

Cooperative Learning Types of Pictures and Pictures in Increasing Student Learning Activity

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Abstract: This study aims to increase student learning activity in class VII C at Madrasah Tsanawiyah Negeri 5 Jambi City. This research is a Classroom Action Research (CAR) which is descriptive qualitative using a qualitative approach which is strengthened by a quantitative approach. The subjects of this study were students of class VII C and teachers teach subject *Aqidah Akhlak* at Madrasah Tsanawiyah Negeri 5 Jambi City. This research was conducted in two cycles and through 4 stages which included: (1) Planning, (2) Implementation, (3) Observation and (4) Reflection. Data obtained through observation, interviews, questionnaires, and documentation. Data analysis was carried out using qualitative analysis consisting of data collection, data reduction, data presentation, conclusions. The results of the study showed that applying the Picture and Picture Cooperative learning model can increase student learning activity in the learning process. The increase in student learning activity can be measured from each cycle, student activity in the pre- cycle student activity scores score of 2.7 with a percentage of 54% categorized as "less active" then in cycle I of 3.4 with a percentage of 68% categorized as "quite active" and student activity in cycle II was 4.2 with a percentage of 84% categorized as "active". This the results of research at Madrasah Tsanawiyah Negeri 5 Jambi City have been well achieved.

Keywords: Cooperatif Laerning, Picture and Picture, Learning Activeness.

Introduction

Education is a means of developing human resources. This is in line with the philosophy that humans need education. Education is expected to give birth to human resources capable of dealing with increasingly complex life problems, both those faced by each individual, as well as those faced by society and the nation. (Yiu & Chou, 2021)

Education is one of the very important components in creating human resources (HR) in dealing with the time progress. The rapidly developing time will willy-nilly require a high-quality generation. High-quality human being is the competitive one in positive sense, by creating critical mindset, and well-established, creative and innovative reasoning. (Eleven & Surakarta, 2017)

Basedon Law No. 20 of 2003 Article1 Paragraph1concerning"National Education System, education is a conscious and planned effort to

create a learning atmosphere and learning process so that students actively develop their motivation to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills, which are needed by himself, society, and the State. (Education, 2023)

Organizing the learning process focused on four pillar recommended learning _ by commission international For UNESCO education, namely: Learning to know, learning to do, learning to be, and learning to live Together. If understood more far, fourth pillar the require teachers to creative, working persevere, as well must capable And Want to increase his abilities. Based on demands international , teacher plays more role _ active And creative (Daryanto & Karim, 2017) . Cooperative learning is not just a kind of interaction. It refers to organizing students in small groups and to them working "together to maximize everyone's learning. (Petre, nd)

With this is what teachers expect capable facilitate And get creative with student specifically in field *Aqidah lesson morals*. About learning *Aqidah Morals* at Madrasah Tsanawiyah is Wrong One eye lesson Islamic religious education that emphasizes on ability understand And look after confidence or true faith, study _ method interact with humans, as well connection man with its creator. *Aqidah Morals* No only teach knowledge about religion alone , however Also How form participant educate to have faith And strong belief _ accompanied noble morals _ (Kurniawati, 2015).

Learning The ideal morals are can make student more active in study, no only students, teachers too can more active in create strategy learning to be taught. Here the teacher holds role important in the learning process. Teachers don't just give material. But teachers are sued For can make a learning process teach become more interesting, effective And efficient, with choose the learning model that will be used applied in the learning process teach, so on moment presentation material And student teaching materials can with easy understand it. That And interested For learn it. This matter impact on enhancement liveliness Study student in the learning process, no only focus in explain material. With using an interesting learning model This student No fast bored when learning taking place.

Based on observation The beginning was carried out at Madrasah Tsanawiyah Negeri 5 Jambi city visible student not enough active in the learning process specifically in learning morals. There are some problem or challenge specifically what causes it student become not enough active in learning in between is incompatibility method teaching, no ability understand material, problem personal, lack involvement in class And lack of motivation. Teacher there only convey material And student only listen what the teacher explained after That student given task. This matter cause Spirit Study student decrease And fast feel bored in following the learning process, p this is what causes it student No active when learning (Observation, 2022). In activity learning, the teacher hasn't apply a learning model that can create liveliness And interest student in follow the learning process. This matter seen from lack of

understanding student in matter material lessons, students Not yet can obtain more knowledge _ wide And Still guided on explanation material presented _ by the teacher direct. Student not enough capable observe what was conveyed on moment learning, like on learning group, only A little active students _ convey the argument in a way direct moment discuss, and when the teacher proposes question, just few are capable answer And understand. what was conveyed in lesson.

Table 1. Initial Conditions of Class VII C Students' Learning Activeness.

No	Class C students _ VIIC	Activeness Criteria	Amount	%
1.	31 Student	Very active	1	3.2%
2.		Active	7	22.6%
3.		Quite active	8	25.8%
4.		Less active	12	38.7%
5.		Not active	3	9.7%
Total number			31	100%

(Source Do documentation 20 September 2022)

As explained above, after making further observations it can be concluded that to overcome the problem of students who are less active in learning activities, it is necessary to apply a learning model that can make the class atmosphere enjoyable and students interested in the material. to be learned in the learning process. The learning model that researchers feel is appropriate is a learning model cooperative Picture and Picture types.

Materials and Methods

The picture and picture learning model was chosen as a solution to overcome the problem of students' lack of activity in the learning process, namely because this learning model can train students to be active, innovative, creative and can train students to think logically. This picture and picture learning model means that the teacher prepares image media to explain the material to be taught, after that students will be directed to look for pairs of images or order the parts of the image correctly according to the material being studied, so that in

this way students can play an active role in learning process (Wilda Ashofa & Muhammad Widda Djuhan,).

The research method used is Classroom Action Research (CAR). This research was carried out in two cycles and each cycle consisted of 4 stages, namely planning, action implementation, action observation and reflection. (Islamiah, 2022) According to (Farhana & et al, 2019) "Class Action Research (PTK) is actually action research. The idea of classroom action research was first developed by Kurt Lewis in 1946 who introduced the 4 steps of Classroom Action Research (CAR)), namely: planning, action, observation, and reflection."

Class action research or classroom action research is research carried out in the classroom to determine the consequences of actions applied to research subjects in the class.

The research steps consist of several stages, namely:

1. Planning Stage (Planning)
2. Implementation Stage (Acting)
3. Observation Stage (Observe)
4. Reflection

The form of Classroom Action Research using the Kemmis and Mc Taggart action model is as follows:

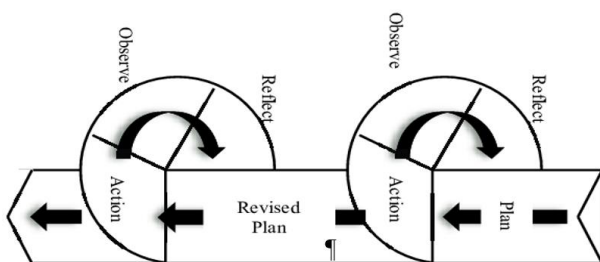


Figure 1 Kemmis and Mc Taggart model.

Class This carried out at Madrasah Tsanawiyah Negeri 5 Jambi City. Research subjects or what can be called respondents are the people, places and objects sampled in this research. Researchers took samples using the Nonprobability Sampling technique, where sampling does not give each element or member of the population the

opportunity to be selected as a sample. One of the sampling techniques that will be used by the author of Nonprobability Sampling is Purposive Sampling. By using *purposive sampling*, the sample is determined deliberately by the researcher based on certain criteria or considerations so that it does not go through a selection process. From the existing population, researchers chose class VII C students as the research sample.

The research subjects were 31 students of class VII C and teachers of the *Aqidah Akhlak subject* at Madrasah Tsanawiyah Negeri 5 Jambi city. The reason the researcher took the research subject in class VII C was because there were problems that the researcher would study regarding student learning activities.

The design in this research is (1) *problem identification*, this research begins by identifying problems, for example the low level of student activity in learning (2) *action planning*, the teacher will plan actions to fix the problem, one of which is implementing the picture and picture type cooperative learning method This is (3) *action implementation*, the teacher will implement picture and picture type cooperative learning in the classroom (4) *evaluation and reflection*, the teacher will collect data during implementation, evaluate its effectiveness and reflect on the findings to identify necessary improvements.

Data collection methods in this research include (1) *observation*, where the activity is that the teacher can observe the level of student activity during picture and picture learning, recording the level of student participation and cooperation and interaction, (2) *questionnaire or questionnaire*, where the activity is to give questionnaire to students to assess their perceptions of the method, the extent to which they are involved, and the extent to which this method helps their understanding, (3) *interviews*, where the activity is that teachers can conduct interviews with students to gain a deeper understanding of their experiences during learning.

Using two data analysis techniques used by researchers, namely:

1. Qualitative data analysis

Consists of several components which can be described as follows:

- A. Data collection, processing and preparation of data for analysis. This step involves transcribing interviews, typing field data or sorting and organizing data into different types depending on the source of the information.
- B. Data reduction is the process of selecting, determining, focusing, simplifying, summarizing and changing the form of raw data in field notes. In this process, sharpening, selecting, focusing, eliminating less meaningful data and organizing it in such a way that final conclusions can be drawn and verified.
- C. Presentation of data after being reduced, the data is ready to be revealed. This means that analysis reaches the disclosure of data, various kinds of data need to be examined, actions that have been reduced need to be explained neatly in the form of graphs or narrative matrix diagrams.
- D. Conclusions are drawn, improvements or changes that occur are carried out in stages starting from temporary conclusions drawn at the end of the cycle 1 and revised in cycle II and final conclusions (Sugiyono, 2014) .

2. Quantitative data analysis

A. Observation sheet

B. Questionnaire sheet

Using two data analysis techniques used by researchers.

Results and Discussion

After all the data has been collected, then the data is in the form of observations of teacher teaching activities, results of observations of student learning activities, and results of student questionnaire tests. The results of the data obtained from observations are as follows:

- 1. The results of observations of teacher teaching activities in cycle I obtained an average presentation of 67%, in cycle II an average percentage of 83% was obtained. So it can be seen that there has been an increase in the

teacher's ability to carry out the learning process, and the teacher's ability to manage the class so as to create active learning for students. The results of observations of student learning activities in cycle I obtained an overall average score of 3.4 with a percentage of 68% in the moderately active category, while in cycle II the data obtained an overall average score of 4.2 with a percentage of 84% in the active category. , from these data it can show that there is an increase in student learning activities in *Aqidah Akhlak learning* using the Picture and Picture learning model.

- 2. The results of the data obtained from questionnaire tests carried out by students at the end of each cycle, in cycle I was 3.6 with a percentage of 72% in the moderately active category, and in cycle II it was 4.3 with a percentage of 86%. categorized as active. This shows an increase in student learning activities from cycle I to cycle II using the Picture and Picture learning model.

Sheet Observation

The results of observations of teachers' teaching activities and students' active learning obtained from the research that has been carried out are:

Table 2. Percentage of Teacher Teaching Activities by Applying the Picture and Picture Learning Model

Action	Percentage	Activeness Criteria
Cycle I	67%	Quite active
Cycle II	83%	Active
Increase	16 %	

As seen above, there is an increase in teacher teaching activity from cycle I to cycle II, namely an increase of 16%. The increase from cycle I to cycle II shows that the teacher's success indicators have been achieved in creating a good learning atmosphere to support active student learning. Teacher teaching activities in cycle I and cycle II can be presented in the following diagram:

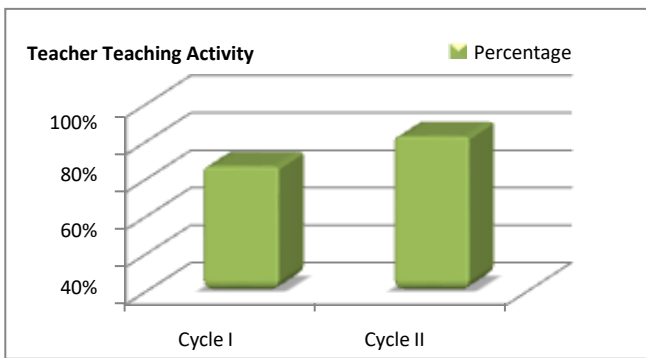


Figure 2 Teacher Teaching Activity Diagram Using the Picture and Picture Learning Model.

Table 3. Percentage of Class VII C Students' Learning Activeness Using the Picture and Picture Learning Model.

Action	Score	Percentage	Activeness Criteria
pre cycle	2.7	54%	Not enough active
Cycle I	3,4	68%	Quite active
cycle_II	4.2	84%	Active

As seen above, there is an increase in student learning activities from pre-cycle to cycle I and cycle II. The increase from pre-cycle to cycle I obtained a score of 0.7 with a percentage of 14%, and from cycle I to cycle II the increase reached a score of 0.8 with a percentage of 16%. So an increase in student learning activities shows that the indicators of success have been achieved.

Student learning activities in pre-cycle, cycle I and cycle II can be presented in the following diagram:

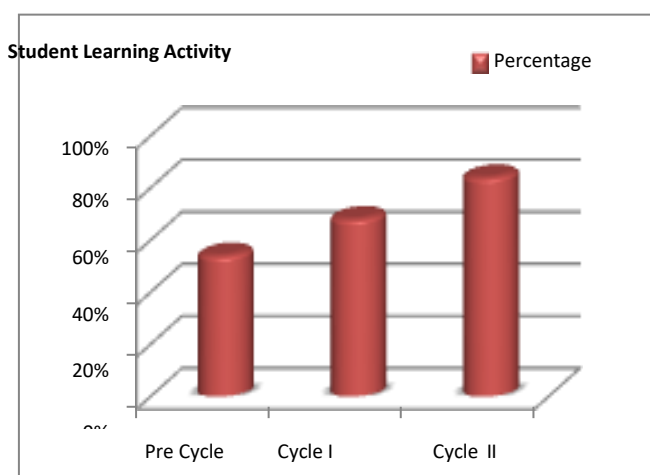


Figure 3 Diagram of Student Learning Activities using the Picture and Picture Learning Model

Sheet Questionnaire

The results of the student learning activity questionnaire carried out at the end of each cycle can be seen in the following table:

Table 4. Student Learning Activeness Test Questionnaire Using the Picture and Picture Learning Model.

Action	Score	Percentage	Activeness Criteria
Cycle I	3, 6	72 %	Quite active
Cycle_II	4, 3	86 %	Active

As seen above, there was an increase from cycle I to cycle II, an increase in score of 0.7 with a percentage of 14%. There was a significant increase from cycle I to cycle II which was initially quite active, now students are active in learning activities.

The student learning activity questionnaire test in cycle I and cycle II using the Picture and Picture learning model can be presented in the following diagram:

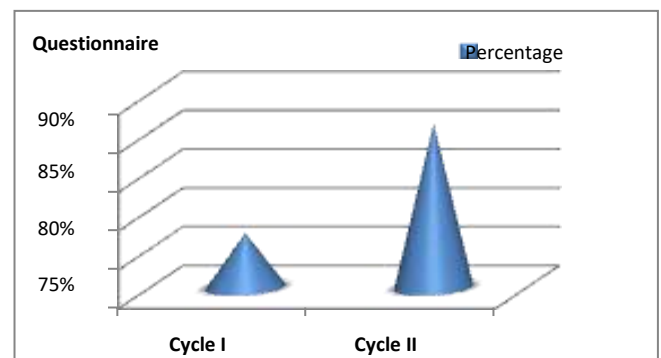


Figure 4 Student Learning Activeness Questionnaire Diagram Using the Picture and Picture Learning Model

Discussion

From the research results above, the following results can be obtained:

This research is research using the Classroom Action Research (PTK) method. This research aims to increase students' active learning in the subject of moral beliefs using the Picture and Picture learning model implemented in class VII C at Madrasah Tsanawiyah Negeri 5 Jambi City. In this research, learning activities were carried out in accordance with the stages of the Picture and Picture learning model. This stage can increase

students' active learning, by implementing the Picture and Picture learning model, quite effective results can be seen in the implementation of the moral belief learning process in class VII C of Madrasah Tsanawiyah Negeri 5 Jambi City. Judging from the increase in teacher teaching activities and student learning activeness using the Picture and Picture learning model.

During the learning process, the teacher provides an explanation of the material to students as an introduction, after that students are shown pictures according to the material to be studied, then students are given pictures that have been visualized previously, then students choose the right one. pictures and students take turns sorting or grouping the pictures, then the teacher asks the students why they chose these pictures to be grouped, then the teacher asks the students together to correct whether the pictures that have been arranged and grouped are correct, after that the teacher emphasizes material concepts according to the competencies to be achieved. Finally, the teacher and students conclude the learning results. The teacher in the classroom acts as a facilitator for students, so that in the learning process students dominate when learning takes place so that learning is not only centered on the teacher.

From the results of observations made by researchers during research at Madrasah Tsanawiyah Negeri 5 Jambi City in class VII C, it was very clear that there was an increase in student learning activities before and after implementing the Picture and Picture learning model. It can be seen from pre-cycle to cycle I and cycle II that student learning activity increased, namely in the pre-cycle their activity only got a score of 2.7 with a percentage of 54% categorized as less active. After implementing the Picture and Picture learning model, progress was seen in cycle I, namely the student activity score obtained was 3.4 with a percentage of 68% categorized as quite active, and in cycle II student learning activities continued to increase until they reached a score of 4.2 with a percentage of 84% categorized as active. .

It can also be seen that the results of teacher teaching activities in cycle I obtained a percentage of 67%, while in cycle II the percentage was 83%. In

this way, it can be seen that there is an increase in the teacher's ability to manage the class and create a good classroom atmosphere so that it influences students' active learning.

Students' active learning can also be proven from the results of questionnaire tests conducted at the end of each cycle. In cycle I, a questionnaire test result was obtained of 3.6 with a percentage of 72% in the quite active category, while in cycle II a score of 4.3 was obtained with a percentage of 86% in the active category.

Based on the results of the analysis above, it can be seen that the learning activities of class VII C students at Madrasah Tsanawiyah Negeri 5 Jambi City have increased in each indicator, so it can be concluded that implementing the Picture and Picture learning model can increase student learning activities. Apart from that, there is an impact that students get after implementing the Picture and Picture learning model, namely students who previously did not actively participate in the learning process now appear active, students who previously were less enthusiastic are now enthusiastic about participating in the learning process. Especially in moral subjects, students who were previously busy keeping to themselves and lazy about asking questions, now dare to ask and even answer questions from the teacher, students who were initially shy and confused in expressing their opinions can now express their opinions. In his opinion, students who previously did not actively respond to the learning material and did not dare to come to the front of the class are now actively responding to the learning material and have the courage and confidence to come to the front of the class to represent their group. when presenting the results of their group assignments. So, the results of research conducted by researchers show that the use of the Picture and Picture learning model in *Aqidah Akhlak* learning for class VII C at Madrasah Tsanawiyah Negeri 5 Jambi City can increase student learning activity.

Conclusion

The conclusion from the results of research that has been carried out regarding the picture and picture

type cooperative learning model in moral belief subjects at Madrasah Tsanawiyah Negeri 5 Jambi City is that the picture and picture learning model can increase student learning activity. This can be seen from every cycle. In the pre-cycle, the student activity score was 2.7 with a percentage of 54% in the less active category, and only a few students reached the moderately active and active categories. After the actions taken in cycle I increased by 14%, the student learning activity score rose to 3.4 with a percentage of 68% categorized as quite active, with the number of students being active as many as 10 students, 15 students as moderately active and less active students. 6 students were active, and increased by 16% in cycle II with a student learning activity score of 4.2 with a percentage of 84% in the active category, with 7 students quite active, 20 students active and 4 students being very active.

Picture and picture learning is a learning method that combines the use of images or visuals with text or written information to improve student learning activities, including:

1. Facilitates good understanding
2. Improve memory
3. Encourages creativity and imagination
4. Attract attention and motivation
5. Facilitates various learning styles
6. Makes it easier to explain abstract concepts
7. Improve collaboration
8. Increase emotional involvement

Picture and picture learning provides an interesting and effective way to present learning material to students with a visual approach that can stimulate their learning process better. These implications show the great potential of this method in improving student activity and learning outcomes.

Conflict of interest: The author declares that there is no conflict of interest regarding the publication of this article.

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