

Improving Indonesian Language Learning Outcomes for Elementary School Students through the Use of Picture Media

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Abstract

This study aims to improve the learning outcomes of Indonesian by using image media in learning. This research is classroom action research (CAR) which consists of two cycles. Each cycle was held for three meetings with the stages of planning, action, observation, and reflection. The data subjects of this study were the fifth-grade students of SD Negeri 3 Kasimpureng in the even semester of the 2021/2022 school year, totaling 23 people. The results showed that the application of image media in learning succeeded in improving students' Indonesian learning outcomes. Based on the test of student learning outcomes carried out in two cycles, it showed that student learning outcomes had increased, from the first cycle the average value was 72 with a percentage of completeness of 65%.

Keywords: *improved learning outcomes, image media, Indonesian*

Introduction

Indonesian Act No. 20 of 2003 concerning National Education Education, it is stated that education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Danim, 2003). In educational activities, students are certainly the target of these activities. What is meant by students here are minors who need guidance and help from other adults who are adults, to carry out their duties as God's creatures, as citizens, as members of society, and as independent individuals or persons?

Learning is a translation of the word "instruction" which in Greek is called instructions or "intruder" which means conveying thoughts, thus the meaning of instructional is conveying thoughts or ideas that have been processed meaningfully through learning (Bambang & Warsita, 2008). Learning is a process of communication between learners, teachers, and teaching materials. This form of communication will not work without the help of means to convey messages. Stimulus forms can be used as media, including human relationships or

interactions, reality, moving images or not, and recorded voice writing (Bambang & Warsita, 2008).

Teaching and learning is an activity that has educational value. The educational value colors the interactions that occur between teachers and students. The interactions that have educational value are because the teaching and learning activities carried out are directed to achieve certain goals that have been formulated before teaching is carried out. Teachers consciously plan their teaching activities systematically by utilizing everything for the benefit of teaching (Djamarah and Zain, 2002). Learning activities are activities given to students in teaching and learning situations (Hamalik, 2009). In the world of education, picture media plays a very important role so that students in the learning process are passionate and interested in learning so that teachers achieve the desired goals. In the learning process, image media is very well used because it will attract the attention of students. Picture media is a useful tool in teaching and learning activities. Aids can represent something that the teacher cannot convey. The effectiveness of students' absorption of complicated learning materials can occur with the help of assistive devices. Even aids are recognized to be able to give birth to good feedback from students.

In a teaching and learning process, two very important elements are teaching methods and learning media. Learning media is a tool used by teachers to deliver the subject matter to students. Learning media can be in the form of graphic media, audio media, silent projection media, and game media. The positive impact of the development of science and technology is the availability of media that can be used in the activities of the teaching and learning process, hereinafter referred to as learning media. Media is an information channel that connects the source of information and the recipient (Musfiqon, 2009).

Students' critical and dynamic thinking abilities are obtained from student learning outcomes that students get. Learning outcomes are processes within individuals who interact with the environment to get changes in their behavior. The change is obtained through effort (not due to maturity), persists for a relatively long time, and is the result of experience. Assessment of learning outcomes is the process of giving value to the learning outcomes achieved by students with certain criteria. Behavior as a result of learning in a broad sense includes three domains: cognitive, affective, and psychomotor.

The author conducted research observations of teaching and learning activities in class V SD Negeri 3 Kasimpureng regarding learning methods, and use/utilization of image media in Indonesian language subjects. Found the problem that became the problem in this research is the lack of use of image tools/media in the implementation of Indonesian language learning so that many students pay less attention to the teacher during the learning process. In addition, the teacher's lack of creativity in delivering fun learning is also a problem in itself. Thus, student learning outcomes at SD Negeri 3 Kasimpureng can be known through observation. The results of observations show that there is motivation to learn student still low.

When the teacher explains the subject matter, students tend to be quiet and unfocused. Some students do other activities, such as drawing and playing with objects on the table, and even students who daydream and keep looking outside and don't pay attention to the material presented by the teacher. If this situation continues to occur, the educational goals will be farther to be achieved, it is necessary to develop more interesting learning strategies that can increase students' learning motivation to follow the learning process without any sense of compulsion. One way of learning that is considered suitable for solving the above problems is Picture Media.

Based on the problems that have been described, there must be changes in both students and the learning process that need to be improved. Several factors determine the success of an educational process, namely the educational curriculum, students as teaching targets, teachers as teachers, strategies and learning media used, as well as the availability of facilities and infrastructure that support the learning process that can achieve predetermined goals.

Method

The approach used in this research is psychological. this research is classroom action research (CAR). The implementation of this classroom action research was carried out in two cycles, each cycle consisting of three meetings. The research model used in this study is the Kul Lewin model. This research model can be described as follows:

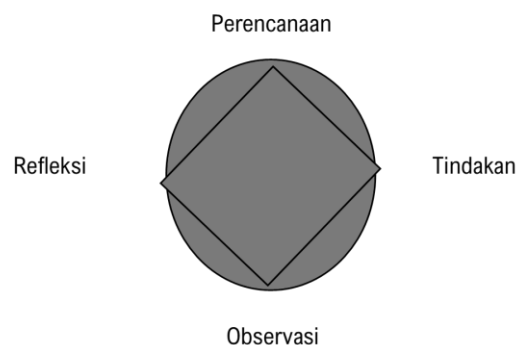


Figure 1. Kurt Lewin's Action Research Model

The research location is in inState Elementary School 3 Kasimpureng, Bulukumba Regency. The data sources of this research are students of class Vin the academic year 2021/2022 even semester totaling 23 people. Data were collected through observation, tests, and documentation. In this study, there are two types of data that can be collected, namely qualitative and quantitative data. Students learning mastery is measured if they have obtained the minimum completeness criterion value (KKM), which is 70.

Results

Precycle

It has been stated in the introduction that student learning outcomes in class V SD Negeri 3 Kasimpureng for the academic year 2021/2022 are relatively low. This is caused by monotonous and uncreative learning activities. Teachers in learning activities use the lecture method more by giving assignments. This causes students to be less enthusiastic and feel bored in the learning process.

Table 1. Pre-cycle Learning Outcomes

No.	Score	Category	Total Students	Percentage
1.	80-100	Very good	2	9%
2.	70-79	Well	0	0%
3.	60-69	Enough	4	17%
4.	50-59	Not enough	0	0%
5.	0-49	Fail	17	74%
Amount			23	100%

Based on the results of the pre-cycle, a lesson is designed that will be included in a research cycle. In each cycle several steps will be carried out, namely planning, implementing actions, and reflecting.

Cycle I

1. Planning

Cycle I was carried out for three meetings with two face-to-face meetings and one evaluation at the end of the cycle meeting. Cycle I begins with planning. What is done at this stage, namely determine the material to be taught, make a Learning Implementation Plan (RPP), compile student activity observation sheets, compile teacher activity observation sheets, and compile evaluation tests on the material that has been taught?

2. Action Execution

Next, proceed with the implementation of the action. At this stage, learning activities are carried out by the learning implementation plan that has been prepared previously. The learning activity begins with reading prayer before starting the teaching and learning process. The teacher takes the learning steps according to the learning scenario that has been prepared. Students participate in learning activities and carry out activities according to the scenario of teaching and learning activities.

The following are the results of the evaluation in the learning activities of fifth-grade students of SD Negeri 3 Kasimpureng after applying the image media in the first cycle.

Table 2. Cycle Test Category I

No.	Score	Category	Total Students	Percentage
1.	80-100	Very good	15	65%
2.	70-79	Well	0	0%
3.	60-69	Enough	6	26%
4.	50-59	Not enough	2	9%
5.	0-49	Fail	0	0%
Amount			23	100%

3. Observation

a) student activities

Observations in the first cycle recorded students' attitudes towards learning Indonesian. The student's attitude is reflected in the observation sheet meeting each cycle. The observation sheet is used to determine changes in teacher teaching methods and student attitudes during the teaching and learning process in the classroom at each meeting. The results of observing student activities are illustrated in the following table presentation.

Table 3. Result of Observation of Student Activity Cycle I

No	Rating Component	Score For Student Activity	Percentage Yield
1	Student Activity		
	a. Students actively take note of the subject matter	6	26.08%
		6	26.08%
	b. Active students ask	6	26.08%
	c. Students actively submit ideas		
2	Student Attention:		
	a. Shut up, calm down	6	26.08%
	b. Focus on the material	9	39.13%
	c. Enthusiastic	6	26.08%
3	Discipline:		
	a. Attendance/absence	12	52.17%
	b. Arrive on time	12	52.17%
	c. Come home on time	12	52.17%

No	Rating Component	Score For Student Activity	Percentage Yield
4	Assignment/Recitation:		
	a. Do all the tasks	9	39.13%
	b. Accuracy in collecting assignments on time	9	39.13%
	c. Doing according to orders	9	39.13%

b) teacher activity

This observation was carried out to determine changes in teacher activities during the learning process. These changes are recorded on the observation sheet at each cycle meeting. The results of observations of teacher activities are illustrated in the following table presentation.

Table 4. Results of Teacher Activity Observation Cycle I

No	Rating Component	Score For Teacher Activity	Percentage Yield
1	Material Mastery:		
	a. Fluency in explaining the material	9	39.13%
	b. Ability to answer questions	9	39.13%
	c. Diversity of giving examples	9	39.13%
2	Systematic Presentation:		
	a. Completeness of material description	12	52.17%
		9	39.13%
	b. The description of the material leads to the goal	9	39.13%
	c. Description of the material by SKKD		
3	Application Method:		
	a. Skills in choosing methods according to the material	9	39.13%
	b. Easy for students to follow	9	39.13%
4	Implementation:		
	a. Clarity of spoken voice	9	39.13%
	b. Communicating between teachers and students	9	39.13%
5	Giving Motivation:		
	a. Teacher enthusiasm in teaching	9	39.13%
	b. The teacher's concern for students	9	39.13%

4. Reflection

The next stage is to conduct reflection. Reflection discusses and evaluates the learning activities that have just been implemented. Reflection is done to find out the shortcomings or constraints of the cycle I.

The implementation of learning using image media in cycle I can be said to be quite good, but there are still some obstacles. The constraints in question are: students are reluctant to ask questions about material that has not been understood, and students still feel awkward when asked to explain the material that has been taught. Seeing these obstacles, it is necessary to take corrective actions so that the learning outcomes in cycle II can be more optimal. In learning activities that will be carried out in cycle II, the teacher's teaching performance will be improved better by referring to the weaknesses that occur in cycle I.

Cycle II

Cycle II was carried out for three meetings with two face-to-face learning and one evaluation at the end of the cycle meeting. The activity in cycle II is to repeat the activities carried out in cycle I by making improvements that are still considered lacking in cycle I.

1. Planning

Learning planning is carried out in cycle II, namely setting learning objectives to be achieved, preparing Learning Implementation Plans (RPP), preparing observation instruments (observation) of teacher and student activities in learning process activities, and preparing media that will be used in the learning process.

2. Action Execution

The teacher takes learning steps by the lesson plan by trying to improve the weaknesses in the learning process carried out in cycle I.

The following are the results of the evaluation in the learning activities of fifth-grade students of SD Negeri 3 Kasimpureng after applying the image media in cycle II.

Table 5. Category of Cycle II Test

No.	Score	Category	Total Students	Percentage
1.	80-100	Very good	23	100%
2.	70-79	Well	0	%
3.	60-69	Enough	0	%
4.	50-59	Not enough	0	%
5.	0-49	Fail	0	%
Amount			23	100%

3. Observation

a) student activities

Table 6. Results of Observation of Student Activities in Cycle II

No	Rating Component	Score For Student Activity	Percentage Yield
1	Student Activity		
	a. Students actively take note of the subject matter	12	52.17%
		12	52.17%
	b. Active students ask	9	39.13%
	c. Students actively submit ideas		
2	Student Attention:		
	a. Shut up, calm down	12	52.17%
	b. Focus on the material	12	52.17%
	c. Enthusiastic	9	39.13%
3	Discipline:		
	a. Attendance/absence	12	52.17%
	b. Arrive on time	12	52.17%
	c. Come home on time	12	52.17%
4	Assignment/Recitation:		
	a. Do all the tasks	12	52.17%
	b. Accuracy in collecting assignments on time	12	52.17%
	c. Doing according to orders	12	52.17%

b) teacher activity

Table 7. Results of Observation of Teacher Activities in Cycle II

No	Rating Component	Score For Student Activity	Percentage Yield
1	Material Mastery:		
	a. Fluency in explaining the material	9	39.13%
	b. Ability to answer questions	9	39.13%
	c. Diversity of giving examples	9	39.13%

No	Rating Component	Score For Student Activity	Percentage Yield
2	Systematic Presentation:		
	a. Completeness of material description	12	52.17%
	b. The description of the material leads to the goal	9	39.13%
	c. Description of the material by SKKD	9	39.13%
3	Application Method:		
	a. Skills in choosing methods according to the material	9	39.13%
	b. Easy for students to follow	9	39.13%
4	Implementation:		
	a. Clarity of spoken voice	9	39.13%
	b. Communicating between teachers and students	9	39.13%
5	Giving Motivation:		
	a. Teacher enthusiasm in teaching	9	39.13%
	b. The teacher's concern for students	9	39.13%

4. Reflection

The implementation of learning using image media has been running according to the design that has been prepared. After that, the results of the observation of the learning process and student learning outcomes using image media increased both in cycle I and cycle II.

Learning Indonesian by using picture media shows different student activities. Students look more active and pay attention to the teacher's explanation. It seems that students find it easier to understand what the teacher explains to them. The picture media used by the teacher seemed to attract the attention of students to focus and give their enthusiasm for learning.

Discussion

The use of image media can improve the learning outcomes of Indonesian in fifth-grade students of SD Negeri 3 Kasimpureng. Learning using image media can attract students' attention so that it helps improve students' understanding of the material presented by the teacher. In the use of image media, teachers can apply various methods and interesting learning models in delivering material so that students do not feel bored in learning. Teachers can use picture models, examples, and other methods that are relevant to the subject matter.

This is the opinion (Hamzah & Nina Lamatenggo, 2011) that learning media are all forms of communication tools that can be used to convey information from sources to students in a planned manner to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. According to Rusman et al., (2013), learning media is a messenger technology that can be used for learning purposes. Learning media is a means of communication in the form of print as well as viewing and hearing, including hardware.

Student learning outcomes are used to determine the extent to which students' understanding of the learning material is expressed in the form of grades. According to Nawawi (in Ahmad Susanto's quote, 2014: 5) states that learning outcomes can be interpreted as the level of student success in studying subject matter at school which is expressed in scores obtained from test results to know a certain number of subject matter. Learning outcomes are changes in behavior that are relatively permanent in a person as a result of a person's interaction with his environment (Hamzah B Uno, 2012). Learning outcomes have several domains or categories and generally refer to aspects of knowledge, attitudes, and skills.

Based on the percentage of complete learning outcomes of fifth-grade students of SD Negeri 3 Kasimpureng after using learning media, namely, picture media in Indonesian language learning, it can be seen in the number of students who completed the first cycle as many as 15 students or 65% and the number of students who did not complete as many as 8 students or 35%, while the students who completed the second cycle were 23 students around 100%.

For more details on changes and developments in student learning outcomes data starting from the pre-cycle, cycle I to cycle II can be seen in the following table:

Table 8. Value of Pre-cycle, Cycle I, and Cycle II

No	Student Code	Precycle	Cycle I	Cycle II
1	001	40	80	100
2	002	40	80	100
3	003	40	80	100
4	004	40	80	80
5	005	20	60	80
6	006	80	80	100
7	007	20	80	100
8	008	40	80	80
9	009	60	60	80
10	010	60	40	100
11	011	40	80	80

No	Student Code	Precycle	Cycle I	Cycle II
12	012	60	60	80
13	013	40	80	80
14	014	40	80	100
15	015	40	80	100
16	016	40	80	100
17	017	20	100	100
18	018	60	80	100
19	019	60	60	80
20	020	40	40	100
21	021	20	80	100
22	022	80	60	80
23	023	60	60	100
Quantity: 23		1000	1660	2120

Learning media is very helpful in improving student learning outcomes. The use of image media is one of the educational media to assist the teaching and learning process so that the communication process can be successful and effective.

Conclusion

The use of image media in Indonesian subjects for fifth-grade students of SD Negeri 3 Kasimpureng can improve learning outcomes. This can be seen from the acquisition of the average score of student learning outcomes in the first cycle, which is 72, while the acquisition of student learning outcomes scores in the second cycle, is 92. These results indicate a significant increase and have passed the minimum completeness criteria threshold value of Minimum Achievement Score of 70.

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