



Implementation of Cooperative Learning Model Type Fan-N-Pick Assisted by Picture Media to Improve Learning Outcomes of Fourth Grade Students at Kristen Nyama Elementary School

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Abstract

The purpose of this study was to improve the learning outcomes of fourth-grade students of Nyama Christian Elementary School by implementing the Fan-N-Pick learning model assisted by image media. The research method used is classroom action research. The data collection process uses tests, observations and documentation. The improvement in student learning outcomes can be seen from the increase in the initial test, the overall average score was 54.06 while students who obtained scores reaching the KKM were 4 (25%), increasing in cycle I, namely the overall average score of students was 66.56 and students who obtained scores reaching the KKM were 10 (62.5%). Student learning outcomes increased in cycle II with an overall average score of 79.37 and students who obtained scores reaching the KKM were 16 (100%). Thus, the application of the fan-n-pick learning model assisted by image media has a positive effect on learning in fourth-grade students of Nyama Christian Elementary School with the material of ethnic and cultural diversity.

Keywords: learning outcomes, fan n pic, image media.



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INTRODUCTION

Social Studies is a field of study that examines, investigates, and analyzes social phenomena and problems in society from various aspects of life in an integrated manner (Afifa et al., 2022). Social Studies learning is basically designed to provide learning experiences that engage students psychologically and physically through interactions between students, teachers, the environment, and other learning resources. Through Social Studies instruction, students will gain knowledge, attitudes, and skills as a foundation for understanding and solving social problems more rationally (Yustina & Yahfizham, 2023).

To achieve these goals in Social Studies, an effective learning process is required. Therefore, a learning model that can help students understand the material

being taught is necessary. According to Sidik NH. & Winata (2016), a learning model is a pattern used to design curricula, organize materials, and guide teachers. An interesting and easy-to-understand learning model will more easily produce better learning outcomes for students at school. One important aspect is selecting a learning model and media that can stimulate students during the learning process and improve student learning outcomes (Huang & Thotham, 2024).

Based on observations conducted by the researcher from February 4 to February 6, 2025, on fourth-grade students at Kristen Nyama Elementary School, the problems faced in the Social Studies learning process are low student learning outcomes and a lack of student confidence in expressing opinions in front of the class. These problems occur because the implementation of the learning model by the classroom teacher has not been optimal. The minimal or less effective use of learning models and media significantly affects student learning outcomes.

Learning outcomes have a direct relationship with classroom learning and are often associated with the models used in the learning process (Fachri et al., 2023). Similarly, (Emilia et al., 2022) states that learning outcomes are the abilities possessed by students after they receive their learning experiences. Learning as a process provides experiences that will later change a child's abilities in cognitive, affective, and psychomotor aspects.

The low learning outcomes of students on the Social Studies material about the diversity of ethnic groups and cultures are evident from the scores obtained by students when the teacher conducted evaluations of student learning outcomes, which overall have not yet reached the established Minimum Mastery Criteria (KKM) of 70. To support students' learning outcomes, especially in Social Studies, there needs to be a variation in the learning models as well as the use of visual media that can engage students in the learning process. Such a learning environment will influence the success of the learning process in the classroom.

Moreover, learning activities that require active student participation are also necessary, such as those found in cooperative learning models. This aligns with cooperative learning models which require students to actively collaborate in groups to complete tasks or solve problems.

Classroom learning models have so far been teacher-centered, although many teachers have also implemented student-centered approaches. In practice, Social Studies learning has not been fully successful, meaning that students have not yet completely understood and mastered the material presented. Therefore, it is necessary to select a student-centered learning model to ensure the success of Social Studies learning, in addition to the teacher's mastery of the subject matter

The proper implementation of the Cooperative Learning model procedure enables teachers to manage the classroom more effectively (Kanigara et al., 2021). Thus, if a teacher applies the Cooperative Learning model systematically according to the specified steps, it will increase student engagement in the learning process, especially in Social Studies on the topic of cultural and ethnic diversity. Therefore, a learning model that can be used by teachers in the learning process is the Cooperative Learning Fan-N-Pick model aided by picture media to improve student learning outcomes, particularly on the material of cultural and ethnic diversity (Hakim et al., 2017).

The Cooperative Fan-N-Pick Learning Model has several functions: team building (forming groups), social skills (socializing skills), and it also serves to build student understanding (knowledge building) and thinking skills. These four functions of the learning model are very useful for developing students' social abilities and understanding (Ahmad & Rumondor, 2019). Thus, if a teacher can implement this learning model well, the learning process will be successful according to the expected goals (Seran et al., 2024).

In addition to applying a learning model, the teacher also uses picture media as a means of delivering messages to students. One of the most effective ways to manage

a classroom with low concentration is by providing engaging media for children, namely picture media. This aligns with research findings stating that the use of picture media can improve student learning outcomes (Nugrahwati et al., 2021). Pictures serve as an effective visual tool because they can concretely and realistically visualize the concepts being explained. The information conveyed can be easily understood because the demonstrated results closely resemble reality through photos shown to children, ensuring that what children receive is consistent.

A set of separate images containing units of pictures that represent a sequence of stories is the definition of picture media according to Saktiani & Siam (2022). Picture media is the most commonly used medium. This is because students prefer pictures over text, especially if the pictures are created and presented following good standards, which will certainly increase students' enthusiasm in following the learning process. The use of picture media should be adjusted to the maturity level of the students (Suwartiningsih, 2021).

In Social Studies learning conducted so far, lecture and question-and-answer methods have been dominantly used during the learning process. This monotonous way of delivering material greatly affects students' concentration and attention towards the material presented. In other words, the teacher has allowed students to shift to other activities, play by themselves, and disturb friends during the lesson. Based on the above problems, there are actually many learning models that can be applied in the learning process (Moto, 2019). However, the author is interested in conducting research titled *The Implementation of Cooperative Learning Model Type Fan-N-Pick Assisted by Picture Media to Improve Learning Outcomes of Fourth Grade Students at Kristen Nyama Elementary School*.

METHOD

This research is a classroom action research. According to Rochiati Wiratmaja (2005:12), the Classroom Action Research method aims to improve the quality of

classroom learning practices. The research location for this study is at SD Kristen Nyama. The subjects of this research are the fourth-grade students of SD Kristen Nyama, totaling 16 students. According to (Arikunto & Suharsimi, 2015), each cycle consists of four stages: planning, action, observation, and reflection. The data collection techniques used in this classroom action research include tests, observations, and documentation.

RESULT AND DISCUSSION

The results of the classroom action research on the Social Science subject, with the material on cultural diversity and ethnic groups, using the Fan-N-Pick cooperative learning model aided by picture media, were obtained through two stages: the initial test and the final test conducted in Cycle I and Cycle II.

1. Pre-Test

The pretest was conducted on Thursday, April 17, 2025. Before the research was carried out, the researcher coordinated with the classroom teacher to understand the environment and the students' characteristics. The research was conducted according to the classroom action research type described in Chapter III, which broadly consists of four stages: planning, action implementation, observation, and reflection. This research began with administering the pre-test to assess the students' abilities, especially on the topic of cultural diversity and ethnic groups. The learning activities were conducted using conventional methods.

The pretest results showed that 2 students scored 75, 2 students scored 70, 1 student scored 65, 2 students scored 55, 3 students scored 50, 3 students scored 45, 2 students scored 40, and 1 student scored 35. The overall average score of the fourth-grade students at SD Kristen Nyama was 54.06. From the pre-test results, only 4 students (25%) achieved the Minimum Mastery Criteria (KKM), while 12 students (75%) did not meet the KKM standard.

2. Cycle I

At this stage, the researcher together with the subject teacher conducted the learning activities according to the prepared learning module for Cycle I, the first meeting, which was designed around the topic of cultural diversity and ethnic groups. In Cycle I, the researcher carried out the teaching activities over two meetings. The learning module developed by the researcher and the teacher was adjusted to the conditions and characteristics of the students' learning environment as well as aligned with the material on ethnic and cultural diversity. This was aimed to address students' conditions and problems, with the goal of maximizing students' learning outcomes. The teaching activities were conducted based on the steps of the Fan-N-Pick cooperative learning model aided by picture media:

- a) The first student holds the question cards arranged like a fan; at this stage, the student holds the question cards made by the teacher. One example question on the card is, "Explain the meaning of cultural and ethnic diversity."
- b) The second student selects a card and reads the question aloud, then gives the third student 5 seconds to think.
- c) The third student answers the question; at this stage, the third student answers the question read by the second student loudly, following the teacher's instructions.
- d) The fourth student responds to the answer; the fourth student evaluates whether the answer given by the third student corresponds to the question posed by the teacher.
- e) Students take turns clockwise to start a new round; at this stage, all students are directed to continue the learning activity in a clockwise manner.
- f) In addition to applying the Fan-N-Pick learning model, the teacher also used picture media as a tool to convey messages to the students. The pictures prepared by the teacher were attached to the blackboard and also presented in PowerPoint format displayed via a projector.

- g) The pictures shown were related to the material discussed by the teacher in each meeting. These images greatly helped the teacher in delivering the learning material to the students.

At the end of the meeting, the teacher together with the students concluded the material taught. After that, the teacher conducted a final evaluation of the learning process with the aim of measuring the improvement in students' learning outcomes in Cycle I. The results showed that 10 students (62.5%) achieved the minimum mastery criterion (KKM) of 70, while 6 students (37.5%) did not reach the specified KKM of 70. The detailed scores were as follows: 2 students scored 80, 2 students scored 75, 6 students scored 70, 1 student scored 60, and 5 students scored 55. The average score for Cycle I was 66.56. The learning process was carried out using the Fan-N-Pick cooperative learning model aided by picture media. From the final test results of Cycle I, it is clear that the learning process for the subject of Social Sciences (IPAS) on the topic of cultural and ethnic diversity was not yet successful. To ensure that the students' learning outcomes meet the required KKM, the researcher will continue with a follow-up classroom action research in Cycle II.

3. Cycle II

Cycle II was conducted over two meetings, the first and second meetings. The learning process followed the steps of the cooperative learning Fan-N-Pick model aided by picture media as outlined in the prepared learning module. The learning activities proceeded according to the following steps of the Fan-N-Pick model with picture media:

- a) The first student holds the question cards shaped like a fan. At this stage, the student holds the question card prepared by the teacher. One example of a question on the card is: "What is the traditional house of Maluku Province called?"

- b) The second student chooses a card and reads the question aloud, then gives the third student 5 seconds to think.
- c) The third student answers the question. At this stage, the third student answers the question read by the second student aloud, following the teacher's instructions.
- d) The fourth student responds to the answer given by the third student, confirming whether the answer corresponds to the question posed by the teacher.
- e) Students take turns in a clockwise direction to start a new round. At this stage, all students are directed to continue the learning activity following the clockwise rotation.
- f) In addition to implementing the Fan-N-Pick learning model, the teacher also uses picture media as a means to convey messages to the students. The pictures prepared by the teacher were displayed on the blackboard, and also prepared in PowerPoint format and shown using a projector.
- g) The pictures shown correspond to the material being discussed by the teacher in each meeting. These pictures greatly assist the teacher in delivering the learning material to the students.

At the end of the learning activities, the teacher conducted a final test aimed at measuring the students' learning outcomes in Cycle II. The learning condition can be seen from the results of the final test in Cycle II. The test results showed that overall student mastery reached 100%, with all 16 students achieving scores that met the predetermined KKM (Minimum Competency Criteria) of 70. The scores were distributed as follows: 6 students scored 85, 5 students scored 80, 2 students scored 75, and 3 students scored 70. The classical average score was 79.37. The learning process, which applied the Fan-N-Pick cooperative learning model aided by picture media, was declared successful in Cycle II because all students met the required KKM score of 70. Therefore, the learning process was stopped at Cycle II, and the researcher did not continue to the next cycle.

The discussion in this study is based on the results from Cycle I and Cycle II. The results refer to the average scores from the initial test, the final test of Cycle I, and Cycle II. Based on the initial test results for fourth-grade students at SD Kristen Nyama, the overall average score was 54.06. From the initial test, only 4 students (25%) achieved scores that met the KKM, while 12 students (75%) did not meet the KKM of 70. Therefore, the learning process continued to Cycle I.

In Cycle I, the teacher implemented learning using the Fan-N-Pick cooperative learning model aided by picture media. The final test results of Cycle I showed improvement: 10 students (62.5%) achieved scores meeting the KKM of 70, while 6 students (37.5%) had scores below the KKM. The average score for Cycle I was 66.56. The learning in Cycle I was not yet optimal due to the teacher's mastery of the learning model and the students' activeness during the learning process, which significantly affected the students' learning outcomes.

Student learning outcomes improved in Cycle II after the teacher implemented the Fan-N-Pick cooperative learning model aided by picture media, especially on the topic of cultural and ethnic diversity. The final test results in Cycle II showed that overall student mastery reached 100%, with all 16 students achieving scores that met the predetermined KKM (Minimum Competency Criteria) of 70, and the classical average score was 79.37. The learning process, carried out using the Fan-N-Pick model with the support of picture media, was declared successful in Cycle II because all students met the KKM score of 70. Therefore, the learning of Social Studies (IPAS) on the topic of cultural and ethnic diversity was considered successful.

The improvement in student learning outcomes through the application of the Fan-N-Pick cooperative learning model aided by picture media aligns with the opinion of Frianto et al. (2016), who stated that the Fan-N-Pick cooperative learning model can activate the participation of all students in exchanging ideas and obtaining information, thereby fostering students' thinking skills and social skills. Thus, it can

be concluded that the implementation of the Fan-N-Pick model supported by picture media has a very positive impact on classroom learning.

Besides student learning outcomes, observations of teacher and student activity also clearly showed that the implementation of the Fan-N-Pick cooperative learning model aided by picture media in Social Studies on the topic of cultural and ethnic diversity had a positive impact on learning. For clearer details, see Table 1 below:

Table 1. Improvement of Student Learning Outcomes in Grade IV at Kristen Nyama Elementary School

	Pretest	Final Test of Cycle I	Final Test of Cycle II
Average	54,06	66,56	79,37
Classical Completeness	25%	62,5%	100%

CONCLUSION

The implementation of the Fan-N-Pick learning model assisted by picture media has been proven effective in improving the learning outcomes of fourth-grade students at SD Kristen Nyama in the Social Studies subject, especially on the topic of cultural and ethnic diversity. By using this model, students become more active, directly involved in the learning process, and are better able to understand the material through supportive visualizations with pictures. Additionally, the use of picture media helps to increase students' interest and motivation to learn, resulting in a significant improvement in learning outcomes. Therefore, the Fan-N-Pick learning model with picture media is highly recommended for use in Social Studies teaching to enhance the quality of learning and overall student achievement.

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