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The Effect of the Picture and Picture Cooperative Learning Model on the Learning Outcomes of Fifth Grade Students in Science at SD Negeri 060834 Medan Petisah

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ABSTRACT

This study aims to determine the effects of the picture and picture-learning model on the learning outcomes of fifth-grade students in IPAS at SD Negeri 060834 Medan Petisah in the 2024/2025 academic year. This study used a quantitative method. The research population consisted of all fifth-grade students at SD Negeri 060834 Medan Petisah, totaling 26 students. Sampling was conducted using a a total sampling technique, and the sample consisted of the fifth-grade class, totaling 26 students. The results of this study show that student learning outcomes using the picture and picture learning model are in the good category, with an average of 87.92 and a correlation coefficient of 0.776. This indicates that rcount (0.776) > rtable (0.404), so Ha is accepted. Therefore, the picture and picture learning model strongly influence student learning outcomes in the subject of IPAS (Science Education) on the material of Light and its Properties in grade V of SD Negeri 060834 Medan Petisah. This is evident from the t-test results, where tcount > ttable (6.036 > 2.056), so Ha is accepted. This indicates a significant positive effect of using the picture and picture-learning model on student learning outcomes in the IPAS subject for fifth-grade students at SD Negeri 060834 Medan Petisah in the 2024/2025 academic year.

Keywords*: *picture and picture, learning outcomes, science, cooperative learning model

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INTRODUCTION

Developments in the global era require a younger generation with a higher level of knowledge, which can be achieved through education. Education is a dynamic, constantly evolving manifestation of human culture. Education is essential for humans because it can support a better future and even become an indicator of a nation's progress. Education is crucial for human life, so it must be given serious attention in the life of a nation and state. In this case, educators must know how to motivate students to learn and control the classroom learning process. Educators are required to be creative and active in helping students achieve optimal learning outcomes.

In teaching Natural and Social Sciences (IPAS), the choice of learning model is an essential factor in improving students' understanding of the concepts being studied. The implementation of active, innovative learning models that are appropriate to the characteristics of IPAS material is essential for students to think more creatively and relate the concepts they are learning to real life. This problem was identified by researchers at SD Negeri 060834 Medan Petisah, who found that only 11 of 26 fifth-grade students (31.31%) met the Learning Objective Achievement Criteria for the material on food chains and food webs. In this condition, students' understanding of the taught concepts was low. The main factors that influenced the

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students' learning outcomes included the use of conventional teaching methods, such as lectures, the lack of appropriate teaching aids for students' characteristics, and the fact that some students were not active during the learning process.

Saragih, et al. (2021:2645) state that a learning model is a conceptual framework that describes systematic procedures for organizing learning experiences to achieve specific learning objectives and serves as a guideline for learning designers and teachers.Furthermore, Allutfia & Setyaningsih (2023:334) state that Natural and Social Sciences (IPAS) is a science that studies living and non-living things, as well as human life as individual and social beings. Given these issues, this approach has not improved student learning outcomes when applied to the student learning outcome model. In response to this, greater innovation in learning strategies is needed to improve students' cognitive levels.

One relevant approach that aligns with students' characteristics is the picture and picture cooperative learning model. The picture and picture learning model is a learning model that uses pictures to convey learning material. Fansury & Januarty (2017) state that the picture and picture learning model relies on pictures as a learning medium. Through the picture and picture learning model, students are invited to arrange pictures in a logical sequence. This model helps students understand and build critical thinking skills, creating enjoyable learning experiences that involve both individuals and groups. Kurniasih and Sani (2024:44) state that the picture and picture learning model is a cooperative learning model that prioritizes several groups using paired or logically arranged images.

Based on this description, this study aims to examine the effect of the picture and picture cooperative learning model on the learning outcomes of fifth-grade students in the IPAS subject at SD Negeri 060834 Medan Petisah. The results of this study are expected to encourage students to arrange pictures in a logical sequence, build understanding, develop critical thinking skills, and improve student learning outcomes in the IPAS subject in fifth grade.

LITERATURE REVIEW

One of the most important and impressive things about humans is their ability to learn, because it is through learning that they can change themselves. Learning is a form of knowledge that must involve change. In this case, learners can change their behavior. Thus, learning will bring about change in the individuals who learn. According to Slameto (2023:2), learning is a process or effort undertaken by individuals to achieve comprehensive behavioral change, as evidenced by how individuals interact through observation. Sihombing et al. (2020:26) state that learning is the process of changing behavior in individuals, which can be seen in the cognitive, affective, and psychomotor aspects that result from experience. In line with the opinion of Setiawan et al. (2023:26), learning can be interpreted as an activity to develop oneself, derived from experiences that focus on individuals' abilities as directed by educators. Hartono Ujang, et al. (2023:23) state that learning is a process or activity aimed at acquiring knowledge, developing skills, shaping attitudes or behavior, and building a better personality.

During the learning process, the presence of a teacher can bring about change, as teachers give value to students through their learning. Sihombing et al. (2020:315) state that learning outcomes are the achievements of students after participating in the learning process, as reflected in their levels of success in cognitive, affective, and psychomotor domains. In agreement with Sulistiasih (2023:1), learning outcomes are obtained through knowledge, attitudes, and skills, as well as the understanding gained during the learning process in education. Education is said to occur in a formal context, such as exams, project assignments, or the like, to determine the extent to which students have achieved the learning objectives. In line with this, learning outcomes can be found through three domains, such as the cognitive domain, which is the ability to memorize and understand learning material, the affective domain, which is the domain of attitudes and behavioral changes, and the psychomotor domain, which is creativity and skills according to Purwanto (2019:50-53).

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Picture and Picture Cooperative Learning Model

The picture and picture learning model is a learning model that uses pictures as learning media, arranged or paired logically to deliver instruction to students, making them more active and more engaged in learning. Lokat et al. (2022:128) state that the picture and picture cooperative learning model uses pictures to explain material, facilitating students' active learning because it is active, creative, and enjoyable. Furthermore, according to Shoimin (2025:122), the picture and picture learning model is a learning model that uses pictures and pairs or sequences them logically. This learning model relies primarily on pictures in the learning process. In agreement with Assunni (2023), the picture and picture learning model is a pedagogical approach in which teachers use visual aids or images to explain material or facilitate student learning during activities. By using visual aids, it is hoped that students will focus on the learning process.

According to Huda (Septiyadi, 2017: 7), the picture and picture learning model is a teaching and learning tactic that uses pictures as a medium to deliver learning material, pairing them in a logical sequence. It can be concluded that the picture and picture learning model is one of the teacher's strategies for explaining material through pictures, emphasizing students' logical thinking skills, understanding of material concepts, and arranging random pictures into a logical sequence.

Steps of the Picture and Picture Learning Model

In practice, the teacher prepares several images that will be arranged in a logical sequence with the learning material to be taught to students. The teacher then asks students to arrange the images, explaining to their group members which steps to follow to arrange them correctly. According to Kurniasih and Sani (2024:46-47), there are several steps in the picture and picture learning model, including the following: (1) The teacher conveys the learning objectives to be achieved. The main goal of this process is for the teacher to convey the basic competencies of the subject being taught. (2) The teacher delivers an introduction to the lesson. This introduction will be very decisive because at this moment (3), the teacher shows the provided pictures. In this process, the teacher modifies the pictures or videos. (4) In the next step, students are called one by one to arrange the pictures logically. This step can be done in various ways, such as showing them directly, using lottery numbers, or taking turns according to their seat order. After that, students are asked to arrange the pictures logically (5) The teacher asks for the logical reasons behind the pictures. In this process, the teacher systematically guides the students about the pictures, inviting them to describe the sequence of pictures (6) After the pictures are arranged, the teacher reiterates the learning objectives that have been achieved. Furthermore, according to Matondang (2021:15), there are steps in the learning model that teachers need to pay attention to, including: (1) The teacher conveys the competencies to be achieved (2) the teacher prepares the learning materials to be delivered (3) the teacher shows pictures according to the learning materials being studied (4) the teacher asks students to arrange the pictures and match them so that the sequence of pictures becomes logical.

According to Shoimin (2025:123), there are steps in the learning model that need to be applied by teachers to students, including the following: (1) teachers convey the competencies to be achieved in the learning material; in this step, teachers convey the basic competencies so that students can measure the extent to which the material must be mastered (2) Presenting the learning material as introductory material. In this presentation, teachers provide motivation. (3) Teachers show or display pictures that are relevant to the learning material. In this activity, teachers act as providers and presenters of learning material, while students are encouraged to actively participate in the learning process by observing the pictures shown by the teacher or their friends. (4) The teacher invites students to take turns arranging the pictures into a logical sequence. (5) The teacher asks for logical reasons for the pictures. (6) From the reasons or explanations given by the students, the teacher reinforces the concept with the competencies that have been achieved. (7) The teacher and students summarize the learning material.

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METHOD

This study uses a quantitative, experimental approach with a One-Group Pretest-Posttest Design to determine the effect of the Picture and Picture cooperative learning model on the learning outcomes of fifth-grade IPAS students at SD Negeri 060834 Medan Petisah in the 2024/2025 academic year, with a sample of 26 students. The research instruments consisted of pre- and posttests to measure increases in student understanding, questionnaires to assess student responses to learning, observation sheets to record activities during the learning process, and documentation as supporting data. All instruments underwent validity and reliability tests before use. The data were analyzed quantitatively using averages and mastery percentages, followed by a normality test using the Lilliefors test. Hypothesis testing was conducted using a t-test to determine whether learning outcomes differed significantly before and after treatment. The learning mastery criteria in this study were determined using KKTP.

RESULTS AND DISCUSSION

School Data Description

This study was conducted in class V of SD Negeri 060834 Medan Petisah to determine the extent of the influence of the picture and picture cooperative learning model on learning outcomes in IPAS subjects. SD Negeri 060834 Medan Petisah has facilities that support the teaching and learning process quite comprehensively. SD Negeri 060834 Medan Petisah has one teacher's room combined with the principal's office, one student bathroom, one teacher's bathroom, ten student classrooms, and one library room.

Data collection was carried out using test questions and questionnaires. Before collecting data on the research sample, the researcher conducted a trial test at another school, namely SD Negeri 064992 Medan Amplas, grade V, with 26 students. Of the 40 questions, 25 were declared valid, and of the 40 questionnaires, 28 were valid. After obtaining valid results, the questions were then distributed to respondents at the research school, namely SD Negeri 060834 Medan Petisah grade V with 26 students.

Grade V *Posttest* Results

At the final stage of the learning process, all material was delivered using the *Picture-Picture* cooperative learning model. After implementing this model, the researcher conducted a posttest to evaluate the intervention's effectiveness. The *posttest* results for fifth-grade students are presented in the following table.

Table 1. Grade V *Posttest* Results

No	Student Name	KKTP	*POST TEST*	COMMENTS
1	Aditya Azmi Sanjaya	70	80	Mastery of the Material
2	Ayla Putri	70	84	Mastered the Material Very Well
3	Al Khalifi Saragih	70	88	Mastered the material very well
4	Anjelikha	70	88	Mastering the Material Very Well
5	Anissa Ramadhani	70	84	Mastered the Material Very Well
6	Aylla Azhara	70	92	Mastering the Material Very Well
7	Fairus Al Zafran	70	92	Mastered the Material Very Well
8	Faiz Abyan	70	8	Mastered the material very well
9	Fikiri Setiawan	70	92	Mastered the material very well

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10	Keyza Kharunissa Lubis	70	82	Mastering the Material Very Well
11	Khorunisa Hasanah	70	88	Mastering the Material Very Well
12	Lutfi Nizar	70	82	Mastered the material very well
13	M. Habibie Gazhali	70	92	Mastering the Material Very Well
14	Maliqa Febrina Putri	70	96	Mastered the Material Very Well
15	MHD Raihan	70	88	Mastered the material very well
16	Muhammad Aditya Saputra	70	84	Mastered the material very well
17	Muhamad Fadly Sitorus	70	92	Mastered the material very well
18	Muhamad Altaf	70	92	Mastered the material very well
19	Muhamad Virza Nasution	70	88	Mastered the material very well
20	Noval Aditya Putra	70	88	Mastered the material very well
21	Muhamad Aditya Saputra	70	84	Mastered the material very well
22	Pilip Sitorus	70	80	Mastering the Material Very Well
23	Filipus Manik	70	82	Mastered the material very well
24	Aqira Ramadhani	70	88	Mastered the material very well
25	M. Meishak	70	96	Mastered the material very well
26	Fairus Al Zafran	70	96	Mastering the Material Very Well

Number	**2286**
Average	**87.92**
Max	**96**
Min	**80**

From the table above, it can be seen that students' understanding of the material on Natural Resources and Conservation shows an average posttest score of 87.92 for fifth-grade students. Since this score is above the minimum passing score of 80, it can be concluded that 26 students have mastered the material very well. For more details, the *posttest* results of fourth-grade students can be seen in the following summary frequency table:

Table 2. Frequency Distribution of Experimental Data for *Posttest* Scores

X	F	FX	$X=X-\bar{X}$	X^2	FX^2
80	2	160	-7.92	62.7751	125.550
82	3	246	-5.92	35.0828	105.249
84	4	336	-3.92	15.3905	61,562
88	8	704	0.08	0.0059	0.047
92	6	552	4.08	16.6213	99,728
96	3	288	8.08	65,2367	195,710
Total	**∑F= 26**	**∑FX= 2286**		**∑X^2= 195,1124**	**∑FX^2 =588**

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a. Mean

$$\bar{x} = \frac{\sum fx}{n}$$
$$= \frac{2286}{26}$$
$$= 87{,}92$$

b. Standard Deviation

$$SD = \sqrt{\frac{\sum fx^2}{n}}$$
$$= \sqrt{\frac{588}{}}$$

c. Standard Error

$$SE_m = \frac{SD}{\sqrt{n-1}}$$
$$= \frac{4{,}75}{\sqrt{26-1}}$$
$$= \frac{4{,}75}{\sqrt{25}}$$
$$= \frac{4{,}75}{5}$$
$$= 0{,}951$$

The *posttest* frequency distribution results above show that the mean value is 87.92, the standard deviation is 4.75, and the standard error is 0.951. The posttest frequency results can be illustrated in the following diagram:

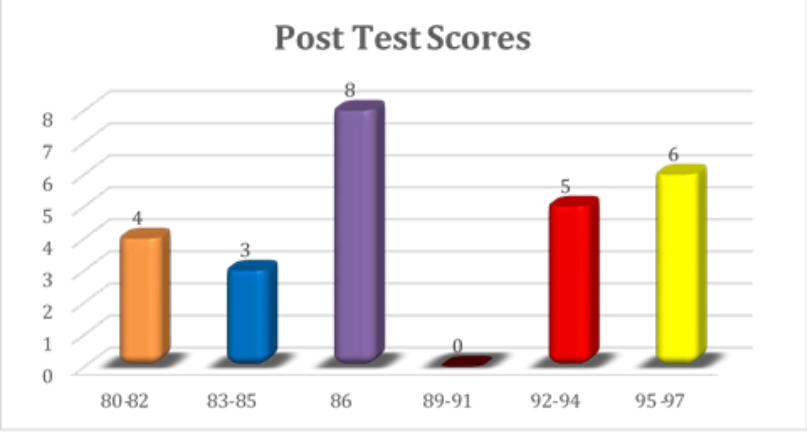

Figure 1. Posttest Frequency Diagram

Based on the diagram above, which is a frequency distribution diagram of the *posttest* scores for grade V, the highest score was 96, and the lowest score was 80. The posttest results above show that using the picture and picture-learning model increased students' scores. The average score was 87.92, while the average *pretest* score was 61.69. The diagram below shows the following:

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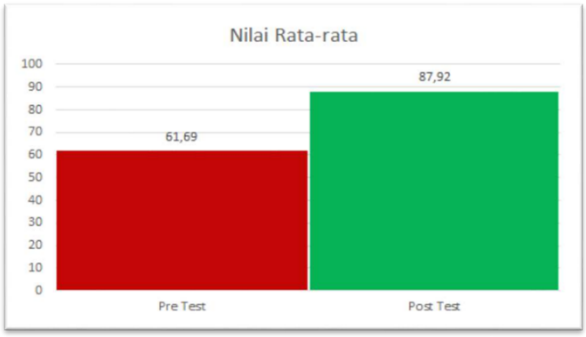

Figure 2. Diagram of the average pretest and posttest scores for grade V at SD Negeri 060834 Medan Petisah

Based on the figure above, it can be concluded that the average score increased after the *picture and picture* learning model was applied to fifth-grade students at SD Negeri 060834 Medan Petisah. The average pretest score was 61.69, and the posttest score was 87.92.

Correlation Coefficient Test

The correlation coefficient test was conducted to determine whether there was an influence between the independent variable (X) and the dependent variable (Y). The requirement for the correlation coefficient test was to see whether$r_{hitung} > r_{tabel}$, using the product-moment correlation formula. The researcher manually calculated the correlation coefficient using *Microsoft Excel* and SPSS version 27. Table 3 shows the correlation coefficient calculations using *Microsoft Excel.*

Table 3 Correlation Coefficient Results

No	X	Y	X^2	Y^2	XY
1	86	80	7396	6400	6880
2	90	84	8100	7056	7560
3	90	88	8100	7744	7920
4	93	88	8649	7744	8184
5	91	84	8281	7056	7644
6	92	92	8464	8464	8464
7	94	92	8836	8464	8648
8	96	88	9216	7744	8448
9	89	92	7921	8464	8188
10	82	82	6724	6724	6724
11	97	88	9409	7744	8536
12	85	82	7225	6724	6970
13	97	92	9409	8464	8924
14	97	96	9409	9216	9312
15	97	88	9409	7744	8536
16	89	84	7921	7056	7476
17	94	92	8836	8464	8648

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18	95	92	9025	8464	8740
19	95	88	9025	7744	8360
20	90	88	8100	7744	7920
21	88	84	7744	7056	7392
22	87	80	7569	6400	6960
23	88	82	7744	6724	7216
24	89	88	7921	7744	7832
25	97	96	9409	9216	9312
26	97	96	9409	9216	9312
Total	2385	2286	219,251	201,580	210,106

The following is the calculation of the correlation coefficient test using SPSS version 27, which can be seen in Table 4 as follows:

Table 4. Correlation Coefficient Test

Correlations

		Model Pembelajaran Picture And Picture	Hasil Belajar Siswa
Model Pembelajaran Picture And Picture	Pearson Correlation	1	.776**
	Sig. (2-tailed)		0,000
	N	26	26
Hasil Belajar Siswa	Pearson Correlation	.776**	1
	Sig. (2-tailed)	0,000	
	N	26	26

**. Correlation is significant at the 0.01 level (2-tailed).

Next, the correlation coefficient was calculated using SPSS version 27. Based on the results, the correlation coefficient (r_{xy}) orr_{hitung} = 0.776 with a significance level of 5% and several respondents (n) = 26 students, resulting inr_{tabel} = 0.404. From these calculations, it can be concluded that 0.776 indicates that the Picture and Picture model has an effect on student learning outcomes in IPAS in grade V at SD Negeri 060834 Medan Petisah.

Based on Table 4, the interval value of the correlation coefficient (r_{xy}) of 0.776 falls within the range of 0.60-0.79, so it can be concluded that there is a good relationship between *the Picture and Picture* cooperative learning model and student learning outcomes. The learning outcome calculation yields 0.776, which means that rcount ≥ rtable is 0.776 ≥ 0.404. Therefore, the researcher's learning model is very effective in supporting the learning process, accounting for 77.6% of 100%, so the model's ineffectiveness is 22.4% of 100%. Thus, it can be concluded that the relationship between the learning model and student learning outcomes is very significant in the learning process.

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Discussion

This study was conducted at SD Negeri 060834 Medan Petisah. The researcher used tests, questionnaires, and documentation as data collection tools with a sample size of 26 students. The purpose of this study was to determine how the learning process using the *picture and picture* model in IPAS subjects was carried out and the extent of its effect on student learning outcomes in grade V at SD Negeri 060834 Medan Petisah. Based on the results of the study, the researcher found the following:

The implementation process using the *picture and picture* model in IPAS lessons

In this learning process, educators used a contextual approach by presenting real problems relevant to students' daily lives. Learning media such as "pictures of food chains and webs" were used to facilitate students' understanding of natural resources and their preservation. Based on the questionnaire distributed, the majority of students showed interest in using learning media because it was considered more enjoyable, concrete, and effective in improving their understanding of the concepts. Furthermore, a correlation analysis was conducted to determine the relationship between the use of learning media and students' understanding of the material. In the correlation test, the rcount value of 0.776 (≥ 0.404) indicates a strong correlation. Also, in the t-test, tcount = 6,036 > ttable = 2,056, indicating that Ha is accepted (there is a significant effect on the picture and the picture learning model).

The results of the study indicate that using the picture and picture-learning model can significantly improve student learning outcomes. This is in accordance with the opinion of Lokat, et al. (2022) that the picture and picture cooperative learning model is a model that uses pictures to explain the material to facilitate students to actively learn because it has active, creative, and enjoyable characteristics in the learning process, especially in social science subjects. Student learning outcomes by applying the *picture and picture* learning model in social science subjects.

The research design used was a One Group Pretest-Posttest Design. The results showed that in the pretest, the average score was 61.69, with 3 out of 26 students (11.53%) achieving mastery, while 23 out of 26 students (88.46%) did not. The posttest results showed an average score of 82-88, with 26 out of 26 students (100%) achieving learning completeness. The correlation test yielded rcount = 0.776, indicating a strong relationship between the learning model and student learning outcomes. In the t-test, the result was tcount = 6,036 > ttable = 2,056, indicating that Ha was accepted and that there was a significant effect of the picture and picture type cooperative learning model.

The *picture* model uses images arranged in a logical sequence. In this study, the steps of the picture and picture model are as follows: Furthermore, according to Kurniasih and Sani (2024:46-47), there are several steps in the picture and picture learning model, including the following: (1) The teacher conveys the learning objectives to be achieved. The main goal of this process is for the teacher to convey the basic competencies of the subject being taught.

The teacher delivers an introduction to the lesson

This introduction will be very decisive because at this moment (3), the teacher shows the provided pictures. In this process, the teacher modifies the pictures or videos. (4) In the next step, students are called one by one to arrange the pictures logically. This step can be done in various ways, such as showing them directly, using lottery numbers, or taking turns according to their seat order. After that, students are asked to arrange the pictures logically (5). The teacher asks for the logical reasons behind the pictures. In this process, the teacher systematically guides students through the

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pictures, inviting them to describe the sequence (6). After the pictures are arranged, the teacher reiterates the learning objectives that have been achieved.

According to Suriani Matondang (2021), there are learning model steps that teachers need to pay attention to, including: (1) Teachers convey the competencies to be achieved. (2) teachers prepare the learning materials to be delivered, (3) teachers show pictures related to the learning materials being studied, (4) teachers ask students to arrange the pictures and match them so that the sequence of pictures is logical. This study used a One-Group Pretest-Posttest design to assess the effect of the Quantum Teaching model on student learning outcomes.

1. The pretest results showed an average score of 61.69, with only 3 out of 26 students achieving mastery (KKTP). The majority of students were in the 'needs improvement' category.
2. The posttest results showed an average score of 87.92, with 26 out of 26 students achieving mastery (KKTP). There was a significant increase from the pretest average score.
3. Statistical Analysis: The correlation coefficient was r = 0.776, indicating a very strong relationship between the picture and the *picture* model. T-test: tcount = 6,036 > ttable = 2,056, meaning that there was a significant effect of the *picture and picture* model on student learning outcomes. According to Purba et al. (2023), the picture and picture cooperative learning model is a learning model that uses media to support the learning process in the classroom.

Indriyati (2024) further explains that the learning model involves pairing or sequencing pictures in the correct order. The results of this study indicate that learning with *the picture and picture* cooperative learning model creates a pleasant learning atmosphere. This study aligns with the findings of Seran et al. (2019), who state that the *picture and picture* learning model is a learning process that provides background and strategies to improve learning and make the process more enjoyable. This teaching style empowers students to achieve more. It also helps teachers improve their teaching skills and motivate students to study hard, so that teachers ultimately gain greater satisfaction from their work.

Based on the research results and discussion, it can be concluded that the *picture and picture* cooperative learning model can be effectively applied in IPAS learning in class V of SD Negeri 060834 Medan Petisah, especially in the material on food chains and webs. The application of this model has a significant effect on student learning outcomes, as evidenced by increases in posttest scores and statistical analysis results. The *picture and picture* cooperative learning model helps students understand concepts concretely, increases student active involvement, and builds independent and meaningful understanding.

CONCLUSIONS AND RECOMMENDATION

Based on the results of research conducted at SD Negeri 060834 Medan Petisah, it can be concluded that the picture and picture cooperative learning model is efficacious in improving the IPAS learning outcomes of fifth-grade students. This is evident in the increase in the average student score from 61.69 to 87.92 and in the number of students who achieved the Learning Objective Completion Criteria (KKTP) from 11.50% to 80%. The application of *the picture and picture* cooperative learning model encourages active student involvement in learning through group activities and competitive yet fun tournaments. In addition to increasing learning motivation, this model also builds cooperation between students, develops peer tutoring roles, and fosters a sense of responsibility in completing tasks together.

The picture and picture-learning model, modified with IPAS content, plays an important role in helping students understand the material concretely and contextually, as well as in increasing their interest in learning, because it aligns with the characteristics of elementary school children. Statistical test results show

a coefficient of determination of 0.776, indicating that 77.60% of the increase in learning outcomes is directly attributable to the application of this learning model. Therefore, the *picture and picture* model can be used as an alternative, innovative learning strategy to create an active, communicative, and enjoyable learning atmosphere, thereby improving IPAS learning outcomes at the elementary school level.

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