Efforts to Increase the Learning Interest of MI/SD Students Through the Application of Picture and Picture Strategies in Science Subjects

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Abstract: Elementary school-age children actually like to play, therefore teachers must be creative in developing learning that contains elements of play. This study aims to find out how the picture and picture strategy uses the students' learning interest in science subjects. Research using qualitative methods data collection techniques observation and interviews. The subject of this research comes from MI students in Dusun V Tanjung Bandar Khalifah Kec. Percut sei sir. The research results are: first, the picture and picture learning strategy has a strong influence on students' learning interest in the science subject on butterfly metamorphosis. Second, the use of picture and picture learning strategies is proven to be able to provoke students' activeness and courage. Third, this strategy can also improve students' creative thinking skills because students are asked to arrange pictures and tell them.

Keywords: Interest in Learning, Science Learning, Picture and Picture, Learning Strategies.

INTRODUCTION

Every child has a certain level of intelligence, especially in learning. In order for the learning process to be enjoyable so that the right stimulus is needed for child development, namely with visual media that is easily accepted by children through image media. One of the various learning models currently being developed is the Picture and Picture strategy. The Picture and Picture learning strategy is a learning model that uses pictures and is paired/sorted into a logical sequence (Suharti, 2018).
This learning strategy helps students think logically, and trains students' courage to speak or express their own understanding. Especially now that learning the 2013 curriculum students are required to think critically and creatively, so researchers hope that the picture and picture learning strategy can hone students' thinking skills in learning activities. The focus of learning through this strategy is images as media in the teaching process (Praseptia & Zulherman, 2021).

Ideally, elementary school-age children have the characteristics of happy playing, happy to move, happy to work in groups, and happy to feel or do something directly. Elementary childhood education applies the principle of learning while playing. That is one of the reasons that the teacher must be creative and be able to develop learning that contains elements of the game. Encouraging students to move, move, work or study in groups, as well as provide opportunities to be directly involved in learning. In reality, the learning process is still monotonous with only books, namely writing and reading only. There are no active moving activities, discussions, games, opinions and so on that can make students active in class (Muhammad, 2017).

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students (Indriani, 2015). The competencies that must be possessed by teachers are pedagogic competence, personal competence, social competence and professional competence. The teacher tries to make students happy so they can love the teacher and their lessons, by showing cheerful, friendly faces, doing lots of ice breaking in class, also creating an atmosphere of enthusiasm for learning, calm and fun. Ideally the learning process in the classroom is directed so that two-way interactions can occur, namely the interaction between teachers and students and student-student interaction (Nurlianti, 2020). But in reality the interaction is still one-way, namely the teacher and students only. The teacher tends to be the sole leader in the class during class hours. This makes students
lazy in thinking and does not find new things in the learning process (Wilantara, 2016).

So, a teacher must be creative in choosing the right learning strategy. In its application, learning methods and strategies must be in accordance with the needs of students. Because each learning strategy has different goals, principles, and main pressures. Teachers can use various creative and innovative learning models.

Science learning is expected to be a vehicle for students to learn about themselves and the environment, as well as further development in its application in everyday life. The purpose of science content is included in learning related to the surrounding nature which broadens students' insights. The application of science must be wise in conveying it, because things related to learning science have a big impact on the surrounding environment. So that science learning requires students to think logically, creatively and have the right arguments (Aminatun, et.al., 2022). One of the learning strategies that can be used to increase student learning interest in science subjects is picture and picture. Picture and Picture learning strategy as a support for learning activities to make it more fun and create interaction between teachers and students (Pratiwi & Aslam, 2021).

According to Suprijono and Huda, picture and picture is a learning strategy that uses pictures as learning media. According to Istarani, the Picture and Picture method is a learning method that uses paired/sorted pictures into a logical sequence. According to Kurniasih, the picture and picture model is a cooperative learning model or prioritizes the existence of groups using media images that are paired or sorted into a logical sequence. According to Wahyudi, picture and picture learning is a learning strategy that emphasizes pictures that are arranged into the right arrangement, and can develop interactions between students. According to Hamalik picture and picture is a strategy that relies on pictures as media in the learning process. According to Hamdani, picture and picture is a learning method that uses pictures and is paired or sorted into a
logical sequence so that students who quickly sort the pictures of the correct answers or questions, before the allotted time runs out, get points (Husniatun, 2020).

From the literature review above, the researcher can conclude that the picture and picture learning strategy is a learning strategy carried out by the teacher to allow students to think critically, be able to work in teams, and be brave. Students actively arrange pictures into a logical sequence of pictures. From the explanation above, the researcher is interested in demonstrating directly how the Picture and Picture learning strategy influences learning interest and facilitates the understanding of SD/MI students in learning science. This study focuses on the effect of using the picture and picture strategy on students' learning interest in science subjects.

METHOD

This study uses a qualitative descriptive design. Researchers use words/sentences in describing the results of the study (Assingkily, 2021). The subject of this research came from MI students in Dusun V Tanjung Bandar Khalifah, totaling 8 people. The object of this research is science learning on butterfly metamorphosis material using picture and picture strategy. Data was collected using observation techniques, interview techniques, and documentation study techniques. Interview is a data collection technique by asking questions directly orally by the interviewer. This research was conducted at Pondok Darul Jannah, Hamlet V Tanjung Bandar Khalifah Kec. Percut sei sir. Researchers in this case have two functions, (1) researchers as implementers of learning, (2) researchers as observers or research actors.

RESULTS AND DISCUSSION

The research went through three stages, the first was the planning stage, the second was the observation stage, and the third was the interview stage. At the planning stage the researcher prepared the media to be presented to the
students, the researcher looked for MI/SD school age subjects. The second stage is the observation or action stage. The research was conducted on Sunday 05 March 2023, at Pondok Darul Jannah, Hamlet V Tanjung Bandar Khalifah Kec. Percut sei Tuan, using picture and picture learning strategies in science subjects. The third stage, namely the interview, at this stage the researcher gathers information to corroborate the facts by asking the subject directly about the learning process through the picture and picture strategy.

**Definition of Picture and Picture**

The Picture and Picture learning strategy is a learning model that uses pictures and is paired or sorted into a logical sequence (Putri, 2019). This Picture and Picture strategy can help students understand the concept of material and train students' abilities in elementary schools (Uno, 2020). Have active, innovative, creative and fun characteristics. The picture and picture strategy relies on pictures as a medium in the learning process. So before the learning process the teacher has prepared pictures that will be displayed either in the form of cards or in the form of stories in large size.

With the Picture and Picture strategy students become more motivated to learn because students are actively involved in learning activities. The picture and picture learning strategy is a learning model that requires students to be responsible for everything that is done in their group (Purwati, 2019). In learning the picture and picture strategy students actively work in groups, discuss, demonstrate and ask questions.

**Picture and Picture steps**

![Figure 1. Picture and Picture Learning Strategy Stages](image-url)
**Weaknesses and Strengths Picture and Picture**

There are several advantages to using the picture and picture learning strategy. (1) Make it easier for students to understand what the teacher means when delivering learning material, (2) Students are quick to respond to the material presented because it is accompanied by pictures, (3) Students are more concentrated and feel engrossed because the assignments given by the teacher are related with the game sorting pictures, (4) There is mutual competence between groups in compiling pictures that have been prepared by the teacher so that the class atmosphere feels alive, (5) Students are stronger at remembering the concepts or readings in the pictures, (6) Interesting for students through visuals and image forms, making learning activities more enjoyable.

The weaknesses of picture and picture learning are; (1) It takes up a lot of time making it difficult for the teacher to manage time in the learning process (Fauziddin & Mayasari, 2018), (2) Must prepare a lot of tools and materials related to the material to be taught, (3) The teacher is worried that there will be chaos in the class, (4) Adequate facilities, tools and costs are needed.

Based on the results of observations, it is known that the learning process with the picture and picture strategy is very helpful in achieving learning objectives. Where when delivering material using the lecture method students only hear and some students can understand, that's because students don't focus when the teacher explains and the learning atmosphere is boring.
When delivering material using the lecturing method, learning outcomes for some students have not been able to understand the material properly. It can be seen when the researcher as the teacher conveys butterfly metamorphosis material using the lecture method, namely the teacher explains without books, without visual media. Students are busy themselves, paying little attention to the teacher's explanation because they are confused about how the butterfly life cycle works. So that the learning objectives have not been achieved properly.

During the learning process with Picture and picture strategy, with butterfly metamorphosis material. It can be concluded that the learning process with this strategy is going well and can achieve the learning objectives. Students can understand the material, also know the stages of butterfly metamorphosis through pictures and the learning atmosphere becomes active and fun.

![Figure 4. Picture and picture before and after the students arranged.](image)

![Figure 5. Circle graph](image)
Based on the circle graph above, it can be concluded how much influence the application of picture and picture learning strategies has in increasing student interest and learning outcomes. The graph above states that the learning process with the Picture and Picture strategy shows high changes in learning outcomes. Where students’ interest in learning increases, namely; students are active, brave, creative and cheerful because learning is fun.

On the same occasion, the researcher interviewed students regarding (1) how students respond to the learning process with picture and picture learning strategies. Students answer: The learning process is fun, because you explain with pictures. We can see directly how the stages of butterfly growth are, so we can understand it, sis, not confused because you explain it along with the pictures, and on each card there is an explanation. Then proceed with the question, (2) Was it boring during the lesson? students answered: no sis, with the colorful pictures and we compiled it ourselves, it actually added to our enthusiasm sis. (3) When the lesson was difficult or not? students answered: no sis, the lesson was fun because we could see pictures of the growth from eggs to adult butterflies, then arrange and paste the pictures and then read them out.

CONCLUSION

Based on the results of the study, the researchers concluded that the picture and picture learning model had a major influence on the creative thinking skills of SD/MI students, especially in science learning about the metamorphosis of butterflies. In addition, by using picture and picture learning strategies, students become more active during the learning process, increase the courage to speak or argue, strengthen students' memory of learning, and also train students' creative thinking skills. In accordance with the formulation of the problem and research objectives that have been described above, the research findings that through the Picture and Picture strategy can increase interest in learning and facilitate students' understanding in learning science.
REFERENCES


