

## **IMPROVING THE LEARNING ACHIEVEMENT THROUGH COOPERATIVE LEARNING PICTURE AND PICTURE TYPE AT THE VII GRADE STUDENTS OF SMP 4 TOLITOLI**

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### **ABSTRACT**

The objective of this research is to improve the students' achievement on IPA subject through Cooperative Learning Picture and Picture type. This research is belongs to Classroom Action Research (CAR). The subject of this research was the teacher and the VII grade students of SMP 4 Tolitoli. It consist of 23 students. The technique of collecting data used in this research was observation and test. The observation was used to collect information about the teaching and learning process whereas the test was used to find out the students achievement after being taught by using Cooperative learning. The result shows that, there is improvement of students achievement. The improvement was occurred after the Cooperative learning implemented. This research was done in two cycles. In the first cycle the successful percentage was 78, 26% and in the second cycle the successful percentage was 86, 96. It indicates that there is a significant improvement between the first and the second cycle. It means that the use of Cooperative Learning Picture and picture type is successfully improve the students' achievement on IPA subject at the VII grade students of SMP 4 Tolitoli.

Keywords : IPA, Cooperative,Picture and Picture Tipe Grade VII Students of,Junior High School.

### **ABSTRAK**

Penelitian ini bertujuan untuk meningkatkan hasil belajar IPA menggunakan model Kooperatif Tipe Picture And picture pada Siswa Kelas VII A SMP Negeri 4 Tolitoli. Pada mata pelajaran IPA siswa kelas VII A belum bisa mencapai kkm yang telah ditentukan oleh guru. Jenis penelitian ini adalah penelitian tindakan kelas berkolaborasi dengan guru kelas VII A SMP Negeri4 Tolitoli. Subjek dalam penelitian ini adalah Guru dan siswa kelas VII A SMP Negeri 4 Tolitoli yang berjumlah 23 siswa. Teknik pengumpulan data dalam penelitian ini melalui tes evaluasi dan observasi selama proses pembelajaran berlangsung. Analisis data dalam penelitian ini menggunakan deskriptif kualitatif untuk memaparkan lembar observasi dan kuantitatif untuk memaparkan hasil nilai yang diperoleh siswa. Hasil penelitian menunjukkan bahwa pembelajaran IPA dengan menerapkan pembelajaran Kooperatif Tipe Picture And picture dapat meningkatkan hasil belajar siswa kelas VII A SMP Negeri 4 Tolitoli. Peningkatan hasil belajar siswa terjadi setelah melaksanakan Model Kooperatif Tipe Picture And picture yaitu, siswa yang pandai membantu siswa yang kurang pandai untuk memahami pelajaran IPA. Hasil belajar IPA mengalami peningkatan dari siklus I ke siklus II. Presentase ketuntasan hasil belajar siswa

meningkat dari 78,26% menjadi 86,96%. Siswa yang kurang berpartisipasi dalam kelompok di dekati oleh guru dan diarahkan agar bertanya kepada ketua kelompok atau menanggapi pernyataan teman kelompoknya sehingga seluruh siswa bias memahami materinya. Dapat disimpulkan bahwa penggunaan model Kooperatif Tipe Picture And Picture dapat meningkatkan hasil belajar IPA siswa kelas VII A SMP Negeri4 Tolitoli.

Kata kunci: IPA, Kooperatif Tipe Picture And Picture, Siswa Sekolah Menengah Pertama. VI

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## **1. Introduction**

The problem of education and teaching is a fairly complex problem, with many factors affecting it. One of the influencing factors is the teacher. The teacher is a teaching component that plays an important role, the success of the teaching and learning process is largely determined by the teacher factor. A teacher must

professional and responsible for students. The teacher's job is to guide and direct students in

convey material through communication interactions in the teaching and learning process. The success of the teacher in delivering the material really depends on the smooth communication interaction between the teacher and students. The educational objectives contained in the law must be understood and realized by every curriculum developer. Because whatever is planned and developed and implemented in every educational process must ultimately lead to the development of the potential of each child so that they become believers and piety and have noble morals, healthy, knowledgeable, capable humans and so on. Therefore, the teacher must prepare the right strategy in learning (Asnur, 2019; Malik, 2019; Wael, 2019; Malik.A.R 2020)

Educational goals can be achieved if by paying attention to the most important components in an educational process. The components that must be considered in an education as an effort or way of obtaining various knowledge, namely learning and the process of developing this method are intended as an effort to improve learning conditions that are more enjoyable and can influence students, so that they can learn fun and can achieve satisfactory results.

The main objective of implementing learning activities is to teach students to be able to process and obtain knowledge, skills, and attitudes for yourself. Students expected to be motivated and happy to do learning activities interesting and meaningful. In simple terms it can be said that Science is the experience of individual human beings each individual is perceived or interpreted differently or the same. Science deals with finding out about nature systematically, so that science is not only mastery a collection of knowledge in the form of facts, concepts, or principles only but also a process of discovery. Therefore, in science learning teachers should realize that the purpose of learning science is not only to provide opportunities for students to learn about facts and theories, but also to develop habits and scientific thinking attitudes. Educators are expected to be able to further stimulate student creativity and student activities by using attractive and appropriate learning media to develop their knowledge and understanding based on constructivism theory. There are some

educators who don't understand entirely about the goals of science education so that it will have an impact.

directly to students. As a result, students perceive science lessons as uninteresting and unpleasant subjects because students who are in junior high schools (especially class VII A) tend to be at the stage of formal operational thinking.

## **2. Method of The Research**

Research Methods This type of research is an action research Class (Classroom Action Research) with implementation stages includes: planning, action, observation, and reflection. This class research uses instruments in the form of:

### **2.1 Observation sheet.**

The observation sheet is used to determine student activities when participating in learning activities. Researchers use these guidelines by making the observation format as an instrument.

### **2.2 Learning Outcomes Test**

The test in this study was used to determine student achievement of the material presented by the teacher using the picture and picture cooperative learning model. The tests used in this study are arranged in the form of subjective tests (essays) which will be given after the learning process takes place, namely at the end of the lesson.

### **2.3 Documentation**

Documentation technique is a way that is done for obtain descriptive data in class VII A SMP Negeri 4 Tolitoli at the time of the learning using the Picture and Picture cooperative learning model, documentation can be proven by the presence of photos during the learning process.

This classroom action research the plan is implemented as much two cycles and each cycle is minimal 2 meetings. Once done the first cycle, the second cycle made changes according to its deficiencies found so that the goal is achieved that was planned. In detail research implementation for two this cycle as follows:

## **3. Findings**

Based on the research obtained, it can be argued that by applying the Picture type cooperative learning model and Picture can make students more active in participating in learning, because they can be brave to speak trained for do research, dare to ask questions and answer the question. Therefore that, in learning activities the teacher is supposed to use learning methods that can make students more active, so that students are not just silent and listen in the following inclined learning make students bored and passive.

Cooperative learning model type Picture and Picture has goals so that students are able to achieve and discover for yourself a variety answers to problems faced with conduct their own research, students also can be trained in the manner scientific thinking. with Picture and Picture students find evidence the truth of the something theory being studied.

Based on research cycle I and the second cycle of teacher activities and student activity and test analysis results the end of each cycle, it shows increase in

student activity during the learning process takes place. In cycle I, teacher activity shows that the teacher hasn't maximal in doing the model type picture cooperative learning and an interesting picture, not yet the maximum also gives opportunities for students to be active and have not conducted an evaluation well. Evaluation which referred to here, namely students make summary to draw conclusions with the teacher, and provide feedback back. Likewise student activities on siklus I can be seen that on the listening aspect pay attention to the teacher's explanation, sort images, file questions to the teacher, discuss cooperate and exchange answers with friends, and presented his work as well as working on the questions, still not optimal and needs to be improved. Results of the final test analysis obtained in cycle I namely classical learning completeness only reached 78.26%. Based on data obtained in cycle I, can It is said that this research has not successful because of minimal absorption 70 individuals and there are still 5 people students who have not yet completed it individually because the value of 5 students is still below the KKM value namely 70. This is due to students are still familiar with the method less demanding activity students in learning activities so that students become passive in learning process, seen from students who are not optimal listen / pay attention teacher explanation, sort pictures, ask questions to the teacher, discuss / cooperate and exchange answers with friends, and present their work as well as working on problems, in summarizing the material carried out teachers are mostly students still confused because at the time the teacher explain many students don't pay attention.

Based on the results obtained cycle I, then the researcher continue to cycle II. On cycle II shows an increase in activities learning compared to cycle I. Results of activity observations teachers have increased that is on the teacher activity observation sheet cycle I, the score obtained on the first and second meeting namely 11 (2.75) are in the good category. While the score achieved in cycle II first meeting 14 (3,5) and the second meeting was 15 (3.75) has increased namely to be at very good category. Seen from achievement of these scores, can note that the implementation of the process learning carried out by the teacher is maximal This is because in cycle I there were still many teachers has weaknesses in learning because it is still the adjustment stage, while on cycle II the teacher can do it maximum learning so that the implementation of activities can goes well.

In the first cycle, the total score of student observation sheets at the first meeting was 12.63 with an average of 2.53 and at the second meeting was 12.93 with an average of 2.58. Whereas in the second cycle the score obtained at the first meeting was 16.67 with an average of 3.33 and at the second meeting was 16.75 with an average of 3.35. This increase can be seen in the ability of students to listen to / pay attention to teacher explanations better and more actively, sort pictures, ask questions to the teacher when there are explanations that are not understood, discuss / cooperate and exchange answers with friends and present their work, and work on the questions given. teacher at the time of evaluation.

The results of the analysis of the evaluation of student learning outcomes in cycle I and cycle II seen an increase that occurred in student learning outcomes at each cycle execution. The first cycle obtained 78.26% classical completeness then an increase occurred in the second cycle with the classical completeness obtained

reaching 86.96%. the increasing number of classical completeness with the average value of students achieved in cycle II can be seen that student activity and student learning outcomes increase.

The results of this study can be said to improve the science learning outcomes of class VII A students of SMP Negeri 4 Tolitoli. Because completeness of classical learning reached 86.96% which has met the criteria for classical learning completeness, namely 80% set by class VII A SMP Negeri 4 Tolitoli, namely 70 and classical completeness of at least 80%.

Based on the research results obtained, it can be stated that by applying the Picture and Picture cooperative learning model can make students more active in participating in learning activities. Because they have the courage to raise questions and answer questions and students are not just silent. The implementation of the picture and picture type of cooperative learning model which is carried out in two cycles increases the skills of teachers in teaching so that students are better able to absorb and understand the subject matter.

The Picture and Picture type of cooperative learning model is a teaching method using visual aids in the form of pictures to show students how a concept of learning material is obtained. In order to clarify this understanding, in practice it can be done by the teacher or the students themselves.

## **5. Conclusion**

Conclusion of research results based on observational data teacher skills, student activity, and student learning outcomes on science learning through models Picture type cooperative learning and Picture in class VII A SMP Negeri 4 Tolitoli based on the conclusion of the research data is as follows:

5.1 Result data based on teacher activity in cycle I scores are obtained at the first and second meeting was 11 with an average of 2.75 (good category), while the score obtained in the second cycle of the first meeting was 14 with an average value of 3.5 (very good category) and the second meeting was 15 with an average value. - average 3.75 (very good category). Based on the data obtained in each cycle, the skills of teachers have increased each cycle. The increase has met the predetermined success indicator categories. Conclusion IPA learning through the cooperative learning model type Picture and Picture can improve teacher skills in all aspects.

5.2 Data on student activity results on cycle I first meeting obtain the amount score 12.63 with an average score of 2.53 (good category), and meetings the second the total score is 12.93 with a mean of 2.58 (good category). While on cycle II first meeting obtained a score of 16.67 with an average of 3.33 (very good), and the second meeting obtains a score of 16.75 with an average of 3.35 (very good). Based on data obtained in each cycle, student activity in each cycle increased. The increase is already meet the category indicators of its success already determined. With thus

can be concluded that learning science through the cooperative model type Picture and Pictures can improve student engagement for do learning activities teaching and students can do Picture and activities Picture already demonstrated by the teacher previously as well as students got experiences concrete.

5.3 Student learning outcomes data obtained on each cycle namely, in cycle I get the completeness value classical student learning, namely 78.26% And the second cycle experienced increase i.e. gain the value of student learning completeness Classically it is 86.96%. Improved every cycle already meet the indicators of success predetermined ie classical learning completeness at 80%, so it can concluded that learning IPA through a cooperative model Type Picture and picture can improve student learning outcomes.

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