI grade at SDN 10 Sungai Kakap at semester 2 of the 2018-2019 academic year can improve learning outcomes, namely 84.84% in cycle 1 to 90.90%. In cycle 2, with student learning outcomes, the highest score was 80, and the lowest was 50 in the pre-cycle being the highest score of 90, and the lowest was 65 in cycle 1 becomes the highest score of 100 and the lowest score of 65 in cycle 2.

Keywords: *Learning Outcomes, Learning Models, Cooperative Learning, Picture and Picture*

Introduction

Indonesia is a country formed from a very long history from the period of the kingdom, colonialism, and finally, independence. We need to study all the long history of the Indonesian nation's formation and tell it to this nation's future generations.

The Indonesian nation's long history towards independence needs to be conveyed to students as the next generation. It is necessary to study and tell the Indonesian nation's long history through lessons in schools to foster a sense of nationalism and love for the homeland, namely science lessons. Social Science (IPS) as a subject studies history, social, economy, culture.

The more rapid the influence of globalization and technological progress has resulted in students' interest in learning about the Indonesian nation's history getting faded. It can be seen from students' learning outcomes related to IPS in elementary school, the lower the students feel and find it difficult by students. Many factors, among others, cause this; IPS material are full of abstract messages. Concepts such as humans, environment, time, change, continuity, social, economic, and cultural diversity are abstract concepts in IPS materials taught to

elementary-level students. Therefore, in learning must pay attention to the needs of children aged 6-12 years. According to Piaget (1963), children in this age group develop their cognitive abilities at a concrete operational level. They perceive the world as a whole or a holistic whole.

IPS learning activities are carried out by linking self-development with the learning process in class through innovative, challenging, and fun learning experiences. Various ways and methods are studied to enable the children to understand these abstract concepts. That is why IPS in primary school moves from the concrete to the abstract by following a wider environmental approach and a spiral approach by starting from the easy to the difficult, from the narrow to the broad, from the near to the far on. IPS are fields of study that studies, processes, and discusses matters relating to human interaction problems to be understood and solved.

One learning model that can accommodate the interests of collaborating on self-development in the learning process is the cooperative learning model. To make it easier for students to get to know Indonesian warriors who have died, one of them is a picture or photos of warriors.

An important idea in cooperative learning is to teach students the skills of cooperation and collaboration. This skill is essential for students because in the world of work is mostly done in groups. Cooperative learning is one of the learning models in which students learn in small, heterogeneous groups and are grouped with different ability levels. So in each group, there are students with low, medium, and high abilities. In completing assignments, members cooperate and help to understand learning materials. Learning is not finished if one of the friends has not mastered the learning material.

Choosing the right learning model in IPS learning will activate students and make students realize that IPS are not always boring. The teacher is only a facilitator to form and develop knowledge itself, not to transfer knowledge.

In IPS learning at SDN 10 Sungai Kakap so far still uses the conventional learning model, namely the teacher tells stories or reads student books listening to this causes students to become bored, and there are still many students who do not understand what is being learned, besides that there is no activity in students, planting a sense of social, cooperation, tolerance, empathy is still lacking. Given this, it is necessary to change the teacher's learning model to be active, cooperative, and motivated. Based on the foregoing, the picture and picture cooperative learning method is used with the formulation of the problem "Can the Picture and Picture Cooperative Learning Model Improve Student Learning Outcomes About Knowing Warriors during the Colonial Period of Independence in IPS Subjects in VI grade SDN 10 Sungai Kakap?". The purpose of this study was to determine the results of IPS learning about recognizing warriors during the colonial era of independence by applying the picture and picture cooperative learning model to students in VI grade SDN 10 Sungai Kakap.

Learning is an effort to create a climate and service to students' diverse abilities, potentials, interests, talents. It needs so that optimal interaction occurs between teachers and students and between students and students. The main purpose of IPS learning is to develop the potential of students to be sensitive to social problems that occur in society, to have a positive mental attitude towards correcting any imbalances that occur and to be skilled in overcoming every problem that occurs daily, both that befalls on themselves, and that affects society.

Learning is an activity of thinking someone to have the competence, skills, attitudes, and knowledge. Many learning theories are like behavioristic ones, saying that learning results from a reaction between a stimulus and a response. Meanwhile, cognitive learning is the result of assimilation, accommodation, and equilibration. In cybernetics learning flow, learning results from information processing, with information obtained and processed, resulting in

behavior changes. In the humanistic stream, humans are unique creatures that must be treated humanely, so that according to the humanistic school, learning is humanizing humans.

Smalldino and Molenda (2005) state that learning is developing new knowledge skills or attitudes as individuals interact with information and the environment. (Learning is the development of new knowledge, skills, or attitudes after a person interacts with information and the environment). Someone is said to have learned when there is a change in behavior in that person. The learning process is said to be successful if it can understand the environment and itself.

The learning theory that is being promoted is the constructivist learning theory, which states that learning forms meaning, where knowledge is constructed or built by learners. How to build learners' knowledge is continuously looking for what they have learned. It is so that knowledge will be more meaningful and lasting in students. This meaningfulness must continue to be built by the teacher. In this case, the teacher's role is not so dominant because the teacher only acts as a mediator and facilitator whose task is to help students improve learning outcomes properly.

Thus, learning is a process carried out by students to gain abilities, skills, and attitudes through interaction, information processing, and building knowledge. Learning also has a special effect on building the skills necessary for the performance of any intellectual task. Gagne (1985:3) states that learning has the specific effect of establishing the required capabilities for any intellectual task's performance. (Learning is to have the specific effect of establishing the abilities required for any intellectual task).

In the National Education System Law No. 20 of 2003 Chapter I Article 1 Learning is the interaction between students and educators and learning resources in a learning environment. Learning is a series of systematically designed and structured activities for the learning process to occur by students. Yusufhadi Miarso (2011: 528) states that learning or instructional is an effort to manage the environment in an appropriate way so that a person forms himself positively in certain and certain conditions. Gagne, Briggs, and Wager (1992: 3) say; Instruction is a set of events that affect learners so that learning is facilitated. (Learning is a set of events that affect students so that their learning is facilitated).

The picture and picture learning model is a learning strategy that can answer how learning is meaningful, fun, creative, and in accordance with existing realities and involves more active students in learning, both mentally, intellectually, physically, and socially. Pictures are good for use in learning are images that are in accordance with the learning objectives. The steps of the cooperative picture and picture learning model according to (Agus, 2009; 125) include: (1) The teacher conveys the learning objectives or competencies to be achieved; (2) Provide introductory material before the activity; (3) The teacher provides pictures that will be used (related to the material); (4) The teacher appoints students in turn to sort or pair the existing pictures; (5) The teacher asks questions about the students' reasons for determining the order of the pictures.

Picture and picture learning model, which is an image media. Pictures that are good for use in learning are images that are in accordance with the learning objectives. Therefore, three conditions must be fulfilled, namely, it must be authentic, simple, and good media, the image should be good from an artistic point of view.

Research Method

This research was a classroom action research conducted at SDN 10 Sungai Kakap, Kubu Raya Regency. At the same time, the subject is the 6th-grade students of SDN 10 Sungai Kakap, Sungai Kakap District, Kubu Raya Regency. This Classroom Action Research was conducted for three months, from January to March 2019.

The research procedure was carried out as follows: (1) Exploration, namely reviewing the general condition of the research location, determining the characteristics of the population and the research sample; (2) Arrangement of research instruments, reliability testing, instrument validity, and training of teachers involved in the research; (3) Implementation of preliminary tests to determine student motivation and learning outcomes about knowing warriors during the Dutch colonial period; (4) The implementation of the Cooperative Learning Picture and Picture learning model can increase student motivation and learning outcomes about knowing the warrior figures during the Dutch colonial period in IPS subjects in VI grade at SDN 10 Sungai Kakap.

Data collection was a technique or method that can be used by researchers to obtain accurate data. Data collection techniques used in this study include; scrutiny documentation, observation, interviews, and questionnaires. Collecting data for each cycle includes teacher activities, student activities, and final test results. The success rate for each cycle, if at least 70% of students are able to answer quiz I (the test kit in cycle 1) correctly, at least 65% of the questions.

Result and Discussion

This classroom action research was carried out at SDN 10 Sungai Kakap, Sungai Kakap District, Kubu Raya Regency. The research subjects were the fifth-grade students, with 33 people consisting of 15 male students and 18 female students. IPS learning in fifth grade conducted by teachers who explained and read the textbooks so that students were less motivated so that learning outcomes were low. The results of observations and study documentation on learning outcomes can be seen in the following table:

Table 1 Pre-Cycle Student Learning Outcomes

No	Description	Score
1	Highest Score	85
2	Lowest Score	50
3	Average Score	67,03
4	Percentage of Learning Completion	48,48%

In cycle 1, the playing card props were used in IPS, the material to recognize warriors against Dutch colonialism in the form of images of warriors and cards of Dutch colonial events in VI grade at SDN 10 Sungai Kakap.

The action begins with the teacher's explanation of how to use game cards. The teacher explained until the students understand. After it was clear, the students were divided into six groups into one group of 4-5 people. After being formed, the two groups went to the front of the class, and each group was divided into playing cards.

Students looked for pairs of cards resulting from the correct answer. For example, group one of the students displays a photo of Prince Diponegoro, then the task of group two was to find a partner against the Dutch in Central Java. During learning, the teacher provided guidance or reinforcement to each group. After all the groups had a turn and were deemed sufficiently understanding, the students were tested by working on the questions orally or in writing. The results of the students' work were analyzed.

Meanwhile, student learning outcomes also increased as seen from the competency test results after completing the implementation of the learning process in cycle one compared to pre-cycle tests as presented in the following table;

Table 2 Student Learning Outcomes in Cycle 1

No	Description	Score
1	Highest Score	90
2	Lowest Score	65
3	Average Score	75,61
4	Percentage of Learning Completion	81,82%

Seeing these results, researchers tried to reflect on learning activities by discussing with observers and peers to increase motivation and learning outcomes in cycle 2. After getting input from peers and observers, the researcher tried to make game card variations.

Cycle II was carried out based on cycle I, namely by adding variations to the game cards to be varied and interesting. With more variations, students will have more knowledge about national warriors and understand more about the material. It can be seen from the results of the competency test after the learning improvement process was carried out in cycle 2, the results of the competency test as presented in the following table;

Table 3 Student Learning Outcomes in Cycle 2

No	Description	Score
1	Highest Score	100
2	Lowest Score	65
3	Average Score	87,24
4	Percentage of Learning Completion	90,91%

Based on the descriptions in cycle 1 and cycle 2, it can be seen that the use of the Contextual Learning Picture and Picture learning model in the IPS subject recognized warriors against Dutch colonialism in VI grade at SD Negeri 10 Sungai Kakap in the second semester of the 2018-2019 school year turns out motivation Student learning outcomes increased from 84.84% in cycle 1 to 90.90% in cycle two were motivated to attend lessons, and student learning outcomes with the highest score of 80 and the lowest 50 in the pre-cycle became the highest score of 90 and the lowest was 65 in cycle 1 to be a score the highest score is 100, and the lowest score is 65 in cycle 2.

Fig. 1 Student Learning Outcomes in Every Cycle

Figure 1 shows an increase in learning outcomes starting from pre-cycle, cycle I, and cycle II. The increase occurred as a result of the follow-up of pre-cycle activities by observing deficiencies in the learning being carried out, then providing treatment using the right learning model so that the learning process was carried out to be effective and student learning outcomes increase.

Conclusion and Suggestion

Based on the results of the research and discussion above, it can be concluded that the implementation of the cooperative learning model of picture and picture in the material to recognize warrior figures in VI grade carried out in Classroom Action Research with two cycles showed an increase in IPS learning outcomes in the material of recognizing warriors against Netherlands colonialism. The result was 84.84% in cycle 1 to 90.90% in cycle 2 with the highest score of student learning outcomes of 80 and the lowest 50 in the pre-cycle being the highest score 90 and the lowest 65 in cycle 1 becomes the highest score of 100. The lowest score is 65 in cycle 2.

Suggestions for other teachers, namely the application of Cooperative Learning picture and picture in IPS learning, are very effective in increasing student learning motivation, which is a factor from outside the individual that will ultimately affect student learning outcomes. For further research, it can be varied with other interesting media to be better and more effective in learning.

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