Educational Journal of Learning Technology
Vol. 2, No. 2, pp. 102-111, January 2025
https://doi.org/.10.58230/edutech.v2i2.37
Received Desember 24, 2024; Revised January 09, 2025; Accepted January 20, 2025

Implementation of Picture and Picture Model to Improve Learning Outcomes of Islamic Religious Education Classes in Elementary Madrasahs

Solehati[1], Mardi Takwim[2], and Zuljalal Al-Hamdany[3]
[1-3]Institut Agama Islam Negeri (IAIN) Palopo
Agatis Street, Balandai, Bara District, Palopo City, Indonesia.
[1]42064800189@iainpalopo.ac.id

Abstract. Through the Picture and Picture learning model, this research aims to improve the learning outcomes and activities of grade III MI students in Islamic Religious Education subjects. The method used is classroom action research in two cycles, each consisting of planning, implementation, observation, and reflection. The results show that this model effectively improves student learning outcomes, with learning completeness initially only 16% in the first Cycle, increasing to 100% in the second. Student activity also increased from 47% ("adequate" category) in the first Cycle of the first meeting to 95% ("very good" category) in the second Cycle of the fourth meeting. These findings show that the Picture and Picture model can significantly improve student learning outcomes and activities.

Keywords: Picture and Picture Model, Classroom Action Research, Learning Outcomes

1. Introduction

In the world of education, a student is required not to be too dependent on his teacher in the learning process, and every student must be independent in analyzing and concluding a subject matter (Mawati, Hanafiah, and Arifudin 2023). Learning is a change in an individual's behavior as a whole through thinking and interaction with his environment (Basyir, Dinana, and Devi 2022). A learning model describes the learning environment, including the teacher's behavior applied to learning.

The learning model has many uses, from learning planning and curriculum planning to designing learning materials, including multimedia programs (Magdalena, Ramdani, and Anggraini 2021). Every activity that will be carried out needs a clear plan to be systematized and directed to achieve the goals (Yudha 2020). Matters related to the learning process include learning planning that teachers have carried out, using learning methods/approaches and learning media in learning activities, preparing assessment instruments, and implementing learning assessments (Putrianingsih, Muchasan, and Syarif 2021). The learning model effectively improves the quality of teaching and learning activities because, in learning activities, students are required to play an active role in learning and are expected to use high-level thinking skills and hone cohesiveness and cooperation in a team/group (Nugraha 2018). This learning model refers to the learning approach used (Alexander and Pono 2019). Simply put, the learning model is a way for teachers to organize learning activities to be more effective and efficient so that learning can be designed as best as possible to create a conducive, productive, and fun learning atmosphere.

Using the right learning model in the learning process is necessary to achieve learning goals. A teacher can use various learning models in the learning process (Hasriadi 2022). One of them is the Picture and Picture learning model. The Picture and Picture learning model is a learning method that uses pictures that are paired or ordered logically (Tesa, Rawis, and Rorimpandey 2024). The learning model is carried out systematically to attract students' interest in learning (Meyanti, Bahari,

©Authors
This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

and Salim 2019). Interesting learning methods allow students to be more active in carrying out activities.

The Picture and Picture learning model is a form of cooperative learning emphasizing group work (Habibi and Adnan 2021). This model allows students to learn and work in group small consisting of four to five people with a heterogeneous group structure (Anggraini 2019). The formation of heterogeneous groups aims to allow less active students to interact with active students, and less intelligent students can learn with smarter students.

This cooperative learning positively impacts students with low learning outcomes (Hidayat, Tanjung, and Sutopo 2022). This method can increase motivation, learning outcomes, and the retention of subject matter over a longer period (Firdaus and Hafidah 2020). In its implementation, the teacher conveys the competencies to be achieved, presents the material as an introduction, and shows pictures of the material. After that, the teacher calls the students to put or sort the pictures into a logical order and asks them to explain the reason for the order of the pictures they created.

Learning outcomes are a result that individuals have achieved in carrying out activities or efforts to obtain behavioral changes from a series of activities, for example, by reading, observing, listening, imitating, and so on, as well as the results of their experiences in interaction with their environment (Hasriadi 2020). Learning outcomes are students' abilities after they receive their learning experience (Halimah and Adiyono 2022). Student learning outcomes are one of the measuring tools to see how far students can master the subject matter that the teacher has delivered. Learning experts have different definitions of learning outcomes (Arsani 2023). Learning outcomes are expected to be obtained through learning experiences, while mindset will affect behavior and attitudes as the initial foundation of students in acting (Kosilah and Septian 2020). The learning assessment results are then analyzed to obtain feedback on various things in the learning process.

The low student learning process and student learning motivation cause low student learning outcomes. This then requires teachers to make changes so that learning is more meaningful and acceptable to their students, and students can get changes in learning outcomes and positive mindset changes (Kristiani and Pahlevi 2021). In the learning process, motivation has an important role because motivation can foster interest in learning (Ferrer et al. 2020). The lecture method does not improve students' learning outcomes in Islamic religious education and ethics. Therefore, a learning model is needed to actively involve students by using interesting media during the learning process, such as image media in learning.

Recent studies have shown that visual-based learning methods such as Picture and Picture can increase student engagement and strengthen students' memory of the material (Astuti and Fauziah 2022). Additionally, this approach provides space for students to learn collaboratively in heterogeneous groups, which can increase learning motivation (Hasanah 2022). Although many studies have examined the effectiveness of the Picture and Picture model, these studies have focused more on general subjects, such as science or mathematics.

Research related to applying this model in learning Islamic Religious Education and Ethics is still limited. In addition, the aspects of learning motivation and student mindset expected to change through this model have not been studied in depth. By observing the description presented, the researcher tries to apply the Picture and Picture model in the learning process of Islamic religious education and ethics to students of grade III MI Datok Sulaiman to improve the learning outcomes of Islamic religious education and ethics so that it is well achieved and makes students active in the learning process in the classroom.

2. Method

The type of research used is classroom action research (CAR). Classroom action research is a scrutiny of learning activities in the form of an action, which is deliberately raised and occurs in a class together (Utomo, Asvio, and Prayogi 2024). The CAR model was developed by (Kemmis, McTaggart, and Nixon 2013), consisting of planning, action implementation, observation, and reflection.

The action research model has four stages that passed, namely, (1) planning, (2) implementation, (3) observation, (4) reflection. These four activities take place repeatedly in the form of cycles. To determine the completeness of learning outcomes, classically, the initial ability test is calculated using the formula of the initial ability (Purwanto 2000).

$$Classical\ completion\ percentage = \frac{Number\ of\ students\ who\ received \geq 70}{Number\ of\ students\ who\ took\ the\ test} \times 100\%$$

To find out students' learning outcomes by categorizing the predicate of learning outcomes that occur at MI Datok Sulaiman.

Table 1. Categorization of Student Learning Outcomes Predicate

Score	Category
81-100	Excellent
71-80	Good
61-70	Enough
0-60	Need Assistance

Table 2. Categories of Learning Completeness

No	Score	Interpretation
1	≤ 70	Incomplete
2	≥ 70	Complete

Table 3. Student Assessment Criteria

Assessment Criteria	Category
1	Very Less
2	Less
3	Good
4	Excellent

The observation results on student activities are analyzed using a percentage score analysis, determined by the level of success of the predetermined action indicators (Eriyanto 2015).

Table 4. Interpretation of Student Activity Success Criteria

No	Score Interval	Interpretation
1	81% ≤ *KT* ≤ 100%	Very good
2	61% ≤ *KT* ≤ 80%	Good
3	41% ≤ *KT* ≤ 60%	Enough
4	21% ≤ KT ≤ 40%	Less
5	0% ≤ KT ≤ 20%	Very Less

3. Results

This research was conducted on the subject of Islamic religious education Nifak material. Miser and Kufr in class III of MI Datok Sulaiman. The classroom action research model used was Kemmis & Mc. Taggart. This research applies a picture and picture learning model by matching or sorting pictures that are by the material of Nifak, Miser, and Kufr. The research was conducted in two cycles, each with two cyclical meetings.

a. Analysis of Initial Ability Test Results

Before carrying out the research, an initial test was first carried out, which was given to each

student to determine their initial ability. The initial test scores were then used as a reference to determine the improvement of the learning outcomes of class III.a MI Datok Sulaiman Palopo City students.

Table 5. Descriptive Statistics of Student Initial Ability Test Results

Statistics	Statistical Value
Number of samples	25
Average	24,80
Minimum Score	0
Maximum Score	80

In the initial ability test, were 25 students in class III.a, so an average of 20.40 was obtained with the category of needing assistance. So, it can be said that the knowledge of grade III students in Islamic Religious Education subjects still needs assistance.

Table 6. Acquisition of Percentage of Categorization of Student Initial Ability Test

Score	Category	Frequency	Percentage (%)
81-100	Excellent	0	0%
71-80	Good	1	4%
61-70	Enough	0	0%
0-60	Need Assistance	24	96%
		25	100%

If it is associated with the completeness of learning outcomes, then students' learning outcomes in the initial ability test can be grouped into two categories so that the following frequency and percentage scores are obtained.

Table 7. Distribution of Frequency and Percentage of Student Initial Ability Test

No	Score	Category	Frequency	Percentage %
1.	≤70≤70	Incomplete	21	84%
2.	≥70≥70	Complete	4	16%
			25	100%

b. Analysis of Cycle 1 Research Results

Cycle I was carried out for two meetings with one learning process by applying media and 1 test meeting of the first Cycle.

1) Planning Stage

a) Prepare a learning tool design for each Cycle.
b) Prepare observation sheets to observe and identify student activities.
c) Preparing learning materials and image media used in the learning process.
d) Preparing questions in the form of multiple-choice questions, which are used as individual tasks to determine students' learning outcomes.

2) Implementation Stage

The implementation of classroom action research in Cycle I was carried out for two meetings. The first meeting was about learning to use picture and picture media, while the second meeting was about student learning evaluation in Cycle I.

The results of the recapitulation of descriptive statistics of the Islamic Religious Education learning outcome test of students in grade III.a MI Datok Sulaiman for the first cycle test.

Table 8. Descriptive **Statistics** of Islamic Religious Education Learning Outcomes for Cycle I Students

Statistics	Statistical Value
Number of samples	25
Average	56,80
Minimum Score	20
Maximum Score	80

In the student learning outcome test of the first Cycle, the third-grade students totaled 25 students, so an average of 56.80 was obtained with the incomplete category, so it can be said that the student learning outcome test in the first Cycle of grade III still needs assistance by the maximum score obtained by the student, which is 80 and the minimum score obtained by the student, which is 20.

If the average score is adjusted to the table of learning outcome categories, then in general, the learning outcomes of Islamic Religious Education students in grade III MI Datok Sulaiman in the first Cycle can be considered incomplete. This can be seen from the average achievement, which is still below the KKM set in schools.

Table 9. Acquisition of Percentage of Categorization of Student Cycle I Tests

Score	Category	Frequency	Percentage (%)
81-100	Excellent	0	0%
71-80	Good	4	16%
61-70	Enough	0	0%
0-60	Need Assistance	21	84%
		25	100%

If it is associated with the criteria for completeness of learning outcomes, then students' learning outcomes in the Cycle I test can be grouped into two categories so that frequency and percentage scores are obtained.

Table 10. Distribution of Frequency and Percentage of Student Cycle I Tests

No	Score	Category	Frequency	Percentage %
1.	≤70≤70	Incomplete	21	84%
2.	≥70≥70	Complete	4	16%
			25	100%

3) Observation Stage

At this stage, observations are made while the teaching and learning process is ongoing. Observers assist observation activities on student activities to make it easier to make research more objective. Student activities are characterized by students' active participation in the learning process and their courage to express their opinions and work on problems.

Table 11. Recapitulation of the Results of Observation of Student Activities in the First Cycle of the First Meeting

First Meeting	Indicators			
	Attention	**Participation**	**Understanding**	**Collaborate**
Average	1,9	1,9	1,9	1,8
Category	Enough	Enough	Enough	Enough
Percentage	47%	47%	47%	46%
Total (%)		47%		

Table 12. Recapitulation of the Results of Observation of Student Activities in the First Cycle of the Second Meeting

Second Meeting	Indicators			
	Attention	**Participation**	**Understanding**	**Collaborate**
Average	2,9	2,9	2,9	2,8
Category	Good	Good	Good	Good
Percentage	72%	72%	72%	71%
Total (%)	72%			

4) Reflection Stage

The classroom management techniques have not been optimal in maintaining student attention and engagement. In the first Cycle, shortcomings were identified, such as many students not understanding the forms of nifak, miserliness, and kufr behaviors taught. Students do not pay attention to the teacher's explanations, do not participate, and do not cooperate in groups, so it is the cause of students' understanding of the material being taught that is still very lacking.

b. Analysis of Cycle II Research Results

Cycle II was carried out in two meetings, with two learning sessions, and the fourth meeting was also evaluated. This cycle activity is a learning activity that repeats the learning activities carried out in the first Cycle by making improvements that are still considered lacking in the previous Cycle, namely the first Cycle.

1) Planning Stage

In this second Cycle, the planning stage is almost the same as in Cycle I.

2) Implementation Stage

The action stage in Cycle II is to repeat the work steps in Cycle I. The actions in Cycle II are more developed and based on the results of observation and reflection in Cycle I. At each meeting, the teacher explains the material per the lesson plan concerned, accompanied by sample questions and illustrations involving students. Next, the teacher distributed pictures to each group. After that, students observe the pictures, and all group members take turns sorting the pictures in front of the class. In the second cycle stage, the same steps are used as in the first Cycle.

The results of the recapitulation of the Islamic Religious Education learning outcome test for third-grade students of MI Datok Sulaiman Palopo for the second cycle test.

Table 13. Descriptive Statistics of Islamic Religious Education Learning Outcomes for Cycle II Students

Statistics	Statistical Value
Number of samples	25
Average	96.00
Minimum Score	80
Maximum Score	100

If the test scores of student learning outcomes in the final test of Cycle II are grouped into categories, then a frequency and percentage distribution table is obtained.

Table 14. Percentage Acquisition of Student Cycle II Test Category

Score	Category	Frequency	Percentage (%)
81-100	Excellent	20	80%
71-80	Good	5	20%
61-70	Enough	0	0%
0-60	Need Assistance	0	0%
		25	100%

If it is associated with the criteria for completeness of learning outcomes, then students'

learning outcomes in the second cycle test can be grouped into two categories so that frequency and percentage scores are obtained.

Table 15. Frequency Distribution and Percentage of Student Cycle II Tests

No.	Score	Category	Frequency	Percentage %
1.	≤70≤70	Incomplete	0	0%
2.	≥70≥70	Complete	25	100%
			25	100%

3) Observation Level

Changes obtained from the observation sheet at each meeting are recorded at each Cycle. The observation sheet is to find changes in student attitudes, such as attention, understanding, participation, and cooperation, during the teaching and learning process in the classroom.

Table 16. Recapitulation of the Results of Observation of Student Activities in the Second Cycle of the Third Meeting

Third Meeting	Indicators			
	Attention	Participation	Understanding	Collaborate
Average	3,3	3,4	3,2	3,3
Category	Very good	Very good	Very good	Very good
Percentage	83%	84%	79%	82%
Total (%)	82%			

Table 17. Recapitulation of the Results of Observation of Student Activities in the Second Cycle of the Fourth Meeting

The Fourth Meeting	Indicators			
	Attention	Participation	Understanding	Collaborate
Average	3,7	3,8	3,9	3,8
Category	Very good	Very good	Very good	Very good
Percentage	93%	94%	97%	95%
Total (%)	95%			

4) Reflection Stage

In Cycle II, improvements are made to less-than-optimal parts of the learning process. During Cycle II, learning activities were very good. It can be seen from the change in student activities following the learning process, being active in their groups, or putting forward their ideas.

4. Discussion

This research aims to improve the learning outcomes of students in Islamic Religious Education subjects of Nifak, Miser, and Kufr through the application of the Picture and Picture learning model. The research was conducted in class III MI Datok Sulaiman using the Kemmis and McTaggart class action research model (CAR), which was carried out in two cycles. The results of the study showed a significant improvement in student learning outcomes. In the initial test, the average student learning outcome was 24.80, with a completion percentage of only 16%. After applying the Picture and Picture learning model in the first Cycle, the average increased to 56.80, although the completion rate was still low at 16%. However, in the second Cycle, learning outcomes increased sharply, with an average of 96.00 and a completion rate of 100%. In addition, student activities in learning also showed a significant increase from Cycle I to Cycle II.

The results of this study are in line with previous studies that state that the Picture and Picture learning model is effective in improving student learning outcomes through the use of attractive image media. (Awidi and Paynter 2019)said this method can increase cooperation in

groups and student activity. (Arsyad, Mujahiddin, and Syakhrani 2024) also emphasized that visual media-based learning can improve students' memory of subject matter. However, this research makes a new contribution with the specific application of Islamic Religious Education materials related to Nifak, Miser, and Kufr, which were previously rarely studied in depth with the Picture and Picture method.

The significant increase in student learning outcomes from Cycle I to Cycle II shows that the Picture and Picture learning model is effective in improving learning outcomes and building student activities and activeness. In Cycle I, the lack of student understanding of the material is caused by less optimal classroom management and student involvement. With improvements in Cycle II, such as improving the use of image media and increasing interaction between students in groups, there has been an increase in student understanding and cooperation. These results reinforce the theory that visual media-based cooperative learning can provide a more meaningful and in-depth learning experience.

Based on this study's results, several solutions can be applied to improve the quality of learning. First, improving teacher competence is an important step. Teachers need to receive regular training in using visual media-based learning models, such as Picture and Picture, to optimize the application of these methods. Second, the school needs to provide relevant learning media. With the appropriate media, students can be more helped to understand the subject matter. Third, teachers are advised to combine an individual approach with group-based learning. This approach aims to accommodate the differences in students' abilities so that each individual can learn effectively. Fourth, implementing continuous evaluation in each Cycle is very important to identify and correct shortcomings in the learning process. With consistent evaluation, learning can develop continuously and have a greater positive impact. The results of this research are expected to be a reference for teachers in improving student learning outcomes, especially in Islamic Religious Education subjects and other materials that require in-depth conceptual understanding.

5. Conclusion

The results of research conducted through two cycles showed that the Picture and Picture learning model could significantly improve student learning outcomes. In the initial ability test, the average student score was 24.80, with the majority of students (96%) in the category of "Need Assistance." After the implementation of learning in the first Cycle, the average score increased to 56.80, although the results still did not meet the criteria for completeness. However, there was a significant increase in the second Cycle, with the average student score reaching 96.00, and all students (100%) reached the "Complete" category. In addition, student activities, such as attention, participation, understanding, and cooperation, also increased from the category of "Adequate" in the first Cycle to "Very Good" in the second Cycle.

This study recommends several measures to support the sustainability of learning improvement. Teachers are advised to continuously train in visual media-based learning models. In addition, schools need to provide relevant learning media and support the learning process. A combination of individual and group approaches is also needed to meet the diverse needs of students. Continuous evaluation must be carried out to ensure that the learning process continues to evolve. This research contributes to developing interactive learning models, especially in Islamic Religious Education learning. It is expected to be a reference for teachers and education practitioners to improve student learning outcomes, especially in materials that require deep conceptual understanding.

6. References

Alexander, Ferdinant, and Fenni Regina Pono. 2019. 'Penerapan Metode Pembelajaran Kooperatif Tipe Examples Non Examples Untuk Meningkatkan Hasil Belajar Kognitif Siswa'. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)* 1(2):110–26. doi: 10.37364/jireh.v1i2.21.

Anggraini, Welly. 2019. 'Strategi Pembelajaran Kooperatif Tipe Jigsaw: Pengaruhnya Terhadap Kemampuan Berpikir Kritis Siswa | Anggraini | Indonesian Journal of Science and Mathematics Education'. doi: http://dx.doi.org/10.24042/ijsme.v2i1.3976.

Arsani, Ni Made. 2023. 'Meningkatkan Prestasi Belajar Matematika Melalui Penggunaan Model Pembelajaran Kuantum Pada Siswa Kelas II SD Negeri 17 Dauh Puri'. *Indonesian Journal of Educational Development (IJED)* 3(4):553–61. doi: 10.5281/zenodo.7676168.

Arsyad, Muhammad, Mujahiddin Mujahiddin, and Abdul Wahab Syakhrani. 2024. 'The Efficiency of Using Visual Learning Media in Improving the Understanding of Science Concepts in Elementary School Students'. *Indonesian Journal of Education (INJOE)* 4(3):775~787.

Astuti, Dewi, and Muna Fauziah. 2022. 'Penguasaan Konsep Siswa Dalam Pendekatan Interactive Conceptual Instruction(ICI) Dengan Video Pembelajaran | IBTIDA-Jurnal Kajian Pendidikan Dasar'.

Awidi, Isaiah T., and Mark Paynter. 2019. 'The Impact of a Flipped Classroom Approach on Student Learning Experience'. *Computers & Education* 128:269–83. doi: 10.1016/j.compedu.2018.09.013.

Basyir, Muhammad Syaikhul, Aqimi Dinana, and Aulia Diana Devi. 2022. 'Kontribusi Teori Belajar Kognitivisme David P. Ausubel Dan Robert M. Gagne Dalam Proses Pembelajaran'. *Jurnal Pendidikan Madrasah* 7(1):89–100. doi: 10.14421/jpm.2022.71.12.

Eriyanto, Eriyanto. 2015. *Analisis Isi: Pengantar Metodologi untuk Penelitian Ilmu Komunikasi dan Ilmu-ilmu Sosial Lainnya*. Jakarta: Prenada Media.

Ferrer, Justine, Allison Ringer, Kerrie Saville, Melissa A Parris, and Kia Kashi. 2020. 'Students' Motivation and Engagement in Higher Education: The Importance of Attitude to Online Learning'. *Higher Education* 83(2):317–38. doi: 10.1007/s10734-020-00657-5.

Firdaus, Sulton, and Siti Hafidah. 2020. 'Mnemonik : Solusi Kreatif Untuk Meningkatkan Kemampuan Menghafal Kosa Kata Bahasa Arab Siswi Madrasah Aliyah Nurul Jadid | PALAPA'.

Habibi, Yuvardita, and Muhammad Fachri Adnan. 2021. 'Pengaruh Model Pembelajaran Kooperatif Tipe Picture and Picture Terhadap Partisipasi Dan Hasil Belajar Siswa Di Sekolah Dasar'. *Jurnal Basicedu* 5(5):3399–3412. doi: 10.31004/basicedu.v5i5.1316.

Halimah, Nur, and Adiyono Adiyono. 2022. 'Unsur-Unsur Penting Penilaian Objek Dalam Evaluasi Hasil Belajar'. *EDUCATIONAL JOURNAL : General and Specific Research* 2(1):160–67.

Hasanah, Aan. 2022. 'Penguatan Karakter Kebangsaan Melalui Pendekatan Integratif pada Mapel Rumpun PAI di Madrasah'. *Edukasi Islami: Jurnal Pendidikan Islam* 11(01). doi: 10.30868/ei.v11i01.2133.

Hasriadi, Hasriadi. 2020. 'Pengaruh E-Learning Terhadap Hasil Belajar Mahasiswa Pendidikan Agama Islam'. *IQRO: Journal of Islamic Education* 3(1):59–70. doi: 10.24256/iqro.v3i1.1429.

Hasriadi, Hasriadi. 2022. 'Metode Pembelajaran Inovatif Di Era Digitalisasi'. *Jurnal Sinestesia* 12(1):136–51.

Hidayat, Dedi, Samsidar Tanjung, and Adi Sutopo. 2022. 'Pengaruh Model Pembelajaran Kooperatif Dan Kreativitas Terhadap Hasil Belajar IPS Di Sekolah Dasar'. *Jurnal Basicedu*.

Kemmis, Stephen, Robin McTaggart, and Rhonda Nixon. 2013. 'Introducing Critical Participatory Action Research'. Pp. 1–13 in *Springer*. Singapore: Springer.

Kosilah, Kosilah, and Septian Septian. 2020. 'Penerapan Model Pembelajaran Kooperatif Tipe Assure Dalam Meningkatkan Hasil Belajar Siswa'. *Jurnal Inovasi Penelitian* 1(6):1139–48. doi: 10.47492/jip.v1i6.214.

Kristiani, Endang, and Triesninda Pahlevi. 2021. 'Pengaruh Motivasi Belajar Dan Kedisiplinan Siswa Terhadap Prestasi Belajar Siswa'. *Prima Magistra: Jurnal Ilmiah Kependidikan* 2(2):197–211. doi: 10.37478/jpm.v2i2.1027.

Magdalena, Ina, Faizaria Cahya Tri Ramdani, and Maya Cintya Anggraini. 2021. 'Implementasi Pembelajaran Tematik Sesuai Kurikulum 2013 Di SDN Sukasari II Rajeg | PANDAWA'.

Mawati, Arin Tentrem, Hanafiah Hanafiah, and Opan Arifudin. 2023. 'Dampak Pergantian Kurikulum Pendidikan Terhadap Peserta Didik Sekolah Dasar'. *Jurnal Primary Edu* 1(1):69–82.

Meyanti, Riska, Yohanes Bahari, and Izhar Salim. 2019. 'Optimalisasi Minat Belajar Siswa Melalui Model Pembelajaran Problem Solving'. *Proceedings International Conference on Teaching and Education (ICoTE)* 2(2):262–66. doi: 10.26418/icote.v2i2.38239.

Nugraha, Muldiyana. 2018. 'Manajemen Kelas Dalam Meningkatkan Proses Pembelajaran'. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 4(01):27–44. doi: 10.32678/tarbawi.v4i01.1769.

Purwanto, M. Ngalim. 2000. *Prinsip-prinsip dan teknik evaluasi pengajaran*. Jakarta: Remaja Rosdakarya.

Putrianingsih, Sri, Ali Muchasan, and M. Syarif. 2021. 'Peran Perencanaan Pembelajaran Terhadap Kualitas Pengajaran'. *INOVATIF: Jurnal Penelitian Pendidikan, Agama, Dan Kebudayaan* 7(1):138–63.

Tesa, Mokoginta Fili, Joulanda A. M. Rawis, and Widdy H. F. Rorimpandey. 2024. 'Penerapan Model Pembelajaran Picture And Picture Untuk Meningkatkan Hasil Belajar Siswa Pada Pembelajaran Ipa di Kelas II SD Inpres Perumnas Uluindano Tomohon'. *Jurnal Ilmiah Wahana Pendidikan* 10(9):870–78. doi: 10.5281/zenodo.11353164.

Utomo, Prio, Nova Asvio, and Fiki Prayogi. 2024. 'Metode Penelitian Tindakan Kelas (PTK): Panduan Praktis Untuk Guru Dan Mahasiswa Di Institusi Pendidikan | Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia'.

Yudha, Firma. 2020. 'Penerapan Metode Jarimatika Materi Perkalian Pada Siswa Kelas 4 MI Hidayatul Mubtadiin Balak Songgon'. *Biormatika : Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan* 6(1):32–40. doi: 10.35569/biormatika.v6i1.681.