
Improving Student Learning Outcomes Through Problem-Based Learning Model Assisted with Picture Media

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Abstract. This study aims to improve the learning outcomes of fourth-grade students at SDN Kawisrejo. This is interesting to study because the learning process is less active, innovative, creative, effective, and fun (PAIKEM) so learning outcomes are low. This research uses Classroom Action Research (PTK). Data collection techniques are taken in the form of tests (student evaluation results) and non-tests (observation and documentation). The data analysis techniques were used by comparing the completeness of student learning outcomes from pre-cycle, cycle 1, and cycle 2. The subjects of this study were fourth-grade students of SDN Kawisrejo Rejoso Pasuruan consisting of 25 students. Where the increase in social studies learning interest is still low and there needs to be a variation of an educator to his students to be easily understood and applied. Based on the existing data above in the pre-cycle obtained class average 63.24. After the pre-cycle there is a change in cycle 1 with an average class value of 68.84 and in cycle 2 which includes the most final stage that increases the results of social studies learning interest with an average class value of 81.48. so that the use of PBL models assisted by image media has increased student learning outcomes.

Keywords. Image Media; Learning Outcomes; Problem Based Learning; Various Jobs

INTRODUCTION

Learning outcomes are a measure of success in learning activities. Learning is said to be successful if the learning objectives are achieved. According to the learning outcomes test is a way to measure the success of students in learning. In the student learning outcomes test, there is an assessment of students' abilities in the form of numbers. The number is obtained from the test which determines the success of learning.

Achievement of student learning outcomes can be achieved by the learning process. According to Priani et al. (2019) in the learning process, students are expected to be able to think critically and have high thinking skills in social studies subjects which are usually called Higher-Order Thinking Skills (HOTS). High thinking ability is a process to be able to solve problems. So in this case this high-level thinking ability must be developed in social studies subjects so that students can understand social studies learning with problem-solving.

The reality that occurs when the author observes in class IV SDN Kawisrejo, that the learning process and results are not optimal. During the learning process, teachers tend to use the lecture method more. The learning process results in students feeling bored, less interested, and less active. This can be seen when the teacher explains the

material, students pay less attention, daydream, talk to their friends, scribble on tables and books, and go around to their friends' tables with the excuse of borrowing something.

According to Kaminskienė et al. (2022) The teacher is the center of the knowledge transfer process. Most teachers now use minimal media. The lack of learning variations causes students to be bored in learning because the activities carried out are only listening and taking notes. When the explanation is finished and when the teacher directs students to ask questions about the material presented most of them are just silent, so the teacher concludes that the material presented has been understood by students and the learning objectives have been achieved. The absence of feedback from students can affect the learning process and the situation becomes passive. According to Karolčík & Marková (2023) a passive learning process cannot develop students' skills for constructivist thinking in creating ideas and concepts so that student activity and creativity are reduced.

Based on the observations made by researchers, to be able to answer the above existing problems, namely by determining the model and combining with learning media that can support and provide enthusiasm and enthusiasm in learning. According to Kartika et al. (2017) the application of learning models and media must be carried out as much as possible in order to foster a sense of enthusiasm for student learning and provide special meaning and understanding for students. Of the several learning models that are appropriate is the problem-based learning model, because in this learning model it can develop critical thinking and can form knowledge by itself. Commensurate with this, according to Nurkhasanah et al. (2019) problem-based learning is a learning approach that prioritizes critical thinking, overcoming problems and getting concepts of learning materials that use real social problems.

The use of learning models greatly affects the learning outcomes of students. Increased learning interest results are everything that students have after receiving subject matter or learning material in their class both from their knowledge, attitudes and skills. According to Strohfeltdt (2019) improving students' learning outcomes can be seen from several factors they experience. These factors are 70% learning factors from each learner's ability and 30% come from environmental factors. Where factors in the environment include dominant factors in the quality of learning. According to Doolittle et al. (2023) the principle of good teaching is if a lesson creates real and clear results so that students can draw their own conclusions. Therefore, an educator needs to use interesting media, which does not bore in learning, one of which is by using image media. Where from the image media, students can understand something that is considered unclear and can attract attention as well as learning stimuli so that the learning process can be encouraged in each student.

In problem-based learning, a problem is used as a sign or measuring point at the beginning, then students will search for themselves with the knowledge they have and what they understand and solve the problems presented. According to Nuraeni (2020) the problem-based learning model is a learning model that is said to be appropriate in understanding the content of the subject matter, because students will be directed to

problems related to the life of real facts so that learning can be memorable for students. Problem-based learning tells learners to be able to overcome a controversy that exists in the world in a real and orderly manner and can make their own understanding knowledge. According to Irons & Thomas (2016) Problem-based learning is a learning model that can sharpen students to overcome the problems faced with various stages, therefore students are taught to have skills in problem solving. According to Umbara et al. (2020) informs that problem-based learning is based on a constructivistic approach to help students solve real problems.

Media is a tool that can be used to transfer information or messages to be conveyed to the recipient from the source. Media is used to transfer information from various available sources. It is necessary to consider the conditions and characteristics in the formation of media so that it matches the achievement. According to Doolittle et al. (2023) learning media is something that can facilitate the learning process and can provide assistance to teachers in delivering information to students so that students can understand what material has been conveyed and ultimately the learning objectives are met. With the application of learning media, student enthusiasm increases and can make it easier for students to understand the material presented. A learning media can energize students' learning and be able to learn individually according to their interests and abilities and can make students tend to actively participate in learning (Nizwardi & Ambiyar, 2016). According to Islami et al. (2023) a benefit of the media is that it can encourage enthusiasm and the formation of increased student learning motivation.

According to Ariyani & Kristin (2021) pictorial media has advantages including a sufficient relationship between students and those around them. Being able to learn to overcome existing availability including space, time, vision power and being able to analyze information so that it does not always use words. Agree with Utami (2020) that there is a sufficient relationship between learners and those around them. Able to learn to overcome existing availability including space, time, sensory power and being able to analyze information so as not to always use through words. Agree with the explanation above that the picture is said to be successful because it can make students' enthusiasm increase in subject matter and teachers can attract students' attention with unique media packaging.

Based on the results of previous research conducted by U. K. Putri & Junaidi (2023) with the title "Improving Sociology Learning Outcomes Through PBL Model Assisted with TTS Media in Class XI IPS 1 Students of SMA Negeri 1 Batang" has the aim of knowing the improvement of learning outcomes with the application of problem-based learning models assisted by crossword media with the ips subjects studied. Second, the results of research from Amelia (2016) entitled "Application of Problem Based Learning Model Assisted by Image Media to Improve the Learning Process of Science Learning Outcomes of 4th Grade Students of State Elementary School 01 Jombor Temanggung Semeste II Year 2015/2016" that through the implementation of the Problem Based Learning learning model assisted by image media has increased after learning with the problem based learning model assisted by images in the pre-cycle the level of completeness is only 64.09 with a percentage of 31.82%. The increase in

science learning outcomes occurred in cycle I the average obtained from 75 with a percentage of 63.64%, while in cycle II the average obtained was 81.82 with a percentage of 90.91%. Thus, it can be concluded that the problem-based learning model assisted by image media can improve the science learning outcomes of 4th grade students of SDN 01 Jombor in the 2015/2016 academic year.

Based on the explanation above, the combination of models and media is very important for every teacher in the teaching and learning process, especially social studies material. It can be seen from the many problems that occur, namely the lack of educators in applying learning media so that the enthusiasm or enthusiasm and activeness of students is reduced, so that the model and learning media that have been selected can help students develop their learning requests with the help of images that attract the attention and enthusiasm of children. In order to find out how deep the problem-based learning model is helped by image media that has a function in increasing the competence of social studies knowledge in students, therefore the researcher put forward a study entitled "Increased Student Learning Through PBL Model Assisted Image Media Class IV at SDN Kawisrejo".

METHOD

The method used is the type of Classroom Action Research (PTK) at SDN Kawisrejo. Where the increase in social studies learning interest results is still low and there needs to be a variation from an educator to his students so that they are easy to understand and apply. According to Susilo et al. (2022) classroom action research is an activity carried out by teachers in order to improve previous learning that is considered still unsuccessful.

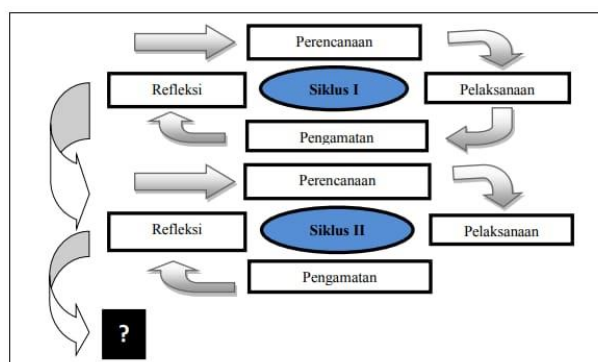


Figure 1. Stages of Research

In the first stage, there is cycle 1, where cycle 1 has 4 stages including the first planning, implementation, observation, and reflection. As for if cult 1 is still fixed or only develops or increases slightly, it can be continued to cycle 2 with the same stages in cycle 1 including planning, implementation, observation, and reflection. If in cycle 2 it is felt that it is sufficient or fulfilled, then the stages will be completed in cycle 2 with quotation marks that have increased or developed by the goals to be achieved.

In the implementation of this research using collaborative PTK. Because this research was conducted in collaboration between researchers and grade IV teachers of SDN Kawisrejo, Rejoso District, Pasuruan Regency. Where this research is in the classroom and the observer who will observe the learning process is the teacher.

The data collection techniques used by researchers are test and non-test techniques. The test technique is from the test results when evaluating students. While this non-test technique will use teacher and student observation sheets accompanied by documentation. The data collection instrument used by researchers is to use observation sheets and test questions. This observation sheet is in the form of teacher and student observation sheets in learning practice with a problem-based learning model assisted by image media. While this evaluation test question is used to determine student learning outcomes when participating in learning using a problem-based learning model assisted by image media. While the data analysis technique used by researchers is technical analysis by comparing the completeness of learning outcomes from pre-cycle, cycle 1, and cycle 2. From the background of the problems experienced by researchers, the indicator used is the achievement of the KKM applied is 72%, and the expected target is 76% of the total grade IV students of SDN Kawisrejo Rejoso Pasuruan.

RESULTS AND DISCUSSION

1. Precycle Research Results

In the precycle stage, researchers record strategies, methods, media, and learning models implemented in learning activities. In addition to the models and media, the method used in the learning process of SDN Kawisrejo is to use lectures and assignments. When learning takes place, students are not motivated or not interested in the learning and learning still only focuses on a teacher. There are also students who are still confused in working on the practice question assignment given by a teacher due to the low understanding of the material obtained by students. Teachers guide their students to really understand the material even though the level of understanding of children and capture of the material varies, but teachers must try their best to achieve what is desired in learning, among which one of the children understands the material that has been explained.

The following is data on the learning outcomes of grade IV students in precycle activities:

Table. 1 Precycle Learning Outcomes

No	Student Name	KKM	Value	Information	
				Complete	Incomplete
1.	Fathur Rahman Arrozi	70	40		√
2.	Muhammad Aqil Farera	70	62		√
3.	Arif Fajar Hidhayatul	70	45		√
4.	Mahda Maulidia	70	70	√	
5.	Destia Rahma Putri A.	70	50		√
6.	Syahidan Ikhzan Amin	70	55		√

7.	Nahdiah Nur Fauziah	70	74	√	
8.	Ulil Izzah	70	68		√
9.	Nengah Kurniatul	70	58		√
10.	DimasSeptian Rosalvino	70	60		√
11.	Farida Rahayu	70	62		√
12.	Hadhila Asma Al-Azzah	70	73	√	
13.	Arin Iradatul Awaliyah	70	64		√
14.	Nafisatun Nur Kholisah	70	60		√
15.	Ahmad Mujib Ihsan M.	70	57		√
16.	Rifky Abdillah	70	72	√	
17.	Muhammad Fiyan Azizi	70	60		√
18.	Muhammad Khirul Ibad	70	71	√	
19.	M. Syauqi Akmal Fikri	70	72	√	
20.	Nurul Latifatus Zahro	70	72	√	
21.	Habibatus Zahro	70	56		√
22.	Niki Hidayah	70	73	√	
23.	Jihan Safitri	70	74	√	
24.	Najah Istiqomah	70	70	√	
25.	Ummu Ahyah	70	63		√
Sum			1581		
Average ($x = \frac{N}{n}$)			63.24		
Complete				10	
Incomplete					15

From the table of student learning outcomes data above, we can understand that the number of students who are still below or can be called incomplete is more than the students above or completed. 25 students, only 10 students get scores above KKM while the other 15 are still not said to have reached KKM or are still below KKM. From the table above, there needs to be improvements in the learning process of theme 4 class IV material for various works so that learning runs optimally and the objectives of learning can be achieved.

2. Cycle 1 Research Results

The initial stage carried out is planning. This planning refers to the thematic 2013 or K13 curriculum on social studies subjects subject matter of various jobs. After that, the RPP will be prepared which will be carried out in stage 1. Next is the implementation. According to Greetham & Ippolito (2018), learning activities that have improved the activities of the researcher as a teacher together with Mr. Walas brought the observation sheet that had been provided before him. The steps are as follows: a. Opening activity: The teacher instructs students to pray together, the teacher absent students, the teacher delivers KD and indicators, The teacher gave appreciation, and the teacher formed an equal group. b. Core Activities: The teacher delivers a lesson material

in the correct language, the teacher provides an explanation of a material with his media, the teacher gives examples of the material taught, the teacher gives practice questions, the teacher gives time to the students to discuss and the teacher also helps him if there are difficulties in the course of the discussion, the teacher appoints a group representative or one of the members of the group to come forward to read the results of the work that has been done by his group alternate (other groups). c. Closing: The teacher gives students the opportunity to come forward to make conclusions, the teacher gives homework (homework) or homework (individual assignments), the teacher gives evaluations, and the class leader leads the prayer together.

Table. 2 Learning Outcomes Cycle 1

No	Student Name	KKM	Value	Information	
				Complete	Incomplete
1.	Fathur Rahman Arrozi	70	75	√	
2.	Muhammad Aqil Farera	70	72	√	
3.	Arif Fajar Hidhayatul	70	60		√
4.	Mahda Maulidia	70	70	√	
5.	Destia Rahma Putri A.	70	50		√
6.	Syahidan Ikhzan Amin	70	55		√
7.	Nahdiah Nur Fauziah	70	84	√	
8.	Ulil Izzah	70	68		√
9.	Nengah Kurniatul	70	78	√	
10.	DimasSeptian Rosalvino	70	70	√	
11.	Farida Rahayu	70	62		√
12.	Hadhila Asma Al-Azzah	70	83	√	
13.	Arin Iradatul Awaliyah	70	74	√	
14.	Nafisatun Nur Kholisah	70	65		√
15.	Ahmad Mujib Ihsan M.	70	77	√	
16.	Rifky Abdillah	70	72	√	
17.	Muhammad Fiyan Azizi	70	60		√
18.	Muhammad Khirul Ibad	70	71	√	
19.	M. Syauqi Akmal Fikri	70	72	√	
20.	Nurul Latifatus Zahro	70	67		√
21.	Habibatus Zahro	70	56		√
22.	Niki Hidayah	70	73	√	
23.	Jihan Safitri	70	74	√	
24.	Najah Istiqomah	70	70	√	
25.	Ummu Ahyah	70	63		√
Sum			1721		
Average ($x = \frac{N}{n}$)			68.84		
Complete				15	
Incomplete					10

From the data table of student learning outcomes above, we can understand that the number of incomplete students is less than students who are complete. Of 25 children, only 20 children get scores above KKM while the other 5 students still have not reached KKM or are still below KKM. The implementation in stage 1 already has good changes in children's learning.

From the table above, it can be concluded that students are interested in their learning involves or involves them. An example in this study is that teachers use image media that use students to take part in the use of media in learning. So what has been applied by the teacher makes students understand and understand the material taught, but because there are still some students who have not completed learning this material, the researcher decided to continue to the next stage (observation stage).

From the results of the research above that from the prestige assessment to stage 1, it is felt to be improved or good. But there are still things that have not been completed so there are several points that must be improved, including Time allocation that has not been effective, The media presented should be made as interesting as possible or as creative as possible so that it is easy to understand and easy to remember when learning, There are students who still lack focus in learning activities in class. 4. Reflection. From the observations above, a teacher decided to make changes in stage 2, including Effectiveness of time allocation, Creativity of the media used more highlighted or emphasized, and Classroom conditioning to be conducive so that students can focus on receiving the material presented.

2. Cycle 2 Research Results

Planning. After making changes in cycle 1, a lesson plan will be made for cycle 2 improvement but focus on the problems that exist in cycle 1, namely: Effectiveness of time allocation, Creativity of the media used is more highlighted or emphasized, and Class conditioning to be conducive so that students can focus on receiving the material presented. Implementation. Learning activities that have improved the activities of the researcher as a teacher together with Mr. Walas brought the observation sheet that had been provided before him. The steps are as follows: a. Opening activity: The teacher instructs students to pray together, The teacher absent the attendance of students, the teacher conveys KD and indicators, the teacher gives appreciation, and the teacher forms an equal group. b. Core Activities: The teacher delivers a lesson material in the correct language, the teacher provides an explanation of the material with his media, the teacher gives examples of the material taught, the teacher gives practice questions, the teacher gives time to the students to discuss and the teacher also helps him if there are difficulties in the course of the discussion, and the teacher appoints a group representative or one of the members of the group to come forward to read the results of the work that has been done by his group alternately (other groups). c. Closing: The teacher allows students to come forward to make conclusions, the teacher gives homework (homework) or homework (individual assignments), the teacher gives evaluations, and the class leader leads the prayer together.

Table. 3 Learning Outcomes Cycle 2

No	Student Name	KKM	Value	Information	
				Complete	Incomplete
1.	Fathur Rahman Arrozi	70	80	√	
2.	Muhammad Aqil Farera	70	82	√	
3.	Arif Fajar Hidhayatul	70	85	√	
4.	Mahda Maulidia	70	80	√	
5.	Destia Rahma Putri A.	70	70	√	
6.	Syahidan Ikhzan Amin	70	75	√	
7.	Nahdiah Nur Fauziah	70	100	√	
8.	Ulil Izzah	70	88	√	
9.	Nengah Kurniatul	70	88	√	
10.	DimasSeptian Rosalvino	70	80	√	
11.	Farida Rahayu	70	82	√	
12.	Hadhila Asma Al-Azzah	70	93	√	
13.	Arin Iradatul Awaliyah	70	84	√	
14.	Nafisatun Nur Kholisah	70	80	√	
15.	Ahmad Mujib Ihsan M.	70	87	√	
16.	Rifky Abdillah	70	82	√	
17.	Muhammad Fiyan Azizi	70	70	√	
18.	Muhammad Khirul Ibad	70	81	√	
19.	M. Syauqi Akmal Fikri	70	82	√	
20.	Nurul Latifatus Zahro	70	82	√	
21.	Habibatus Zahro	70	66		√
22.	Niki Hidayah	70	83	√	
23.	Jihan Safitri	70	84	√	
24.	Najah Istiqomah	70	80	√	
25.	Ummu Ahyah	70	73	√	
Sum			2047		
Average ($x = \frac{N}{n}$)			81.48		
Complete				24	
Incomplete					1
Percentage				96%	4%

From the data in cycle 2, we can understand that all students' scores have reached above KKM with an average score of 81.88. Therefore, it can be proven that the media chosen by researchers can be said to improve the results of class IV students' interest in learning various work materials. From these results, researchers stopped the stage in cycle 2.

Observation. Based on the results and data above, researchers concluded that cycle 2 could improve the results of student learning interest. Because in stage 2 focuses on the problem points that exist in cycle 1 so that it can be carried out and achieved

properly. 4. Reflection. From the observations above, a teacher concluded that the changes that occurred were considered successful in the learning process that had been carried out in cycle 2.

In this study, the application of the PBL model is regulated by bringing problems related to social studies material to students through pictures and students answering answers to problems that have been given by the teacher, and in that case the task of a teacher is to direct the discussion forum. Agree with this, according to Ariyani & Kristin (2021) problem-based learning is a learning activity where students look at an event first and then they summarize the problems that already exist, now a teacher is tasked with encouraging students to think critically about the events given earlier. In this finding, when the process of applying problem-based learning students are more likely to be active in expressing their respective opinions using their own language. In this case, the student understands what he learned when learning took place earlier from the knowledge that has just been honed by each student. According to Ismail et al. (2022) Problem-Based Learning among several models there is a model that is said to be appropriate. The model that is said to be appropriate is where the model has the aim that students can understand the content or subject matter either given real direct problems so that students understand the learning delivered earlier. The steps of the problem-based learning model according to Adnyana & Yudaparmita (2023) is 1. Clarifying concepts, 2. Describe the problem, 3. Problem analysis, 4. Solving explanations, 5. Structuring the learning process, 6. Looking for advanced referrals, 7. Complete the test. To help the application of problem-based learning models, images are incorporated into the learning process (Edora, 2017).

According to Abdul Ghani et al. (2022) Students are more enthusiastic in the process of learning activities with the application of problem-based learning with the help of image media because it has consequences that can be considered positive such as giving an estrangement to students in order to create their own knowledge, can develop student learning activities, are able to flow student knowledge in understanding real problems, overcoming a problem can increase the development of new knowledge and can provide time for the application of knowledge that students have in the real world. The theory agrees with the findings in the field, namely problem-based learning with the help of image media, student learning activities are more exciting, with problems given in the form of pictures where students begin to think sharpen their thinking and observe the meaning contained in an available image, and seek solutions to problems implied in the picture to form a flow of understanding in students' logical thinking in the available images. With this flow of understanding, it will be able to create students' own knowledge and understanding in responding to the problems implied in the images that students get (Suryadi et al., 2023).

After student understanding appears and is structured, students are invited to practice applying it by expressing the content of their thoughts through discussion forums. The ability of students to express opinions can be honed and more confident and also students can exchange ideas with their fellow friends. Not only that but in discussions can also learn to respect the opinions of others, as well as understanding

other people's perspectives. One opinion with theory (A. A. A. Putri et al., 2018) Problem-based learning is a form of learning that can develop critical thinking and can form knowledge by itself. PBL encourages students to learn in groups until they can realize the nature of mutual cooperation in a team, not only that students have more enthusiasm in expressing opinions, and in discussion activities, mutual respect for others begins to appear well. Problem-based learning can help students to measure their respective knowledge in real problems that have been given by the teacher. So that it can be concluded in the application of the problem-based learning model will form the flow of students' thinking about something that exists and also of course with the help of image media in understanding it. The images presented are as interesting as possible which can make students more enthusiastic in learning and can more quickly understand a lesson delivered with depictions according to each student. With the help of image media, students can more easily understand something they observe (Idris et al., n.d.).

While the facts that occur in the field of applying learning as usual or in general, namely with the media used in general are with reading texts and discussing. Students only answer questions that are in the reading and the teacher explains the material discussed at that time. With such a model, of course, students will be less enthusiastic in learning and their observations move with something else, students are considered not focused in the explanation explained by the teacher because they are less interested or do not understand the content of the reading contained so that it can affect student understanding in social studies subjects.

Table. 4 Precycle Learning Outcomes - Final Cycle (2)

No	Student Name	KKM	Value		
			Precycle	Cycle 1	Cycle 2
1.	Fathur Rahman Arrozi	70	50	75	80
2.	Muhammad Aqil Farera	70	62	72	82
3.	Arif Fajar Hidhayatul	70	55	60	85
4.	Mahda Maulidia	70	70	70	80
5.	Destia Rahma Putri A.	70	50	50	70
6.	Syahidan Ikhzan Amin	70	55	55	75
7.	Nahdiah Nur Fauziah	70	74	84	100
8.	Ulil Izzah	70	68	68	88
9.	Nengah Kurniatul	70	58	78	88
10.	DimasSeptian Rosalvino	70	60	70	80
11.	Farida Rahayu	70	62	62	82
12.	Hadhila Asma Al-Azzah	70	73	83	93
13.	Arin Iradatul Awaliyah	70	64	74	84
14.	Nafisatun Nur Kholisah	70	60	65	80
15.	Ahmad Mujib Ihsan M.	70	57	77	87
16.	Rifky Abdillah	70	72	72	82
17.	Muhammad Fiyan Azizi	70	60	60	70

18.	Muhammad Khirul Ibad	70	71	71	81
19.	M. Syauqi Akmal Fikri	70	72	72	82
20.	Nurul Latifatus Zahro	70	72	67	82
21.	Habibatus Zahro	70	56	56	66
22.	Niki Hidayah	70	73	73	83
23.	Jihan Safitri	70	74	74	84
24.	Najah Istiqomah	70	70	70	80
25.	Ummu Ahyah	70	63	63	73
Sum			1581	1721	2047
Average			63.24	68.84	81.48
Complete			10	15	24
Incomplete			15	10	1
Learning Completion Percentage			40%	60%	96%

Based on the data above, in the precycle, 10 students successfully passed, and 15 students still did not succeed with a grade average of 63.24. After the precycle, there was a change in cycle 1 where students who completed increased to 15 while students who were below average or unsuccessful as many as 10 students had a grade point average of 68.84. And in cycle 2 which includes the last stage that increases the results of interest in learning social studies with 1 student who is incomplete while 24 students are complete in social studies subject matter so that learning objectives can be achieved and maximally successful. To make it clearer and easier to understand, the increase in learning interest results from prestige to cycle 2 can be seen in the figure below:

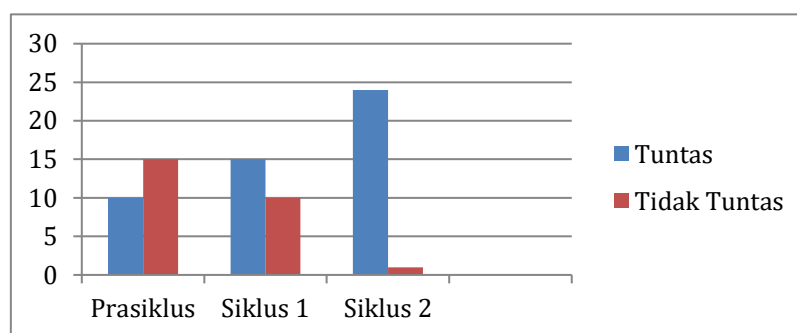


Figure 2. Completeness of Student Learning

This research received support and was carried out by Nahdiah (2022). The study found differences in each of the stages carried out, starting from precycle to the final cycle or cycle 2. The teacher invites students to learn using the problem-based learning model with the help of image media of grade IV students at SDN Kawisrejo. Similarly, Indri said that the application of problem-based learning models with the help of audiovisual media can affect the improvement of social studies learning interest outcomes of grade IV students at SDN Kawisrejo Rejoso Pasuruan.

Classroom Action Research (PTK) conducted in grade IV SDN Kawisrejo on Social Science subjects of Various Jobs material using a problem-based learning model assisted by image media is very satisfying. Based on the results of data analysis that have been obtained from the precycle, cycle 1, and cycle 2 student learning outcomes have significantly improved. Before the implementation of activities from the precycle that were completed by only 10 students or 40% then the implementation of cycle 1 student completeness increased to 15 children or 60%. The increase that occurred in precycle and cycle 1 was 20%. However, the results obtained in cycle 1 still do not meet the indicators that have been made, which is 76% or more of the total students. This is because the teacher still cannot condition the class optimally. So when the teacher does not pay attention to students, students will definitely talk to themselves and sometimes disturb their friends, some do activities outside of learning. Students are also still not brave in terms of submitting questions related to the material.

By paying attention to the reflection of cycle 1, planning for learning improvements will be carried out by cycle 2 so that this research reaches the target indicators that have been determined. After cycle 2, student completeness reached 96%, there was only 1 student, or 4% who had not been completed. So that this PTK that uses a problem-based learning model assisted by image media can be declared able to improve the quality of student learning outcomes in Social Science subjects and achieve the target of student completeness by more than 76%. According to Chen et al. (2021) It is proven that this learning model has advantages in using problem-based learning models assisted by image media, including the level of student activity in learning increases because students are required to be able to solve problems and think critically about the images that have been given by the teacher.

But on the other side of the advantages of the problem-based learning model assisted by image media, there are also disadvantages. The weakness when using this problem-based learning model assisted by image media is that the application time is quite long. So if students do not have the curiosity to solve problems then students will not want to solve them. But researchers also revealed the advantages of image media, namely: not abstract, not all objects can be reached or can be carried during the learning process, therefore an educator takes the initiative to create image media, and can overcome the limitations of one's observation. While the disadvantages of the image media are: only utilizing the sense of sight and the image media carried is very minimal or small so that learning is less satisfying or less effective. Therefore, teachers must remain focused on guiding students and directing students if there are those who do not understand. The activity is carried out by the teacher by going around each student by asking if there are difficulties.

From the explanation above, it can be concluded that the use of problem-based learning models assisted by image media implemented by researchers can be said to be successful. The learning carried out can attract the attraction of students' enthusiasm to be active in learning and students can understand the social studies material taught, and students are able to think critically. So that the results of learning Social Sciences increase.

CONCLUSION

In the use of image media, various social studies subject work at SDN Kawisrejo has increased. Based on the data above, in the pre-cycle, 10 students successfully passed and 15 students were still unsuccessful with a class average of 63.24. After the pre-cycle, there is a change in stage 1 where students who complete increase to 15 while students who are below average or have not succeeded as many as 10 students have a grade point average of 68.84. And stage 2 which includes the last stage that increases the results of interest in learning social studies with 24 completed students who have an average grade score of 81.48 in social studies subject matter so that learning objectives can be achieved and maximally successful.

From the above conclusions, this research is aimed at fourth grade students at SDN Kawisrejo by using the PBL model assisted by image media. This research is expected to be an alternative, material for advice and input, and provide variations on the learning process, especially in social studies subjects through the PBL model assisted by image media in improving student learning outcomes. The learning process that can foster students to be active, innovative, creative, effective, and fun (PAIKEM) and able to think critically and respond well. The effectiveness of students can make the learning process fun so that it can improve student learning outcomes. This research is still limited to the use of image media which is carried out every meeting of 2 cycles, and the findings show that the learning outcomes of fourth grade students at SDN Kawisrejo in cycle 2 with a total of 24 students are complete and have a class average score of 81.48 in social studies subject matter so that learning objectives can be achieved and maximally successful.

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