



THE EFFECT OF PICTURE AND PICTURE LEARNING MODELS ASSISTED BY LEARNING VIDEO MEDIA ON THE LEARNING RESULTS OF CLASS III STUDENTS AT SDN BABADAN 1 PARON

Konikatul Rahmawati¹, Yes Matheos Lasarus Malaikosa², Budi Sasomo³

^{1,2}Pendidikan Guru Sekolah Dasar, STKIP Modern Ngawi, Indonesia

³Pendidikan Matematika, STKIP Modern Ngawi, Indonesia

¹konikatulrahma21@gmail.com, ²yesmatheos@stkipmodernngawi.ac.id, ³sasomo77@gmail.com

PENGARUH MODEL PEMBELAJARAN PICTURE AND PICTURE BERBANTUAN MEDIA VIDEO PEMBELAJARAN TERHADAP HASIL BELAJAR SISWA KELAS III DI SDN BABADAN 1 PARON

ARTICLE HISTORY

Submitted:

19 Februari 2023
19th February 2023

Accepted:

12 April 2023
12th April 2023

Published:

27 April 2023
27th April 2023

ABSTRACT

Abstract: Learning models play an important role in the learning process and affect the results of the student learning process. Improvements to the learning process and the use of appropriate learning models will help improve student learning results. Learning models that can improve learning results, concentration, motivation and provide opportunities for students to be more active are picture and picture models assisted by learning video media. The purpose of this study was to determine the effect of picture and picture learning models assisted by learning video media on the learning results of the cognitive domain of class III students theme 6 Energy and Change. This research was conducted at SDN Babadan 1 Paron. This study used quantitative approach, PreExperimental method and OneGroup Pretest-Posttest design. The results showed that there was a significant influence on the use of picture and picture learning models assisted by video learning media on the cognitive learning outcomes of grade III students theme 6 Energy and its Changes subtheme 2 Energy Change at SDN Babadan 1 Paron. It is indicated by the value of Sig.(2-tailed) which is 0.000 which is smaller than 0.05 and it is known that the $t_{count} > t_{table}$ is $4.755 > 2.074$ (0.05/2). So the conclusion is that the picture and picture learning model assisted by learning video media is effective for use in the learning process in class III theme 6 Energy and its changes subtheme 2 Energy Change.

Keywords: Picture and Picture Learning Models, Learning Video Media, Learning Results.

Abstrak: Model pembelajaran berperan penting dalam proses pembelajaran dan berpengaruh pada hasil proses belajar siswa. Perbaikan terhadap proses pembelajaran dan penggunaan model pembelajaran yang tepat akan membantu meningkatkan hasil belajar siswa. Model pembelajaran yang dapat meningkatkan hasil belajar, konsentrasi, motivasi dan memberikan kesempatan siswa lebih aktif adalah model *picture and picture* berbantuan media video pembelajaran. Tujuan penelitian ini adalah untuk mengetahui pengaruh model pembelajaran *picture and picture* berbantuan media video pembelajaran terhadap hasil belajar ranah kognitif siswa kelas III tema 6 Energi dan Perubahannya. Penelitian ini dilaksanakan di SDN Babadan 1 Paron. Penelitian ini menggunakan pendekatan kuantitatif, metode *PreExperimental* dan desain *One-Group Pretest-Posttest*. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan model pembelajaran *picture and picture* berbantuan media video pembelajaran terhadap hasil belajar kognitif siswa kelas III tema 6 Energi dan Perubahannya subtema 2 Perubahan Energi di SDN Babadan 1 Paron. Ditunjukkan oleh nilai Sig.(2-tailed) yaitu 0.000 yaitu lebih kecil dari 0.05 dan diketahui bahwa $t_{hitung} > t_{tabel}$ yaitu $4,755 > 2.074$ (0.05/2). Sehingga kesimpulannya adalah model pembelajaran *picture and picture* berbantuan media video pembelajaran ini efektif untuk digunakan dalam proses pembelajaran di kelas III tema 6 Energi dan perubahannya subtema 2 Perubahan Energi.

Kata Kunci: Model Pembelajaran Picture and Picture, Media Video Pembelajaran, Hasil Belajar.

CITATION

Rahmawati, K., Malaikosa, Y, M, L., & Sasomo, B. (2023). The Effect Of Picture And Picture Learning Models Assisted By Learning Video Media On The Learning Results Of

INTRODUCTION

Education is a mindful effort to grow and develop human potential through the process of teaching and learning activities. Learning is guided by an educator to gain knowledge. The purpose of teacher and student interaction and was carried out consciously, namely to improve student skills both changing intellectual and cognitive abilities, emotional or affective abilities as well as fine and gross motor skills or psychomotor (Parnawi, 2019; Pratiwi et al., 2022). Changes in a person's ability can be seen from better behavior and attitudes in daily life, as well as increased creativity in knowledge. According to Malaikosa et al., (2022) education serves to maintain values and norms to meet future achievements. One aspect of educational success is the course of learning that is carried out.

Learning is a correlation process between educators and students that is carried out inside or outside the classroom. A comfortable learning process is one of the efforts to build the abilities of students. Learning is an intentional attempt to connect the trained knowledge that teachers have to achieve curriculum goals.

The quality education process can be successful if there is interaction or mutual activities between educators and students. In line with that Sumiati (2013) said, student interaction is all activities carried out in the classroom when the learning process establish a behavior and affects learning results. Students are required to be more active in getting learning material by means of, actively participating when studying, always actively reading when given the opportunity to read, actively taking notes or doing tests, diligently responding when they have the opportunity to express opinions, and diligently asking questions when given the opportunity to ask questions.

However, in fact, the instructor has dominated the classroom learning process while the students have merely played a supporting role. This is because the learning process has thus far primarily been focused on the teacher as a learning resource (teacher center), rather than the students (student center).

Learning in the 2013 curriculum is thematic learning. Said by (E. R. Dewi et al., 2022; Majid, 2014) thematic learning, namely integrated learning, unites more than two subject materials in order to give meaning to student knowledge. In essence, the integrated learning model is a form of learning that provides the possibility of individual students or groups actively searching, exploring and finding scientific concepts and guidelines holistically, meaningfully and authentically. The spearhead in learning is a teacher who plays an important role as a facilitator and motivator in the course of thematic learning. As stated by Siahaan in (Parnawi, 2019) that teachers act as facilitators who guide and manage their students' learning activities, as a result students can have the skills needed in student life independently.

The quality of learning can be seen in student learning result or grades. (Dharmadewi & Suwarmayanti, 2020) explained that the results of learning are changes that arise in students' personalities, which involve three domains of learning assessment as a result of learning activities. The results of learning mean the results obtained because of the learning activities that have been carried out. Learning result are conditions that cannot be separated from learning activities; therefore, it is necessary to pay attention to the correct learning model. In the integrated thematic learning process, a variety of learning models are needed in order to make students active, and not saturate the learning process, as well as learning models that are expected to have an

influence on student grades.

Based on pre-research observations on November 30, 2022 in class III of SDN Babadan 1 Paron, information was obtained that 1) Teachers still dominate the course of learning activities in class. 2) Teachers have difficulty finding learning models that are appropriate for each theme in grade III and that match the characteristics students of class III. 3) The teacher has not maximized the use of learning media 4) The characteristics of grade III students who are too active mean that students cannot stay still for a long time, get out of their seats, like to tell stories with their friends, and always want to be noticed by the teacher. 5) The focus of grade III students is less strong. This is shown by students often chatting with classmates when the teacher presents learning material. 6) The teacher lacks mastery of the class. It is shown that the teacher has not been able to handle students who like to be crowded in class and let students out of the benches. These problems affect the learning results of students.

The role of a teacher is very important in the student learning process and using the right learning model can encourage students to improve their learning results. One example of a learning model that is able to attract students' attention and is in line with the character of grade III students, is the picture and picture learning model assisted by learning video media.

According to (Kurniasih & Sani, 2015) the picture and picture model is a learning model of group forms plus drawing tools that are paired sequentially and logically. Fun and certainly creative, innovative models are characteristic of this learning model. According to Rosalin in (Kurniawati, 2022) the picture and picture model is a model that presents competency explanations, presents material, shows images related to the material, images are sorted systematically by students, teachers check the sorted images, teachers strengthen concepts in line with learning material, conclude, evaluate and reflect. In line with this, Riyanto in (Nurlianti & Napratilora, 2020) stated that the picture and picture model

is a way of learning designed by providing random images and then asking students to arrange them in order of pictures until they are arranged logically, systematically. The conclusion based on the explanation above is that the picture and picture learning model is a learning model utilizing images and writing that are paired and sorted logically by students. Student involvement is very necessary in this learning model so that students are required to be more active.

While learning video media is a media for distributing messages, namely learning materials using the senses of hearing and vision. In line with this, (Hadi, 2017) stated that learning videos are examples of tools that have sound elements along with images. (Ananda, 2017) also said that audio-visual media are media that together emit sound images in distributing information to students during learning. In line with this, (Sasomo, 2020) said that learning video media is a medium that is used for the course of learning in delivering learning materials with images and added with sound.

Based on this opinion, it can be concluded that video learning is a means of delivering messages, in this case it is learning material in the form of audio (sound) and video (images). Audiovisual media are used in the learning process and are useful for facilitating student understanding, increasing motivation and learning focus for students.

Learning video media can be displayed through an LCD Projector in the classroom. The learning process using picture and picture models assisted by learning video media will trigger students to become more active and learning has more meaning and student focus and attention will increase.

Based on the explanation above, the researcher intends to carry out a scientific study on the influence of the picture and picture learning model assisted by learning video media on the learning results of grade III students' theme 6 Energy and Changes carried out at SDN Babadan 1 Paron District. The selection of theme 6 Energy and Change material is based on the learning process that

has been carried out previously by the teacher, namely from theme 1 to theme 5 has not used interesting learning models and media because teachers are still confused about choosing learning models and media that match the material on the theme as well as in accordance with the characteristics of grade III students. The purpose of this study was to determine the effect of picture and picture learning models assisted by learning video media on the learning results of the cognitive domain of grade III students' theme 6 Energy and its Changes subtheme 2 Energy Change at SDN Babadan 1 Paron District.

METHOD

This research was conducted at SD Negeri Babadan 1, Paron District, Ngawi Regency on grade III students for the 2022/2023 school year. The research time is January-April in 2023. This study uses a quantitative approach because the symptoms in the observations are converted into numbers and then analyzed. The research method is pre-Experimental. The study used the One Group Pretest Posttest design. In line with (Sugiyono, 2013), the OneGroup Pretest Posttest design is given a pretest before treatment.

The research paradigm of this model is defined as follows:

X = *Treatment* given
 O_1 = *Pretest* scores (before treatment)
 O_2 = *Posttest* scores (after treatment)
 $O_2 - O_1$ = Influence of media-assisted picture and picture learning model learning videos on class III learning results Theme 6 Energy and the Changes are at SDN Babadan 1.

The paradigm can be read that one group is given a *pretest* before *treatment* is carried out followed by *posttest* administration. Next, it can be known more explisted, because it can be compared before being given treatment.

The population of class III as a place

of research there are 22 students, namely 9 boys and 13 girls. Based on the population of SDN Babadan 1, a sample of all grade III students of SDN Babadan 1 was used, namely 22. Researchers used saturated sampling in this study. The choice of this technique is because the population of class III is relatively small.

Data in the study were collected by observation and tests. Observation techniques are used to see and observe directly the field conditions in order to get in-depth information about the problems studied. Research uses participant observation, which is not only observing the course of learning activities but also participating in the learning process with the teacher. Through this procedure, researchers collect data using observation sheets and picture takers or cameras. Test techniques are used to measure student learning results before and after treatment. Researchers used a written test with multiple-choice questions made by myself to measure and assess the learning results of grade III students of SDN Babadan 1. The test consists of three alternative answers, which if the answer is correct will get a score or value of one (1) and for the wrong answer get a score of zero (0). This test method is the primer method of data collection.

Techniques for data analysis in this study use statistical analysis which has the aim of processing data so that research results or conclusions can be trusted for their truth. The variance test of this study used: 1) Descriptive analysis; 2) Test instrument trials include tests of validity, reliability, level of difficulty and differentiation of questions; 3) Test prerequisites i.e., homogeneity and normality; 4) Test the hypothesis.

RESULTS AND DISCUSSION

Description Data

Researchers obtained data, namely pretest and posttest results. The following are other data descriptions of mean (M), mode (Mo), median (Me), and standard deviation.

<i>PRETEST</i>		<i>POSTTEST</i>	
<i>Mean</i>	65,227	<i>Mean</i>	76,136
<i>Median</i>	65,000	<i>Median</i>	77,500
<i>Mode</i>	60,000	<i>Mode</i>	85,000
<i>Standard Deviation</i>	11,596	<i>Standard Deviation</i>	8,855
<i>Minimum</i>	45,000	<i>Minimum</i>	55,000
<i>Maximum</i>	85,000	<i>Maximum</i>	85,000
<i>Sum</i>	1.435,000	<i>Sum</i>	1.675,000

Figure 1. Descriptive Statistics

Based on the results of the descriptive statistical test above, we get data that the mean data pretest 65,227 mean data posttest 76,136, median data pretest 65,000 median data posttest 77,500, mode data pretest 60,000 mode data posttest 85,000, and standard deviation data pretest 11,596 standard deviation data posttest 8,855.

Trials on Test Instruments

The validity of the test questions for theme 6 Energi and its Changes in class IV SDN Babadan 1 Paron. The form of the trial questions is multiple choice with a total of 40 questions and with a score of 0 and 1. Researchers take advantage of the support of the SPSS 25 *For Windows* program. Based on validity test data with *Pearson Pruduct Moment*, there are 25 questions that have a value of more than r_{table} 0.4 and are declared valid. The remaining 15 questions are less than r_{table} 0.4 and are invalid. Reliabilities were tested with the Cronbach Alpha test and obtained results on *Cronbach's Alpha* 0.861 > 0.6. So, it can be concluded that the data is reliable.

Furthermore, test the level of difficulty is done by utilizing the support of the SPSS 25 for Windows program. Based on test data, the

level of difficulty in the trial class and decision making is with a value of $0.30 \leq TK \leq 0.70$ or in medium criteria. The results of the analysis were 11 easy questions, 25 medium and 4 difficult. The questions used are 25 questions. The difference in questions was carried out by the Cronbach Alpha test > 0.30 with accepted criteria. The results of the difference power test were 22 accepted and 13 questions were rejected.

Based on four test questions ranging from tests of validity, reliability, level of difficulty and differentiation, there are only 22 good and valid questions used in research. Valid questions are used with question numbers 2, 3, 4, 7, 9, 10, 11, 12, 16, 17, 18, 20, 22, 26, 28, 30, 31, 34, 35, 36, 38, and 40. However, the researcher only used 20 valid questions and left 2 questions, namely questions number 16 and 38.

Prerequisite Test

Test the homogeneity of Levene to find out whether it has homogeneous data or not. Data were acquired, namely the signification value of $0.105 > 0.05$. This means that the data is homogeneously distributed. Here are the results of the homogeneity test.

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Kognitif	Based on Mean	2,750	1	42	0,105
	Based on Median	2,605	1	42	0,114
	Based on Median and with adjusted df	2,605	1	41,606	0,114
	Based on trimmed mean	2,737	1	42	0,106

Figure 2. Homogeneity Test Results

The normality test is carried out to test whether a variable is normal or not. Normality assessment with One Sample Kolmogorov Smirnov Based on the results of the normality

test can be known signification values of $0.200 > 0.05$. Then it can be concluded that the distribution of residual values is normal. The following are presented normality test results.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		22
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	7,80308825
Most Extreme Differences	Absolute	0,093
	Positive	0,070
	Negative	-0,093
Test Statistic		0,093
Asymp. Sig. (2-tailed)		.200^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Figure 3. Normality Test Results

Test the hypothesis

The purpose of this study was to determine the effect of picture and picture learning models assisted by learning video media on the learning results students of class III Theme 6 Energy and its Changes at SDN Babadan 1, Paron District, Ngawi Regency. Hypothesis testing with the help of SPSS is the Paired Sample T Test.

H_0 : There is no effect on using Picture and Picture assisted learning models

learning video media on the learning outcomes of grade III students Theme 6 Energy and its Changes at SDN Babadan 1

H_1 : There is an influence on the use of media-assisted Picture and Picture learning models learning video on the learning outcomes of grade III students Theme 6 Energy and its Changes at SDN Babadan 1.

The basis for decision making is that if the result value of Sig. (2-tailed) < 0.05, then H_0 is rejected and H_1 is accepted. However, if the result value of Sig. (2-tailed) > 0.05, then H_0 is accepted and then H_1 is rejected. Next

jika $-t_{\text{counts}} < t_{\text{table}}$ then H_0 is accepted while H_1 is rejected. If $t_{\text{counts}} > t_{\text{table}}$ then H_0 is rejected and H_1 is accepted. The formula looks up t_{table} : 0.05/2: df. The results of the t-test can be seen in the following table.

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-10,909	10,761	2,294	-15,680	-6,138	-4,755	21	0,000

Figure 4. T-Test Results

Based on the table, Sig. (2-tailed) is 0.000 which is smaller than 0.05 and known $t_{\text{calculate}} > t_{\text{table}}$ which is $4.755 > 2.074$ (0.05/2) so that in this case H_0 is rejected then H_1 is accepted. So that there is a significant influence on the use of picture and picture learning models assisted by learning video media on the cognitive learning results of class III students' theme 6 Energy and its Changes subtheme 2 Energy Change at SDN Babadan 1 Paron.

DISCUSSION

Learning models play an important role in the learning process and affect student learning results. Learning with the 2013 curriculum uses an integrated thematic approach, namely the combination of a material, concept or subject that is tied to a certain theme. The 2013 curriculum has the characteristic that students play a more active role compared to teachers. The role of teachers includes as facilitators and motivators in learning. Therefore, teacher creativity and innovation are very important in learning, especially in choosing learning models that match the material as well as the characteristics of students. Teachers must also be able to encourage student motivation in

order to increase focus and concentration in learning.

In particular, researchers observe the teaching and learning process in the classroom. Researchers found that there was quite a difference in learning values between before treatment was done and treatment after it was done. Treatment is carried out four times in 4 days.

Before being given treatment, researchers conducted a pretest, continued the learning process. After 4 treatments, on the last day researchers conducted a posttest. It is known that learning results increase, students are more focused on learning and teachers understand the use of learning models that are learning themes and student characteristics.

In the research process, it is known that teachers already understand the use of learning models used in research, namely picture and picture learning models assisted by learning video media. Researchers observe that teachers have carried out the entire series of learning well. Starting from the introductory activities of the lesson, namely pre-introduction, introduction such as motivation, apperception and orientation. Teachers have also carried out core learning activities with picture and picture learning model syntax with

the help of learning video media. Furthermore, teachers can also carry out closing activities well, starting from learning conclusions, evaluation, reflection and follow-up as well as closing learning.

In the first treatment, the teacher seemed to have a little difficulty in preparing learning equipment such as preparing image media and equipment for learning video media. But the next day the teacher began to get used to preparing all the equipment. Teachers are more able to handle crowded students in class. Teachers succeeded in increasing student motivation in learning with picture and picture models by using pictures in group and fun sequences. In addition, teachers have also succeeded in increasing student concentration with the presence of learning video media.

Researchers also observed students in learning. The first day students still looked confused with the teacher's direction with the picture and picture learning model. However, the next day students begin to understand the study steps used. Students are more manageable and easier to master the subject matter. Furthermore, they are more motivated to learn because they use image media that is pasted with their group members enthusiastically. Student focus increases with the use of learning video media because it can attract students' attention. Student scores also increased as seen from fewer pretest scores than posttest scores.

The results of this study are in line with several previous studies such as in grade III SD Cluster V Mengwi, namely the influence of description writing skills, (N. N. K. Dewi et al., 2019) which is with an average of 0.38 higher than 0.22, namely with conventional learning. Research conducted by grade IV SD Inpres Nakupia with the results that (Telussa et al., 2021) there is an influence in improving student concept mastery learning outcomes seen in the N-Gain test, which is 1.00 with high criteria. Furthermore, by grade IV (Kristina et al., 2022) students of SD Cluster VII Sukasada District, it shows that

there is a significant influence on social studies learning outcomes as evidenced by the average score of the control class is 69.9 while the experimental class is 83. Based on some of the results of the explanation above, it shows that the picture and picture learning model assisted by learning video media has succeeded in providing good dampak in improving student learning outcomes and can also motivate and increase student concentration. Basically, the picture and picture learning model stimulates students to be actively involved in learning activities in class to interact, cooperate, discuss and help each other to be able to complete tasks well and enjoyably.

CONCLUSIONS AND RECOMMENDATIONS

The results of research and discussion, show that there is a significant influence on the use of picture and picture learning models assisted by learning video learning media on the learning outcomes of the cognitive domain of grade III students theme 6 Energy and its Changes subtheme 2 Energy Change at SDN Babadan 1 Paron. The Paired Sample T-Test is the basis for the conclusion of this study with a t_{count} higher than the t_{table} . Student learning results are different before and after using picture and picture learning models assisted by learning video media. Before treatment, students' grades were less than optimal, while after treatment, students' grades increased. This conclusion can reflect or answer from the formulation of the problem raised. So it can be concluded that grade III elementary school material, especially theme 6 Energy and Change, can run effectively and well by using picture and picture learning models assisted by learning video media. This learning model can also increase student motivation, focus and concentration.

RECOMMENDATIONS

Based on there are research that has been carried out and the results obtained, there

are some suggestions given by researchers, including:

1. Student

Student concentration and motivation in classroom learning have successfully increased and the value of learning outcomes has also increased. However, it needs to be improved again so that it remains in accordance with the expected learning objectives.

2. School

It is expected to be an inspiration to always improve the quality of learning, one of which is by paying attention to the learning models and media used.

3. Teacher

It is expected to be more innovative in the selection and use of media and learning models. Teachers must be more courageous in trying to use diverse learning models to achieve success in learning.

4. Advanced Researchers

It is expected to be a reference and inspiration to develop more detailed research on the influence of picture and picture learning models assisted by video learning media not only on the learning outcomes of students' cognitive domains but also on affective and psychomotor domains.

REFERENCES

- Ananda, R. (2017). Penggunaan Media Audio Visual Untuk Meningkatkan Hasil Belajar Pendidikan Kewarganegaraan Siswa Kelas IV SD Negeri 016 Bangkinang Kota. *Jurnal Pajar*, 1, 21–30.
- Dewi, E. R., Supriyanto, D. H., & Malaikosa, Y. M. L. (2022). Pengaruh Penggunaan Metode Bermain Peran Dalam Pembelajaran Tematik Pada Muatan Pembelajaran IPS Untuk Meningkatkan Hasilbelajar Kognitif Siswa Kelas V di SDN Gendingan 2 Belajar. 1(8), 1611–1620.
- Dewi, N. N. K., Ristantari, M. . R., & Ganing, N. N. (2019). Pengaruh Model Pembelajaran Picture And Picture Berbantuan Media Visual Terhadap Keterampilan Indonesia. 3, 278–285.
- Dharmadewi, A. A. I. M., & Suwarmayanti, N. W. E. (2020). Pengaruh Model Pembelajaran Kooperatif Tipe Jigsaw Ii Dengan Modifikasi Picture And Picture Terhadap Kemampuan Berpikir Kreatif Dan Hasil Belajar Biologi Peserta Didik Kelas XI MIA SMA PGRI 4. 21(2), 594–604.
- Hadi, S. (2017). Efektivitas Penggunaan Video Sebagai Media Pembelajaran Untuk Siswa Sekolah Dasar. *Seminar Nasional Teknologi Pembelajaran Dan Pendidikan Dasar 2017*, 96–102.
- Kristina, P. D., Arka, I. W., & Wati, N. N. K. (2022). Pengaruh Model Pembelajaran Picture And Picture Berbantuan Media Audio Visual Terhadap Hasil. 2.
- Kurniasih, I., & Sani, B. (2015). *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru*. Kata Pena.
- Kurniawati, Z. (2022). Penerapan Pembelajaran Teknik Picture And Picture Untuk Meningkatkan Prestasi Belajar Ips Peserta Didik Kelas Iv Sdn Mojorejo 02 Kecamatan Junrejo Kota Batu. 1(4).
- Majid, A. (2014). *Strategi Pembelajaran*. Remaja Rosdakarya.
- Malaikosa, Y. M. L., Widyadharma, A. P., & Pangestu, W. T. (2022). Curriculum And Learning Management: Integration Of Creative Economy Value To Improve Students' Life Skill. *Jurnal Pendidikan Vokasi*, 12(1), 76–85.
<https://doi.org/10.21831/Jpv.V12i1.44253>
- Nurlianti, N., & Napratilora, M. (2020). Pelaksanaan Metode Pembelajaran Picture And Picture Oleh Guru Fikih Di Madrasah Ibtidaiyah Al-Rasyid Simpang Tiga Sungai Luar Kecamatan



- Batang Tuaka. *Mitra PGMI*, 6(1), 38–49.
<https://doi.org/10.46963/mpgmi.v6i1.94>
- Parnawi, A. (2019). *Psikologi Belajar*. Deepublish.
- Pratiwi, M. D., Malaikosa, Y. M. L., & Susanto, S. (2022). *Implementasi Bimbingan Teman Sebaya Dalam Keaktifan Belajar Siswa Kelas IV SDN Paron 1*. 11(April), 413–424.
- Sasomo, B. (2020). Meningkatkan Motivasi Belajar Siswa Dengan Penugasan Video Pada Pembelajaran Pendekatan Saintifik.
- Sugiyono, D. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*.
- Telussa, R. P., Telussa, S. H. J., & Lima, C. N. De. (2021). *Penerapan Model Pembelajaran Picture And Picture Berbantuan Media Audiovisual Untuk Meningkatkan Penguasaan Konsep Siswa Sekolah Dasar Application Of Audiovisual Media Assistance Of Picture And Picture Learning Model To Improve Concept Mastery Of Elementa*. 4(1), 46–52.
<https://doi.org/10.35724/musjpe.v4i1.3815>