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The Influence of Learning Models *Picture and Picture Help* Media *Puzzle* toward the PKN Learning Results of Class IV Students at UPTD SD Inpres Labat

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Abstract
The picture and picture learning model is a learning medium that uses pictures and is paired or sequenced into a logical sequence. The aim of this research is to determine the effect of the picture and picture learning model in Civics learning on the learning outcomes of class IV students at UPTD SD InpresLabat. This type of research is quantitative. The experimental design used in this research was a non-equivalent control group design. In this study, the population was class IV students at UPTD SD Inpres Labat, totaling 40 students, consisting of class A totaling 20 and class B totaling 20. And the sample from this research was all class IV students totaling 40 students, where class A was control class and class B as the experimental class. The data collection techniques used in this research are tests and documentation and the instruments used in this research are posttest and pretest. The data analysis used in this research is the normality test, homogeneity test and hypothesis test or t-test. Based on the results of the research and discussions conducted regarding: the influence of the picture and picture learning model assisted by puzzles on the Civics learning outcomes of class IV UPTD SD InpresLabat students, it can be concluded that there is a significant influence between the picture and picture learning model and student learning outcomes. This is proven by the results of hypothesis testing using a paired sample test with a significance level of 0.05. The results of the research show a significance value (2-tailed) of 0.00 < 0.05, so it is concluded that Ho is rejected and Ha is accepted. This means that student learning outcomes are different between the experimental class and the control class, or in other words, there is a significant difference between the picture and picture learning model assisted by puzzles and the Civics learning outcomes of class IV students at UPTD SD Inpres Labat

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1. INTRODUCTION

Indonesia has an education system regulated in the National Education System Law (UUSPN) no. 20 of 2003 Chapter I Article I which emphasizes that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble character and skills. that is needed by himself, society, nation and state. Talking about basic education cannot be separated from the learning and learning process carried out by teachers and students.

According to Slameto (2015:2) learning is a process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment.

According to Ihsana (2017:52) learning is all efforts made by educators so that the learning process occurs in students. This study and learning are carried out so that students are able to learn well and are able to achieve the learning goals that have been set.

In the teaching and learning process, teachers play a very important role. Teachers are the implementers of education and are also one of the determining factors for educational success. In carrying out their duties and activities, teachers must be able to develop students' creativity and activeness. Teachers as the main factor have duties and obligations not only to teach, educate and guide students but also to master and be able to apply media that are appropriate to the teaching materials in learning, so as to be able to create an active and enjoyable learning atmosphere which ultimately has an impact on achieving learning outcomes. student.

To increase student learning activities, especially in learning, teachers must make certain efforts by paying attention to appropriate, efficient, effective and well-planned teaching methods before the teacher begins learning. This is because this method is one of the efforts that teachers can make to influence student learning (Nitte 2023: 1)

2. RESEARCH METHOD

This research uses a quantitative design approach with a type of experimental research to determine whether there is an influence between learning model variables *picture and picture* on the results of PKN learning for fourth grade students at SD Inpres Labat. This research model has various types of designs. The experimental design in this research is quasi-experimental *design,* the design has groups control, but cannot function fully, to control external variables that influence the implementation of the experiment. This design was chosen because it is impossible for the experiment to change existing classes. The research design used is *nonequivalent control group design,* a design that takes scores into account *pretest* which was used at the beginning of the study and the score *posttest* which was carried out at the end of the research (Sugiyono, 2014:2)

3. RESEARCH RESULTS AND DISCUSSION

The data on student learning outcomes in the experimental class and control class

1.1 experimental class learning outcomes

Statistics

		Post test	Pre test
N	Valid	20	20
	Missing	0	0
Mean		79.50	58.25
Median		80.00	57.50
Mode		80	50
Std. Deviation		6.262	12.169
Variance		39.211	148.092
Range		25	40
Minimum		65	40
Maximum		90	80
Sum		1590	1165

Source: SPSS 16.0 Analysis Results, 2024

Based on the calculation results in the table above, it shows the number of students *pre and posttest. In the* experimental class there were 20 students. Missing 0 indicates that the missing data is zero, thus there is no unprocessed data.

On a pre*test* obtained Mean or average value which is 58.25. The median or midpoint is 57.50 and the mode or value that appears most often is 50 4 times, while the minimum value is 40 and the maximum value is 80.

On a post*test* obtained the Mean or average value which is 79.50. The median or middle point is 80.00 and the mode or value that appears most often is 80 7 times, while the minimum value is 65 and the maximum value is 90.

1.2 Control class learning outcomes

Statistics			
		Post test	Pre test
N	Valid	20	20
	Missing	0	0
Mean		65.25	50.50
Median		65.00	50.00
Mode		60[a]	50
Std. Deviation		8.656	7.416
Variance		74.934	55.000
Range		30	30
Minimum		50	35
Maximum		80	65
Sum		1305	1010

Source: SPSS 16.0 Analysis Results. Year 2024

Based on the calculation results in the table above, it shows the number of students *pre and posttest. In the* experimental class there were 20 students. Missing 0 indicates that the missing data is zero, thus there is no unprocessed data.

On a pre*test* obtained Mean or average value which is 50.50. The median or midpoint is 50.00 and the mode or value that appears most often is 50 6 times, while the minimum value is 35 and the maximum value is 65.

On a post*test* obtained the mean or average value of 66.25. Media or midpoint is 65.00 and Mode or the value that appears most often is 60 5 times, while for the minimum value is 50 and the maximum value is 80.

Normality Test

The normality test is used to determine whether the data used is normally distributed or not. The technique used to test normality in this research was using the SPSS Statistics 16.0 program calculations *For Windows, namely* the normality of data distribution tool used by Kolmogorov-Smirnov and *Shapiro-Wilk*. The criteria for data decision making in the normality test are seen as a significance value (Sig) > 0.05 then the data is normal and vice versa if the significance value (Sig) < 0.05 then the data is not normal. The calculation results obtained are as follows:

Table 4.7 Normality Test Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Say.	Statistic	Df	Say.
Student learning outcomes	pre-test experiment	.113	20	.200*	.965	20	.644
	experimental post test	.182	20	.082	.938	20	.222
	pretest control	.173	20	.118	.963	20	.600
	posttest control	.173	20	.118	.931	20	.159

Source: SPSS 16.0 Analysis Results in 2024

Based on the normality test results in the table *test of normality* above, the value of learning outcomes *posttest* the experimental class shows a significant value of 0.222 and the posttest learning result value for the control class shows a significant value of 0.159, so it can be concluded that all probability values are above 0.05.

1. Homogeneity Test

The homogeneity test is used to find out or test whether data is homogeneous or inhomogeneous by comparing the variants, namely the largest variance and the smallest variance. The homogeneity test in this study was carried out on the values *posttest* control class uses test *Levene test* with calculations assisted by the IBM SPSS statistics 16.0 application. The criteria for data decision making in the homogeneity test are seen as a significance value (Sig) > 0.05, then the data is homogeneous and vice versa, if the significance value (Sig) < 0.05 then the data is not homogeneous. The calculation results obtained are as follows:

Table 4.8 Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Say.
Student learning outcomes	Based on Mean	2.234	1	38	.143
	Based on Median	2.240	1	38	.143
	Based on Median and with adjusted df	2.240	1	36.587	.143
	Based on trimmed mean	2.358	1	38	.133

Source: SPSS 16.0 Analysis Results, 2024

Based on the homogeneity test results in table *Test of Homogeneity of Variance* above, then the learning outcomes data *posttest* the experimental class and control class showed significant test values *levene test* is 0.143, so the significance value is greater than 0.05, so the learning outcomes data *posttest* the experimental class and the control class are homogeneous.

2. Hypothesis testing

Hypothesis testing is used to determine whether the average test score of experimental class students is higher than that of the control class. Hypothesis testing in this research was carried out on values *posttest* experimental class and control class post test scores using the t-test with calculations assisted by the IBM SPSS statistics 16.0 application. The decision-making criteria is seen as a significance value (Sig) > 0.05, so H is accepted$_0$ and vice versa, if the significance value (Sig) <0.05 then reject H_0.

The hypothesis in this research is

H_0 : There is no influence of the picture and picture learning model on the learning outcomes of class IV students in the Civics subject at UPTD SD Inpres Labat.

H_a : There is an influence of the picture and picture learning model on the learning outcomes of class IV students in the Civics subject at UPTD SD Inpres Labat

The calculation results obtained are as follows:

Table 4.9 Average post test score for experimental class and control class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	experimental post test	79.50	20	6.262	1.400
	posttest control	65.25	20	8.656	1.936

Source: 2024 SPSS 16.0 Analysis Results

Table 4.10 T-Test

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest experiment i- posttest control	14.250	10.794	2.414	9.198	19.302	5.904	19	.000

Source: SPSS 16.0 Analysis Results for 2024

Based on the calculation results in table 4.9 above, the value of learning outcomes *posttest* the experimental class has an average of 79.50 and the control class has an average of 65.25, so the difference in the average value *posttest* experiments and average values *posttest* the control class is 14.25 so it can be said that the average value of the experimental class is higher than the average value of the control class. After calculating the average value *posttest* experimental class and control class (*Paired Samples Statistics*), then hypothesis testing is carried out with *Paired Samples Test* to find out whether there is a significant influence on learning outcomes using the learning model *picture and picture*.

From the results of the hypothesis test in table 4.10 T-Test (*Paired Samples Test*) above at the sig value. (2-tailed) t-test paired *differences* are 0.000, then the significance value is <0.05, meaning H_0 rejected or H_a accepted so it can be concluded that there is a significant influence of the learning model *picture and picture* on the Civics learning outcomes of class IV UPTD SD Inpres Labat students.

4. CONCLUSION

Based on the results of the research and discussion obtained, it can be concluded that the learning outcomes of students who use the learning model *picture and picture* in the experimental class was higher than the learning outcomes of students who did not use the learning model *picture and picture* in the control class on unity and unity material in the sub-district, sub-district and village subjects Civics for class IV UPTD SD Inpres Labat students. This can be proven from the results of data analysis which shows that the average value of Civics learning outcomes for experimental class students taught using the learning model is *picture and picture* is 79.50 higher than the average value of Civics learning outcomes for control class students who were treated using the conventional learning model of 65.25.

These results are further strengthened by data processing using hypothesis testing and t-tests carried out on the values *posttest* both classes, namely the experimental class and the control class, using assistance *SPSS 16.0* which produces *Paired Samples Test* obtained sig value. (2-tailed) test *t-test for Equality of Means* is 0.000, then the significance value is <0.05,

meaning H_0 rejected while H_a accepted, so it can be concluded that there is a significant influence of the learning model *picture and picture* on the results of class IV Civics learning at UPTD SD Inpres Labat.

5. SUGGESTION

Based on the results of research conducted, researchers provide several suggestions, namely:

School

It is hoped that the school will help and provide motivation for teachers to innovate in implementing learning by using fun learning models, one of which is the learning model *picture and picture* to improve the quality of education.

Teacher

It is hoped that teachers can choose a learning model that is appropriate to the learning material so that it can improve student learning outcomes, as well as being able to make students active and confident.

Student

It is hoped that students will be more active and think critically in the learning process so that the learning process is not boring.

Researcher

It is hoped that further researchers who want to apply the learning model *picture and picture*, it is best to first analyze the things that support the learning process, especially in terms of time allocation, classroom space, and characteristics of the students to whom this learning model will be applied.

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