Increasing Pancasila Education Learning Outcomes on Pancasila Symbols Material Through the Picture and Picture Learning Model for Grade 1 Students of UPTD SDN 192 Barru

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Article Info	Abstract
	This journal reviews the material of Pancasila symbols through the picture and picture learning model for first grade students of UPTD SDN 192 Barru. This study aims to determine the understanding of Pancasila symbols using the picture and picture learning model in the PPKN learning process in first grade of UPTD SDN 192 Barru. This type of research is classroom action research (PTK). The research instrument is student worksheets (LKPD). The source of research data is the results of observations in class, interviews with homeroom teachers, and students. The results of the study showed that increasing numeracy skills using the picture and picture learning model got good and quite satisfactory results. So it is in accordance with what the teacher expected. In the pre-action cycle, only 4 students completed and 13 students did not complete, while in cycle II, 17 students completed. Overall, student learning outcomes on the material of Pancasila symbols increased at each meeting. The implementation process uses the picture and picture learning model which contains the concept of effective learning on the material of Pancasila symbols in PPKN learning. The impact of the material on the symbols of Pancasila provides a deeper understanding and can understand the content of this material in a more enjoyable, inspiring and meaningful way.

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1. INTRODUCTION

Education is an important aspect of life, where every child, including children with special needs, has the same rights and opportunities to get it. In Indonesia, educational development continues to experience significant progress from year to year. In facing the future, along with developments in the world of education, children must be prepared with adequate provisions in various fields. Therefore, education needs to be provided equally to all children without exception.

Learning outcomes are often used as a measure to find out how far someone has mastered the material being taught. (Purwanto, 2012). Learning outcomes according to Pramudya et al in Berliana, (2021) Learning outcomes are a process that aims to change student behavior. For example, students who initially did not know become aware, those who initially did not understand become understanding, and those who initially were unable become capable. Learning outcomes are changes that occur in an individual's overall behavior. According to Sukamadinata, he added that learning outcomes are only a symbol of student success and a symbol of the teacher's success when teaching students. The problems with learning outcomes are caused by teachers who are inadequate in

carrying out several teaching methods in diverse classes. Learning outcomes are a result and evidence of a person's learning as evidenced by changes in behavior. Learning outcomes can be seen in every change in these aspects, either from one aspect or several aspects.

Pancasila education is a subject used in classes starting in the 2022–2023 school year, along with the Independent Curriculum which previously had the name PPKN. Pancasila Education subjects can help children develop morals and show them how to use them at home and at school. The way people educate and are educated is influenced by two factors. The first component is something that students bring to the table, and the second component is something that is brought in from outside. One factor that is outside of learning is the approach taken. If you use it correctly, it can greatly improve your educational results. However, in practice, many educators still use the lecture format (Hakim & Totalia, 2016). Pancasila and Citizenship Education subjects are formal subjects in the form of past history, socio-cultural developments, technological developments, social ways of life, and state regulations (Dewi et al. 2023). Therefore, efforts are made to implement Pancasila and Citizenship Education from an early age at every level of education, from the earliest to tertiary education. One of the study materials in this research is the Pancasila symbols. The Pancasila symbols are a visual representation of the noble values contained in each of the Pancasila principles. These symbols are carefully chosen to concretely depict the meaning that each precept is intended to convey. In other words, these symbols become the "face" of Pancasila which is easy to remember and understand by all Indonesian people.

The word "media" literally means "intermediary or introduction". The definition of media as a learning resource is "people, objects, or events that enable students to acquire knowledge and skills" (Nurrita, T. 2018). According to Gerlach & Ely (2023), media are graphic, photographic, electronic or mechanical devices for presenting, processing and explaining verbal or visual information. 16 The use of media in the teaching and learning process is very important. From the description above, it can be concluded that media is anything that can be used to convey messages, help reinforce learning material, so that it can stimulate students' thoughts, feelings, attention and interest in the learning process.

In this way, learning is more meaningful for students because students process the Pancasila symbols material so that it is hoped that students will understand the material presented better. Here it is hoped that students will experience a long-term memory process. The focus of this research is increasing the ability to understand Pancasila symbols by using picture *and picture model*. Picture and Picture Model is a learning method that uses pictures and pairs or sorts them into a logical sequence.

2. RESEARCH METHOD

This research uses Classroom Action Research which begins with problems in the field, then reflected (evaluated) and analyzed using supporting theories to then take action in the field. The results of this research are expected   can be used as a reference for teachers to implement learning that suits students' motivation and background so that learning becomes more meaningful.

This classroom action research uses a Picture and Picture Model. The focus of this research is to increase understanding of the Pancasila symbols by applying the *picture and picture* model. According to Hamdani (2019), *Picture and picture* is a learning method that uses pictures and they are paired or sorted into a logical sequence, so that students who quickly sort the pictures with the correct answers or questions before the allotted time runs out are the ones who get points. Learning Picture and Picture Model is a learning

model where the student's focus is on pictures which are sorted into a sequence that can be accepted by reality, this learning model develops interaction between students by sharpening each other's thoughts, mutual love and care (Putri, A., & Taufina, T. 2020)

The researcher carries out the learning process in class, so the researcher carries out the learning process in accordance with learning tools that have been previously researched, such as Teaching Modules and other learning tools such as teaching materials and evaluation tools. After compiling the Teaching Module, the teaching and learning process can begin. Implementation of the Teaching Module includes an Opening according to the activities that have been created. Evaluation in class is carried out in the form of individual assignments and tests in cycles. Furthermore, you can see the attachment regarding teaching modules and evaluation tools. The procedure for carrying out this research was carried out in 2 cycles, namely cycle I and cycle II. Each cycle is carried out in accordance with the changes to be achieved. For this reason, at the end of each year a test is given to determine the level of student ability in the learning process.

Cycle I

1. Planning Stage

   Activities carried out at the planning stage include:
   a. Compile teaching modules through themes and sub-themes that will be taught with Picture and Picture Model
   b. Create learning media that is appropriate to the teaching material.
   c. Make student and teacher observation sheets to observe the learning process in classroom action research
   d. Create an evaluation tool (test) to determine the level of student success in the learning process at the end of each cycle.

2. Implementation of Actions

   The forms of action carried out in this research are:
   a. Teaching with appropriate discussion.
   b. Observing student activities in the learning process to determine student understanding of teaching material.
   c. Giving tasks to find out the achievement of meaningful understanding after the learning process.
   d. Correcting students' answers to meaningful understanding that has not been achieved on a given task until that meaningful understanding is achieved.
   e. Every teacher meeting records all events that are considered important for student attendance and student activity in participating in lessons

3. Observation

   Basically, observations are carried out during the learning process using observation sheets that have been made to observe teacher and student activities. Evaluation is carried out at the end of the cycle, to determine the results of PPKN learning on the Pancasila symbols material obtained in cycle I through a model with the help of learning media

Cycle 2

The steps taken in cycle II are relatively the same as planning in cycle I. The results obtained in cycle I are used as a reflection to follow up on the implementation of research in cycle II with efforts to improve the shortcomings and weaknesses that occurred in cycle I. Students Those who have not been able to master the material well are given special attention and given an understanding of the mistakes made in cycle I. The results obtained from cycle II are expected to be better than the previous cycle. Next, an evaluation will be held to measure the success of PPKN lessons using a learning model so that it can be seen

that there has been an increase in student understanding. The stages of cycle II are the same as cycle I, namely the planning, action, observation and reflection stages

3. RESEARCH RESULTS AND DISCUSSION

Table 3.1 Cycle I Earning Value

No.	No	P/L	Cycle 1 evaluation value	MOH	Information
1.	Hafiz	L	40	70	NOT COMPLETE
2.	Dolphin	L	50	70	NOT COMPLETE
3.	Reski	L	70	70	COMPLETE
4.	Aidil	L	50	70	NOT COMPLETE
5.	God	L	40	70	NOT COMPLETE
6.	Fauzan	L	50	70	NOT COMPLETE
7.	Akhyar	L	80	70	COMPLETE
8.	Fadli	L	50	70	NOT COMPLETE
9.	Naufal	L	40	70	NOT COMPLETE
10.	Goddess	P	70	70	COMPLETE
11.	Najwa	P	50	70	NOT COMPLETE
12.	Askila	P	70	70	COMPLETE
13.	Nadira	P	50	70	NOT COMPLETE
14	Septiana	P	50	70	NOT COMPLETE
15	Afifah	P	50	70	NOT COMPLETE
16	mercy	P	40	70	NOT COMPLETE
17	Azkhaira	P	60	70	NOT COMPLETE

Based on the source of the results of the calculation of the completeness of student learning outcomes, it was obtained that the completeness of the learning results of students in cycle 1 who achieved completeness were 4 students and 13 students who did not complete it were sourced from the results of complete learning in cycle 1

Table 3.2
Cycle II Earned Value

No.	No	P/L	Evaluation value cycle II	MOH	Information

1.	Hafiz	L	70	70	COMPLETE
2.	Dolphin	L	70	70	COMPLETE
3.	Reski	L	90	70	COMPLETE
4.	Aidil	L	80	70	COMPLETE
5.	God	L	70	70	COMPLETE
6.	Fauzan	L	80	70	COMPLETE
7.	Akhyar	L	100	70	COMPLETE
8.	Fadli	L	80	70	COMPLETE
9.	Naufal	L	70	70	COMPLETE
10.	Goddess	P	90	70	COMPLETE
11.	Najwa	P	70	70	COMPLETE
12.	Askila	P	90	70	COMPLETE
13.	Nadira	P	70	70	COMPLETE
14	Septiana	P	80	70	COMPLETE
15	Afifah	P	80	70	COMPLETE
16	mercy	P	70	70	COMPLETE
17	Azkhaira	P	90	70	COMPLETE

Based on the source of the calculation results of the completeness of students' learning outcomes, it was obtained that the completeness of students' practice results in cycle 2 of completeness achieved a complete score of 17 students. Based on the results of complete learning in cycle 2, maximum results were obtained.

The research results show that the use of the Picture and Picture Model in learning the symbols of Pancasila, gives good and satisfying results. This finding is in line with teacher expectations, because the model is able to increase student understanding effectively. Experts also argue that the Picture and Picture Model, which actively involves students in solving problems and discoveries, can increase in-depth understanding of concepts and make learning more meaningful and interesting for students.

In this research, the model is applied *picture and picture* carried out two cycles. This research produced significant results, namely increasing learning outcomes for class I students at UPTD SDN 192 Barru. After carrying out two cycle tests, the number of students who completed individually in cycle I was 4 students, increasing to 17 students in cycle II. In the first cycle there were 13 students who had incomplete learning and in the second cycle all students had experienced very significant improvement.

4. CONCLUSION

From the results of the classroom action research carried out, it can be concluded that with the Picture and Picture Model effectively used to improve the learning outcomes of class I students at UPTD SDN 192 Barru. This is shown by the increase in students' average scores from pre-test to cycle 1 and cycle II. This is proven in the results of this research which show that there are significant differences in student learning outcomes when using the Picture and Picture Model.

5. ACKNOWLEDGEMENT

him during the KKN-Dik activity process, and the author also wishes to his KKN-Education colleagues. Sis who has supported and accompanied me throughout this activity.

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