



The Influence of The Picture and Picture Learning Model Oriented towards Character Education on the Motivation and Learning Outcomes of Social Sciences for Fifth Grade Students

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model pembelajaran Picture And Picture terhadap motivasi dan hasil belajar Ilmu pengetahuan Sosial murid kelas V SD Negeri Kaluku Bodoa kecamatan Tallo kota Makassar. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode quasi eksperimen. Rancangan yang digunakan dalam penelitian ini adalah nonivalent control grup desing. Teknik sampling menggunakan sampel jenuh. Jumlah sampel pada penelitian ini adalah 50 orang, terdiri dari 25 orang kelas eksperimen dan 25 orang kelas kontrol. Metode pengumpulan data yang digunakan yaitu angket untuk mengukur motivasi belajar dan lembar tes untuk mengukur hasil belajar murid. Teknik analisis data yang digunakan yaitu analisis statistik deskriptif dan analisis statistik inferensial, dan pada tahap uji prasyarat data dilakukan uji normalitas data dan uji homogenitas data. Sedangkan untuk uji hipotesis dilakukan Uji Manova. Hasil penelitian yang didapatkan adalah 1) terdapat pengaruh motivasi belajar melalui model pembelajaran *Picture And Picture* berorientasi pendidikan karakter pada mata pelajaran Ilmu Pengetahuan Sosial murid kelas V SD Negeri Kaluku Bodoa 2) Terdapat pengaruh hasil belajar melalui Model pembelajaran *Picture And Picture* berorientasi pendidikan karakter pada mata pelajaran Ilmu Pengetahuan Sosial murid kelas V SD Negeri Kaluku Bodoa; 3). Model pembelajaran *Picture And Picture* berorientasi pendidikan karakter terhadap motivasi dan hasil belajar murid dengan nilai signifikansi $<0.001 < 0.05$ terdapat pengaruh model pembelajaran *Picture And Picture* berorientasi pendidikan karakter terhadap motivasi dan hasil belajar Ilmu Pengetahuan Sosial kelas V SD Negeri Kaluku Bodoa Kecamatan Tallo Kota Makassar. Maka dapat disimpulkan bahwa model pembelajaran *Picture And Picture* dapat mempengaruhi motivasi dan hasil belajar Ilmu Pengetahuan Sosial Murid kelas V SD Negeri Kaluku Kecamatan Tallo Kota Makassar.

Kata Kunci: Model Pembelajaran *Picture And Picture*, Motivasi Belajar, Hasil Belajar

Abstract

This research aims to determine the effect of using the Picture And Picture learning model on the motivation and learning outcomes of Social Sciences for fifth grade students at SD Negeri Kaluku Bodoa, Tallo subdistrict, Makassar city. This research is quantitative research using quasi-experimental methods. The design used in this research was a nonivalent control group design. The sampling technique uses saturated samples. The number of samples in this study was 50 people, consisting of 25 people in the experimental class and 25 people in the control class. The data collection methods used are questionnaires to measure learning motivation and test sheets to measure student learning outcomes. The data analysis techniques used are descriptive statistical analysis and inferential statistical analysis, and at the prerequisite data testing stage, data normality tests and data homogeneity tests are carried out. Meanwhile, to test the hypothesis, the Manova Test is carried out. The research results obtained are 1) there is an influence on learning motivation through the Picture And Picture learning model oriented towards character education in the Social Sciences subject for fifth grade students at SD Negeri Kaluku Bodoa 2) There is an influence on learning outcomes through the Picture And Picture learning model oriented towards character education on the eyes Social Sciences students, fifth grade students at SD Negeri Kaluku Bodoa; 3). The Picture And Picture learning model oriented towards character education on students' motivation and learning outcomes with a significance value of $<0.001 < 0.05$, there is an influence of the Picture And Picture learning model oriented towards character education on the motivation and learning outcomes of class V Social Sciences at SD Negeri Kaluku Bodoa, Tallo Kota District Makassar. So it can be concluded that the Picture and Picture learning model can influence the motivation and learning outcomes of Social Sciences for fifth grade students at SD Negeri Kaluku, Tallo District, Makassar City.

Keywords: *Picture and Picture Learning Model, Motivation, and Learning Outcomes.*

Introduction

Education not only requires someone to have quality knowledge but requires someone to have good attitudes, character and skills for society, nation and state. Law number 20 of 2003 concerning the national education system states that National Education serves to transform the nation's life through the development of capabilities and the formation of dignified national character and civilization in the midst of the world community.

The purpose of education indicates that quality human resources are the priority of Indonesian education, so it can be stated that national education is enshrined to produce quality people who can improve the competitiveness of the nation and state.

Saptono (2011) explained that character is higher in value than intellect because character makes a person able to survive and be able to overcome his misfortune meaningfully. Currently, the development of cultural values of national character in every school must be emphasized, especially at the elementary education level.

This is in accordance with Presidential Regulation No. 87 of 2017 on: Strengthening Character Education comes with the consideration that in order to realize a cultured nation through strengthening religious values, honest, tolerant, discipline, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievements, communicative, love peace, love of reading, care for the environment, care for social, and responsibly, the government considers it necessary to strengthen character education.

Given that the ability of students is at a concrete operational level, they view the world in its entirety and consider the coming year still far away. They only care about the present, not the future. Meanwhile, social studies requires that children learn this. If the needs and abilities of students are not considered, students will be passive, especially considering that social studies

lessons are very boring. So far, educators start learning activities by telling stories and then explaining the material they already know to students (Wibowo, 2015).

The selection of methods, models and techniques in learning really needs to be considered to support the success and achievement of goals. If educators still maintain methods that are not in accordance with the characteristics of students, then every learning will cause a passive learning atmosphere.

Problems in terms of lack of attention to the characteristics of students also occur in some students at SD Negeri Kaluku Bodoa, Tallo District, Makassar City which implements the 2013 Curriculum. Based on observations made, it shows that the learning process focuses on reading books after answering questions contained in the book.

By facing this situation, teachers continue learning by maintaining the methods used without changing and adjusting to changing classroom conditions, information is obtained that teachers usually have difficulty in packaging social studies material and then delivering with the help of learning models.

Taking time into account, the teacher finally chose to use the lecture and assignment method. With such habits, it is finally difficult for teachers to change and update the methods that have been applied. The availability of learning media in schools is also incomplete because considering that learning media is adjusted to the material to be taught.

Based on the results of recording documents obtained from grade V teachers of SD Negeri Kaluku Bodoa, Tallo District, Makassar City, which showed the results of the Final Semester Test (UAS) of social studies lesson content for grade V students, it turned out that more students got scores below KKM.

From the results of interviews, observations and recording documents show that starting from the learning process to the

results obtained, students have low motivation and learning outcomes. The selection of methods tends not to pay attention to the characteristics of learners and the characteristics of the material. In addition, the implementation in character education in the 2013 curriculum is not visible. Starting from handling the attitude of students who act up in the classroom when they feel bored to habits such as caring for the surrounding environment is not visible. Then the courage of students in expressing opinions is not visible, responsibility in working with groups and caring for friends is noticeable. So that low student motivation can also be seen from more who get scores below KKM. These problems occur in SD Negeri Kaluku Bodoa, Tallo District, Makassar City, in this case there needs to be improvements ranging from the selection of innovative learning models to instilling character values to students with the aim that students have high learning motivation.

So that the learning model that is suitable to be applied and able to improve the active and fun learning atmosphere is the Picture and Picture learning model. Because in the process of choosing a learning model that assigns students to be more active in their learning process both in working together and solving problems will produce a conducive learning atmosphere. Because in the process of choosing a learning model that assigns students to be more active in their learning process both in working together and solving problems will produce a conducive learning atmosphere.

The Picture and Picture learning model according to (Kurniasih, 2016) prioritizes the existence of groups using image media that are paired or sorted into a logical sequence. Then students are required to be responsible for everything done in their group. In addition, students must also equalize perceptions of the images presented, so that each member of the group has the same goal. The steps of the picture and picture learning model according to Ngalmun (2016: 244) are "presentation of competency information, presentation of material, showing pictures of

activities related to the material, students sort the presentation of the results of discussion by one and the other responds, exchanging roles, conclusions, evaluation and reflection. Every learning should refer to strengthening character education. Character education is defined as education that develops character values in students so that they have their values and character and are able to apply in community life (Judiani, 2010).

Every learning should refer to strengthening character education. Character education is defined as education that develops character values in students so that they have their values and character and are able to apply in community life (Judiani, 2010). The values developed in character education come from four sources. First, religion. Because everything comes from religious teachings. Second, Pancasila. The principles of life are in the values of Pancasila. Third, culture. Human life in society is always based on their cultural values. Fourth, the purpose of national education. The purpose of National Education is used as a basis in developing Indonesian education (Zubaedi, 2011). The implementation of Picture and Picture learning models oriented towards character education can help educators in instilling good characters to students and with pictures students are able to understand the material easily.

METHODS

The research method used in this study is experimental. The experimental method is a research method used to determine the influence of variables applied in research. In this study using the Nonequivalent Control Group Design experimental method (Sugiyono, 2017: 79). Effect of treatment (O2-O1)-(O4-O3).

In this study had a control group and an experimental group. Both groups will be equally given a pretest to see the initial condition of both groups. Next, one group is selected to apply a method and medium. Then a posttest was carried out to see the influence of the method applied in one of the groups.

Based on the research design that has been stated above, the following is an overview of the nonequivalent control group design research design.

Table 3.1
Nonequivalent control group design research design.

O₁	X	O₂
O₃	-	O₄

(Sugiyono, 2017, hlm. 79)

Information:

O₁ = Initial test of the experimental class

O₃ = Control class initial test

X = Treatment using the Picture and Picture Model in the experimental class.

- = Conventional learning

O₂ = Final test of experimental class

O₄ = Control group post-test

Population is a generalized area consisting of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono 2017: 80). The population that will be used as a resource in this study is all grade V students at SD Negeri Kaluku Bodoa, Tallo District, Makassar City. The 2024/2025 school year will see a total of 50 students.

Table 3.2
Population of class V students at SD Negeri Kaluku Bodoa, Tallo District, Makassar City, Academic Year 2024/2025.

Name school	Dist rich	Class Gender		Amount
		Male	Famale	
Kaluku Bodoa State Elementary School, Tallo	V A	12	13	25
	V B	14	11	25
Total Number Of Student				50

Data source: Condition of the number of class V students at SD Negeri Kaluku Bodoa,

Tallo District, Makassar City, Academic Year 2024/2025.

According to Sugiyono (2019), Saturated Sampling is a sample selection technique if all members of the population are sampled. The sampling technique in this study used the Saturated Sampling Technique, where all populations in this study were sampled. The sample in this study was VA and VB classes with a total of 50 students, consisting of 25 students as experimental classes and 25 students as control classes.

RESULTS AND DISCUSSION

1. Student learning motivation through Picture And Picture learning model with character education in Social Science subjects grade V SD Negeri Kaluku Bodoa

The learning process activities in this study were carried out for four meetings, namely at the first meeting conducted a pretest to determine the initial motivation of students in social studies lessons, the second meeting to the third meeting carried out the teaching and learning process using a learning model and for the fourth meeting students were given a posttest to determine student learning motivation after being treated. Pretest and posttest scores of control class students' learning motivation after being treated using conventional learning methods.

Data on the learning motivation of control class and experimental class students were obtained through the same pretest and posttest questionnaires. Based on the results of research and data analysis regarding the comparison of statistical values, comparison of learning motivation categories and the results of inferential statistical analysis show the difference in learning motivation of students who use Picture And Picture learning models oriented towards character education with control class students who use conventional learning.

The control class on the pretest with the achievement of learning motivation which in general students are very lacking and after being given the learning process while still using conventional learning models and given a posttest, obtained a questionnaire value of student motivation with a percentage still lacking who are in the category of students still less motivated in learning.

In the experimental class with the implementation of the pretest, namely with the average student learning motivation that is still lacking. Students then follow the learning process using the Picture And Picture learning model oriented towards character education and are given a posttest to determine the student's learning motivation after being treated. Based on the posttest results, student learning motivation has increased.

Data on student learning motivation in the experimental class before applying the Picture And Picture learning model oriented to character education were in the low category while in the posttest or after applying the Picture And Picture learning model oriented to character education were in the high category. Based on the data, the results of the study show that there is an influence of Picture And Picture learning models oriented towards character education on student learning motivation.

2. Student learning outcomes through the Picture And Picture learning model with character education in class V Social Sciences subjects of SD Negeri Kaluku Bodoa

The learning process activities in this study were carried out for four meetings, namely at the first meeting to determine the initial motivation of students in Social Science lessons, the second meeting to the third meeting by conducting the learning process using a learning model and for the

fourth meeting students were given a posttest to find out student learning outcomes after being treated.

Student learning outcomes in control classes and experimental classes are by providing pretests to determine student learning outcomes before applying the learning model and given posttests to determine student learning outcomes after being treated using learning models. The instruments used are in the form of 10 multiple-choice test questions and 5 question items.

Based on the average pretest score, the learning outcomes of the two classes are not much different, proving that the initial ability of students is actually equal, but after being given treatment and posttest, it shows that the learning outcomes of the experimental class are higher than the control class, if it is related to the indicators of completeness of student learning outcomes, then the learning outcomes of students in experimental classes with the application of Picture And Picture learning models oriented to learning character education are generally completed classically.

Based on the description above, it can be concluded that the learning outcomes of Social Science class V SD Negeri Kaluku Bodoa, Tallo District, Makassar City in the experimental class using the Picture And Picture learning model oriented towards character education, learning is better than the control class using conventional learning. So it can be said that the application of the Picture And Picture learning model oriented towards character education affects student learning outcomes in Social Science subjects of grade V students of SD Negeri Kaluku Bodoa, Tallo District, Makassar City.

3. The influence of picture and picture learning model oriented to character education on motivation and social science

learning outcomes in class v students of SD Negeri Kaluku Bodoa

The normality test in this study was conducted using the Statistical Package for Social Science (SPSS) system version 29.0, Kolmogorov-Smirnov method, with the test criterion that the data are normally distributed if the significance obtained is greater than 0.05. Conversely, it is said that the data is not normally distributed if the significance obtained is less than 0.05.

Table 4.12 Test Normality of Student Motivation and Learning Outcomes

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning motivation	.144	25	.194	.926	25	.071
	.123	25	.200*	.962	25	.452
Learning outcomes	.171	25	.058	.908	25	.027
	.138	25	.200*	.912	25	.034

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

a. Lilliefors Significance Correction

Based on the Kolmogorov-Smirnov Test One-Sample normality test above, the Asymp Sig. (2-tailed) learning motivation value is 0.194 and learning outcomes are 0.200 so that it is greater than 0.05, so this study can be concluded to be normally distributed. Thus, the assumptions or requirements of the data are normally distributed.

Table 4.13 Test the Homogeneity of Student Motivation and Learning Outcomes

Tests of Homogeneity of Variances					
		Levene Statistic			
		df1	df2	Sig.	
Learning motivation	Based on Mean	1.074	1	48	.305
	Based on Median	.958	1	48	.333

	Based on Median and with adjusted df	.958	1	47.910	.333
	Based on trimmed mean	1.126	1	48	.294
Learning outcomes	Based on Mean	.461	1	48	.501
	Based on Median	.235	1	48	.630
	Based on Median and with adjusted df	.235	1	41.147	.630
	Based on trimmed mean	.347	1	48	.559

Based on the results of data analysis on student motivation and learning outcomes, the significant value based on mean on student learning motivation of 0.305 is greater than 0.05 with a levance statistic of 1.074 and based on mean on student learning outcomes of 0.501 is greater than 0.05 with a Levance statistic of 0.461 with a Homogeneous Test of the dependent variable has a significant value greater than 0.05 so it can be concluded that the variable is homogeneous.

After the normality test and homogeneity test on the two dependent variables, a hypothesis test was carried out to determine the effect of the Picture And Picture learning model oriented towards character education on motivation, and the learning outcomes of Social Sciences grade V students. The hypotheses tested in the multivariate significance test are:

H_0 There is no influence of the Picture and Picture learning model oriented towards character education on motivation and learning outcomes in the Social Science subjects of grade V students of SD Negeri Kaluku Bodoa.

H_1 There is an influence of the Picture and Picture learning model oriented towards character education on motivation and learning outcomes in the Social Science subjects of grade V students of SD Negeri Kaluku Bodoa.

Table 4.14 Manova Test Student Motivation and Learning Outcomes Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.997	8080.218 ^b	2.000	47.000	<.001	.997
	Wilk's Lambda	.003	8080.218 ^b	2.000	47.000	<.001	.997
	Hotelling's Trace	343.839	8080.218 ^b	2.000	47.000	<.001	.997
	Roy's Largest Root	343.839	8080.218 ^b	2.000	47.000	<.001	.997
	Pillai's Trace	.787	86.851 ^b	2.000	47.000	<.001	.787
	Wilk's Lambda	.213	86.851 ^b	2.000	47.000	<.001	.787
Learning Model	Hotelling's Trace	3.696	86.851 ^b	2.000	47.000	<.001	.787
	Roy's Largest Root	3.696	86.851 ^b	2.000	47.000	<.001	.787
	Pillai's Trace	.787	86.851 ^b	2.000	47.000	<.001	.787
	Wilk's Lambda	.213	86.851 ^b	2.000	47.000	<.001	.787
	Hotelling's Trace	3.696	86.851 ^b	2.000	47.000	<.001	.787
	Roy's Largest Root	3.696	86.851 ^b	2.000	47.000	<.001	.787

a. Design: Intercept + model_pembelajaran

b. Exact statistic

Based on the manova test above, a Model Pembelajaran of $<.001$ was obtained. The significance value is smaller than 0.05, so it can be concluded that there is an influence of the Picture And Picture learning model oriented towards character education on the motivation and learning outcomes of Class V Social Sciences SD Negeri Kaluku Bodoa, Tallo District, Makassar City.

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The author completed his basic education at SD Inpres Barua in 2008. Then he continued his education at SMPs DDI Mattoanging and finished in 2011. After that in 2014 he completed his senior secondary education at MA DDI Mattoanging, in 2014 the author continued his education at university Muhammadiyah University of Makassar in the Department of Elementary School Teacher Education (PGSD), Faculty of Teacher Training and Education (FKIP) Muhammadiyah University of Makassar until 2018, until finally he was able to continue studying at the Postgraduate Program at Muhammadiyah University of Makassar Basic Education Study Program During his status as a student, the author was active in attend lectures on campus and attend seminars held by the campus. To obtain a Master of Education degree, write a thesis with the title "The Influence of the Character Education-Oriented Picture and Picture Learning Model on Motivation and Social Science Learning Outcomes for Class V of SD Negeri Kaluku Bodoa, Tallo District, Makassar City".