JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

Jurnal Eduscience (JES)

Volume 10, No. 2

Agustus, Tahun 2023

Submit : 01 June 2023

Accepted : 25 July 2023

THE EFFECT OF COOPERATIVE LEARNING MODELSPICTURE TYPE AND PICTUREHELPED MEDIA POSTERS TO THE RESULTS LEARNING CLASS VIII STUDENTS IN CHRISTIAN JUNIOR HIGH SCHOOL WAIBAKUL

NEFESI RAMBU WOJI PEKUJAWANG [1],VIDRIANA OKTOVIANA BANO[2], RIWA RAMBU HADA ENDA[3]

Pendidikan Biologi, FKIP, Universitas Kristen Wira Wacana Sumba

[1]nefesirambuwojipekujawang@gmail.com ,[2]vidri.bano@unkriswina.ac.id

[3]riwa@unkriswina.ac.id

Abstract

C*auses some students to be often tired in class, while others become docile, lack confidence, pay less attention, and be distracted by friends. The results of students' learning are impacted by this At Waibakul Christian Middle School, grade VIII students participated in this study to find out how the Cooperative Learning Model, which uses pictures and pictures typed out by media posters, affected their learning outcomes. Research of this kind is experimental research. Class VIII MIPA 1 served as the control class in this study whereas VIII MIPA 3 served as the experimental class. Using a quasi-experimental research design. 49 students made up the sample for this study, which employed non-probability sampling methods, namely the purposive sampling methodology. From pre- and post-testing, learning outcomes in the cognitive domain are determined. The statistical method used for the analysis is a test paired sample t-test. The study's findings showed that the experimental class's average value was 71 and the control class's was 55. It can also be deduced that the cooperative learning model, image and picture kinds, and poster medium supported by Waibakul Christian Middle School class VIII students' learning outcomes since test paired sample t-test earned value sig (2-tailed) 0.000 0.05.*

Keywords: Picture and Picture; Poster Media; Learning Outcomes; Learning Model

Abstrak

Menyebabkan sebagian siswa sering lelah di dalam kelas, sedangkan sebagian lainnya menjadi penurut, kurang percaya diri, kurang perhatian, dan teralihkan perhatiannya oleh teman. Hasil belajar siswa dipengaruhi oleh hal tersebut Di SMP Kristen Waibakul, siswa kelas VIII berpartisipasi dalam penelitian ini untuk mengetahui bagaimana Model Pembelajaran Cooperative yang menggunakan gambar dan gambar yang diketik dengan media poster mempengaruhi hasil belajar mereka. Jenis penelitian ini adalah penelitian eksperimen. Kelas VIII MIPA 1 sebagai kelas kontrol dalam penelitian ini sedangkan VIII MIPA 3 sebagai kelas eksperimen. Menggunakan desain penelitian eksperimen semu. Sampel penelitian ini berjumlah 49 siswa yang menggunakan metode non-probability sampling yaitu metodologi purposive sampling. Dari pra-dan pasca-tes, hasil belajar dalam domain kognitif ditentukan. Metode statistik yang digunakan untuk analisis adalah uji paired sample t-test. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen adalah 71 dan kelas kontrol adalah 55. Dapat juga disimpulkan bahwa model

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

pembelajaran kooperatif, jenis gambar dan gambar, dan media poster didukung oleh hasil belajar siswa kelas VIII SMP Kristen Waibakul. karena uji paired sample t-test diperoleh nilai sig (2-tailed) 0,000 0,05.

Kata kunci: Model Pembelajaran Kooperatif; *picture and picture*; Media Poster; Hasil Belajar

INTRODUCTION

In order for pupils to actively develop their potential for religious spiritual power, self-control, personality, intelligence, and noble character, education is an intentional and planned endeavor to establish a learning environment and learning process. In addition, they must possess the qualities required by their faith, self-control, personality, intellect, and moral character (UU SISDIKNAS No. 20 of 2003). Education is a long-term process that requires considerable effort and funds for survival in the future.

Education cannot run alone without educators as well as pupils in the process of learning (Sujana 2019:13). Objectives, materials, techniques, and evaluation are some of the multiple interwoven components that make up the learning system, and educators need to pay attention to each of these components. (Rusman, 2012: 1). based on the findings of ARD interviews with Waibakul Christian Middle School science instructors, information was obtained that the learning applied was stillconventional, because it tended to be centered on the teacher and students became passive. The results of observations on April 12, 2022 show that the learning atmosphere is not pleasant, due to a lack of appropriate learning model innovationsand students are less inspired to learn. Students that are affected by this lack confidence, pay less attention, spend more time chatting with friends, and some even frequently nod off in class. Students' learning results are impacted by this. The KKM for scientific courses in Waibakul Christian Middle School's class VIII is 60. According to the findings of the odd semester UAS research for the 2022–2023 academic year, class VIII students who succeed in finishing have complete learning outcomes of 50%, while students who fail to succeed have full learning outcomes of 50%. This demonstrates that class VIII pupils at Waibakul Christian Middle School still have relatively low learning achievement. This is possible, in part because instructors adopt the standard learning model. Consequently, it affects kids' poor learning results.

Efforts to improve the class VIII IPA students at Waibakul Christian Middle School's poor learning results, including the employment of suitable models in accordance with the issues faced by the students. The cooperative learning model Picture & Picture is one of them. Picture and picture is a cooperative learning strategy that employs pictures that are paired or arranged in a logical order. This model possesses the traits of being energetic, inventive, creative, and enjoyable. The

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

involvement of students in each learning process should constantly be emphasized in learning models (Huda, 2013). Innovative means that every class must provide something fresh, unique, and keep students' attention. Every lesson must be engaging for students to produce something or be able to use approaches and procedures to address problems or techniques that students themselves have learned via the teaching and learning process. Images are used as media in the cooperative learning model's picture and type exercises. One type of visual media is a poster (Merici, 2019:71)

Posters are image objects in teaching media sizes that are given strong colors and the meaning contained therein so that students who see them easily remember them. Posters made for education are in principle an idea depictions of simple visual objects that are produced in big sizes (Megawati, 2017). Ardianti (2016) states that posters are A3 in size (29.7 x 42 cm), Al (59x83 cm). The right poster size is when the poster can be seen from 5-6 meters away. The standard poster size commonly used is 160 x 60 cm. Utami (2018) states that posters are made to convey messages or information, so posters will become an element in visual communication design. According to Rahmaniati (2015) the use of posters in learning aims to attract the attention of pupils to learn, and in doing so, students will motivated to learn so as to encourage them to want to work together in the learning process, the use of posters can also reduce students' dependence on the material explained by the teacher, so that it is hoped that student learning outcomes can increase. Media posters also have criteria including: simple, presenting an idea to achieve the main goal, colorful, concise slogans, clear writing, modif and varied designs, effective. The use of posters can also reduce students' dependence on the material explained by the teacher, so it is hoped that student learning outcomes can increase. Media posters also have criteria including: simple, presenting an idea to achieve the main goal, colorful, concise slogans, clear writing, modif and varied designs, effective. The use of posters can also reduce students' dependence on the material explained by the teacher, so it is hoped that student learning outcomes can increase. Media posters also have criteria including: simple, presenting an idea to achieve the main goal, colorful, concise slogans, clear writing, modif and varied designs, effective.

The purpose of this study is to ascertain the effects of the cooperative learning approach on student learning outcomes for the human respiratory system content in Class VIII at Waibakul Christian Middle School. Regarding the theoretical advantages of this research, it is envisaged that it can development of the world of education so that learning objectives can be achieved optimally. And practical benefits for Waibakul Christian Middle School students with the use of models *cooperative type picture and image of which* is equipped with poster media is expected to be an

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

attraction and improve student learning outcomes in learning science. This research may be utilized by instructors as a resource for efficient and cutting-edge teaching strategies to assess student learning results, particularly in the area of Integrated Natural Sciences (IPA). Picture and poster media may be utilized as a learning resource for the kind of cooperative model school that can be built in both science courses and other subjects.

The scope of this study is focused or limited to: first, media posters are made using the Canva application, with a size of 1587 x 2245 (42.0 cm x 59.4 cm). second, the students who wereused as research subjects were MIPA 1 class (control class) and MIPA 3 (experimental class) of 49students at Waibakul Christian Middle School. Third, Respiratory system material in humans 3.9 analysis of the respiratory system in humans, comprehension of respiratory system diseases, and maintenance activities. Fourth, the cognitive domain is the major focus of the learning outcomes for the control and experimental classes for the even semester of the 2022–2023 school year. Fifth, experimental research is the methodology employed.

The cooperative learning model's guiding principle for using pictures and picture types is to present competency information, material, and pictures related to it. Students then organize the pictures in a systematic way, and the teacher then confirms the arrangement of the pictures (Kusuma, 2021).

The steps for implementing the learning model *picture and picture*(Zainal, 2013) canbe seen as follows:

a. Stage 1 proficiency delivery

At this point, the instructor is supposed to transmit the subject's fundamental skills.

b. Presentation during Stage 2 of the material

The instructor has started the initial momentum of learning at the presentation stage. From this point, the learning process can be successful. At this point, the instructor must be successful in inspiring pupils who might not be prepared yet.

c. Third-stage picture presentation

At this point, the teacher shows the class photos and asks them to participate fully in the learning process.

d. Fourth stage of the picture installation

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

At this moment, the teacher asks on each student to arrange the photographs rationally and consecutively while pointing. Since direct appointments are often less successful since students tend to feel pushed, teachers can also innovate. Drawing lots is one method for making pupils feel as though they must be completely prepared to do the tasks assigned.

e. Stage 5 investigation

At this point, the instructor must question the pupils about the justifications or logic behind the arrangement of the photographs in their sequence. Then, based on the outcomes they hope to attain, students might be asked to identify formulae, benchmarks, narratives, or fundamental competency requirements. The instructor can enlist the assistance of as many pupils as possible to make the discussion process more engaging.

f. Stage 6 competency presentation

The instructor might start to further explain based on remarks, justifications, or a series of images in accordance with the competences to be attained.

g. Stage 7 Reflection

The instructor and students discuss what they have learned, accomplished, and done after the lesson. This is done to help pupils retain the knowledge and skills more effectively.

The benefits of the approach for learning Because the instructor briefly goes over both the topic and the competencies that must be attained at the beginning of learning, Picture and Picture is that the material delivered means more concentrated. Because the teacher uses images to illustrate the content being studied, students retain the information more quickly. Because the instructor inquires as to why pupils categorize photos, it can help students build their capacity for logical thought via the analysis of photographs. It can also help students become more responsible. Because pupils can see the teacher's prepared images up close, learning is more impressive. (Istarani 2014). insufficient learning models It might be challenging to obtain high-quality images that accurately represent the subject matter that is being taught. Learning is a lengthy process. There is a worry that the class will be chaotic and unproductive if the instructor is not adept at managing it. It is necessary to support equipment facilities, and the expenditures are reasonable (Istarani, 2011: 58).

Learning outcomes are a final evaluation of the process and acknowledgement that has been repeated and will be kept for a long time or even not be lost forever since learning outcomes help

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

create a better person. Better thought patterns and work behavior will result from this (Sjukur, 2013: 368-378).

Effects of the Type of Cooperative Learning Model Picture and Picture on the Participation and Learning Outcomes of Students in Elementary Schools was the title of pertinent research by Habibi & Adnan (2021). The average student engagement in the experimental class after adopting the cooperative learning model Picture and Picture is 90.4, with a percentage of 64.18% in the high category, according to the research findings. This shows that the learning participation of students in this experimental class has increased when compared to the experimental class before being given treatment. Furthermore, the average learning participation of students in the control class after learning was 82.8 with a percentage of 61.42% in the medium category. This also shows that the learning participation of students in the control class has also increased when compared to before being given treatment. Humairah (2022) conducted the following study, titled The Influence of Type Cooperative Learning Models Picture and Picture. The findings of this study suggest that the performance of Mathematics subject scores in the prior material has not fully attained the KKM for students at MI Muhammadiyah I Payaman.. Obtain a score between 50 – 65, while the specified KKM is 70. Based on this, class IV-B is determined to be an experimental class with 39 students and 39 students in class IV-A as the control class, to evaluate the degree to which the cooperative learning paradigm and various picture styles are effective for teaching.

The novelty of this study is using the poster media which is the Canva application with A2-96 size 1587 x 2245, (42.0 x 59.4) made using as a support learning so that learning is also more interesting when using poster media, posters are presented with visual combinations, attracting attention with striking and creative colors. As students also better understand what they learn.

RESEARCH METHODS

An experimental research method with a quantitative approach was applied in this work. A non-equivalent control group design with a quasi-experimental study design has been employed. Designing a non-equivalent control group in which the experimental and control groups are chosen without randomization (Sugiyono, 2015: 116).

This research was conducted in Class VIII of Waibakul Christian Middle School, Central Sumba Regency, which was held in March 2023. All participants in this research were in class VIII of Waibakul Christian Middle School, totaling 120 students. As for the sampleof this study, this study

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

used class VIII MIPA 1 (control class) with a total of 20 students and VIII MIPA 3 (experimental class) with a total of 29 students at Waibakul Christian Middle School with 49 students overall as the research sample.

Methods for gathering data that involve testing. Before being administered to the study subjects (control and experimental classes), the research instrument (pretest15 questions and posttest20 questions) underwent validity and reliability testing. This study's data analysis method made use of the SPSS 25 application. The reliability test utilized value alpha cronbach>0.70 (reliable), whereas the validity test used Person Product Moment with a significance value of 0.05 (0.05 = valid). The analysis of the pretest and posttest data used in this study included the normality test using Shapiro-Wilk, uniformity of values based on resources, Using a paired sample t-test with a significance threshold of 0.05, the hypothesis is tested..

RESULTS AND DISCUSSION

Pretest and the following table displays the post-test learning outcomes of students in the experimental class and the control class.

Table 1. The academic achievements of the experimental class and the control class

	Control Class		**Class Experiment**	
	Pretest	*Posttest*	*Pretest*	Posttest
Min Value	30	30	30	50
Mark Maximum	70	80	75	90
Means	53.55	55.35	56.00	71.00
Standard Deviation	11.376	13.785	11.365	10.126
complete	7	8	9	16
Not Completed	13	12	11	4

Based on table 1, It is known that the control class's mean pretest value was 53.55, with the minimum value being 30 and the maximum being 70, and that the control class's mean posttest value was 55.35, with the minimum value being 30 and the maximum being 80. The mean pretest value for the experimental class is 56.00, with a minimum value of 30 and a maximum value of 75, while the mean posttest value for the experimental class is 71.00, with a minimum value of 50 and a maximum value of 90, with a total of 16 students who have completed it and 4 students who have not. According to these

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

numbers, it is evident that the experimental class, or groups using the picture-and-picture learning paradigm supplemented by poster media, had higher learning outcomes than the control group.

The following table presents the validity test table for pretest and posttest questions.

Table 2. Validity checks for the pre-test questions

No Question	**Sig. (2-tailed)**	**Information**	**Status**
1	0.056	< 0.05	Valid
2	0.003	< 0.05	Valid
3	0.006	< 0.05	Valid
4	0.027	< 0.05	Valid
5	0.049	< 0.05	Valid
6	0.027	< 0.05	Valid
7	0.656	> 0.05	Invalid
8	0.011	< 0.05	Valid
9	0.000	< 0.05	Valid
10	0.002	< 0.05	Valid
11	0.001	< 0.05	Valid
12	0.001	< 0.05	Valid
13	0.001	< 0.05	Valid
14	0.012	< 0.05	Valid
15	0.001	< 0.05	Valid

The table above indicates that there are 19 legitimate questions and 1 invalid question.

Validity checks for the posttest questions

No Question	Sig. (2-tailed)	**Information**	Status
1	0.041	< 0.05	Valid
2	0.005	< 0.05	Valid
3	0.013	< 0.05	Valid
4	0.026	< 0.05	Valid
5	0.082	> 0.05	Invalid
6	0.035	< 0.05	Valid
7	0.612	> 0.05	Invalid
8	0.014	< 0.05	Valid
9	0.000	< 0.05	Valid
10	0.003	< 0.05	Valid
11	0.002	< 0.05	Valid
12	0.001	< 0.05	Valid
13	0.002	< 0.05	Valid
14	0.008	< 0.05	Valid
15	0.000	< 0.05	Valid
16	0.037	< 0.05	Valid
17	0.000	< 0.05	Valid
18	0.000	< 0.05	Valid
19	0.000	< 0.05	Valid
20	0.000	< 0.05	Valid

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

There are 18 legitimate questions and 2 invalid questions, according to the aforementioned table.

The results of the reliability test conducted on the questions from the pretest and posttest shown in the following table are listed below.

Table 4. Verify the accuracy of the pretest questions.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,850	,838	15

Based on the information in the table above, it can be inferred that the data is credible because the Cronbach alpha value is 0.850, which is more than 0.70.

Table 5. Verify the accuracy of the posttest questions.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,906	,903	20

Based on the information in the table above, it can be deduced that the data is credible because the Cronbach alpha value is 0.906, which is more than 0.70.

Next is done employing the normality test to determine whether or not the sample has a normal distribution. Relevant level =0.05. If the sig value is more than 0.05, the data is considered to be normally distributed; otherwise, it is not. The data analysis is the outcome of what the students learned. The following table contains the findings of these computations.

Table 6. Normality test

Class	Mark	Sig	Information	**Conclusion**
Control	*Pretest*	0.200	> 0,05	Normal
	Posttest	0.188	> 0,05	Normal
Experiment	*Pretest*	0.200	> 0,05	Normal
	Posttest	0.200	> 0,05	Normal

The control class data at the pretest and posttest have a sig value of more than 0.05 (> 0.05), which indicates that the data are normally distributed, according to the above table.

The homogeneity test's findings are listed below. Relevant level =0.05. The test aims to determine if the group variance is homogenous if sig > 0.05 and whether it is not homogeneous if sig 0.05. Using a

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

value based on the mean, the homogeneity of variance test is used to examine homogeneity. Data from homogeneity test results are shown in table 7 below.

Table 7. Data homogeneity test

Test of Homogeneity of Variance					
		Leven Statistic	Df 1	df 2	**Sig.**
Results Study student	Based on Mean	3,606	1	38	**,065**
	Based on Median	2,854	1	38	**,099**
	Based on Median and with adjusted df	2,854	1	37	**,099**
	Based on Trimmed mean	3,653	1	38	**,064**

Based on the information in the table above, it can be deduced that the data are homogenous since the based on mean variable has a sig value of 0.065, which indicates that the value is more than 0.05.

To determine if the usage of learning models is influenced, a paired sample t-test was used. The data processing that is done using a paired sample t-test with a significance threshold of 0.05 is as follows.

Table 8. Test the hypothesis of paired sample t-test

Uji *Paired Sample t-test*			
Experiment	Df	Sig. (2-*tailed*)	**Conclusion**
Pretest	19	0.000	**Influential**
Posttest			

Inferring that H0 is rejected and H1 is accepted from the results table for the paired sample t-test for the experimental class above where the sig (2-tailed) value is 0.000.

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

Quotations and References

According to the data obtained from According to the findings of the aforementioned analysis, the ability of the control class and experimental class students is still relatively low. Before the learning activities are carried out, With a multiple choice test instrument that has 15 numbers, a pretest is conducted. Furthermore, the picture and picture cooperative learning paradigm was used to facilitate learning in the experimental class. After that, the two classes carried out a posttest using multiple choice questions of 20 numbers.

Descriptive analysis is carried out to analyze data through descriptions or descriptions before making a general conclusion (Sugiyono, 2015: 207). The mean pretest value for the control class was 53.55, with a minimum score of 30 and a maximum score of 80 based on the analysis of the data in Table 1. 13 students did not complete the course, while 7 students did. The control class had a mean posttest score of 55.35, where 30 was the lowest and 80 was the highest possible score. There were 12 pupils who did not finish and 8 students who did. The mean pretest score for the experimental class data analysis was 56.00, with a minimum score of 30 and a maximum score of 75. and 11 pupils did not finish it, leaving 9 kids who made it to KKM. The mean posttest score for the experimental class was 71.00, with a minimum score of 50 and a maximum score of 90. There were 16 students who attained KKM and 4 students who did not. This demonstrates that the experimental class outperforms the control group in terms of learning outcomes.

Furthermore, in tables 2 and 3 According to the findings of the validity test for the pretest and posttest for both classes, there are 18 valid questions and 2 invalid questions for the posttest while there are 14 valid questions and 1 invalid question for the pretest. If a question fulfills its measurement purpose or yields precise and accurate measurement findings that are consistent with the test's objectives, it can be considered to be valid. The statement items were also said to be unintelligible by the respondents, not compliant with the objective requirements, or responded by the respondents themselves, rendering the questions illegitimate. Validity is a test of the validity or suitability of the data reported by the researcher with the object data being examined (Sugiyono, 2015: 363).

Based on tables 4 and 5, It may be argued that the data is credible given that the Cronbach's alpha value for the pretest questions was 0.850 and the posttest value was 0.906, which is more than 0.70. It is said to be reliable because the test results, even though the test is repeated, will produce the same results (Kurniawan & Puspitaningtyas, 2016: 97).

According to Sugiyono (2015): 241, the normality test was performed to determine if the distribution of data linked to the variables under study was normally distributed or not based on the

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

results of the normality test (table 6) and homogeneity (table 7) using SPSS. The experimental class had a sig value at pretest 0.200 and posttest 0.188 according to the normality test findings, whereas the control class had a sig value at pretest 0.200 and posttest 0.200, leading to the conclusion that the data is normal since the sig value is larger than alpha (= 0.05). The data was then put through a homogeneity test to determine its homogeneity. A statistical test that seeks to ascertain the variance of the data from two or more sample groups selected originates from populations with homogenous variances, claims Sugiyono (2015: 242). Since sig is bigger than alpha (=0.05) and the results of the homogeneity test based on the mean give a sig value of 0.065, it may be said that the data is normal.

Test the paired sample t-test's null hypothesis next (table 8). According to the SPSS test results, the paired sample t-test has a sig (2-tailed) value of 0.000, which denotes that the value is less than 0.05 (0.05), leading to the conclusion that the cooperative learning model type picture and picture assisted by poster media have an impact on the learning outcomes of participants Class VIII students at Waibakul Christian Middle School on the topic of the human respiratory system. Display media is the application of visual images supplemented with writing or graphics. This media helps explain material, provides an overview of a process or emphasizes certain values and ethics. The posters' traits include slogans, clear text, color, simplicity, and variety in writing styles. The function of the poster is to make the reader interested in the information contained in the poster. The way to make a poster is to determine the theme and purpose of the poster, determine the sentence to be written on the poster, use good pictures, choose the right poster media. This can also be proven by previous research shows the picture and picture cooperative learning paradigm has an impact on students' learning results. Additionally, the study with the title The Influence of the Picture and Picture Cooperative Learning Model on the Learning Outcomes of Students in Elementary Schools was conducted (Habibi & Adnan, 2021). The experimental class's mean value reaching 90.4 and the control class's 82.8 serve as evidence for this conclusion.

Students' learning outcomes in the area of knowledge increased differently between the experimental class and the control class, with the experimental class seeing a greater rise than the control class. Because the learning model is an image and picture cooperative learning paradigm, the learning results are improved. This can enable active student participation in the learning process and encourage excitement for striving harder to study. As stated by (Widyawati, 2019: 229) the image and kind of image A model used in cooperative learning employs images that have been arranged or sorted in a logical order. Images serve as the key component of learning exercises in this process. It is highlighted to students that they should actively participate in their education by analyzing the images that the teacher has presented.

JURNAL EDUSCIENCE (JES)
p-ISSN : 2303 - 355X | e-ISSN : 2685 - 2217
PUBLISHED BY : LPPM of UNIVERSITAS LABUHANBATU

Students are expected to participate in classes with high focus and enjoyment while utilizing pictures, according to (Telussa, 2020: 163), so that the teacher's words may be effectively received and comprehended by the students. The cooperative picture-and-picture approach is one of the options that may be utilized to encourage kids to be creative and engaged. Children are involved in inventive, imaginative, and enjoyable learning activities as part of this teaching strategy. Innovative means that each lesson must offer something fresh, unique, and keep kids' interest at all times. Creative learning, on the other hand, requires that each lesson inspire students to want to create something or be able to solve issues using the selected or established techniques. The pictures supplied in the learning media are structured logically or sequentially so that it can be concluded that the comprehension of the picture and picture type cooperative learning model is a learning model utilizing image media. The cooperative learning methodology using pictures and pictures is unique, imaginative, and enjoyable, (Hadi, 2019). The picture and picture model is a learning strategy that pairs or arranges images in a logical order. This education is engaging, inventive, artistic, and enjoyable. Using images as learning medium, the "picture and picture" learning approach. The learning process is mostly based on these images. The instructor has prepared visuals that will be exhibited either in the form of cards or in the form of large-scale narrative prior to the learning process. The picture-and-picture cooperative learning technique fosters relationships between students who hone, adore, and adore one other by emphasizing pictures arranged in a logical order. (Fansury, 2017). So that it is clear that using pictures as learning material is essential to comprehending the picture and picture learning paradigm. This explanation led to the conclusion that the cooperative learning approach using pictures and pictures had an impact on the learning outcomes of the students.

CONCLUSION

Based on the results of The study and debate lead to the conclusion that the cooperative learning model of the "picture and picture" type, supported by poster media, affects the learning results of Waibakul Christian Middle School's class VIII pupils. The average values of the experimental class (90.4) and the control class (82.8) demonstrate this. The paired sample t-test findings show that H1 is accepted and H0 is rejected since the value is less than 0.05 and the sig (2-tailed) value is 0.000.

REFERENCE NOTE

The researcher would like to express gratitude to all those who provided moral and financial support for the completion of this study.

REFERENCES

Ardiyanti, (2017). Aplikasi Model Rasch Pada Pengembangan Skala Efikasi Diri Dalam Pengambilan Keputusan Karir Siswa, *Jurnal Psikologi*, 43.3 248 <https://doi.org/10.22146/jpsi.17801>

Habibi Y, & Adnan MF. (2021). The Effect of Picture and Picture Type Cooperative Learning Model on Students' Participation and Learning Outcomes in Elementary Schools. Research & Learning in Elementary Educationhttps://jbasic.org/index.php/basicdu

Hadi, (2019). The Influence of the Picture and Picture Cooperative Learning Model on the Learning Competence of Students in Excretory System Material for Class XI MAN 3 Pesisir Selatan. J. Life Pedagogy. 3(2), 24-31.

Huda, (2013). Models of teaching and learning. Yogyakarta: student library.

Humairah, (2022). The Influence of the Picture and Picture Learning Model on Mathematics Student Learning Outcomes at MI Muhammadiyah I Payaman. Education windows journal. 02(01), 82–86.

Istarani, (2011). Innovative Learning Model. Medan: Persada Media.

Kusuma, (2021). The Effect of Learning Models and Motivation on PJOK Learning Outcomes in Middle School Students. Journal of Penjakora, 8(1), 62. https://doi.org/10.23887penjakora.v8i I.31091

Kurniawan A, W., & Puspitaningtyas, Z. (2016). Quantitative Research. Quantitative Research Methods. Yogyakarta: Pandiva Buku.

Lestari, S. I., & Andriani, L. (2019). The Effect of Applying Scaffolding Learning Strategies on the Ability to Understand Mathematical Concepts of Madrasah Tsanawiyah Al-Hidayah Singingi Hilir Students in terms of Student Learning Motivation. Suska Journal of Mathematics Education, 5(1), 68. https://doi.org/10.24014/sjme.v5i1.695 0

Lokat, Y. T., Bano, V. O., & Enda, R. R. H. (2022). The Effect of Picture and Picture Cooperative Learning Model on Student Learning Outcomes. Journal of Biogeneration Biology Education, 7(2), 225-2

Marzuki, (2015). Economic Indicators. Yogyakarta: UPP STIM YKPN

Merici, A., Triwahyudianto, T., & Susanti, N. E. (2019). Application of the Picture and Picture Learning Model Assisted by Lottery Groups to Improve Student Learning Outcomes at Wagir 2 Public Middle School. JPIG (Journal of Education and Geography), 4(1), 70–77. https://doi.org/10.21067/jpig.v4i1.3105

Megawati, (2017). The Critical Level of Land in the Dengkeng Watershed, Bengawan Solo Watershed. Thesis. Gadjah Mada University., 2017, 375-129

Nazaruddin, Ietje, & Basuki. (2015). Statistical analysis with SPSS. Yogyakarta: Danisa Media.

Rahmaniati, (2015). Use of Poster Media to Improve Science Learning Outcomes for Class VB Students at SDN 6 Langkai Palangka Raya. Pedagogic Journal of Education. Volume 10 Number 2: 59-64. Accessed from the web page on August 1 2019 from: journal.umpalangkaraya.ac.id/libs/download.php?file=FKIP_Vol10_N02…pdf .1

Ramadona, M., Anjani, A. R., & Putriani, R. (2020). The Influence of Parenting Patterns on Student Discipline at Teknindo Jaya Vocational High School, Depok. Research and Development Journal of Education, 6(2), 13. https://doi.org/10.30998/rdje.v6i2.4531

Rihi, S. P. P., & Bano, V. O. (2022). The Influence of the Virtual Laboratory on the Learning Outcomes of Class Xi Students on the Material of the Food Digestive System. Quagga: Journal of Education and Biology, 14(2), 183–188. https://doi.org/10.25134/quagga.v14i2. 5753

Rusman. (2012). Learning models. Jakarta: PT. King of Grafindo Persada

Sugiyono. (2015) Qualitative research methods and R&D. Bandung : Alphabet

Sjukur, S. B. (2013). The effect of blended learning on learning motivation and student learning outcomes at the SMK level. Journal of Vocational Education, 2(3), 368-378

Sujana N., & Ahmad Rivai. (2010). Teaching Media. Bandung: Sinar Baru Algensindo..

Sunarti, S., Asri, W. K., & Rijal, S. (2021). Cooperative Learning Model Picture And Picture Type in Speaking German. Phonologie: Journal of Language and Literature, 1(2), 115. https://doi.org/10.26858/phonologie.v1 i2.21526

Syachruroji (2016). Differences in Students' Cognitive Learning Outcomes Using Cooperative Learning Models of Make A Match and Expository Types on the Concept of Energy. Journal of Elementary School Education. ISSN 2301-671X. vol. 2, pp. 181-191

Tangu, Y. Y., Bano, V. O., Ndjoeroemana, Y. (2023). The Effect of Jigsaw Type Cooperative Model Assisted by Paired Card Media on Learning Outcomes of Grade VII Students at Kristen Payeti Middle School. Journal of Eduscience (JES) April 2023 Submit: 25 February 2023 Accepted: 25 March 2023. 10(1), 19–27.

Telussa, R. P. (2020). Application of the Picture and Picture Learning Model in Improving Sociology Learning Outcomes in the Concept of Social Mobility in the Mekar Sari Community Learning Center, Nabire Regency, Papua. Journal of Pedagogics and Educational Dynamics, 8(2), 87–95.

Widyawati. (2019). The Effectiveness of Picture and Picture Learning Models in Writing Skills for the University Level. CREDO: Scientific Journal of Language and Literature, 2.2 (2019), 226–41. https://doi.org/10.24176/kredo.v2i2.3 027

Zainal, (2013). Models, Media, Contextual (Innovative) Learning Strategies. Bandung: Yrama Widya