#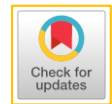 Improving student's learning activity in PKn learning using picture and picture model in class IV SDN 01 Pancung Soal Pesisir Selatan

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ABSTRACT

This research is motivated by the low level of Civics learning activities in grade IV SDN 01 Pancung Problem Pesisir Selatan. Activities are more teacher-centered so that in the learning process students only listen, do not understand Civics concepts and are less able to express ideas, and are still passive. This research is a classroom action research with qualitative and quantitative approaches consisting of 2 cycles. Each cycle consists of planning, implementing, observing, and reflecting. This research was conducted in the second semester of the 2015/2016 Academic Year. The research subjects were fourth grade students of SDN 01 Pancung Question. The results showed that the learning process using the Picture and picture model could increase student learning activities in Civics learning in class IV SDN 01 Pancung Question. This can be seen as follows: student learning activities in the first cycle of Visual Activities obtained a percentage of 78% with a Good category (B), while in cycle 2 increased 88% with a Very Good category (SB), in cycle 1 Oral Activities obtained 76% while in cycle 2 it increased 98% with a very good category (SB), in cycle 1 Mental Activities gained 76% while in cycle 2 it increased by a percentage of 81% with a good category (B). Thus the use of the Picture and picture learning model in Civics learning in class IV can increase student learning activities.

1. Introduction

Citizenship Education (PKn) is a subject that is intended as a vehicle to develop and preserve noble and moral values rooted in the culture of the Indonesian nation. These noble values are expected to be manifested in the behavior of students' daily lives, both as individuals, members of society, and creatures created by God Almighty. According to Winataputra defines Citizenship Education (PKn) as "a field of study that has an object of study of virtue and civic culture, using relevant scientific disciplines, which are coherently organized in the form of civic culinary programs, social- cultural citizenship, and scientific studies of citizenship" (Winataputra, 2016). Civics learning has an important role in improving the quality of education.(Reinita, 2013). This is in accordance with the objectives of Civics learning. Depdiknas, Civics aims to make students have the following abilities (Kurikulum et al., 2006); (1) Think critically, rationally, and creatively in responding to citizenship issues; (2) participate actively and responsibly, and act intelligently in community, national and international activities. state, as well as anti-corruption; (3) develop positively and democratically to shape themselves based on the character of the Indonesian people to live together with other nations; (4) interact with other nations in world regulations directly or indirectly by utilizing technology and communication. Given the importance of the objectives carried out by Civics subjects, teachers as implementers of education in elementary schools need to be aware and responsible so that the objectives of Civics learning as a whole can be achieved properly. It is hoped that natural teachers

teaching Civics are able to choose and use strategies, methods and learning models that are suitable for each domain in Civics learning.(Reinita, 2012). The purpose of Civics learning in Elementary Schools (SD) has not been maximally achieved, because the delivery of Civics learning materials in elementary schools is still sourced from teachers. The role of students during learning is as a recipient of information provided by the teacher, while the discussion and material in Civics learning is very dense. This causes students to be less active in learning and the learning objectives that have been set are difficult to achieve, resulting in low learning outcomes.(Reinita, 2020)

Based on the results of a preliminary study that the researchers conducted on October 9, 2015 to November 6, 2015 at SDN O1 Pancung Problem Pesisir Selatan the authors found problems faced by teachers and students in Civics learning. Student activities in Civics learning are not carried out due to the teacher using the lecture method. This can be seen in teacher-centered learning activities, then the teacher asks students to record the material they are learning. even though students already have manuals such as LKS (student worksheets), after that students do the exercises. In addition, teachers are also less motivated students when learning is taking place. The impact of this learning on students is: (1) The material taught is less focused because at the beginning of the lesson the teacher does not explain the competencies achieved and the material briefly in advance, (2) the students are not quick to catch the teaching material because the teacher does not use pictures of the existing material, (3) less able to increase students' reasoning or thinking power because the teacher does not use media, (4) less able to increase student responsibility, (5) less memorable learning because students do not use pictures during the learning process. It can be seen from the low results of the first semester of the fourth semester examination. (4) less able to increase student responsibility, (5) less memorable learning because students do not use pictures during the learning process. It can be seen from the low results of the first semester of the fourth semester examination. (4) less able to increase student responsibility, (5) less memorable learning because students do not use pictures during the learning process. It can be seen from the low results of the first semester of the fourth semester examination.

Based on the above, effective and efficient learning will be created if the teacher has and uses a learning model. One of the learning models that are thought to be able to provide student activities in Civics learning is the Picture and Picture model. According to Istarani, picture and picture "is a series of delivery of teaching materials by showing concrete pictures to students so that students can clearly understand the true meaning of the teaching materials presented to them (Istarani, 2012). The main ingredients of picture and picture are pictures. pictures related to learning material. According to Bonatua *et al,* picture and picture is "a learning model that uses pictures and is paired or sorted into a logical sequence" (Bonatua et al., 2021). Based on the description above, the formulation of this research is How to Increase Student Learning Activities in Civics Learning by Using Picture and Picture Models in Grade IV SDN 01 Pancung Pesisir Selatan Questions? The purpose of the research developed based on the formulation of the problem obtained is to describe the Improvement of Student Learning Activities in Civics Learning by Using Picture and Picture Models in grade IV SDN 01 Pancung Pesisir Selatan Problems.

2. Method

The type of research conducted is Classroom Action Research (CAR). According to Meesuk states that "Classroom Action Research is a form of self-reflection activity carried out by educational actors in an educational situation to improve rationality and justice about: (a) their educational practices, (b) their understanding of those practices, (c) the situation in which those practices are implemented" (Meesuk et al., 2020). The time of this research was carried out in the second semester of the 2015/2016 academic year in the fourth grade of SD N 01 Pancung Problem Pesisir Selatan. This research was conducted on Friday, April 22, April 29 to May 13. The subjects in this study were fourth grade students of SD N 01 Pancung on Pesisir Selatan who were registered in the 2015/2016 academic year, with 33 students consisting of 14 male students and 19 female students. The approach used in this research is a qualitative approach and a quantitative approach. This approach relates to the improvement or improvement of learning activities in the class under study. The research data is in the form of observations from each learning improvement action using the Picture and picture model for fourth grade students at SD N 01 Pancung Pesisir Selatan in Civics learning. The data relates to planning, implementation, and learning outcomes. The source of research data is from the administration, namely secondary data. The data were obtained from the research subjects, namely teachers and fourth grade students of SD N 01 Pancung Problem Pesisir Selatan. The research data were collected using observation, tests, and documentation.

The instruments used in this study include: observation sheets for Picture and Picture lesson plans research, observation sheets for teacher activities, observation sheets for student activities, and test sheets. The data obtained in this study were analyzed using qualitative and quantitative data analysis models. Qualitative data analysis of the Civics learning process using the percentage approach proposed by Purwanto (2006:102) with the following formulation:

$$NP = \frac{R}{SM} \times 100\% \tag{1}$$

NP is the percent value sought or expected, *R* Raw score obtained, *SM* is the ideal maximum score of the test in question, 100 fixed number. The value of learning activities referred to from the expert income above is the value of activities that include Oral Activities, Visual Activities and Mental Activities. With the criteria of completeness according to Purwanto (2012:102), namely: 86% - 100% (Very Good), 76% - 85% (Good), 60% - 75% (Enough), 59% (Less). This research will be dismissed if every aspect that is assessed has reached the criteria for completeness with a good category with a score of 76% - 85%. If all aspects are assessed less than 59%, it means that it has not been completed and is continued to the next cycle.

3. Results and Discussion

3.1. Cycle I

1) Planning

To conduct research, the researcher prepares lesson plans and determines the material to be taught for one meeting which is developed according to the steps of the Picture and picture learning model. RPP is presented in 1 meeting or 2 x 35 minutes. The subject matter implemented in the first cycle of the first meeting is a simple example of the effect using the Picture and picture learning model. Action planning in the first cycle of meetings 1 and II is the same as preparing the RPP, examining the basic competencies developed in Civics learning. The arrangement is adjusted to the research time, and the lesson plan is designed for one meeting

2) Implementation

The implementation of the learning cycle I meeting I was held on April 22, 2016, carried out based on planning, so the implementation of learning followed the learning steps. The subject matter carried out in the first cycle of the second meeting was held on April 29, 2016 and still the same material as the first cycle of the first meeting is a simple example of the influence of globalization in the surrounding environment with the Picture and picture learning model. For a series of learning implementations starting with preliminary activities, core activities using the Picture and Picture model steps and ending with closing activities.

3) Observation

Observation of student activities is carried out by taking grades by means of Visual Activities, Oral Activities and Mental Activities

- Visual Activities; based on the observation sheet of student learning activities seen from student activities during the learning process. Visual activities in cycle 1 in Civics learning about a simple example of the influence of globalization in the environment using the Picture and picture model, there are 2 types of activities, namely: observing dambar and demonstrations getting a score of 2,239 with a percentage of 67% in the Enough (C) category. For the second meeting of the visual activity in cycle 1 in Civics learning about a simple example of the influence of globalization in the environment by using the Picture and picture model, there are 2 types of activities, namely: observing the dambar and demonstration getting a score of 2,532 with a percentage of 76% in the Good (B) category.

- Oral Activities; based on the observation sheet on student learning activities, it can be seen from the students' activities during the learning process of oral activities in the first cycle of the first meeting, it can be seen how students in solving questions and giving suggestions obtained a score of 2006 with a percentage of 60% in the Enough category (C). Visual Activity learning in cycle I meeting II, it can be seen how students observe pictures and demonstrations get a score of 2,602 with a percentage of completeness obtained 78% with criteria Good (B).

- Mental Activities; based on the observation sheet of student learning activities, it can be seen from the activities of students during the learning process that students' mental activity in the first cycle of the first meeting can be seen, it can be seen how students responded to get a score of 2,050 with a percentage of 62% with sufficient criteria (C). The mental activity of students in the first cycle of the second meeting, it can be seen how the students responded to get a score of 2,500 with a percentage of 76% with Good criteria (B).

4) Reflection

Based on the results of collaboration between researchers and fourth grade teachers on student activity learning in cycle Inot in accordance with the expected category, therefore there is a need for improvements to activities that have not been achieved in cycle I, there is a need for improvements to previous deficiencies. Based on the student activities above, the student activity obtained in increasing student activity in Civics learning with the Picture and Picture model in class IV cycle I is not in line with expectations, so there needs to be improvements in the next cycle, namely cycle II.

3.2. Cycle II

1) Planning

In the second cycle of planning that is prepared to conduct research, the researcher prepares lesson plans, determines the material to be developed using the Picture and picture model, conducts a KD review that will be developed. Planning in cycle II was arranged for one meeting with an allocation of 2x 35 minutes. The subject matter carried out in the second cycle of the first meeting is still the same material as the second cycle of the first meeting is a simple example of the influence of globalization in the surrounding environment with the Picture and picture learning model. -Picture and picture steps and ends with closing activities.

2) Implementation

The implementation of the second cycle of learning is carried out based on planning, then the implementation of learning follows the learning steps. Held on May 13, 2016 The same material as the first cycle is a simple example of the influence of globalization in the surrounding environment with the Picture and picture learning model. For a series of learning implementations starting with preliminary activities, core activities using the Picture and Picture model steps and ending with closing activities.

3) Observation

Observation of student activities is carried out by taking grades by means of Visual Activities, Oral Activities and Mental Activities

- Visual Activities; based on the observation sheet of student learning activities seen from student activities during the learning process. Visual activity in cycle II in Civics learning about a simple example of the influence of globalization in the environment using the Picture and picture model, there are 2 types of activities, namely: observing dambar and demonstrations, getting a score of 2,927 with a percentage of 88% categorized as very good (SB).

- Oral Activities; based on the observation sheet of student learning activities, it can be seen from the activities of students during the Oral Activity learning process in the second cycle of the first meeting, it can be seen how students observe pictures and demonstrations get a score of 3.240 with a percentage of 98% in the Very Good (SB) category.

- Mental Activities; based on the observation sheet on student learning activities, it can be seen from the activities of students during the learning process, it will be seen that the mental activity of students in the second psychic meeting I, can be seen how students respond to get a score of 2.675 with a percentage of 81% with Good criteria (B).

4) Reflection

Based on the results of the assessment obtained by researchers who were observed by observers in class IV Civics learning in cycle II based on the learning activities above, the learning activities obtained by students in increasing Civics learning activities using the Picture and picture model for class IV students in cycle II were in line with expectations. and the criteria for completeness according to Purwanto Yaiyu have reached the percentage of 76% - 85% with category Good (B) and the study was stopped.

5) Discussion

This section will discuss the results of research that has been carried out for 3 meetings on Civics learning in the application of the Picture and Picture model to improve student learning activities in Civics learning in class IV SDN 01 Pancung Question Pesisir Selatan.

3.3. Discussion of Cycle I

Student Learning Activities; To obtain student learning activities, an assessment is carried out. The assessment is carried out in two stages, namely oral activities, visual activities and mental activities.

- Visual Activities; oral activities observed included 2 activities: observing pictures and demonstrations. In the Picture and Picture model, visual activity can be seen in the Picture and Picture model steps. Visual activity in cycle 1 is still a lot of researchers find obstacles because many students are still observing the picture with less attention to the teacher and less daring to ask questions when learning takes place while demonstrations students are less daring to express their opinions. Based on these problems, this visual activity obtained a percentage of 67% categorized as sufficient (C).

- Oral Activities; the oral activities observed here include 2 activities: expressing opinions and giving suggestions. At this stage the visual activity of students in cycle 1 is still low and students are less willing to express their opinions and give suggestions during the learning process. Students at the time of giving advice are still hesitant and unclear because there are still many who are shy. Based on these problems, this oral activity obtained a percentage of 60% categorized as Enough (C).

- Mental Activities; mental activity here includes 1 activity, namely: responding. In cycle 1, students were less responsive when the learning process took place because there were still many who asked shyly, did not use polite language, and did not respond clearly to the material taught by the teacher. Thus obtaining a percentage of 76% in the Enough (C) category.

Civics learning by using the Picture and picture model; Learning activities in classroom action research using the picture and picture model in the first cycle According to Istarani (2012:8) the steps of the Picture and picture model are: 1) The teacher conveys the competencies to be achieved 2) presents the material as an introduction, 3) the teacher showing/showing pictures of related activities from the material, 4) the teacher appoints/calls students in turn to install/sort the pictures into a logical order, 5) the teacher asks the reason/ rationale for the order of the pictures, 6) from the reasons/ the order of the teacher's pictures.

3.4. Cycle 2 Discussion

1) *Student Learning Activities*
- Visual Activities; oral activities observed included 2 activities: observing pictures and demonstrations. In the Picture and Picture model, visual activity can be seen in the Picture and Picture model steps. The visual activity in cycle 2, the researcher only found a few obstacles because many students had observed the picture, paid attention to the teacher and dared to ask questions while the learning was taking place, while the demonstration students had dared to express their opinions. Based on this, this visual activity obtained a percentage of 88% categorized as Good (B).

- Oral Activities; the oral activities observed here include 2 activities: expressing opinions and giving suggestions. At this stage the visual activity of students in cycle 1 is still low and students are less willing to express their opinions and give suggestions during the learning process. Students at the time of giving advice have no hesitation and it is clear. Based on this, the oral activity obtained a percentage of 98% categorized as Very Good (SB).

- Mental Activities; mental activity here includes 1 activity, namely: responding. In cycle 1, students were less responsive when the learning process took place, there were many who asked not ashamed, had used polite language, and had clearly responded to the material that had been taught by the teacher. So that it gets a percentage of 81% in the Good category (B).

2) *Civics Learning by Using the Picture and Picture Model*
Learning activities in classroom action research using the picture and picture model in cycle II. According to Istarani (2012:8) the steps of the Picture and picture model.

- Teacher convey the competencies to be achieved; at this stage the teacher conveys the competencies to be achieved to students before the teaching and learning process is carried out between teachers and students.

- Presenting material as an introduction; at this stage, the teacher presents the material and conducts questions and answers with students according to the material to be taught. In the second cycle of the first meeting of the activities at this stage, many students have reached the descriptor.

- GThe teacher shows / shows pictures of activities related to the material; at this stage the teacher shows or shows pictures to students. pictures that will be taught so that students feel interested in the material to be taught by the teacher. The teacher does not only provide material but must use the media when teaching. In the second cycle of meetings I and II the teacher has used the media according to the material being taught and students have achieved many descriptors.

- GThe teacher points/calls students in turn to put/sort the pictures into a logical order; at this stage the teacher appoints/calls students in turn to put/order the pictures in front of the class by being in a logical order according to what the student wants. So that students are more active in learning and can increase student learning activities. In the second cycle of meetings I and II, descriptors were seen on student learning activities.

- GThe teacher asks the reason /rationale for the order of the pictures; at the stage of asking the basic reasons for considering the basic order of pictures, the teacher asks students to give reasons for ordering pictures and students must have reasons for ordering pictures, not only being able to pair them. In the second cycle of the first meeting the students have seen the achievement of the descriptors.

- DFrom the reason/sequence of the teacher's drawings, the teacher starts instilling concepts/materials in accordance with the competencies to be achieved; after students are able to give reasons for the installation of the picture, that is where the teacher begins to plant concepts from the material being taught.

- Kconclusion/summary; after planting the concept, the teacher gives conclusions about the learning.

3.5. Student Learning Activities

Student learning activities after the learning process using the Picture and picture model based on the Oral activity observation sheet in cycle II, namely: obtaining a percentage of 98% with very good criteria (SB) and Visual activity observation sheets obtaining a percentage of 88% with very good criteria (SB). Based on the learning activities above, the learning activities obtained by students in increasing Civics learning activities using the Picture and picture model for class IV students in cycle II are in accordance with the expectations and criteria for completeness according to Purwanto, which has reached a percentage of 76% - 85% in the Good category (B) and the study was discontinued.
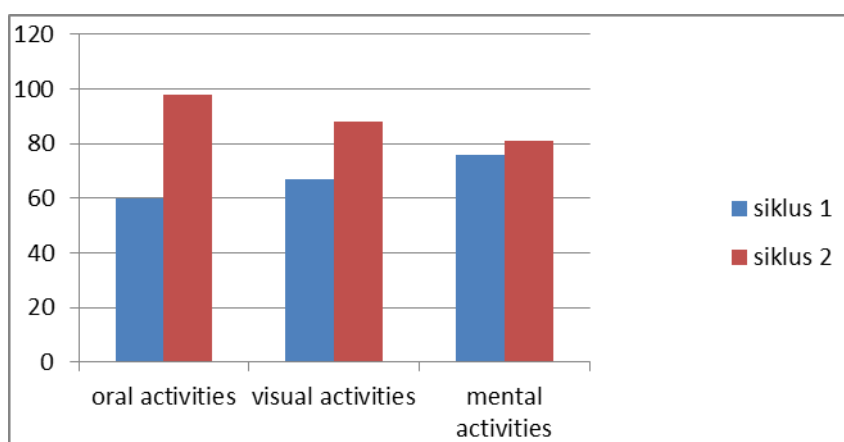

Fig. 1. Comparison of Civics Learning Activities by Using Picture and Picture Models in Grade IV of SDN 01 Pancung Pesisir Selatan Problem.

Based on Fig 1 with cycle 2. In cycle I, the average value of student learning activities with a percentage of 70% is categorized as sufficient (C). Meanwhile, in cycle 2, there was an increase with a percentage of 89% with a very good category (SB).

4. Conclusion

The conclusions from the results of the research on increasing Civics learning activities using the Picture and picture learning model for fourth grade students at SDN 01 Pancung Pesisir Selatan are as follows; (1) There is an increase in Visual Activities using the Picture and picture learning model. In the first cycle, it obtained a percentage of 67% with sufficient criteria (C) and increased in the second cycle with a percentage of 88% with very good criteria (SB). Based on the value of these activities, it can be said that the use of the Picture and picture learning model can improve student learning Visual Activity; (2) There is an increase in Oral Activities by using the Picture and picture learning model. In the first cycle, the percentage is 60% with the criteria of Enough (C) and in the second cycle, the percentage is 98% with the criteria of Very Good (SB). Based on the value of these activities, it can be said that the use of picture and picture learning models can improve student learning oral activities; (3) There is an increase in Mental Activities using the Picture and picture learning model. In the first cycle it obtained a percentage of 2.050% with the criteria of Enough (C) and in the second cycle with the percentage of 81% with the criteria of Very Good (B). Based on the value of these activities, it can be said that the use of Picture and picture learning models can improve students' mental learning activities

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