

**IMPROVING STUDENT'S LEARNING INTEREST BY USING THE  
COOPERATIVE LEARNING MODEL TYPE PP (PICTURE AND  
PICTURE) IN CLASS V SDN 173234 SARULLA KECAMATAN  
PAHAE JAE TA 2017/2018**

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**Abstrack**

The problem in this research is the low interest in learning students of SDN 173234 Sarulla Kec. Pahae Jae 2017/2018 Academic Year in Social Studies Subjects in particular on production, communication and transportation technology. This study aims to increase student learning interest by using the cooperative learning model type PP (picture and picture) in social studies subject matter production technology, communication and transportation class V SDN 173234 Sarulla Kec. Pahae Jae 2017/2018 TA. The subjects of this study were all students of SDN 173234 Sarulla Kec. Pahae Jae, totaling 30 students. This research is a Classroom Action Research (CAR) which consists of 2 cycles and 4 stages, namely planning, implementing, observing and reflecting and 1 cycle of 2 meetings. The subjects in this study were all students of class V as many as 30 students. Based on the data analysis before the action was taken, it was known that out of 30 students classically there were 8 students (26.67%) who had an interest in learning in details, there were no students who had very low interest (0%), as many as 8 students. (26.67%) with low learning interest, as many as 22 students (73.33%) with high learning interest and not found (0%) students who had very high interest in learning with an average of 56.3. In cycle I, there were 30 students classically as many as 28 students, 73.3% who had interest in learning, with details not found students who had very low interest (0%), as many as 8 students (25%), as many as 21 students (65 , 63%) with a high interest in learning, as many as 1 student (3.33%) with a high interest in learning with an average of 64.4. In cycle II classically as many as 28 students (93.33%) who have an interest in learning in detail as many as 2 students (6.67%) have low learning interest, as many as 18 students (60.0%), have an interest in learning high and as many as 10 students (33.33%) with an average of 75.6. Thus, it can

be concluded that using the Picture and Picture (PP) cooperative learning model can increase student interest in learning in social studies subjects on Production Technology, Communication and Transportation Class V SDN 173234 Sarulla Kec. Pahae Jae 2017/2018 TA. Thus it is suggested that teachers improve their teaching skills by applying the Picture and Picture (PP) cooperative learning model as an alternative to increase students' interest in learning in social studies in grade V..

*Keywords: Learning Interest, Cooperative Type PP*

## **INTRUDUCTION**

The learning process is a teacher-student and student-student interaction which indirectly involves various other components which are interrelated into a complete system. Education can change for the better, even perfect, so that reforms are expected. One of the renewal efforts in the field of education is updating methods or increasing the relevance of teaching methods. The teaching method is said to be relevant if it is able to lead students to achieve educational goals in general.

Many research results reveal that student interest in learning is positively correlated with meaningful student learning experiences. The meaning of student learning experiences can be obtained from providing learning activities that activate students mentally-intellectually in a pleasant learning atmosphere. This emphasizes the importance of providing conditions for effective student learning.

The importance of interest in learning is one measure of student success in learning. Students who have an interest in social studies subjects will certainly carry out their work with feelings of pleasure and not put their work on hold. Such attitudes illustrate students' interest in the subject matter and seek activities that can support them in achieving learning achievement.

in fact, students' interest in learning in social studies subjects is still low. In general, students have less interest in social studies subjects because teachers are boring because they prioritize memorization and lecture methods. In their daily lives, however, there are still students who are slow in carrying out assignments, skipping classes during class hours, not doing homework and indifferent attitudes and learning outcomes that are lower than the KKM value (Minimum Completion Criteria). From the symptoms

that are shown, it indicates that there are learning difficulties in students.

This learning difficulty is thought to be closely related to the learning process carried out by the teacher. The form of learning that prioritizes the lecture method, and giving assignments will certainly make students passive. Learning strategies like this do not involve students to interact with their friends, and do not provide opportunities for students to express opinions. Learning activities like this are of course one-way. In terms of high and low student learning motivation is very dependent on student learning activities during the teaching and learning process.

Based on observations at SDN 173234 Sarulla Kec. Pahae Jae points out that student learning outcomes are still low. This is because the Teaching and Learning Activities (KBM) have not attracted students' interest in taking lessons. The form of learning that is generally carried out by teachers generally still uses the lecture and memorization method so that students just sit and listen to the teacher's explanation. From the results of observations made, researchers of 30 class V students showed that 26.67% or 8 students had an interest in social studies, while the remaining 22 students (73.33%) expressed less interest in social studies. because they consider social studies lessons to use a form of memorization. Whereas from the level of completeness of student learning outcomes obtained by 30 students 30% who got a complete score and by 70% or as many as 20 students who obtained the level of completeness One of the choices of learning models that can be used to increase student interest in learning in class is through Picture and Picture. This learning model is a learning method that uses images that are paired or sorted into a logical sequence. The principle of implementing the Picture and Picture learning method, namely providing competency information, presenting material, showing pictures of activities related to the material, students sorting the pictures so that they are systematic, the teacher confirms the sequence of the pictures, the teacher implements the concept according to the teaching material, inference, evaluation and reflection.

The picture and picture learning model is expected to increase student interest in learning which can be seen significantly in increasing student learning activities. Based on these descriptions, the author tries to apply a cooperative learning model with the title: "Increasing Student Interest in Using the Cooperative Learning Model type PP (Picture and Picture) in Social Studies Subjects Main Material Production, Communication and

Transportation Technology Class V SDN 173234 Sarulla Kec. Pahae Jae 2017/2018 TA "

One of the choices of learning models that can be used to increase students' interest in learning in the classroom is through Picture and Picture. This learning model is a learning method that uses images that are paired or sorted into a logical sequence. The principle of implementing the Picture and Picture learning method, namely providing competency information, presenting material, showing pictures of activities related to the material, students sorting the pictures so that they are systematic, the teacher confirms the sequence of the pictures, the teacher implements the concept according to the teaching material, inference, evaluation and reflection.

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Interest is defined as a condition that occurs when a person sees the characteristics or meanings of a situation that are connected with his own wants or needs. Therefore, if a person sees something, of course it will arouse his interest as far as what he sees has a relationship with the interests that are owned by himself. This kind of thing gives an indication that the interest is a mental tendency that a person has towards something.

Interests play a very important role in the lives of students and have a big impact on attitudes and behavior. Students who are interested in learning activities will try harder than students who are less interested.

According to Slameto (2008: 180) "Interest is a feeling of preference and interest in an activity, without being comprehensive. Interest is basically the acceptance of a relationship between oneself and something from outside oneself. The stronger the relationship, the greater the interest ". Meanwhile Sadirman (2009: 94) states that "Interest is closely related to motivation. Motivation arises because there is a need, as well as interest so that interest is the main motivational tool.

Learning interest according to Bertha (2011: 1) states that: Learning interest is a psychological symptom to carry out the process of changing behavior through various activities which include seeking knowledge and experience, where one's awareness in learning is based on feelings of pleasure and interest in lessons.

According to Uzer (2007: 4) "Learning interest is a desire or willingness that is accompanied by deliberate attention and activeness which ultimately gives birth to a sense of pleasure in changing behavior, in the form of knowledge, attitudes and skills".

According to Slameto (2008: 58) students who are interested in learning have the following characteristics: 1) have a constant tendency to pay attention to and remember something that is continuously learned. 2) there is a sense of liking and pleasure in something that is of interest. 3) obtaining a sense of pride and satisfaction in something that is of interest. 4) there is a sense of attachment to some activity that is of interest. 5) Prefers one thing that he is passionate about over others. 6) Manifested through participation in activities and activities.

According to Nurhadi (2008: 112) states that: Cooperative learning is a learning approach that focuses on using small groups of students to work together in maximizing learning conditions to achieve learning goals. This is because humans have different degrees of potential historical background and future expectations. Because of these differences, humans can nurture, love and nurture each other so that a learning society is created where the learning process occurs between students.

## **RESEARCH METHODS**

This type of research is classroom action research. The research conducted is qualitative research, namely research that explains the efforts made to increase student interest in learning in the teaching and learning process.

The subjects in this study were all students of SDN 173234 Sarulla Kec. Pahae Jae, totaling 30 students. The number of male students was 12 students and 18 female students. The object of this research is student interest in learning, as an action used to increase student interest in learning using the picture and picture cooperative learning model.

This research has research stages in the form of a cycle consisting of 2

cycles. In each cycle, namely: planning, implementing, observing, evaluating and reflecting. So that each cycle there are two meetings and each cycle is carried out according to the changes to be achieved.

### **Research Findings**

From the results of the Classroom Action Research (PTK), several research results were found as follows:

Before the action was taken it was known that out of 30 students there were no students who had very low interest (0%), as many as 8 students (26.67%) with low learning interest, as many as 22 students (73.33%) with learning interest. high and not found (0%) students who have very high interest in learning with an average of 56.3.

In the first cycle of 30 students were not found (0%) who had very low interest, as many as 8 students (25%), as many as 21 students (65.63%) with high learning interest, as many as 1 student (3 , 33%) with high interest in learning with an average of 64.4. Some of the problems that cause students' low interest in learning are 1) students seem not to be effective in carrying out discussion activities because generally students are still playing. 2) there is a group that is unable to make a group that is unable to explain the results of their work. 3) the teacher is still less skilled in using the Picture and Picture (PP) cooperative learning model because students are more likely to play in groups. 4) students still seem to have difficulty working on questions and are embarrassed to ask the teacher or other groups that are more productive.

Based on the identification of these problems, the efforts made in cycle II will be more focused on student activities in group discussions, for students who later play will be punished by the teacher by asking these students to record the subject matter in a notebook. The teacher also needs to form a new group, so that the students from the first group are more serious about carrying out discussion activities. The teacher must also be more guiding and directing students who have difficulty making presentations, and students who are shy about asking questions. Based on the results of the actions taken in cycle II, students' interest in learning is as follows: 1) students have already done the assignments given by the teacher, 2) students are willing to repeat the subject matter that has been studied, 3) students already have enthusiasm to take part in the lesson, 4) the teacher is skilled in involving students in providing responses, 5) students are able to carry out

discussions.

### **Discussion of Research Results**

In general it can be said that students' interest in learning is said to have increased after being treated using the Picture and Picture (PP) cooperative learning model.

The level of change in student interest in learning can be explained that before the action of 30 students was not found students who had very low interest (0%), as many as 8 students (26.67%) with low learning interest, as many as 22 students (73, 33%) with high interest in learning and not found (0%) students who have very high interest in learning with an average of 56.3. In the first cycle of 30 students were not found (0%) who had very low interest, as many as 8 students (25%), as many as 21 students (65.63%) with high learning interest, as many as 1 student (3 , 33%) with high interest in learning with an average of 64.4. In cycle II of 30 students as many as 2 students (6.67%) have low learning interest, as many as 18 students (60.0%), have high learning interest and as many as 10 students (33.33%) - average 75.6.

The results of this study are supported by the results of research by Sardiman's (2010: 66) opinion which states that student interest in learning will arise when students are actively involved in the learning process. The use of Picture and Picture cooperative learning model (PP

Based on the results of the study, it can be concluded that the use of the picture and picture (PP) cooperative learning model is as follows: it has advantages 1) trains students' creative power, 2) trains students in communication, 3) trains students in interaction and 4) fosters a social sense among students, 5) students can work together and help each other. However, some of the weaknesses of the picture and picture (PP) cooperative learning model are: 1) the teacher must have the patience to train students in discussions, 2) the teacher must have careful preparation and not half-heartedly. requires relatively more time when compared to the lecture method.

So to answer the problems contained in this study, the hypothesis proposed in this study is to accept the action hypothesis which states that if the picture and picture cooperative learning model is used effectively it can increase student interest in social studies subjects on the subject matter of

Production, Communication and Transportation Technology in Class V SDN 173234 Sarulla Kec. Pahae Jae 2017/2018 TA.

## CONCLUSION

From the results of the research conducted, it can be concluded that:

1. Before the action was taken, it was known that out of 30 students classically there were 8 students (26.67%) who had an interest in learning with details not found students who had very low interest (0%), as many as 8 students (26.67%). % with low learning interest, as many as 22 students (73.33%) with high learning interest and not found (0%) students who have very high interest in learning with an average of 56.3.
2. In cycle I, there were 30 students classically as many as 28 students, 73.3% who had interest in learning, with details not found students who had very low interest (0%), as many as 8 students (25%), as many as 21 students (65.63%) with a high interest in learning, as many as 1 student (3.33%) with a high interest in learning with an average of 64.4.
3. In cycle II classically as many as 28 students (93.33%) who have an interest in learning with details as many as 2 students (6.67%) have low learning interest, as many as 18 students (60.0%) have High interest in learning and as many as 10 students (33.33%) with an average of 75.6.

Thus, it can be concluded that using the Picture and Picture (PP) cooperative learning model can increase student interest in learning in social studies subjects on Production Technology, Communication and Transportation Class V SDN 173234 Sarulla Kec. Pahae Jae 2017/2018 TA.

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