


## Improving Social Sciences Learning Outcomes Through the Picture and Picture Method: An Action Study on Junior High School Students

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Article Information	ABSTRACT
Received: November 2025	<p><b>Introduction:</b> The low level of student engagement and achievement in Social Studies (IPS) has raised concerns about the need for more varied and engaging teaching methods. One approach that has the potential to enhance student participation and comprehension is the <i>Picture and Picture</i> method, which emphasizes visual elements in the learning process. <b>Aim:</b> This study aims to: (1) examine the learning activities of Grade VII A students at SMPN 3 Sampit in Social Studies using the <i>Picture and Picture</i> method; and (2) analyze the improvement in student learning outcomes after implementing the method. <b>Method:</b> This research is a classroom action study using the Kemmis and McTaggart model, consisting of four stages: planning, action, observation, and reflection. The subjects were 20 students of Grade VII A at SMPN 3 Sampit. Data collection techniques included observation, testing, and documentation. <b>Results:</b> The results showed a significant improvement in both student activity and learning outcomes. In the first cycle, 11 students achieved an activity score above 45, which increased to 18 students in the second cycle. The classical learning mastery also rose from 65% (13 students) in the first cycle to 95% (19 students) in the second cycle. <b>Discussion:</b> The implementation of the <i>Picture and Picture</i> method proved effective in fostering more interactive learning and encouraging students' active involvement. Visualized materials made it easier to understand Social Studies concepts and stimulated students' interest in learning. <b>Conclusion:</b> The <i>Picture and Picture</i> method can enhance both learning activity and academic achievement in Social Studies among Grade VII A students at SMPN 3 Sampit. This approach is a promising alternative for implementing active, visually-based learning in junior high school Social Studies classrooms.</p> <p><b>Keywords:</b> Picture and Picture Method, Learning Outcomes, Learning Activities, Social Studies, Classroom Action Research</p>
Accepted: November 2025	
Published: December 2025	



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**Citation Information:** Mahmu'ddin, M. (2025). Improving Social Sciences Learning Outcomes Through the Picture and Picture Method: An Action Study on Junior High School Students. *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 11(1), 46-. <https://doi.org/10.33084/tunas.v11i1.10067>

## INTRODUCTION

Education serves as a strategic endeavor to enhance human resources and realize Indonesia's national aspirations for general welfare and intellectual development (Saleh, 2023). This aligns with the national education objectives outlined in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Supiyan et al., 2023). According to this law, national education aims to develop capabilities, shape character, and foster a dignified national civilization (Zulkarnaen, 2018). Its primary goal is to empower students' potential to become individuals who are faithful and devout to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Kuswanti et al., 2024). To achieve these national educational goals, various crucial elements must be meticulously prepared, including teachers, students, curriculum, learning methods, and facilities. The learning process plays a pivotal role, as it is through this activity that educational objectives are achieved, manifested in

changes in students' behavior (A. A. Putra et al., 2024). However, in practice, classroom learning often encounters various challenges, a significant one being low student learning outcomes. Optimal learning outcomes are essential for mastering specific subject matter. Observations indicate that many classroom teaching-learning processes fail to motivate students, leading to a lack of enthusiasm for participation. Ideally, material delivery would be more easily understood and accepted by students if the learning process feels enjoyable and captures their interest.

Therefore, the selection of appropriate learning methods becomes fundamental to achieving planned learning objectives successfully. A learning method functions as a guideline or teaching strategy designed to attain specific learning targets. Effective learning methods not only have the potential to change students' attitudes and behaviors but also to foster creativity, activity, and dynamism in learning. In this context, the *Picture and Picture* learning method is considered highly relevant. This method is no longer merely an aid but an

important component of modern education and learning systems, emphasizing student activeness and conceptual understanding through the use of images as media. According to Huda (2013), Picture and Picture is a learning method that utilizes images to deliver instructional material, which in this study will be adapted to the Social Sciences curriculum. The use of this method is expected to attract attention and increase students' active participation in the learning process.

Based on preliminary observations conducted at SMPN 3 Sampit, several significant problems were identified in the learning process, particularly in Social Sciences for Grade VII A. First, there was a lack of student participation, evident from the minimal questions asked by students to the teacher and their tendency to be passive during lessons, with interaction being dominated by the teacher. Second, a lack of enthusiasm and concentration was noted, where many students showed disinterest in Social Sciences lessons, leading to behaviors such as being self-occupied, talking with friends, disturbing peers, or engaging in activities unrelated to the lesson. Third, the limited variety in teaching methods was apparent, with the teacher predominantly using lecture, note-taking, and assignment methods, creating a one-way and less interactive learning atmosphere, which contributed to student passivity. Finally, data from the teacher's assessment journal indicated low learning outcomes, where the average learning outcomes of students were below the Minimum Completion Criteria (KKM) of 70. Out of 20 students in Grade VII A, only 9 achieved the KKM, with the grade list showing that the majority were still below the established standard.

To address these issues, the implementation of the Picture and Picture method is believed to be an effective solution (Hutagaol, 2023). This method encourages students to think logically, analyze images according to the material, express their ideas, and draw conclusions. It is expected that this method will create variety in learning, increase student interest, and facilitate understanding of the material (Prima et al., 2025). The choice of the Picture and Picture method is based on the fact that it has not been previously applied in Grade VII A of SMPN 3 Sampit for Social Sciences, and its potential to make learning more varied and effective in improving student activity and learning outcomes (Tarigan et al., 2021). Based on the background elaborated above, the researcher is interested in conducting classroom action research with the title "Improving Social Sciences Learning Outcomes Through the Picture and Picture Method: An Action Study on Junior High School Students". This research is considered important because it will provide innovation in the learning process for both teachers and students, which is expected to significantly enhance Social Sciences activity and learning outcomes.

## METHOD

This research adopts a Classroom Action Research (CAR) approach, a method chosen to directly address learning

issues in the classroom, specifically to enhance student activity and learning outcomes (R. M. Putra et al., 2021; Saptono et al., 2023; Yusnidar et al., 2024). CAR is defined as a careful observation and reflective action on learning activities intentionally introduced in the classroom (Silvia et al., 2023; Yusron et al., 2023). This CAR process follows the dynamic cyclical model by Kemmis and Mc Taggart, involving four core stages: planning, acting, observing, and reflecting, which will continue to iterate until success indicators are achieved (Ilhami et al., 2024). The researcher actively participates as both an educator and data collector, ensuring the objectivity of the information obtained. To support data validity, the researcher collaborates with the Social Sciences teacher and peers at SMPN 3 Sampit, who act as observers.

The subjects of this study are all Grade VII A students at SMPN 3 Sampit, totaling 20 students, consisting of 9 males and 11 females. The research design adheres to the CAR cycle with clear stages. Action planning includes curriculum analysis, developing lesson plans (RPP), creating Picture and Picture learning media, determining solutions, and preparing data collection instruments such as Pre Test and Post Test questions, along with observation formats. Action implementation involves the teacher presenting learning objectives, delivering initial material, displaying images related to the "Companies and Business Entities" topic via PowerPoint, guiding students to logically sequence images, eliciting their reasoning, reinforcing concepts, and summarizing the material. The observation phase is systematically conducted to monitor teacher and student activities during the learning process, while reflection serves as a moment to evaluate the strengths and weaknesses of the actions, identify problems, and plan improvements for subsequent cycles.

Research data is collected through three primary techniques: direct observation of the learning process in Grade VII A at SMPN 3 Sampit, tests (pre-test and post-test) to measure learning outcomes, and documentation including teacher assessment journals, photographs, and learning videos. Research instruments comprise observation guides for teacher and student activities with a 1-4 rating scale, as well as test questions (20 items) on the "Companies and Business Entities" material. These test questions have been validated by two experts (a Social Sciences lecturer and a Social Sciences teacher at SMPN 3 Sampit) and confirmed as valid with average scores ranging from 3.82 to 3.85. The collected data are then descriptively analyzed. Quantitative analysis is performed on post-test data using the percentage formula ( $P = \frac{NF}{N} \times 100\%$ ) to measure improvements in learning outcomes. Qualitative analysis involves a narrative description of observed teacher and student activities, assessed using a 1-4 criterion scale (ranging from "Poor" to "Very Good"). This research is considered successful if student learning activity achieves an individual score above 45, and individual student learning outcomes are above the Minimum Completeness Criterion

(KKM) of 70, with at least 85% of students achieving scores above KKM 70 on a classical basis.

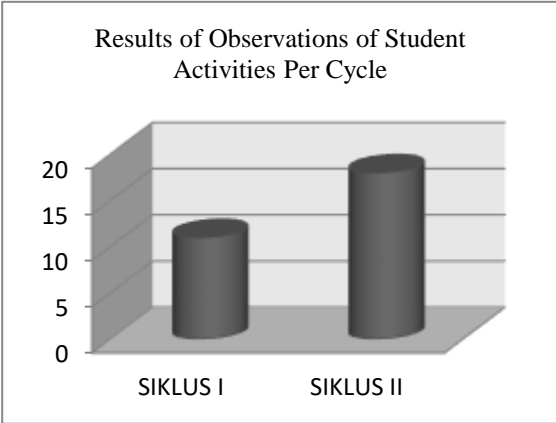
## RESULTS AND DISCUSSION

This section presents the findings from the classroom action research conducted to enhance Social Sciences learning outcomes through the *Picture and Picture* method, focusing on improved student activity and learning achievements.

### Results

### 1. Student Learning Activities When Applying the *Picture and Picture* Method

The observation results on student learning activities, as recorded by both observers (the Social Sciences teacher and a colleague), indicate a significant increase across each cycle. These observations were conducted using validated observation instruments, meticulously recording each indicator of student learning activity. These findings are summarized in Table 15 and visually represented in Figure 1.



**Figure 1.** Graph of Student Activity Observation Results Per Cycle

Based on Figure 1, a clear increase in both the quantity and quality of student learning activities is evident during the implementation of the *Picture and Picture* method. In Cycle I, out of a total of 20 students, only 11 individuals, or approximately 55%, achieved an activity score above 45. This score, according to the established criteria, fell into the "sufficient" category. The most frequently observed indicators included participation in attaching pictures and attempting to sequence them, but verbal interaction and the confidence to ask questions remained limited.

Subsequently, in Cycle II, a highly significant improvement occurred. The number of students who scored above 45 in activity surged to 18 individuals, or approximately 90% of the total students. This achievement shifted the activity category from "sufficient" to "good." This increase was reflected in various indicators, such as students becoming more active in asking questions, providing arguments when

sequencing pictures, engaging in group discussions with peers, and demonstrating high enthusiasm at every stage of the *Picture and Picture* method. The students' courage to express their opinions independently also notably increased. This change indicates that students were not merely following instructions but had developed a deeper understanding and stronger emotional engagement with the material presented through images.

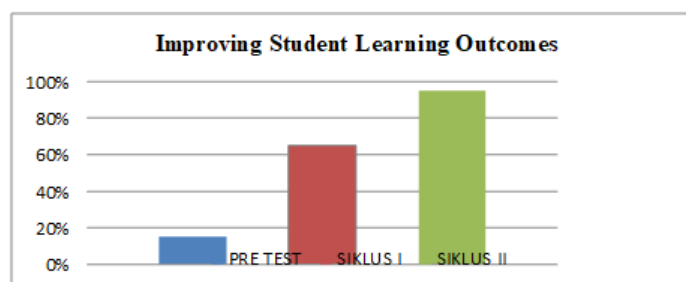
### 2. Improvement in Student Learning Outcomes After Applying the *Picture and Picture* Method

The application of the *Picture and Picture* method also demonstrated a significant positive impact on student learning outcomes. This improvement was observed through a comparison of scores from the initial test, Cycle I, and Cycle II, as detailed in Table 1.

**Table 1.** Improvement in Student Learning Outcomes

No.	Student Code	Pre Test	Cycle I	Cycle II
1.	AW	75	75	80
2.	AA	75	90	100
3.	DSO	80	100	100
4.	FI	35	60	95
5.	HFR	50	65	80
6.	IP	60	75	90
7.	JM	40	60	80
8.	JN	55	65	85
9.	KA	45	90	100
10.	LO	25	60	80
11.	ME	45	70	85
12.	MO	65	75	95
13.	NO	45	70	100
14.	RA	45	70	90
15.	RE	50	100	100
16.	SA	55	65	95
17.	SM	55	75	100

18.	TP	45	75	85
19.	TW	40	45	60
20.	YS	55	95	100
	Jumlah	1040	1480	1700
	Ketuntasan	15%	65%	95%



**Figure II.** Graph of Student Learning Outcome Improvement

Based on Table 1 and Figure 2, a significant improvement in student learning outcomes is evident from the initial test to Cycle II. In the initial test, the learning outcomes were quite concerning, with only 3 out of 20 students (15%) achieving mastery (scores above KKM 70). This indicated that the majority of students had a low initial understanding of the Companies and Business Entities material.

Following the implementation of the Picture and Picture method in Cycle I, there was a substantial increase in the completion rate. A total of 13 students (65%) successfully achieved scores above KKM, although 7 students (35%) had not yet achieved mastery. This improvement showed that the method had begun to yield positive effects, though it had not yet reached the targeted classical mastery rate.

The peak of learning outcome improvement was clearly observed in Cycle II. The number of students achieving mastery dramatically surged to 19 individuals (95%). This means only 1 student (5%) had not yet achieved mastery. This 95% achievement not only met but also surpassed the research's established classical success indicator of 85%. This consistent and significant improvement, from 15% to 95% across two cycles, provides strong evidence that the Picture and Picture method is highly effective in helping students master Social Sciences material. This data also demonstrates that varied and engaging teaching strategies, such as the use of visuals, can bridge gaps in students' initial understanding and significantly improve their overall academic achievement.

## Discussion

The findings of this research comprehensively demonstrate that the implementation of the Picture and Picture method had a significant positive impact on both student learning activities and learning outcomes in Social Sciences. The data collected from observations and tests provides strong empirical evidence to support this claim.

In terms of student learning activities, the observed increase from 11 students in Cycle I to 18 students in Cycle II achieving good activity scores (above 45) is a clear indicator of success. Previously, the primary issue in the classroom was a

lack of participation and enthusiasm for learning, largely attributed to monotonous teaching methods. The Picture and Picture method appears to have effectively overcome this barrier. The use of visual media such as pictures directly captures student attention, which is often challenging to achieve with conventional lecture methods. Visualizing concepts through images allows students to think concretely and imaginatively, sparking curiosity and encouraging them to discuss and collaborate in sequencing or interpreting the images. This active engagement aligns with constructivist learning theories, where students construct their own knowledge through interaction with the material and environment (Wang et al., 2024). This change fostered a more dynamic and interactive classroom atmosphere, transforming students from passive recipients to active participants in every learning stage (González-García et al., 2015).

Furthermore, the impact of the Picture and Picture method on learning outcomes showed remarkable improvement. From only 15% of students achieving mastery in the initial test, this figure dramatically rose to 65% in Cycle I, peaking at 95% in Cycle II. The classical mastery achievement of 95% in Cycle II not only met but also surpassed the research's set success indicator of 85%. This consistent improvement in learning outcomes confirms that the Picture and Picture method not only successfully increased student engagement but also effectively facilitated their understanding and mastery of Social Sciences material. Visualizing the material about Companies and Business Entities through images helped students grasp abstract concepts more concretely and memorably. When students actively participate in sequencing, interpreting, and explaining images, they are implicitly internalizing the information. This approach supports the principles of active learning, which emphasizes that students learn more effectively when they are actively involved in both mental and physical processes (Bonwell & Eison, 1991). The increased confidence in expressing opinions and problem-solving, evident from their participation in sequencing images, also contributed to their improved academic performance.

Overall, these findings strengthen the conclusion that the Picture and Picture method is a highly effective teaching strategy for enhancing both student activity and learning outcomes in Social Sciences, particularly at the Junior High School level. This success demonstrates the method's potential for broader implementation in other learning contexts to achieve optimal educational goals. The implications suggest that Social Sciences teachers can consider adopting this method more widely, as well as exploring further adaptations and innovations for other relevant materials or subjects. This research also provides a foundation for developing more creative and interactive visual learning media to create more meaningful learning experiences and achieve optimal educational outcomes.

## CONCLUSION

Based on the results of the classroom action research conducted at SMPN 3 Sampit, several important conclusions can be drawn regarding the improvement of Social Sciences learning activities and outcomes through the Picture and Picture method. First, the implementation of the Picture and Picture method was proven to significantly enhance student learning activities. Observation data showed an increase in active participation from 11 students in Cycle I to 18 students in Cycle II, who achieved a good activity category (scores above 45). This improvement occurred because the use of picture media successfully captured attention, stimulated curiosity, and encouraged interaction and collaboration among students, making the learning atmosphere more dynamic and less monotonous. Second, the Picture and Picture method was also effective in improving student learning outcomes. This was evident from the drastic surge in learning completion rates, from only 15% in the initial test to 65% in Cycle I, reaching 95% in Cycle II. This 95% classical completion rate surpassed the set success indicator (85%). This improvement indicates that visualizing material through pictures helped students understand abstract Social Sciences concepts, particularly concerning Companies and Business Entities, more concretely and memorably, thereby directly impacting their academic scores. Overall, this research affirms that the Picture and Picture method is a relevant and effective learning strategy for addressing the problems of low activity and poor learning outcomes in Social Sciences. This method successfully created a more interactive, participatory, and conducive learning environment for achieving a better understanding of the material.

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