



Comparison of Example Learning Model and Picture and Picture Modek reviwed for Grade IV Students' Social Sciences Learning Activities

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Abstrak

Tujuan penelitian adalah untuk menganalisis perbandingan model pembelajaran Example Non Example dan Picture And Picture ditinjau dari aktivitas belajar IPS siswa kelas IV Gugus I Kecamatan Patallassang. Jenis penelitian ini adalah pretest-posttest control group design. Jumlah sampel dalam penelitian ini adalah murid kelas IV SDI Teamate dengan menerapkan model Example Non Example dan SDI Borongpa La La dengan pembelajaran Picture And Picture. Metode pengumpulan data yang digunakan yaitu angket aktivitas dan tes hasil belajar dan dokumentasi. Tehnik analisis data yang digunakan yaitu pendekatan statistik deskriptif dan analisis inferensial. Hasil penelitian Berdasarkan hasil uji Paired Sample Test nilai pada kelas model Example non Example dan Picture and Picture analisis levene's test dapat diketahui bahwa nilai signifikansinya adalah 0,000 menunjukkan bahwa $0,000 \geq 0,05$ maka H_0 diterima, artinya varian populasi identik/sama. Maka dapat ditarik kesimpulan bahwa terdapat perbedaan model pembelajaran Example Non Example dan Picture And Picture ditinjau dari aktivitas belajar IPS siswa kelas IV Gugus I Kecamatan Patallassang. Maka dapat disimpulkan bahwa tidak ada perbedaan yang signifikan antara model pembelajaran Example Non Example dan Picture And Picture terhadap aktivitas belajar IPS kelas IV.

Kata kunci: Model Pembelajaran Example Non Example; Model Pembelajaran Picture and Picture; Aktivitas; Hasil Belajar

Abstract

The aim of the research is to analyze the comparison of the Example Non Example and Picture And Picture learning models in terms of the social studies learning activities of class IV students in Cluster I, Patallassang District. This type of research is a pretest-posttest control group design. The number of samples in this research were class IV SDI Teamate students using the Example Non Example model and SDI Borongpa La La using Picture And Picture learning. The data collection methods used were activity questionnaires and learning outcomes tests and documentation. The data analysis techniques used are descriptive statistical approaches and inferential analysis. Research results Based on the results of the Paired Sample Test, the values in the Example non Example and Picture and Picture model

classes from the Levene's test analysis show that the significance value is 0.000, indicating that $0.000 \geq 0.05$, then H_0 is accepted, meaning that the population variance is identical. So it can be concluded that there are differences between the Example Non Example and Picture And Picture learning models in terms of the social studies learning activities of class IV students in Cluster I, Patallassang District. So it can be concluded that there is no significant difference between the Example Non Example and Picture And Picture learning models on class IV social studies learning activities.

Keywords: *Example Non Example Learning Model; Picture and Picture Learning Model; Activity; Learning outcomes*

Pendahuluan

Learning in elementary schools, especially in social studies (Social Sciences) subjects, has an important role in shaping students' knowledge, attitudes and social skills. (Sapriya, 2017). An effective learning model is very necessary to increase student learning activities. The Example Non Example and Picture and Picture learning models are two approaches that are often used in social studies learning (Ghilben & Madiun, 2023). The Example Non Example model uses examples and non-examples to help students understand concepts more clearly, while the Picture and Picture model uses sequential pictures to explain concepts or events (Rahayu Astriani, 2020).

The main problem in this research is how to compare the effectiveness between the Example Non Example learning model and the Picture and Picture learning model in increasing the social studies learning activities of class IV students. Differences in the Influence of Picture and Picture Learning Models and Non-Examples on Natural Science Learning Outcomes for Class IV Elementary School (Safitri & Ayu Ningsih, 2020). This research found that the Picture and Picture learning model was more effective in improving the learning outcomes of class IV students in social studies subjects compared to the Non-Example Example learning model. Comparison of Picture and Picture Type Learning Models with Non-Examples on Student Learning Outcomes (Putri &

Taufina, 2020). This research found that the Picture and Picture learning model was more effective in improving the learning outcomes of class XII students in Biology subjects compared to the Non-Example Example learning model. These studies consistently find that the Picture and Picture learning model is more effective in improving student learning outcomes compared to the Example Non-Example model in various subjects and grade levels. (Daryanti & Taufina, 2020). This suggests that the visual and sequential approach of the Picture and Picture model may be easier to understand and engaging for students, thereby improving their overall learning outcomes (Praseptia & Zulherman, 2021). Although there is a lot of literature that supports the use of these two learning models, there is still a gap in research that specifically compares the effectiveness of these two models in the context of social studies learning in grade IV. (Amini & Saniyah, 2021). Previous research has focused more on individual model implementation without direct comparison. In addition, there is a lack of research that measures learning activities as a whole, including cognitive, affective and psychomotor aspects (Siregar et al., 2021).

This research aims to fill the gap in the literature by conducting a direct comparison between the Example Non Example and Picture and Picture learning models in improving the social studies learning activities of class IV students.

(Nubatonis et al., 2022). This research will provide a new contribution by providing empirical data regarding the comparison of the effectiveness of the two learning models in a specific context, namely social studies learning in grade IV (Rahmawati et al., 2022).

It is hoped that the results of this research can provide insight to teachers and educators regarding more effective learning models to be used in social studies learning, so that they can improve the quality of education in elementary schools. (Rahmi, 2023). The main aim of this research is to evaluate and compare the effectiveness of the Example Non Example and Picture and Picture learning models in improving the social studies learning activities of class IV students. Thus, it is hoped that this research can provide evidence-based recommendations for teaching practices in elementary schools (Sariani & Sahano, 2018).

Study Literatur

Learning Social Sciences (IPS) in class IV elementary school (SD) plays an important role in raising students' awareness of social phenomena and the surrounding environment (Rahmawati et al., 2022). In the learning process, teachers are required to choose appropriate and effective learning models in order to improve learning activities and student learning outcomes. Two learning models that are often used in social studies learning are the Non-Example Example learning model and the Picture and Picture learning model (Pogue et al., 2022) .

1. Non-Example Example Learning Model

The Non-Example Example learning model is a learning strategy that presents positive and negative examples related to learning material (Andariana & Ahmad, 2024). The goal is to help students understand concepts more easily and

differentiate between true and false traits (Lisanti et al., 2024). This model can be implemented in various ways, such as:

- Presentation: The teacher shows pictures or videos that represent examples and non-examples of the concept being studied.
- Discussion: Students are encouraged to discuss the differences between examples and non-examples, and explain the reasons behind these differences.
- Games: Teachers can create games that involve identifying examples and non-examples (Khairunisa & Mulyawati, 2023).

2. Picture and Image Learning Model

The Picture and Picture learning model utilizes pictures or illustrations to help students understand abstract concepts (Fatkhayati, 2023). This model can be implemented in various ways, such as:

- Picture story: The teacher tells a story accompanied by pictures that are relevant to the concept being studied.
- Mind mapping: Students create a mind map with pictures representing the main concept and supporting concepts.
- Educational comics: Teachers use educational comics containing images and text to explain the concepts being studied (Marianus et al., 2024).

3. Comparison of the Two Learning Models

The following is a table that compares the two learning models based on several aspects:

| Aspects | Example Non-Example Learning Model | Picture and Picture Learning Model |
|---------|--|------------------------------------|
| Focus | Distinguishing between examples and non-examples | Understanding abstract concepts |

| | | |
|---------------|--|---|
| | | through pictures |
| Methods | Presentation, discussion, games | Picture stories, mind mapping, educational comics |
| Advantages | Helps students understand concepts more easily | Increases students' learning interest and assists in visualizing concepts |
| Disadvantages | Requires well-prepared open materials | Requires drawing skills or finding suitable pictures |

(Ismaya et al., 2023)

4. Social Studies Learning Activities for Class IV Students

Class IV students' learning activities in social studies learning can be observed through several indicators, namely:

- Engagement: Students show interest and enthusiasm in participating in learning.
- Participation: Students are active in answering questions, discussing, and doing assignments.
- Collaboration: Students are able to work together with their classmates in completing group assignments.
- Thinking skills: Students are able to analyze information, solve problems, and make conclusions (Titu et al., 2024).

Related research

Several studies have been conducted to compare the effectiveness of the Non-Example Example learning model and the Picture and Picture learning model on the social studies learning activities of class IV students (Ali et al., 2024). The research results show that the two learning

models have different effectiveness depending on the context and student characteristics (Marianus et al., 2024).

- Research by Uscanga dan Cook (2022) found that the Example Non-Example learning model was more effective in increasing the learning activities of class IV students who had a visual learning style.
- Research by Yahya (2024) found that the Figure and Picture learning model was more effective in increasing the learning activities of class IV students who had a kinesthetic learning style.

Based on literature observations, the Non-Example Example learning model and the Picture and Picture learning model have their respective advantages and disadvantages. The effectiveness of these two learning models in improving social studies learning activities for fourth grade students also depends on the context and characteristics of the students. Therefore, teachers need to consider various factors before choosing the right learning model to use in social studies learning in class IV.

Method

The design of this research is a true experiment, utilizing two groups as research samples. The reason for using a true experimental model in this study is that the researcher cannot fully control both groups being studied, as not all external variables can be regulated. As a result, changes that occur are not entirely due to the treatment effect. The quasi-experimental design used in this research is a pretest-posttest control group design. In this study, two randomly selected groups are given a pretest and posttest: the Example Non-Example class and the Picture and Picture class.

This research was conducted over approximately three months. This timeframe includes the preparation stage, research permit processing, data collection, and the compilation of research findings.

The sample selection in this study was carried out using the cluster random sampling method (Sukmawati, Salmia, 2023) Obtained from the entire population consisting of 8 elementary schools. Subsequently, the sample was selected, consisting of Grade IV students from SDI Teamate with a total of 31 students and SDI Borongpa La La with 37 students. The data collection techniques used in this study were observation, learning outcome tests, and documentation.

Descriptive analysis is used to describe students' learning activities. The data analysis techniques used in this study are descriptive analysis and inferential analysis. Descriptive statistical analysis is used to analyze data by describing or illustrating the collected data as it is, without making generalizations (Sugiyono, 2014). The descriptive statistical analysis in this study aims to describe students' learning activities and learning outcomes. The hypothesis testing in this study was conducted using the Statistical Package for Social Science (SPSS) version 25 with the Paired Sample T-Test. The test criterion is: If $t_{\text{calculated}} \leq t_{\text{table}}$, then H_0 is accepted (two-tailed test).

Results and Discussion (70%)

Research result

Application of the Example Non Example learning model and the Picture And Picture learning model which was carried out over six meetings. At the first meeting, the researcher made observations to see the students' learning readiness. In the second meeting, the researcher gave a pretest to the two classes to determine the students' initial abilities in the material provided through the learning model. From the third meeting to the fifth meeting, the researcher gave treatment to each class with learning materials and models that had been created through the learning

implementation plan, and at the sixth meeting, the researcher gave a posttest to determine students' learning activities after being given the treatment. (Haerani et al., 2024). The following is pretest and posttest data for the sample class to determine student learning activities.

1. Class IV students' learning activities use the Example Non Example learning model

Before being given treatment, the researcher gave a pretest to determine students' learning activities in classes that implemented the Example Non Example learning model. The following is the pretest and posttest data on student learning activities.

Table 1 Statistical Test of Class Learning Activities Example Non Example

| | | Statistics | |
|--------------------|---------|----------------------|-----------------------|
| | | pretest aktivitas | posttest aktivitas |
| N | Valid | 31 | 31 |
| | Missing | 0 | 0 |
| Mean | | 63.77 | 82.19 |
| Std. Error of Mean | | 1.531 | .907 |
| Median | | 65.00 | 83.00 |
| Mode | | 58 | 83 |
| Std. Deviation | | 8.523 | 5.049 |
| Variance | | 72.647 | 25.495 |
| Range | | 35 | 18 |
| Minimum | | 48 | 75 |
| Maximum | | 83 | 93 |
| Sum | | 1977 | 2548 |

Based on the table above, in the Example non Example class, the minimum score on the pretest is 48 and posttest is 75. The pretest score gets a maximum score of 83 and the posttest is 93. The total score on the pretest is 1,977 with an average of 63.77. Meanwhile, the total score on the posttest was 2,548 with an average of 93. Based on the statistical data above, it can be

concluded that the application of the Example non Example learning model can influence student learning activities.

- Class IV students' learning activities use the Picture and Picture learning model
Implementation of learning in classes that apply the Picture and Picture model, this class has a total of 37 students. Before being given treatment, students were given a pretest and then students were given treatment using Picture and Picture learning and students were given a posttest to find out the influence of the learning model applied.

Table 2 Statistical Test of Picture and Picture Class Learning Activities

| | | Statistics | |
|--------------------|---------|-------------------|--------------------|
| | | pretest aktivitas | posttest aktivitas |
| N | Valid | 37 | 37 |
| | Missing | 0 | 0 |
| Mean | | 63.73 | 86.38 |
| Std. Error of Mean | | 1.408 | .809 |
| Median | | 63.00 | 88.00 |
| Mode | | 58 | 88 |
| Std. Deviation | | 8.562 | 4.924 |
| Variance | | 73.314 | 24.242 |
| Range | | 30 | 15 |
| Minimum | | 48 | 78 |
| Maximum | | 78 | 93 |
| Sum | | 2358 | 3196 |

The statistical test table for learning outcomes in the Picture and Picture class can be seen that during the pretest, the minimum score was 48 and after being treated and given the posttest, the minimum score for the students was 78. The maximum score for the pretest was 78 and the posttest increased to 93. The total score on the pretest was 2,358 with an average of 63.73 and on the posttest the total score was 3,196 with an average of 86.38. The pretest and posttest scores above can be concluded that there is an influence of the

Picture and Picture learning model on student learning motivation.

3. Hypothesis Testing

Hypothesis testing is to determine whether there are differences between Example Non Example and Picture And Picture in terms of students' social studies learning activities using the Paires Sample T-Test. Test criteria: If $t_{count} \leq t_{table}$, then H_0 is accepted (2 party test)

Table 3 Hypothesis Testing Differences between Example Non Example and Picture and Picture Learning Models

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|------------|--|--------------------|----------------|-----------------|---|----------------|----------------|--------|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pai r 1 | aktivita s exampl es - kelas exampl es | 71. 48 4 | 11.1 97 | 1.42 2 | 68. 64 0 | 74. 32 7 | 50. 27 0 | 6 1 | .000 |
| Pai r 2 | hasil exampl es - kelas exampl es | 65. 61 3 | 14.0 07 | 1.77 9 | 62. 05 6 | 69. 17 0 | 36. 88 3 | 6 1 | .000 |
| Pai r 3 | aktivita s belajar – kelas picture | 73. 55 4 | 12.9 18 | 1.50 2 | 70. 56 1 | 76. 54 7 | 48. 98 0 | 7 3 | .000 |
| Pai r 4 | hasil belajar – kelas picture | 66. 67 6 | 16.0 49 | 1.86 6 | 62. 95 7 | 70. 39 4 | 35. 73 9 | 7 3 | .000 |

Based on the results of the Paired Sample Test, the values in the Example non Example and Picture and Picture model classes, Levene's test analysis, can be seen that the significance value is 0.000, indicating that $0.000 \geq 0.05$, then H_0 is accepted, meaning that the population variance is identical. So it can be concluded that there are differences between the

Example Non Example and Picture And Picture learning models in terms of the social studies learning activities of class IV students in Cluster I, Patallassang District.

Discussion

This research began by conducting initial observations of social studies learning which took place in class IV. The research was carried out by providing treatment at two schools, namely SDI Teamate using the Example Non Example learning model and SDi Borongpa La La using the Picture And Picture model.

Based on the research results, there is an influence of the Example Non Example and Picture And Picture learning models in terms of the social studies learning activities of class IV students by testing the hypothesis to get a sig value. $0.000 < 0.05$, then both models have an effect on student learning activities.

Student activities in Example Non Example learning, the teacher presents concrete examples of certain situations or concepts followed by counterexamples that show situations that are opposite or incompatible. Students are then asked to compare and contrast between these examples and counterexamples. Students can understand social studies concepts, such as different types of work, better through direct comparisons between examples and counterexamples. Students also develop their analytical skills by identifying differences and similarities between examples and counterexamples, and can relate the concepts studied to real situations through exposure to examples and counterexamples, thereby deepening their understanding of the material.

Picture and Picture learning model, the teacher uses pictures to represent concepts or situations in social studies, such as various types of work. Students are asked to analyze the images and identify relevant information. Students work in groups to

discuss the pictures, share their understanding, and deepen their understanding of social studies concepts. Through group discussions, students improve their communication and collaboration skills, and learn from each other.

Learning that uses Example Non Example emphasizes direct comparisons between relevant and irrelevant situations, while Picture And Picture uses pictures to represent the concept or situation being studied. Example Non Example strengthens understanding through contrast comparison, whereas Picture And Picture relies on visual representation to facilitate understanding. Both learning models can be effective in helping fourth grade students understand social studies concepts, but the approach chosen depends on teacher preferences and student needs.

In line with research conducted by (Anggraini, 2021) that there is a comparison of learning outcomes between the use of the Picture and Picture Learning Model and the Example Non Example Learning Model on the learning outcomes of class V MI Al-Islam Bengkulu City students. And similar research conducted by (Nubatonis et al., 2022) shows that there are differences in the influence on critical thinking skills for science content in the application of the Picture and Picture and Example non Example learning models. This is based on the mean difference test (Independent Sample T-Test) which shows that the t value is 4,760 and the significance is 0.00, so H_0 is rejected and H_a is accepted. H_a accepted means there is a significant difference between Picture and Picture and Example non Example on the critical thinking skills of students with science content in class IV at SD N Gugus Diponego.

The results of this research place more emphasis on the learning activities of class IV students. If you look at the results of

the analysis of the Example Non Example and Picture And Picture classes, the learning activities that use the Picture And Picture learning model are better even though both models get scores that exceed the predetermined KKM. However, the level of achievement category is higher than classes that use the Example Non Example learning model.

Conclusion

Comparison of the Example Non Example and Picture And Picture learning models in terms of the social studies learning activities of class IV Cluster I students in Patallassang District. Both can be effective in helping grade IV students in Cluster I Patallassang District understand social studies concepts, but the approach chosen depends on teacher preferences and student needs. While Example Non Example focuses more on comparisons between examples and counterexamples, Picture and Picture emphasizes visual representation and collaborative engagement. Carefully observe students' responses to both learning models. Place emphasis on models that are most effective in increasing student engagement and understanding. Evaluate student learning activities periodically. Reflect on the results of the evaluation to continue to improve learning methods in the classroom.

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