Improving Indonesian Learning Outcomes Using Picture Card Media in Grade 1 Elementary School

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1.   Abstract

The background of this research is the low grade 1 Indonesian grade students at SDN Karangmulyo. This study aims to improve the learning outcomes of grade 1 Indonesian students using picture cards as media. The type of research used in this study was Collaborative Classroom Action Research (PTKK) with the Kemmis and Mc Taggart model in two cycles. The research subjects were 18 grade 1 students at SDN Karangmulyo. Data collection techniques used in this study are observation, documentation, and tests. Data analysis techniques used in this study are qualitative and quantitative data analysis techniques. Based on the results of the study it can be concluded that using picture card media can improve Indonesian learning outcomes in grade 1 students. This can be proven by the acquisition of scores for students Indonesian learning outcomes after being given action in each cycle. The completeness of student learning outcomes obtained from data in the pre-cycle there were only 6 students who completed with a percentage of 33%, in cycle I it increased to 9 students who completed with a percentage of 50%, and in cycle II it increased to 15 students who completed with a percentage of 83%.

Keywords: *Indonesian, learning outcomes, picture cards*

2.   Introduction

Education is a human effort to prepare themselves for their role in the future. Education

is carried out without any age, space and time restrictions that do not start or end at

school, but begins in the family, continues in the school environment and is enriched by the community environment, the results of which are used to build personal, religious, community, family and state life. Law Number 20 of 2003 concerning the National Education System article 1 explains what education means is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence , noble character, and skills needed by himself, society, nation and state. Furthermore, in article 3 it is mandated regarding the functions and objectives of education, that national education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty. , have a noble character, be healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. To develop education also requires good and quality human resources. In addition to good academics, students must also have quality character.

In reality, the government in this case is represented by the institution responsible for implementing education in Indonesia, but education is the responsibility of families, schools and communities, which are called the Three Education Centers.Learning objectives are essentially a process of mutual interaction between teachers and students in a learning activity (Dimyati & Mudjiono, 2006). According to Kristin (2016: 92) learning outcomes are the pinnacle of student learning success towards predetermined learning goals.

The application of education in Indonesia is still constrained by a number of things, such as inadequate facilities and infrastructure, student backgrounds, the teacher's lack of mastery of the material presented, and the ineffectiveness of the learning media used during learning. Using the right strategies, approaches and methods and in accordance with class conditions will greatly assist teachers in delivering learning material and students will very easily understand the material presented. The success of learning objectives is determined by many factors including the teacher's factor in carrying out the teaching and learning process. This is because teachers can directly influence, foster, and improve the intelligence and skills of their students. To overcome the problems above, in order to achieve educational goals to the fullest the role of the teacher is very important, namely it is hoped that the teacher has a good teaching method or model and is able to choose the right learning model so that it is in accordance with the characteristics of students and in accordance with the concepts of the subjects to be delivered .

Based on the results of observations and observations that have been carried out at Karangmulyo Elementary School, the problem that appears from grade 1 students is the lack of student interest in studying thematic subject matter in Indonesian content. Indonesian language content requires the ability to read, students consider this lesson difficult because many grade 1 students cannot recognize and read fluently. Most students who have not met the target of mastery of thematic learning materials in Indonesian content with the material of writing expressions of praise. This can be seen from the results of the test, there are still many students who score below the KKM (Minimum Completeness Criteria), only six students succeed in fulfilling the KKM out of the total number of students, namely 18 students.

Dominant learning is carried out using the lecture method, students lack the opportunity to be actively involved in learning, causing students to feel bored and learning feels monotonous. The activeness of students can be created in various ways that can be done by the teacher, one of which is the use of interesting learning media so that students are actively involved in learning.The use of media in learning is able to make learning more easily understood by students. According to Arsyad (2017: 10) learning media is anything that is used to convey messages and information in the teaching and learning process so that it can stimulate students' attention and interest in learning.According to Nursidik (in Septi, 2018) there are several characteristics of elementary students, including: (1) happy to play; (2) happy to move; (3) enjoy working in groups; and (4) happy to feel or do or demonstrate something directly. According to Ningsih (2021) which states that the media in the learning process is an intermediary or introduction to learning resources, the center of attention so that students are encouraged and involved in the learning process.

Learning media is anything that can be used to transmit messages from sender to receiver so as to stimulate students' thoughts, feelings, and interests so that the learning process occurs (Alvita & Airlanda Septian, 2021). Learning media is commonly used by teachers as a tool to assist in the learning process, the use of learning media is very important in the learning process and the learning media used must be innovative, creative and can help change the classroom atmosphere to be interesting and fun. While the learning media from the point of view. So it can be concluded from the explanation above that learning media is very effective, innovative, and creative and can help in the success of teaching and learning, namely by using picture card-based learning media.

Picture card media can be made easily and used according to the creativity of educators based on the material to be delivered. In the use of this learning media, it is able to attract and arouse students' enthusiasm in the learning process. In using picture card media there are several advantages, namely: 1. easy to carry everywhere, 2. practical, 3. easy to remember and, 4. fun. For this reason, the use of picture card media is very suitable to be used as a solution to overcome problems in the learning process in the classroom (Febriyanto & Yanto, 2019).

The media used in this material is picture cards. By using media, elementary school students will better understand, understand and interpret the material being studied so that concepts or thoughts are formed that are not easily forgotten. Given how important learning Indonesian is, especially reading skills, one way to improve the quality of Indonesian learning achievement at SDN Karangmulyo is to carry out appropriate learning in the learning process for each subject. Collaborative classroom action research (PTKK) is deliberately used by researchers to study learning problems in the classroom, namely through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing the effects of these treatments.

3.   Methods

3.1.   Participants and context

The research method used is Collaborative Classroom Action Research (PTKK). Collaborative classroom action research uses the Kemmis and Mc Taggart models. Classroom Action Research is a form of research conducted in a classroom context with the aim of overcoming learning problems faced by teachers, improving the quality and learning outcomes, and trying new innovations in learning to improve the quality and

learning outcomes (Widayati, 2008: 88-89). The same thing is also said (Danuri and Maisaroh, 2019: 280) that classroom action research is a strategy used to solve problems by involving real actions and the process of developing abilities in identifying and solving problems. The purpose of classroom action research is to identify, find solutions, and overcome learning problems in the classroom to improve and improve the learning performance carried out by the teacher (Widayati, 2008:90). According to Arikunto (2013: 132), there are four stages used which include planning, action, observation, and reflection. The subjects in this study were grade 1 at SDN Karangmulyo, which consisted of 18 students consisting of 10 female students and 8 male students. The object of this study is research on improving Indonesian learning outcomes using picture cards as media for first grade students at SDN Karangmulyo. This research was conducted at SDN Karangmulyo located in the city of Yogyakarta in the second semester of the 2022/2023 school year. The research phase up to the reporting of research results was carried out for approximately 2 months, from May 2023 to June 2023.

3.2. Material

Data collection techniques used in this study are observation, documentation and tests. Observation techniques are carried out by observing student activities in class during the learning process. Documentation techniques through recording in the form of data on the results of Indonesian language tests. Test techniques were collected by giving pretest and posttest in the form of multiple choice questions to students.

3.3. Data Collection and Analysis

The data analysis technique used in this study uses qualitative and quantitative data analysis techniques. Qualitative data analysis is used to describe the results of observations made and then explained based on the facts obtained in the field. Then the quantitative descriptive analysis technique is the method used to process data in the form of numbers, namely from the learning achievement test.

a. To measure student learning outcomes scores can be used the following formula:

$$\text{Result score} = \frac{\text{Score obtained}}{\text{maximum total score}}$$

b. To find out the average value, the following formula can be used:

$$X = \frac{\sum X}{N} \frac{\sum X}{N}$$

Information :

X = Rate-rate

$\sum x$ = Sum of all scores

N = Number of students

c. For the percentage of students who achieve KKM, the following formula can be used:

$$P = \frac{\text{students who achieve KKM}}{\text{Overall student}} \times 100\%$$

Information :

P = Percentage of learning completeness

$\sum$ = total number of students

(Suharsimi Arikunto, 2013:3018)

4.   Results and Discussion

This collaborative classroom action research (PTKK) emphasizes efforts to improve Indonesian language learning outcomes in grade 1 SDN Karangmulyo by using picture cards as media. The learning outcomes that will be corrected are cognitive learning outcomes that are measured through the provision of pre-test and post-test questions. Classroom action research was conducted in 2 cycles. The following will describe in detail the discussion of the results of this study. Analysis of data in the pre-cycle before the action was taken, it was found that there were still many students who had not fulfilled the KKM. In detail can be seen in table 1.

Table 1. Distribution of Completeness of Pre-Cycle Indonesian Learning Outcomes.

No.	KKM Score	Frequency	Presentase	Information
1	≥70	6	33%	complete
2	<70	12	67%	Not Completed
Amount		18	100%	
Maximum Value		90		
Minimum Value		10		
NAverage Value		59		

From the data presented in table 1, it can be seen that the student learning outcomes in the Indonesian language subject in the pre-cycle were still low, namely out of 18 students, only 6 students (33%) completed or reached KKM and 12 students (67%) did not complete or still do not meet the KKM. While the highest score obtained was 90 and the lowest score was 10, with an average value of 52. From the results obtained, to improve Indonesian learning outcomes, improvements were made using picture card media.

Data analysis after improvement in cycle I using picture card media has increased. In detail can be seen in table 2.

Table 2. Distribution of Completeness of Indonesian Language Learning Outcomes Cycle 1.

No.	KKM Score	Frequency	Presentase	Information
1	≥70	9	50%	complete
2	<70	9	50%	Not Completed
Amount		18	100%	
Maximum Value		90		
Minimum Value		40		
Average Value		72		

From the data presented in table 2, it can be seen that there was a significant increase in student learning outcomes from 18 students, there were 9 students (50%) who completed or reached KKM and 9 students (50%) did not complete or still did not meet KKM. Students achieved the highest score of 90 and the lowest score of 40, with an average score of 72.

In Cycle I, it did not meet the set learning completeness indicators, namely ≥ 80%, then improvements were made in Cycle II. Based on data analysis after making improvements in cycle II, there was an increase in learning outcomes compared to pre-cycle and cycle I. For more detailed data, see table 3.

Table 3. Distribution of Completeness of Indonesian Language Learning Outcomes Cycle 2.

No.	KKM Score	Frequency	Presentase	Information
1	≥70	15	83%	complete
2	<70	3	17%	Not Completed
Amount		18	100%	
Maximum Value		100		
Minimum Value		60		
Average Value		86		

From the data presented in table 3, it can be seen that there was an increase in student learning outcomes from 18 students, 15 students (83%) completed or reached KKM and 3 students (17%) did not complete or still did not meet KKM. Students achieved the highest score of 100 and the lowest score of 60, with an average score of 86.

Based on the results of research that has been carried out at SDN Karangmulyo in grade 1, the results show that there is an increase in students' Indonesian learning outcomes when learning is carried out using picture cards as media. This is indicated by an increase in student learning outcomes in cycle I and cycle II when compared to the pre-cycle. The results of the comparison are presented in table 4 below.

Table 4. Comparison of Completeness of Indonesian Language Learning Outcomes Pre-Cycle, Cycle 1, Cycle 2

| Completeness	Pre Cycle		Cycle 1		Cycle 2	
	F	%	F	%	F	%
complete	6	33%	9	50%	15	83%
Not Completed	12	67%	9	50%	3	17%
Maximum Value	90		90		100	
Minimum Value	10		40		60	

Average value	59	72	86

Based on table 4 above, it can be seen that after making improvements using picture card media, the learning outcomes of grade 1 students at SDN Karangmulyo increased in each cycle. In the pre-cycle, students who got a complete score were only 6 students, namely 33% of the total 18 students, while students who did not complete were 12 students, namely 67% of the total 18 students and the highest score obtained was in the pre-cycle, namely 90 while the lowest score is 10 and the average value is 59. After learning improvements were made in cycle I there was a significant increase, namely students who successfully completed were 9 students with a percentage of 50%, while students who did not complete were 9 students with a percentage of 50% and grades The highest score in cycle I was 90 while the lowest score was 40 and the average value was 72. From the results of the improvements made in cycle 11, although there was an increase, they did not meet the achievement indicators, namely ≥ 80% completeness, therefore improvements were made in cycle II. After the implementation of cycle II there was an increase again, namely students who successfully completed totaled 15 students with a percentage of 83%, while students who did not complete were 3 students with a percentage of 17% and the highest score in cycle II was 100 while the lowest score was 60 and the average value was 86 The following is shown in the form of a diagram of the completeness comparison of student learning outcomes from the pre-cycle, cycle I, and cycle II in graph 1.
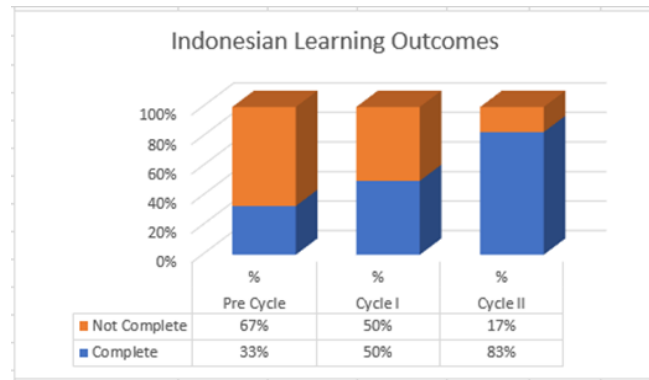
Graph 1. Graph of Comparison of Learning Outcomes in Indonesian Pre-Cycle, Cycle I, and Cycle II

Based on the diagram in graph 1, it can be seen that there was an increase in the completeness of students' Indonesian learning outcomes in the pre-cycle, cycle I and cycle II, namely from the percentage of completeness of 33% in the pre-cycle to 50% in cycle I experienced an increase of 17%, then from the percentage of completeness of 50% in cycle I became 83% in cycle II there was an increase of 33%. In cycle I there has been an increase, but the increase has not been maximized because the media used is still simple, which is not colored. In cycle II there was an increase due to the use of picture card media using color, so that students were interested in compiling expressions of praise.
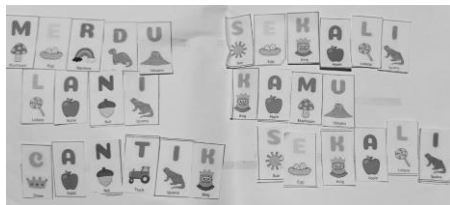
Figure 1. Cycle I picture cards

Figure 2. Cycle II picture cards

Judging from the student learning outcomes, the research was considered successful because the learning outcomes obtained had reached the success criteria. The increased student learning outcomes were due to the fact that students mastered Indonesian material more by using picture cards as media. This is because the use of picture card media is more effective than the lecture method, using this picture card media has a major influence on improving student learning outcomes, because learning is more fun, helps students focus more, besides that it can increase students' interest in reading through the process of compiling cards pictorial.

5.   Conclusion

Based on the results of research and discussion, it can be concluded that using picture card media can improve Indonesian learning outcomes in grade 1 students at SDN Karangmulyo. This is evidenced by the results of the acquisition of students' Indonesian learning outcomes after being given action in each cycle. Completeness of student learning outcomes obtained from data in the pre-cycle there were only 6 students who completed with a percentage of 33%, in cycle I it increased to 9 students who completed with a percentage of 50%, and in cycle II it increased to 15 students who completed with a percentage of 83%. So that the results of the study stated that in the first cycle the mastery of learning Indonesian reached 50% and in the second cycle the mastery of

learning Indonesian reached 83%. Based on the results of this study, the researcher stated that this research was successful because the learning completeness had met the specified learning mastery indicators, namely ≥ 80% with a KKM score of ≥ 70.

6. Thank-you note

7. References

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