

**Implementation of the Picture and Picture Learning Model to Improve
Pancasila and Citizenship Education Learning Outcomes for
Elementary School Students**

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Abstrak

Model pembelajaran menjadi pola rancangan yang bertujuan supaya tujuan pembelajaran tercapai dengan efektif dan efisien, sehingga menjadi dampak pada hasil belajar siswa yang diharapkan mendapat nilai sangat baik dan mendapatkan sesuatu yang bermakna dari pengalaman belajar siswa sekolah dasar. Tujuan penelitian untuk meningkatkan hasil belajar mata pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) pada aspek sikap spiritual, sikap sosial, pengetahuan, dan keterampilan siswa melalui penerapan model pembelajaran picture and picture pada materi pokok kewajiban dan hak serta tanggung jawab sebagai warga negara. Subjek penelitian adalah siswa kelas III-B SDN 200220 Padangsidempuan yang berjumlah 28 orang. Riset ini menggunakan metode penelitian tindakan kelas model Kurt Lewin. Pengumpulan data menggunakan tes dan observasi. Data dianalisis secara deskriptif dengan pendekatan kuantitatif dan kualitatif. Hasil penelitian membuktikan bahwa siswa mengalami peningkatan hasil belajarnya mulai siklus I pertemuan I hanya 12 siswa yang tuntas, siklus I pertemuan II meningkat menjadi 17 siswa yang tuntas, siklus II pertemuan I meningkat menjadi 20

siswa yang tuntas, dan siklus II pertemuan II meningkat lagi menjadi 25 siswa yang tuntas dengan nilai rata-rata 89,2 atau 89,28%.

Kata kunci: Hasil belajar PPKn, Model pembelajaran, Picture and picture

Abstract

The learning model is a design pattern that aims to ensure that learning objectives are achieved effectively and efficiently so that it impacts student learning outcomes, which are expected to get excellent grades and gain something meaningful from the learning experience of elementary school students. The research aims to improve learning outcomes in Pancasila and Citizenship Education subjects in the aspects of spiritual attitudes, social attitudes, knowledge, and skills of students through the application of the picture-and-picture learning model on the subject matter of obligations and rights and responsibilities as citizens. The research subjects were 28 class III-B students at SDN 200220 Padangsidempuan. This research uses the Kurt Lewin model of classroom action research methods. Data collection uses tests and observations. Data were analyzed descriptively using quantitative and qualitative approaches. The research results prove that students experienced an increase in their learning outcomes. Starting from cycle I, meeting I, only 12 students completed it, cycle I meeting II increased to 17 students who completed it, cycle II meeting I increased to 20 students completing it, and cycle II meeting II increased again to 25 students completed with an average score of 89.2 or 89.28%.

Keywords: PPKn learning outcomes, learning model, picture and picture

INTRODUCTION

Education is an essential thing in human life. Through education, humans can be differentiated from other creatures. This shows that humans cannot become humans without an educational process. Awareness of the importance of human education stems from the need to raise the status of humans from all corners as perfect creatures capable of mastering the universe. Humans are the most essential object in education because the diversity of humans reflects their educational values. Humans are unique creatures because they are both subjects and objects. This can be seen through events, characteristics, and behavior of humans themselves (Hasibuan, 2020).

Referring to Undang-undang No. 20 tahun 2003 concerning the National Education System in Chapter I Article 1 Paragraph 20, learning is the interaction between students and teachers and learning resources in the learning environment. Learning is assistance provided by teachers so that the process of acquiring knowledge and information, mastery, skills, and habits, as well as the formation of students' attitudes and self-confidence, can occur.

This shows that teachers greatly influence students' learning success in class. Therefore, teachers must be able to choose the right learning system in delivering material to create good interactions with students. Apart from that, teachers must also be able to realize effective learning in optimizing learning outcomes. One effort that can be used to realize effective learning in optimizing learning outcomes is by using learning models. Teachers can determine the right learning model by choosing the appropriate learning model for each learning activity to achieve learning objectives optimally, efficiently, and effectively. The teacher's accuracy in choosing a learning model will influence students' success in learning (Zurwati, 2022).

A learning model is a systematic procedure or pattern used to achieve learning goals, including strategies, techniques, methods, materials, media, and tools (Shilphy & Octavia, 2020). The learning model is a conceptual framework that describes systematic procedures for organizing students' learning experiences to achieve learning goals (Syaifuddin & Arizal, 2022). Meanwhile, according to Kilbane and Milman, the learning model is a series of special activities designed to facilitate learning so that students achieve specific learning goals targeted according to disciplinary standards—a learning model, including learning strategies, methods, techniques and tactics, and the equipment used. The term model is also often equated with the term learning strategy, and this is because every time you develop a learning model, you need to determine a strategy and, from the strategy, determine the methods, techniques, and techniques that will be used (Hayati, Rahmadi, & Muhidin, 2019). In conclusion, the learning model is a series of learning activities from beginning to end, which are designed in such a way as to help teachers convey the material so that students easily understand it.

Previously, it was believed that the learning model could help teachers and students achieve learning goals, the main aim of which was to improve student learning outcomes, but in reality, it is still not what is believed. This is because, as a result of initial observations and interviews, it was found that students' Pancasila and Citizenship Education learning outcomes

were still relatively low and were 82% incomplete. Therefore, according to researchers, applying the Picture and Picture learning model as a temporary form of estimation is necessary to overcome this problem.

The Picture-and-picture learning model is a learning model that prioritizes the existence of groups, which consciously and systematically develop interactions that nurture each other, love each other, and nurture each other (Boymau & Hasyda, 2021). The picture and picture learning model is a learning model that uses image media that are paired or sequenced into a logical sequence in groups. This learning model relies on images as the main factor in the learning process. Through pictures, students will more easily understand the learning material presented, and besides that, students will know things they have never seen before.

Muliawan (Lubis, Hamidah, & Azizan, 2022) outline the steps for implementing the Picture and Picture learning model, namely: (1) the teacher conveys the competencies to be achieved; (2) the teacher presents general material as an introduction; (3) the teacher shows/shows pictures of activities related to the material; (4) the teacher points/calls students to take turns putting together/sorting the pictures into a logical sequence; (5) the teacher asks the reason/basis for the sequence of pictures; (6) from the reasons/sequence of the pictures the teacher begins to instill concepts/material by the competencies to be achieved; (7) the teacher and students make conclusions/summaries together.

It is essential to improve Pancasila and Citizenship Education learning outcomes because it is the key to forming the character of elementary school students. It has been stated by Dewi & Widiyani (2021) that Civics is a significant subject for students because it has characteristics that are quite different from other branches of educational science. The characteristics of Pancasila and Citizenship Education can be seen from the object, scope of material, and learning strategies to the final goal of the training.

Pancasila and Citizenship education are subjects related to the dynamics of Indonesian civic life, which were formed since the birth of the reform movement and have influenced changes in all areas of life, especially law, politics, economics, society, culture, and education (Muhammad Tohir, 2019). The aim of Pancasila and Citizenship Education for MI/SD is to form good citizens from independent students, understand and fulfill their rights and obligations correctly, have a sense of nationality and love for the homeland, have social sensitivity and a responsible democratic spirit, and respect ethnic and cultural differences. Religion, critical thinking, systematic, creative, and innovative (are also important

Therefore, applying the Picture-and-picture learning model may improve students' civics learning outcomes. Because this has been proven by Harahap (2022), the results have increased to reach the minimum completeness criteria value. Deni Normansyah (2018) also shows that applying Picture and Picture in Civics subjects can improve student learning outcomes with a class average score of 83.67.

Based on the background of the problem described previously, the formulation of the problem in this research is whether there has been an increase in Pancasila and Citizenship

Education learning outcomes for students at SD Negeri 200220 Padangsidimpuan after implementing the Picture and Picture learning model?

METHODS

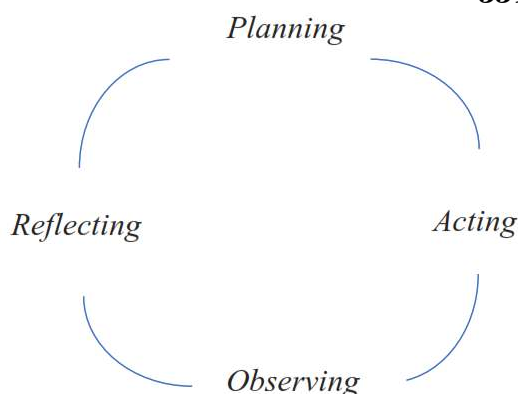
The method in this research is classroom action research. According to Kemmis (Djajadi, 2019), action research is a form of self-reflective research carried out by participants in social situations (including education) to improve their practices. Classroom action research is research that develops findings, studies, actions, and reflective skills by researchers, which are carried out to improve their actions in carrying out tasks, deepen understanding of actions, and improve conditions through direct application in the field or the real world (Parnawi, 2020). Sutoyo (2021) believes that classroom action research is research done by teachers, individually or in groups, to solve learning problems.

Classroom action research is an activity to solve problems faced (Warso, 2021) by students' learning problems to absorb lesson material. So, action is needed to overcome this problem by applying the Picture and Picture learning model to improve student learning outcomes. The research subjects were class III-B of Padangsidimpuan State Elementary School 200220, with 28 students, consisting of 14 boys and 14 girls. The location of the school is on Jalan Tapian Nauli, South Padangsidimpuan District, Padangsidimpuan City, North Sumatra. The research was carried out from March to September 2023. This research focused on Pancasila and Citizenship Education, the primary material regarding citizens' obligations, rights, and responsibilities.

The data collected is (1) tests, namely instruments used to measure students' knowledge abilities (Arikunto, 2005). The test is in the form of multiple choices consisting of 10 questions. Tests are given to students at the end of the learning process, and the purpose is to see students' understanding of the subject matter; (2) observation is carried out to see the research object (Salim & Syahrums, 2012). The observation in question is observing all learning activities that occur when repairs are carried out, from observing spiritual and social attitudes to the student learning process. Observations are carried out in a structured manner, meaning using guidelines.

The data analysis techniques used in this research are quantitative and qualitative data analysis. Quantitative data analysis measures improvements in students' Civics learning outcomes regarding the material on obligations, rights, and responsibilities as citizens. Learning outcomes are in the form of an assessment of attitudes, knowledge, and skills. Meanwhile, qualitative data analysis is carried out by grouping and summarizing the results of observations.

This research chooses Kurt Lewin's PTK model—the procedure for implementing the Kurt Lewin model classroom action research can be seen in Figure 1.



Source: Firdaus et al. (2022)

Figure 1. Kurt Lewin Model Classroom Action Research Procedure

Figure 1 shows that in the Kurt Lewin model, classroom action research is carried out in three cycles, each cycle consisting of four steps, namely: (1) planning, (2) acting, (3) observing, and (4) reflecting (McNiff & Whitehead, 2006; Stringer et al., 2010; Kemmis et al., 2014; Ishak, 2023). The duration of conducting classroom action research ranges from ≥ 1 month. The success and completeness of student learning outcomes in this research are set at a minimum of 76, which aims to ensure an improvement in learning. Specific criteria for obtaining scores refer to the value ranges of 80-100 (very good), 66-79 (good), 56-65 (fair), 40-55 (poor), and <30 (very poor) (Arikunto, S., 2018). Meanwhile, classical completeness has a minimum score of 76, which assesses spiritual attitudes, social attitudes, knowledge, and skills.

RESULTS AND DISCUSSION

The research was carried out in 4 meetings; cycle I had two meetings, and cycle II also had two. The Picture and Picture learning model was applied until the second cycle because during the first cycle, the learning outcomes that were in line with expectations had not been achieved, namely still less than the minimum completeness criteria score of 76, which consists of assessing spiritual attitudes, social attitudes, knowledge, and skills. The results of the research during cycle II are described as follows.

Cycle I Meeting I

Implementation of the cycle I, meeting I on August 21, 2023. Student Pancasila and Citizenship Education learning outcomes after implementing the Picture and Picture learning model are presented in Table 1.

Table 1. Frequency of Student Learning Outcomes in Cycle I Meeting I

Value	Frequency	Percentage	Category
80-100	12	42,85%	Very good
66-79	7	25,00%	Good
56-65	7	25,00%	Enough
40-55	2	7,14%	Poor
< 30	0	0%	Very poor
Sum	28	100%	

Data in cycle I based on Table 1 shows that 12 students (42.85%) obtained learning outcomes in the very good category, seven students (25.00%) in the good category, and seven students (25.00%) in the fair category, and two students (7.14%) were in the poor category. Meanwhile, the percentage of student learning completeness can be seen in Table 2.

Table 2. Analysis of Student Learning Results in Cycle I Meeting I

Student Learning Completeness	The Number of Students	Percentage
Completed	12	42,85%
Not completed	16	57,14%
Sum	28	100%

The results of the analysis of student learning completeness, shown in Table 2, conclude that out of 28 students, 12 students had completed (42.85%) and 16 students had not completed (57.14%), with an average score of 73.7. The learning in cycle I, meeting I, had not yet reached the minimum completeness criteria. Meanwhile, the results of observations found that students did not comply with the discussion rules, students did not work together in sorting the pictures into a logical order, students were not able to provide reasons for the ordered pictures, students were not able to provide conclusions on the material that the teacher had explained. Therefore, it needs to be repaired again.

Cycle I Meeting II

Implementation of cycle I, meeting II on August 30, 2023. Student Pancasila and Citizenship Education learning outcomes after improvements are carried out are presented in Table 3.

Table 3. Frequency of Student Learning Outcomes in Cycle I Meeting II

Value	Frequency	Percentage	Category
80-100	17	60,71%	Very good
66-79	8	28,57%	Good
56-65	3	10,71%	Enough
40-55	0	0%	Poor
< 30	0	0%	Very poor
Sum	28	100%	

Data in cycle I based on Table 3 shows that 17 students (60.71%) obtained learning outcomes in the very good category, eight students (28.57%) in the good category, and three students (10.71%) in the fair category. Meanwhile, the percentage of student learning completeness can be seen in Table 4.

Table 4. Analysis of Student Learning Results in Cycle I Meeting II

Student Learning Completeness	The Number of Students	Percentage
Completed	17	60,71%
Not completed	11	39,28%
Sum	28	100%

The results of the analysis of student learning completeness, shown in Table 4, conclude that out of a total of 28 students, 17 students completed (60.71%), and 11 students did not complete (39.28%). The learning in cycle 1 of meeting II had not been achieved.

When observations were made, students had begun to comply with the discussion rules, but students had not been able to work together in sorting the pictures into a logical sequence, students had not been able to provide reasons for the ordered pictures, students had not been able to provide conclusions on the material that the teacher had explained. Therefore, it needs to be repaired again.

Cycle II Meeting I

Implementation of cycle II meeting I on September 4, 2023. In the cycle II meeting, I improved the planning and learning process by observing the sellers in front of the school. Previously, students were divided into several groups. Then, students write down the results of their observations regarding the rights and obligations of sellers in front of their school. Then, the researcher provides conclusions on the results of the observations. Next, an assessment is carried out, and the results are presented in Table 5.

Table 5. Frequency of Student Learning Outcomes in Cycle II Meeting I

Value	Frequency	Percentage	Category
80-100	20	71,42%	Very good
66-79	7	25,00%	Good
56-65	1	3,57%	Enough
40-55	0	0%	Poor
< 30	0	0%	Very poor
Sum	28	100%	

Data in cycle II based on Table 5 shows that 20 students (71.42%) obtained student learning outcomes in the very good category, seven students (25.00%) were in the good category, and one student (3.57%) was in the fair category. Meanwhile, the percentage of student learning completeness can be seen in Table 6.

Table 6. Analysis of Student Learning Results in Cycle II Meeting I

Student Learning Completeness	The Number of Students	Percentage
Completed	20	71,42%
Not completed	8	28,57%
Sum	28	100%

The results of the analysis of student learning completeness shown in table 5 conclude that out of a total of 28 students, 20 students completed (71.42%) and 8 students did not (28.57%). In cycle II of a meeting, I have seen an improvement but have not yet reached the target of classical completeness. When the observations were made, students had begun to comply with the discussion rules, and students were able to work together in sorting the pictures into a logical sequence. Students could give reasons for the ordered pictures but could not yet provide conclusions on the material the teacher had explained. Therefore, it is necessary to make improvements again in cycle II of Meeting II by making the learning atmosphere more exciting so that students can more easily understand the lesson material.

Cycle II Meeting II

Implementation of cycle II meeting II on September 13, 2023. Learning in this cycle improved the planning and learning process; students wrote down their rights and obligations

as Indonesians. Then, the researchers tried stimulating students by showing educational videos about commendable behaviors related to rights, obligations, and responsibilities. Then, students practice and write conclusions in concept maps and present them in front of the class. Next, an assessment is carried out, and the results are presented in Table 7.

Table 7. Frequency of Student Learning Outcomes in Cycle II Meeting II

Value	Frequency	Percentage	Category
80-100	25	89,28%	Very good
66-79	3	10,71%	Good
56-65	0	0%	Enough
40-55	0	0%	Poor
< 30	0	0%	Very poor
Sum	27	100%	

Data from cycle II of meeting II based on Table 7 shows that 25 students (89.28%) obtained student learning outcomes in the very good category and three students (10.71%) in the good category. Meanwhile, the percentage of student learning completeness can be seen in Table 8.

Table 8. Analysis of Student Learning Results in Cycle II Meeting II

Student Learning Completeness	The Number of Students	Percentage
Completed	25	89,28%
Not completed	3	10,71%
Sum	28	100%

The results of the analysis of student learning completeness, shown in Table 8, conclude that out of 28 students, 25 completed (89.28%) and three did not (10.71%). Learning in cycle II of meeting II has increased according to the classical completion target. When observations were made, students were very enthusiastic about learning. Students have begun to comply with the rules of discussion, students have been able to work together to sort the pictures into a logical order, students have been able to give reasons for the ordered pictures, and have been able to provide conclusions on the lesson material, although there are still some students who are not yet able to.

So, student learning outcomes in the Civics subject, the primary material regarding obligations, rights, and responsibilities as citizens, based on the scores from Cycle I, meeting I, cycle I, meeting II, cycle II, meeting I, and cycle II, meeting II, have increased. To see the results of the improvement, see Figure 2.

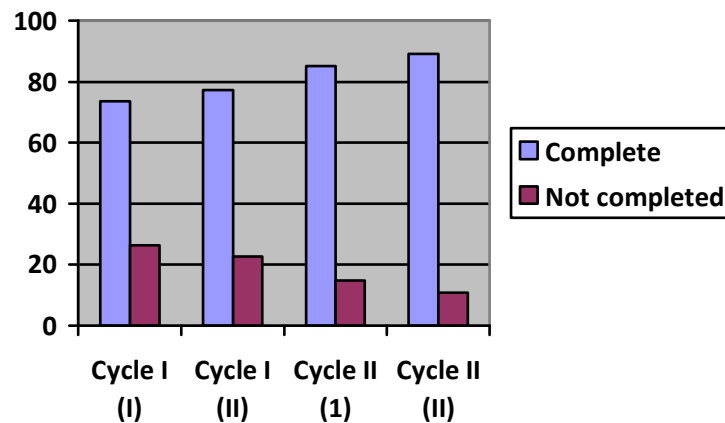


Figure 2. Classical Average Student Civics Learning Outcomes

Figure 2 shows student learning outcomes have increased each cycle after implementing the Picture and Picture learning model. Cycle I meeting I with an average completion score of 73.7 and a percentage of 42.85% (12 students completed and 16 students did not complete). Cycle I, meeting II, experienced an increase with an average completion score of 77.3 and a percentage of 60.71% (17 students completed and 11 students did not). During the cycle II meeting, I experienced another increase with an average completion score of 85.1 and a percentage of 71.42% (20 students completed and eight students did not). Then, it increased again in Cycle II, meeting II with an average completion score of 89.2 and a percentage of 89.28% (25 students completed and three students did not).

This research proves that the learning outcomes for Pancasila and Citizenship Education are achieved by applying the Picture-and-picture learning model. This research has also proven by Tyawati (2021) that using the Picture-and-picture learning model in citizenship education subjects can improve student learning outcomes. The analysis shows that student learning outcomes increased from cycles I to II. This can be seen from students' increasingly solid understanding of the material presented by the teacher (learning mastery increases from cycles I and II), namely, 53.13% and 96.88%. The research results of Praseptia & Zulherman (2021) also found an influence of the Picture and Picture learning model on increasing the learning achievement of fifth-grade elementary school students at SDN Susukan 02. The research results of Pratiwi & Aslam (2021) proved that the Picture and Picture learning model could influence the creative thinking abilities of fourth-grade students at SDN Baru 07 Pagi Cijantung in science learning.

In the future, it is essential to improve learning outcomes because, according to Dewi and Widinyani (2021), citizenship education is considered a subject that carries the mission of educating values and morals. According to Kaelan, Pancasila and Citizenship Education is taught in schools with the aim of (1) being able to be responsible according to one's conscience; (2) able to recognize life and welfare problems and ways to solve them; (3) recognize changes and developments in science, knowledge, technology and art; (4) being able to interpret historical events and national cultural values to promote Indonesian unity

(Lubis, Sabri, Hamidah, & Azizan, 2022). Therefore, educators must be serious about teaching and educating, especially elementary school students, because character or morals are essential to instill in them, so adulthood will be a meaningful lesson for the student's future.

CONCLUSION

The learning outcomes of class III-B students at Padangsidempuan State Elementary School 200220, Pancasila and Citizenship Education subjects, the primary material of obligations, rights, and responsibilities as citizens, have increased after implementing the Picture and Picture learning model. Improvement in student learning outcomes can be seen from the data obtained in each cycle. Cycle I meeting I with an average completion score of 73.7 and a percentage of 42.85% (12 students completed and 16 students did not complete). Cycle I, meeting II, experienced an increase with an average completion score of 77.3 and a percentage of 60.71% (17 students completed and 11 students did not). During the cycle II meeting, I experienced another increase with an average completion score of 85.1 and a percentage of 71.42% (20 students completed and eight students did not). Then, it increased again in Cycle II, meeting II with an average completion score of 89.2 and a percentage of 89.28% (25 students completed and three students did not).

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