

# **EFFORTS TO IMPROVE STUDENT LEARNING OUTCOMES IN SOCIAL SCIENCES SUBJECTS THROUGH THE PICTURE AND PICTURE LEARNING MODEL IN ELEMENTARY SCHOOLS**

<sup>1</sup> Lika Nurhana, <sup>2</sup>Armi Yuneti

<sup>1,2</sup>Universitas PGRI Silampari

E-mail : [likanurhana43@gmail.com](mailto:likanurhana43@gmail.com)

Publish date: Januari 20 2026

---

**Abstract :** This study aims to determine whether the Picture and Picture model can improve the learning outcomes of elementary school students. The type of research used is classroom action research (CAR). Data collection techniques use Test and documentation techniques. This study consists of 2 cycles with research procedures using the Kemmis & Mc Taggart model which includes planning, implementation, observation, and reflection. The results of this study indicate that there is an increase in Social Studies learning outcomes in fourth-grade students of SDN 6 Srikaton. This is shown in cycles 1 and 2 where in cycle 1 the value increases from 33% to 41% and in cycle 2 students who completed as many as 10 with a percentage of 83% of 12 students. With this it can be said that the Picture and Picture Model is able to improve the learning outcomes of fourth-grade students of SDN 6 Srikaton.

**Keywords:** Learning outcomes, IPS, Picture and picture models.

---

## **INTRODUCTION**

Education is a means for every human being to acquire and develop cognitive, affective, and psychomotor knowledge, and to change behavior according to the level of education they have taken, with the aim of creating a good generation of future generations. Soyomukti (2015:21) states that education is a human process for facing various situations that aims to empower themselves with enlightenment, awareness, and beneficial behavioral changes.

Education plays a role in transforming a nation. The nation's next generation must be equipped with various potentials to compete, ensuring that education in Indonesia remains on par with other nations. To achieve these educational goals, teachers play a crucial role as both presenters

and listeners, fostering positive interactions between them during the learning process (Jihad & Haris, 2019:11).

Social science is a subject that studies social life with the aim of enabling a person to live socially in a community environment and social science is a selection of social science disciplines that are based on the study of geography, economics, sociology, anthropology, political science, economics and social psychology (Nurdin, 2016).

Based on the researcher's observations, it can be concluded that the learning process for fourth-grade students is not yet effective because only the teacher plays an active role in the classroom. Therefore, some students do not understand the material being taught, which can result in low social studies learning outcomes. The low social studies learning outcomes for fourth-grade students can be seen from the students' learning outcomes not reaching the KKTP (Qualified Competency Level).

One way to encourage student engagement during learning is through the use of learning models. A learning model is a conceptual framework that describes a systematic procedure for organizing student learning experiences to achieve specific learning objectives and serves as a guideline for instructional designers and teachers in planning and implementing teaching and learning activities. With a learning model, teachers can implement the learning process according to the planned patterns, objectives, behaviors, environment, and learning outcomes. This ensures the learning process runs smoothly and appropriately.

Based on the theory and empirical data, in order to improve social studies learning outcomes, researchers need to conduct research related to the title "Efforts to Improve Student Learning Outcomes in Social Studies Subjects Through the Picture and Picture Learning Model in Elementary Schools"

## **METODOLOGI**

### **Research Design**

This study employed Classroom Action Research (CAR), conducted in two interconnected cycles—Cycle I and Cycle II. Each cycle consisted of a series of planned actions that were continuously refined based on the results of the previous cycle. The CAR model used in this study follows the framework developed by Stephen Kemmis and McTaggart, which consists of four systematic stages: (1) planning, (2) action, (3) observation, and (4) reflection. These stages were repeated to ensure improved student learning outcomes in social studies.

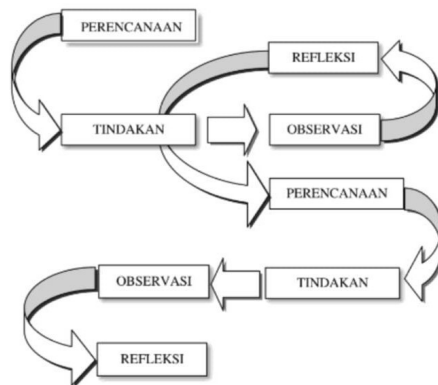


Figure 3.1 PTK Cycle Model by Stephen Kemmis and Mc.Taggart (Novakhta, et al. 2023: 6)

### Research Subject

This research was conducted in the even semester of the 2025 academic year. The subjects were fourth-grade students at Srikaton Public Elementary School. The fourth-grade students served as research subjects, the fourth-grade teacher as observer, one of the researchers as a documentation team member, and the author as a teacher.

### Data Collecting

Data collection techniques are methods that can be used by writers to collect data. The data collection technique in this classroom action research is the Test Technique

#### 1. Test

A test is a tool used to measure a student's ability level. The test was administered three times. The first was a pretest in Cycle I, followed by a posttest in Cycle I, and then a posttest in Cycle II, each using 10 multiple-choice questions.

### Data Analysis

Descriptive Statistical Analysis

1. Used to obtain the average score and learning completion.

Completion Formula:

$$KB = \frac{T}{Tt} \times 100\%$$

Note:

KB: Learning Completion

T: Total score obtained by students.

T: Number of students multiplied by 100.

## 2. Gain Score

Used to measure improvements in learning outcomes

$$\text{Gain} = \text{Posttest} - \text{Pretest}$$

## RESEARCH RESULT



It can be seen from the results of the actions in cycle 1 that improvements need to be made in cycle II so that students' abilities in Social Sciences (IPS) through the picture and picture learning model can increase. After carrying out cycle II in Social Sciences (IPS) learning, it can be said that the results of the reflection on cycle II can be seen as successful in this classroom action research.

Based on the results of the study above, it can be seen that there is an increase in student learning outcomes starting from cycle 1 to cycle II. In cycle I, the increase in the average value (pre-test and post-test) was 58.3 reaching 68.3 then in cycle II the average post-test value reached 80. In cycle I, the number of students who achieved KKTP 70 was 4 students (33%) reaching 5 students (41%) while students who achieved KKTP in cycle II were 10 students

(83%). Therefore, when compared with the achievement of student performance carried out in this study, 83% of the number of students who obtained scores by achieving KKTP > 70

Therefore, this classroom action research has been conducted. Learning through the picture and picture learning model shows an increase in the learning outcomes of Social Sciences (IPS) of fourth grade students of SDN 6 Srikaton. Because in this learning through the picture and picture learning model, it can provide explanations to students regarding the learning material clearly, in this learning model, it links learning with pictures so that learning is more interesting and does not look boring and students are more enthusiastic in learning, besides this model can also help students in capturing learning material easily and of course students better understand the material being taught.

## **Discussion**

Based on the results of this study, it shows an increase in social science learning outcomes in fourth-grade students of SDN 6 Srikaton using the picture and picture learning model in the second semester of the 2024/2025 academic year. This increase in learning can be seen from the average value of students in cycle I, namely 58.3 (pretest) with an average value (posttest) of 68.3. In the first cycle, students who achieved KKTP were only 4 students with a percentage of 33% and in the posttest there were 5 students with a percentage of 41% then the number of students who achieved completeness in cycle II was 10 students with a percentage of 83%. according to the results of learning science, it can be said to be in accordance with the performance indicators of students with the number of students who can achieve KKTP totaling 10 students and only 2 students who have not been able to achieve KKTP with a total number of students in grade IV there are 12 students. So it can be concluded that the picture and picture learning model can be used as an alternative effective learning model.

## **CONCLUSION**

The results of this study indicate an increase in social science learning outcomes in fourth-grade students of SDN 6 Srikaton using the picture and picture learning model in the second semester of the 2024/2025 academic year. This increase in learning can be seen from the average value of students in cycle I, which is 58.3 (pretest) with an average value (posttest)

of 68.3. In the first cycle, only 4 students achieved KKTP with a percentage of 33% and in the posttest there were 5 students with a percentage of 41% then the number of students who achieved completeness in cycle II was 10 students with a percentage of 83%. according to the results of learning science, it can be said to be in accordance with the performance indicators of students with the number of students who can achieve KKTP amounting to 10 students and only 2 students who have not been able to achieve KKTP with a total number of students in grade IV there are 12 students. So it can be concluded that the picture and picture learning model can be used as an alternative effective learning model.

## REFERENCES

- Jihad, A. & Haris, A. (2019). *Evaluasi Pembelajaran*. Yogyakarta: Multi Pressindo.
- Nurdin. (2016). Pengaruh Motivasi Belajar Dan Persepsi Atas Lingkungan Sekolah Terhadap Prestasi Belajar Ilmu Pengetahuan Sosial. *Jurnal Cakrawala Pendidikan*, 35(1), 98–105. <https://doi.org/10.21831/cp.v35i1.28269>
- Rahmawati, N. (2020). *Penerapan model Picture and Picture untuk meningkatkan motivasi dan hasil belajar siswa pada mata pelajaran IPS di SDN Karanganyar*. *Jurnal Ilmiah Pendidikan Dasar*, 7(1), 12–21.
- Sari, D. (2019). *Penerapan model pembelajaran Picture and Picture untuk meningkatkan hasil belajar IPS siswa kelas IV SD Negeri 1 Sukamaju*. *Jurnal Pendidikan Dasar Nusantara*, 4(2), 45–53.
- Silitonga A, simamora A.B, dan tambunan. 2023. Pengaruh model picture and picture terhadap hasil belajar siswa pada subtema hidup rukun dengan teman bermain pada kelas II SD Negeri 091607 sinaksak, *journal of social science research*. Vol.3.
- Soyomukti, N. (2015). *Teori-Teori Pendidikan*. Yogyakarta: AR-Ruzz Media.