



## **LEARNING MANAGEMENT MODEL: IMAGES OF METHODS AND IMAGES IN IMPROVING EARLY CHILDREN'S LEARNING OUTCOMES**

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### **Abstract:**

At an early age, it is a top priority to stimulate all learning forms so children's development can develop optimally. This study aims to analyze and examine the management of the Picture And Picture Learning model in improving early childhood learning outcomes; learning management is carried out to assist teachers in implementing learning so that early childhood learning outcomes are further enhanced. Researchers used a qualitative approach to the type of case study. This research was conducted at the Alhasyimi Kalidandan PAUD institution, Probolinggo. Sources of informants were obtained from school principals, teachers and employees. The study results show that the Alhasyimi Kalidandan Pakuniran Probolinggo PAUD school has used the picture-and-picture learning model to improve the learning outcomes of its students. The implementation of picture and picture learning is carried out in several stages. The first stage is preliminary design, the second stage is the picture and picture model implementation, and the third stage is evaluation. Performance achieved by using the picture and picture method, students are more interested and enthusiastic about participating in learning to increase children's learning outcomes.

**Keywords:** *Learning Management, Picture and Picture Model, Learning Outcomes*

### **INTRODUCTION**

Education changes a child's life to be better, independent and responsible. Whether or not the quality of a person's life in the future is determined by early education as primary education (Watini, 2019). Early childhood education is an institution that organizes formal education for children aged 0-6 years before entering elementary school (Hakim, 2011).

Early childhood education must be carried out to form the human personality, namely the appearance of character, manners, intelligence, cheerfulness, skill, and purity to God Almighty. Early childhood education does not always have to be expensive or through a specific platform, but early childhood education can start at home or in the family (Erlinawati, Khairuddin, 2016)

Early childhood is in the golden age or golden age. At this time, parents and the environment play a role in helping children to grow and develop optimally. There are many ways to stimulate children's growth and development so that various aspects of their product, such as cognitive, language, physical-motor, social-emotional, moral-spiritual and artistic children develop correctly (Fika et al., 2020).

Early childhood has unique characteristics, both physical, psychological, social, moral and so on. Childhood is a period of forming the foundation and basis of personality to determine the next child's experience. The importance of this age means understanding the characteristics of early childhood is necessary if you want to have a generation that can develop itself optimally (Risa Pahlewi, H. M. Nasirun, 2016).

Stimulating early childhood requires patience and various learning models so

that students are not bored and continue to be enthusiastic about participating in learning. Learning media devices are also needed to stimulate children's interest in learning; with high learning interest, children's learning outcomes will increase according to their development. Media is everything that can be used to achieve learning goals (Opah Ropiah, 2020). Learning outcomes are feedback after someone has carried out the learning process. Therefore, by studying seriously, you will get optimal learning results (Rohmalina, 2016).

Children's learning outcomes will be maximized if their learning interest is high. Teachers have an essential role in growing children's interest in learning. It should be understood that the teacher's role has now changed, starting from transferring knowledge to becoming a facilitator of the learning process (Indraswati et al., 2020). Therefore, as a facilitator, the teacher must have interesting learning methods and models for improving the results of child study. One of the efforts to increase children's interest in learning is through learning models. The selection of learning models needs to be adjusted to the needs, situations and conditions of each. Teachers can develop it appropriately in terms of content, explanation of messages and student characteristics to determine the learning media (Nyoman et al., 2014).

In education, we know many learning models that we can use to create interactive and fun learning. The selection of the model to be used has undoubtedly gone through various considerations, so the applied model can assist teachers in appropriately stimulating aspects of child development (Puspita & Gading, 2018).

Teachers need creative and innovative learning models. Experts offer many learning models to improve learning outcomes. One of the learning models is the cooperative learning model, where students in groups work together to complete tasks to build knowledge and understanding relevant to the subject matter (Wanggai & Doi, 2019). One model considered quite effective is the picture-and-picture learning model. The picture-and-picture learning model is a learning strategy that uses images as learning media (Yuliastanti, 2014).

Based on field observations of phenomena that occur in early childhood, children's learning outcomes tend to remain the same, even if there is no increase according to their development process. Especially what happened to PAUD Alhasyimi Kalidandan Pakuniran Probolinggo. Initial observations made by researchers were that the level of learning development could have been more optimal, and several children had yet to reach the development indicators set by the school. Some of the problems that arise, teachers do not provide innovation by applying various learning models. The teacher only uses the conventional model. Namely, students sit quietly and silently, listen to the teacher's directions and follow the teacher's orders in the learning process. As a result, students become passive and need to be trained in conveying ideas or ideas. Students' abilities become frozen, and they need to be more creative. Thus, this school requires the application of methods that can improve learning outcomes.

In overcoming these problems, the PAUD teacher Alhasyimi Kalidandan Pakuniran Probolinggo held reforms to improve early childhood learning outcomes through the Picture and picture learning model. The Picture and picture learning model, known to increase children's learning motivation, is expected to raise significant results in the development of early childhood learning.

For the analysis of this research to be more comprehensive, as stated in the background of the problem, the researcher seeks to conduct an initial study of researchers relevant to the subject matter. The results of the research made comparisons as a form of research beforehand are;

Based on an interview with the head of PAUD Alhasyimi, PicturePicture and PicturePicture a learning method that uses pictures and is paired or sorted into a logical sequence so that students who quickly sort the photos of the correct answers or questions before the allotted time runs out, they get points. According to Oktaviana et al., (2018) The PicturePicture and picture learning method is a suitable learning method or prioritizes the existence of groups using media images that are paired or sorted into a logical sequence.

Furthermore, Fauziddin & Mayasari, (2018) conveyed that the Picture and Picture learning method is a learning model where students must be more active, innovative and creative in the learning process that uses lots of pictures. And this model has the characteristics of being innovative, creative, and of course, a lot of fun.

According to some expert opinions, the Picture and picture learning model is suitable and can also improve early childhood learning outcomes. Besides that, the teacher prepares the pictures to make children understand the material better because, with the help of photos, students concentrate and focus on learning. As well as, student's knowledge and understanding become broader, more precise, and not easily forgotten. In this case, the researcher is trying to analyze and understand the Implementation of the Picture and Picture Learning Model in Improving Early Childhood Learning Outcomes, carried out at the Alhasyimi Kalidandan Pakuniran Probolinggo PAUD institution.

## **RESEARCH METHODS**

This study specifically aims to describe the Implementation of the Picture and Picture Learning Model in Improving Early Childhood Learning Outcomes. The scope of this study includes the Picture and Picture learning planning program, the application of Picture and Picture learning and the evaluation of the effectiveness of the Picture and Picture learning model.

This research was conducted at the Alhasyimi PAUD institution in the Probolinggo area, namely Kalidandan Village, Pakuniran District, Probolinggo Regency. This study uses a qualitative approach. According to Ida Yeni, the primary data sources in qualitative research are words and actions; the rest is additional data such as documents and others (Rahmawati et al., 2020). The researcher used a qualitative case study-type approach to get an overview of the implementation of the picture-and-picture learning model in improving early childhood learning outcomes. The researcher obtained an overview and research results from interviews conducted with school authorities such as; school principals, teachers and staff at the Alhasyimi PAUD school. All data collected is made into a taxonomy and reduced as needed.

## **RESULTS AND DISCUSSION**

Learning outcomes are abilities that children acquire through learning activities. There are three domains (domain) of learning outcomes, namely cognitive, affective and psychomotor. Learning outcomes are the output of an input processing system of various inputs in the form of information. Learning outcomes are actual achievements displayed by children. A sign that a person has carried out the learning process is a behaviour change; for example, it can be in the form of not knowing at all becoming vague, and not understanding becomes understanding, and it is unusual to become skilled and disobedient children become obedient. Liars become honest, and less pious become pious, and so on.

Thus, learning outcomes are a change in behaviour due to the learning process and environmental influences, both cognitive, affective and psychomotor changes in students. Learning outcomes can be stimulated in various ways, including the picture-and-picture method of the Alhasyimi Kalidandan Pakuniran Probolinggo PAUD school practises. The research results show that; The description of the implementation of the Picture and Picture Learning Model in Improving Early Childhood Learning Outcomes in PAUD Alhasyimi Kalidandan Pakuniran Probolinggo is as follows;

### **Planning Design**

Based on an interview with the PAUD principal, Alhasyimi said the planning for the Picture and Picture method had been brought together with the entire board of teachers in the application and selection of the media needed in the role of learning. So that all teachers understand this learning model, both how to prepare and implement it.

This research begins with planning, namely learning using the Picture and

Picture model in the development of early childhood learning outcomes in PAUD as follows; First, the preparation of the Rpph RPPH (Daily Learning Implementation Plan) prepared still refers to the established PAUD curriculum. The RPPH components consist of: (1) program identity, (2) materials, (3) tools and materials, (4) opening activities, (5) core activities, (6) closing activities, and (7) assessment plans. With the lesson plan that has been arranged, the teacher can easily apply the learning that will be delivered.

Second, developing learning scenarios. Learning must have good strategies to improve the quality of education because systems are one of the most important for the smooth running of the learning process. In the scenario of an educator, it will be easier to carry out learning as planned. So that learning will be more effective.

Third, prepare teacher observation sheets and observation sheets for children's activities. The preparation of teaching observation sheets and observation sheets for children's activities will make it easier for the teacher to find out the achievements that students get from the learning outcomes that the teacher conveys at a time.

Fourth, Prepare the Media Used in the Form of Innovative Picture Cards. Preparation of innovative images adapted to early childhood development stages so that developmental achievements will be directed as expected. Three absolute terms in the media selection: First, it must be authentic (the picture must honestly describe the situation as if it were the real thing). Second, it should be Simple (The composition should be clear enough to show the main points contained in the picture). Third, it has artistic value.

Fifth, giving directions to teachers regarding the Picture and Picture learning model method. Holding a meeting with all Alhasyimi PAUD teachers to provide suggestions regarding the Picture and Picture model and how to apply this model in the lesson that the teacher will convey.

With careful planning, a planned method can be implemented quickly so the teacher can apply learning to students.

### **Implementation of the Picture and Picture Learning Model**

Early childhood is a child who has just been born up to the age of 6 years. At this age, children experience rapid growth and development. So that this age range is called the Golden Age (Saleha et al., 2022)(Rozi et al., 2022). Early childhood (Golden Age) is the most appropriate time to optimize all aspects of children's development. Therefore education in early childhood is essential for the growth and development of children (Rahmasari et al., 2019).

Learning in early childhood must be entertaining and exciting because early childhood learning is playing while learning. The right stimulus and method will produce maximum development at the level of child learning outcomes. In the learning process, it is necessary to have stimulus interactions and responses from teachers and students to produce students who are intelligent, skilled, healthy, disciplined, kind, polite and pious from an early age. In the learning process, children can understand many things that were not previously known. Even though it is not felt right away, slowly but surely, children will experience development or an increase in insight gained from the various lessons they learn at school. In the learning process, students are taught to think quickly, sharply, accurately, critically, systematically, and with careful calculations (Suparman, 2017).

Based on field observations in implementing the Picture and Picture learning model, it is enough for Alhasyimi PAUD teachers to follow the existing Rpph, which starts with the following stages; First, the teacher conveys the learning objectives or competencies to be achieved. In this step, the teacher conveys the Basic Competence of the subject concerned. Thus, students can measure the extent to which they must master. Besides that, the teacher also conveys indicators of KD achievement so that students can achieve the progress set.

Second, provide introductory material before the activity. Presentation of material as an introduction to something significant; from here, the teacher provides

the momentum for the beginning of learning. Success in the learning process can start from here because the teacher can provide motivation that attracts the attention of students who have yet to be ready. Good motivation and techniques in providing material will attract students' interest to learn more about the material being studied.

Third, the teacher provides pictures that will be used (related to the material). While presenting the material, the teacher teaches students to be actively involved in the learning process by observing every picture shown by the teacher or by their friends. With pictures or images, we will save energy, and students will more easily understand the material being taught. A teacher can modify or replace pictures with videos or demonstrations of specific activities in further development.

Fourth, the teacher appoints students to sort or pair the existing pictures. In this step, the teacher must be able to innovate because direct appointments are sometimes ineffective, and students feel punished. One way is by drawing lots so students feel they have to carry out the tasks that must be given. The existing pictures were requested by students to be sorted, created, or modified.

Fifth, the teacher asks questions about the students' reasons for determining the order of the pictures. Afterwards, the teacher invites students to find the formula, height, storyline, or KD demands with the indicators to be achieved. Invite as many roles as possible from students and other friends to help so that the discussion process in the teaching and learning process is more interesting.

Sixth, joint discussion In the process of discussing and reading this picture, the teacher must emphasize this matter achieved by asking other students to repeat, write down or in other forms with the aim of students knowing that this is important in achieving KD and the indicators that have been set. Make sure that students have mastered the indicators that have been set.

The picture and picture learning model also has advantages: the teacher knows each child's abilities better, trains logical and systematic thinking, helps students learn to think from the point of view of a subject by giving students freedom in practical thinking, can develop motivation for better learning, students are involved in class planning and management (Malini et al., 2013). The picture and picture method used in PAUD Alhasyimi is very effective in attracting children's interest so that children are more enthusiastic about participating in learning.

One of the teachers emphasized that applying the picture and picture model in Alhasyimi PAUD was very popular with students. Students are more active and enthusiastic in participating in learning because the pictures that the teacher prepares are varied and have been modified in such a way that they can overcome children's boredom in learning.

In line with the teacher's assertion, one of the employees, namely the school operator, said that the management of learning carried out by the school can regulate school administration and the application of the picture and picture learning model used can improve student learning outcomes as evidenced by the ability of children to achieve age-appropriate development indicators. Early childhood.

### **Evaluation**

The purpose of the evaluation is so that the plans that have been made can achieve the goals set and can be implemented. The evaluation results are intended for planning again and serve as the last administration and management. Namely combining and collecting data with objective standards (Baharun et al., 2021).

Every school conducts learning evaluations, including PAUD Alhasyimi, Kalidandan, Pakuniran, and Probolinggo. This evaluation was carried out jointly to discuss matters experienced during class learning; all complaints from teachers could be disclosed so that teachers, principals, and their staff could make solutions based on mutual agreement.

Emphasized by the PAUD teacher Alhasyimi said the evaluation carried out was the assessment of students from coming to school until returning to their respective homes. The assessment was carried out regarding six aspects of child development,

including religious and moral values, language, cognitive, motor, social, emotional and art. In conducting the evaluation, each educator makes his anecdotal notes. In addition, every day educators fill out daily assessments on children during learning. The method used in the evaluation is observation or observation, which is done by observing the behaviour and activities of children at a particular time or activity.

Other teachers also conveyed that the picture and picture method was proven to be able to increase learning outcomes for Alhasyimi PAUD students significantly; judging from the evaluation results of the average student achievement process, it has increased from starting to develop (MB) to develop according to expectations (BSH).

## CONCLUSION

The Picture and Picture learning model can improve early childhood learning outcomes by using picture media; it has its charm for early childhood, making children more focused during the learning process. This also has a positive impact: children become more enthusiastic about maximising learning outcomes and increasing as expected. Based on the results of the implications carried out by the researcher, implementing the Implementation of Picture and Picture Learning Model in Improving Early Childhood Learning Outcomes in Alhasyimi PAUD is proven to improve student learning outcomes. The increase in learning outcomes can be seen from the observations and observations at the stages before applying the picture and picture model. After applying the picture and picture model, students are more enthusiastic and happy to follow the teacher's learning. This learning model is also proven to help teachers more easily convey learning so that the aspects to be achieved can be fulfilled.

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