

Increasing learning outcomes of social sciences on natural resources materials using think pair check learning model and image media in student

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Abstract

This study aims to determine whether the use of the Learning Model *Think Pair Check* and Picture Media can improve social studies learning outcomes for the fourth grade students of MIN Salatiga. This research is a classroom action research consisting of two cycles with 4 stages, namely planning, implementation, observation, and reflection. The subjects of this study were students of Class IV MIN Salatiga, totaling 34 students. The research instruments were in the form of observation sheets, test questions and documentation. Data collection techniques used in the form of observation, interviews, documentation and tests. The data were analyzed statistically and the cycle was stopped when 85% of students had completed the KKM. The results showed that the use of the Think Pair Check learning model and image media could improve social studies learning outcomes for fourth grade students at MIN Salatiga. The increase in students' learning mastery from Pre-Cycle to Cycle I was 26.46% and Cycle I to Cycle II was 20.59%.

Keywords: Learning Outcomes, Social Studies, Learning Model *Think Pair Check*, Picture Media

INTRODUCTION

Social science (IPS) is a lesson that is taught from basic education to university. But unfortunately, social studies learning is sometimes considered less attractive by students because it only instils knowledge of

concepts that are mere memorization so that children are less interested in social studies learning. Often teachers in teaching social studies material only tell students to memorize the material, besides that learning that is only focused on the teacher makes social studies learning less challenging and social studies learning seems like monotonous (Ramadhani, 2018, pp. 45-48). Social studies in America often referred to as social science, this science began to enter Indonesia in 1975. Social science is a science that discusses social science problems and people's lives with their environment (Rudi, 2013, p. 20: Tanwifi, 2009, p. 1-9). Social science is also a science that is a balance between other social science disciplines. Social science is a form of simplification of the social sciences that are integrated to be taught in schools, ranging from basic education to higher education.

Social Sciences is a subject that combines basic concepts from various social science disciplines which are compiled using educational and psychological approaches as well as their feasibility and meaning for students and their lives. Therefore, social studies subjects are designed to be able to develop the potential of students in terms of knowledge, understanding and ability to analyze social and community conditions around the students' environment (Suharjo, 2006, p. 1). Social studies teaching patterns in basic education use integrated social science concepts that are packaged in certain themes, and are adjusted to the needs of students whose average age is between 6-12 years. At the age of 6-12 is a period of growth for children. At that age is a period of cognitive development of children.(Triyanto, 2010, p. 171) Therefore, the social studies teaching process in basic education uses an environmental approach that starts from self-introduction to students, then to more global matters

such as family, community and wider social life (Supardi, 2011, pp. 10-13; Tabah Hati, 2018, pp. 10-13). This is in accordance with the objectives of social science education, namely to foster students to become good citizens, have knowledge, and social care that is useful for themselves and others. So social studies education has a very important role in developing the ability to interact with the community and the environment around students (Rudi, 2013, p. 18).

Pair check learning is group learning consisting of two people or pairs, one person acts as a coach and the other acts as a partner (Wahyu Sulistyorini, 2016, p. 2). The Think Pair Check learning model is a way to convey subject matter by forming groups in a bench where they both ask each other questions and answer each other the answers given, after that they check each other's correctness of the answers that have been conveyed from the theme. After that the teacher evaluates and reflects on the ongoing learning process (Istarani, 2014, p. 105; Shoimin, 2014). Learning Model *Think Pair Check* is a group learning model between two people in pairs, this model is part of a cooperative learning strategy that aims to train students' independence and ability to solve problems (Wahyu Sulistyorini, 2016, p. 4). Pair Check learning is one type of cooperative learning in pairs (seat groups) which aims to explore or practice the material being studied. This model is a group learning model that requires students' independence and ability to solve the problems given. This model is also able to build the students' questioning skill. The implementation of learning using the Pair Check model will make students more independent in solving problems that exist around students. In learning that uses the think pair check model, students not only memorize the material taught by the teacher but

also understand the concept of the material taught by the teacher. By applying the think pair check learning model, students can express ideas, exchange thoughts, experiences and can express ideas and train students' self-confidence when the student learning process becomes more active, so that the teacher only acts as a facilitator(Huda, 2014, p. 211).

The general form of image media is summarized in terms of graphic media. Graphic media is a visual-based media consisting of symbols, images, dots, lines to describe an idea or event. Image media is the most commonly used intermediary tool. Picture is a common language, which can be understood and can be enjoyed everywhere(Arief S. Sadiman, 2011, p. 28; Cecep Kusnandi, 2013, pp. 41-43). In this case, the author conducted a survey as well as conducted interviews with teachers. constraints, researchers found several obstacles including teachers when teaching monotonously so that students in the learning process tend to be bored and students will not pay attention to the teacher during the learning process and the existing facilities are not adequate, making students' learning outcomes low and making students interested in learning social studies subjects and the lack of the use of media in teaching and the absorption of different students make learning outcomes low because natural resource materials require media or concrete objects to understand the concepts of the material being taught. It is proven by the fact that there are still many students who get scores below the KKM that have been set, which is 70. Based on the social studies learning outcomes of students at MIN Salatiga, there are 14 (41.18%) students who have completed the KKM and there are 20 (58.82%) students who have not. completed(M. Azmi, personal communication, Tuesday October 10:00 2019).

From the description of the problems above, it is clear that the use of the learning model in the State Islamic Madrasah (MIN) Salatiga is less than optimal, because in learning, students tend to be monotonous. From that it was deemed necessary to have a model and varied learning media. So in writing this article, the author emphasizes the focus of the problem on one thing that the author will examine, namely whether the application of the learning model *think pair check* and image media can improve the social studies learning outcomes of students in natural resource materials for class IV students at MIN Salatiga in the 2019/2020 academic year.

METHODS

This study uses classroom action research methods. namely a form of reflective research by taking certain actions in order to improve or improve the practice of learning in the classroom in a more professional manner (Mahmud, 2008, p. 19). The subjects of this research were students and teachers of class IV MIN Salatiga, totaling 34 students consisting of 21 males and 13 females. In the data collection technique, using four steps, namely: observation, tests, interviews, and documentation. the observation step is a data collection in which the researcher observes the activities of teachers and students during the learning process (sudjana, 2012, p. 35). The author observed all the activities of the fourth-grade teacher at MIN Salatiga from the beginning of the lesson to the end of the greeting until the closing. In addition, the author also made observations on the fourth-grade students of MIN Salatiga which was carried out during learning. The things that are observed from these students are students' attitudes during the ongoing learning process. The test/evaluation step is a set of stimuli given to a person with the intention of getting answers that are used as a

numerical score determination (Sudjana, 2012, p. 36). In this case, the author uses test questions in the form of questions consisting of 25 questions. 10 multiple choice questions, 10 short description questions and 5 long description questions. The interview step is a method of collecting data by asking questions orally to the subjects studied (Dedi, 2010, p. 77). This method the author uses to obtain information about the situation of teachers and students of class Four MIN Salatiga. In this case, the author conducted interviews with fourth grade teachers at MIN Salatiga, namely how to teach teachers, what methods were used when teaching. What obstacles do teachers face when teaching? The documentation step is something written or printed that can be used as evidence/information (Departemen Pendidikan Nasional, 2007, p. 272). In this case, the author takes data by collecting documents used in the social studies learning process using the *think pair check model*, just as the author takes the syllabus which is the plan and arrangement of the Fourth MIN Salatiga class in learning and as a guide in preparing lesson plans.

The research instrument used in this study were observations and tests and interviews. The observation sheet consisted of 2, namely the teacher observation sheet which aims to observe the teacher's activities during the teaching and learning process and the student observation sheet to observe student activities during the teaching and learning process. To measure the success of learning activities, researchers compiled evaluation questions consisting of 10 multiple choice, 10 descriptions and 5 long descriptions. For the interview, the researcher prepared 10 questions to determine the social studies learning process at MIN Salatiga and to find out the obstacles that occurred during the learning process.

DISCUSSION

Description of the Results of the Cycle Research

In the implementation of the pre-cycle the teacher delivered material to students using the question-and-answer lecture method and discussion. From the documentation before the implementation of the Think Pair Check Learning Model and image media, scores were obtained as a comparison after and before the implementation of the Think Pair Check Learning Model and image media as problem solvers. The value in this study is an indicator of the level of achievement using the Think Pair Check Learning Model and image media to improve student achievement. As a rule of thumb is the completeness value Minimum Criteria (KKM) Salatiga MIN fourth grade in social studies resource materials are incomplete and completeness criteria Minimum value is 70.

Pre-cycle results show that there are still 20 students or 58.82% of students who have not completed the KKM and the remaining 14 people or 41.18% who have completed the KKM. This research was conducted in 2 cycles. Cycle I Held on January 9, 2020 at the 5th and 6th hours which took place face-to-face (2 x 35 minutes) with material on the types and benefits of natural resources in the first cycle of data collection on student learning outcomes using a written test at the end of the lesson and observation sheet. From the instrument obtained data about the value of student learning outcomes in learning.

Student observation sheets are used to determine student activities during the learning process, in this case social studies learning materials on various natural resources using the think pair checks learning model. The observation sheet used is 4 activity items that the researcher must observe,

the researcher gives a score of 1 to 3. This data is taken to find out how much student activity in social science learning material types of natural resources uses the Think Pair Check learning model.

The observation sheet is used to determine the suitability of the teacher with the steps arranged in learning, in this case the social studies learning material for various natural resources uses the pair check method. The teacher observation sheet used by the researcher, by giving a score range of 1 to 4 so that a maximum score of 68 and a minimum score of 17 were obtained. This data was taken to find out how much activity the teacher had in learning social studies material on various natural resources using the pair check method. The number of teacher activity scores obtained is 50 which is included in the good category. Activities that get a score of 4 have 3 items, those that get a score of 3 have 10 items and those that get a score of 2 have 4 items.

Cycle II research was carried out on January 14, 2020 in the first hour of learning which took place 1 time face to face (2 x 35 minutes) with material on the benefits of conserving natural resources. In cycle II, data collection on student learning outcomes used a written test at the end of the lesson and an observation sheet. And the instrument obtained data about the value of student learning outcomes in learning.

Sheets are used to determine student activities during the learning process, in this case social studies learning materials about the benefits of conserving natural resources by using the pair check method with image media. The student observation sheet used is 4 activity items that must be observed by researchers, by giving a score of 1 to 3. This data is taken to find out how much benefit student activities in social studies learning

materials have from conserving natural resources by using the pair check method with image media.

The sheet is used to determine the suitability of the teacher with the steps arranged in learning, in this case the social studies learning material about the benefits of conserving natural resources using the pair check method with image media. The teacher's observation sheet used is 17 activity items that researchers must observe, by giving a maximum score range of 68 and a minimum score of 17. This data was taken to find out how much benefit the teacher's activities had on social studies learning materials. preservation of natural resources. using the pair check method with image media. The number of teacher activity scores obtained is 55 which is included in the good category. Activities that get a score of 4 have 6 items, those that get a score of 3 have 9 items and those that get a score of 2 have 2 items.

From the results of the evaluation in the form of a written test conducted at the end of learning in cycle I and cycle II using the pair check method with media images on social studies subject matter about types, benefits of natural resources, benefits of preserving nature. sources, student learning outcomes are obtained in Table 3. the results of cycle 1 students who have completed KKM 70 are 23 students or 67.64% of the number of class IV students in Semester II MI Negeri Salatiga and students who have not completed as many as 11 students or 32.35 % with an average score of 74.14 from the total class IV Semester II MI Negeri Salatiga students. In the first cycle, the highest score obtained by students was 98 and the lowest score was 55. The results of the second cycle can be seen that 30 students who completed the KKM 70 or 88.23% of the number of

students in class IV Semester II MI. Salatiga State and students who have not completed as many as 4 students or 11.76% with an average score of 79.14 from the number of fourth grade students in Semester II MI Negeri Salatiga. In cycle II, the highest score obtained by students was 100 and the lowest score was 60.

The information above shows that in cycle 1, student learning outcomes have increased but have not met the target of 85% of students who complete the KKM. this is caused because some students do not understand the learning steps conveyed by the teacher. In cycle I the teacher in delivering the material his voice is not loud enough so that the teacher's explanation has not been conveyed properly to the students. Moreover, there are still some students who do not pay attention to the explanation given. delivered by the teacher so that when students work on questions the students cannot and the results are not optimal, therefore the teacher takes the initiative in the second cycle. The teacher makes pictures and designs learning to be more interesting by displaying more attractive pictures so that it can attract students' attention and prepare themselves so that the material can be read. well conveyed. With this, the learning outcomes in cycle II. Student learning outcomes have increased significantly because in cycle II students have understood the steps of learning activities delivered by the teacher. In addition, the use of embossed images used by teachers in teaching can provide an overview of the material presented by the teacher. Therefore in the second cycle student learning outcomes experienced a very significant increase as much as 20.59%. The thing that distinguishes other research with research conducted by the author lies in the image media. The image used is an

embossed image, with embossed images students can see the image clearly and almost similar to the original. Based on the analysis of data collection, it was concluded that the data on student learning outcomes in class IV. The recapitulation of learning outcomes can be seen in table 1.

Table 1. Data Recapitulation of Student Learning Outcomes table from pre cycle, cycle I, cycle II

No	Name	Pre Cycle	Cycle 1	Cycle 2
1	AS	80	76	80
2	ARM	65	72	94
3	AKH	80	80	88
4	AAC	60	70	80
5	AGS	90	98	98
6	ASP	60	60	60
7	AMM	90	86	90
8	FF	55	55	65
9	FBA	60	96	100
10	GAW	70	70	70
11	MFN	60	76	60
12	MAA	60	68	60
13	MI	60	55	92
14	MANA	60	60	70
15	MDAR	60	60	72
16	MFDS	60	84	90
17	MMR	90	90	90
18	BDP	80	80	80
19	BSS	60	60	72
20	DL	55	88	70
21	DLRA	57	80	75
22	DMAA	77	77	77
23	ESE	60	58	84
24	EA P	83	83	83
25	FDAS	74	74	74
26	MAS	66	66	76
27	MS	70	92	92
28	SAS	60	60	84
29	S K	60	60	84
30	SNS	76	76	76
31	TTS	60	76	70
32	VZ V	80	80	85
33	YFR	40	80	70
34	Z PA	75	75	80
Total		2293	2521	2691
Average		67,44	74,14	79,14

Based on the analysis of data collection shows that there is an increase. The average value of pre-cycle (67.44) cycle I (74.14), cycle II (79.14).

Table 2. Comparison of mastery learning outcomes

Cycle	Average	Category	Number of Student	Presentation
1	74,14	Complete	23	67,64 %
		Not Complete	11	32,36%
2	79,14	Complete	30	88,23 %
		Not Complete	4	11,77%

Based on Table 2 it can be seen that during the research student learning outcomes after the action. The improvement of student learning outcomes in the process of using the Think Pair Checks model with the image media is evidence of the successful use of the model and the media. Based on student learning outcomes from the pre-cycle to the first cycle, there was an increase of 26.46%, in the first cycle to the second cycle there was an increase of 20.59% in the implementation of learning in the second cycle the results had reached 88.23%. it has met the criteria for success because student learning outcomes classically reach 85%) of the total number of students or individually have reached the KKM, namely 70 (Sam's, 2010, p. 94).

The use of the Think Pair Check Learning Model and image media in social studies learning makes social studies learning more meaningful and fun. Because students can play an active role in learning, using image media can attract students' attention and clarify the learning concepts conveyed by the teacher (Beny, 2017: 35). The use of the Think Pair check

learning model can help students work together to ask questions and mutually correct answers between friends. so that with these learning activities students do not feel bored and not monotonous and can increase student activity in the learning process. This is supported by(Huda, 2017, p. 211) which states that the advantages of the Think Pair check learning model are that it can increase cooperation between students and increase student activity in learning. In addition, the advantages of the Think Pair Check Learning Model can increase understanding of concepts and learning. This is also in line with the opinion of (Lestari, 2012, pp. 191-193)Lestari which states that the application of the Think Pair Check learning model can train collaboration between students and improve student understanding because in one group only consists of two people, it can increase participation in learning so as to provide opportunities for students. to gain more knowledge.

The think pair check learning model is very effective for improving social studies learning outcomes because the Think pair check learning model students can help each other by playing roles as tutors and students can work together and increase students' understanding of the social studies material being taught by the teacher(Adi Prakoso, 2015, p. 113) . With this, the think pair check learning model can improve students' social science learning outcomes. Think pair check learning models can train students' ability to solve problems and train students to be independent and train students' abilities to assess other students (Huda, 2013, p. 211).

(Kamal, 2018, p. 58) added that the use of the pair check learning model in social studies learning can foster cooperation and instill sensitivity to

situations around students. In addition, the application of the think pair check model has been proven to improve student learning outcomes, as evidenced by research conducted by Mustafa which showed very significant success, namely 33 students who completed the KKM and 7 students who did not complete the KKM.

The similarity with the research conducted by the author is that they both research social studies learning and use the Pair check learning model, the results obtained are different from what the author did. Research conducted by the author emphasizes on improving student learning outcomes. With these results, the Think Pair Check learning model is proven to attract interest and improve student learning outcomes. Think Pair Check Learning Model is one type of cooperative learning model because learning is not only teacher-centered but provides space for students to convey the results of their thoughts to their fellow friends (Senduk, 2003, p. 18). The Think Pair check learning model also trains students in making productive questions and statements. The results of research conducted by (Wahyu Sulistyorini, 2016, p. 15) show that the Think Pair check learning model can improve students' skills in asking productive questions, which is shown by 80% of students who are good at asking. productive. the difference with the research conducted by the author is that the research focus is on improving learning outcomes while the research conducted by (Sulistyorini, 2018) focuses on increasing the ability to ask productive questions and the similarities are the same using the think pair check model. With this, the Think Pair Check learning model has many advantages and has been proven to help teachers improve the results of student learning activities.

When viewed from the results of student learning. Student learning outcomes have increased in each cycle. in cycle 1, student learning outcomes increased by 26.46% and in cycle II, student learning outcomes increased by 20.59% or the average percentage of student success had reached 85%. Therefore, this Classroom Action Research was stopped in Cycle II. Students who have not completed in cycle II will be given independent action in the form of exercises or re medial which has been monitored by the teacher so that it is hoped that all students can complete in learning.

CONCLUSION

Improving learning outcomes in the pre-cycle, cycle I, cycle II are as follows, with the number of fourth grade students at MIN Salatiga as many as 34 students with a KKM of school determination, which is 70. In pre-cycle activities the number of students who have completed is 14 students (41.18%), while 20 students who have not completed (58.82%) With an average value of 67.44. In the first cycle there was an increase in the number of students who completed 23 students (67.64%), while students who did not complete were 11 students (32.36%) with an average score of 74.14. Then in the second cycle, there was a significant increase, namely the students who had reached the classical criteria were 30 students (88.23%), while the students who had not finished were 4 students (11.77%) with an average score of 79.14. The use of the thinkmodel *pair checks* can increase the target of achieving the KKM for Social Science Subjects in Natural Resources Materials for class IV students of MI Negeri Salatiga for the 2019/2020 academic year. This can be seen from the

minimum achievement of 34 students whose scores reached the KKM as many as 30 students (88.23%) with an average score of 79.14. So this CAR is declared successful (88.23% 85%).

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