

IMPLEMENTATION OF THE PICK THE FRIES LEARNING METHOD TO IMPROVE THE LEARNING OUTCOMES OF GRADE 4 STUDENTS OF SD NEGERI 1 KEPATIHAN

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ABSTRACT

This research originates from observations and interviews indicating that fourth-grade students at SD Negeri 1 Kepatihan exhibit limited interest in Islamic Religious Education (PAI) due to a lack of engaging teaching models. Observational data revealed that students often become distracted during lessons, engaging in activities such as joking, storytelling, and daydreaming. This diminished engagement is attributed to a lack of variety in instructional approaches. In response, the researcher implemented a PAI learning strategy utilising the Team Games Tournament (TGT) cooperative model, supplemented with "Pick the Fries" media, to investigate its impact on enhancing student interest in learning. The objective of this study is to assess the effectiveness of the TGT cooperative model, supported by Pick the Fries media, in fostering interest among fourth-grade students in Islamic Religious Education at SD Negeri 1 Kepatihan Tirtoyudo. This qualitative, descriptive study employs various data collection methods, including observation guides, interviews, and documentation. Through face-to-face interviews, the researcher gathered insights into the learning dynamics within the classroom. The findings suggest that the TGT model, when paired with Pick the Fries media, positively influences the learning interest of fourth-grade students at SD Negeri 1 Kepatihan.

INTRODUCTION

The field of education has experienced rapid and dynamic growth, significantly influenced by the integration of advanced technology into everyday life. As technology becomes embedded in cultural practices, it creates numerous opportunities for application within educational contexts. This trend is evident as technology increasingly permeates educational systems, aiming to equip learners with the skills needed to meet

the demands of the modern workforce. However, the foundation for developing these competencies must begin with the core of education: the teaching and learning process.

The teaching and learning process functions as a communicative framework wherein the curriculum content or instructional material serves as the message transmitted from the source to the recipient via designated channels or media. The source of this message may include the teacher, students, external individuals, or authors of educational materials. Educational media serve as the communication channels, facilitating the delivery of content to the recipients, who are typically the students or teachers. Sadiman (2009) conceptualises the teaching and learning process as a systemic structure comprised of interconnected components working in harmony to fulfil educational objectives. Key components of this system encompass instructional goals, educators and learners, lesson content, pedagogical methods and strategies, educational tools or media, resource materials, and evaluative measures.

Learning media, which serves as a place and delivery of learning information or messages to students, is an important learning component to achieve learning goals. It is hoped that the presence of media in the teaching and learning process will help teachers deliver learning materials to students in a more effective way. Therefore, teachers must include media in every learning process so that learning goals are achieved and students become more active in the learning process (Daryanto, 2010:6).

In the beginning, teachers were the only place to get lessons. In the next stage, the learning resources then increase with the presence of books. The evolution of educational media was initially only seen as a means of teaching aids for teachers, which used visual aids such as images, models, objects, and other devices that could provide real experiences and motivation to learn and increase student learning absorption and retention. However, because they focus too much on the visual aids used, teachers pay less attention to the design aspect in the development of learning production and its evaluation (Sadiman, 2009:7).

The increasing awareness of teachers about the important role of the media in supporting the learning process is beginning to be felt. The management of teaching aids is indispensable, and this growth is taking place gradually. Along with the rapid development of technology and the discovery of the dynamics of the learning process, educational and teaching activities increasingly require and obtain a wide variety of educational media (Daryanto, 2010:144).

Based on observations conducted on November 4, 2014, at SD Negeri 1 Kepatihan, there remain notable challenges in the provision and use of

learning media, specifically with the "Pick The Fries" instructional media. The availability of diverse learning media is still limited, leading teachers to rely primarily on traditional print media and basic instructional tools like whiteboards and chalk. More advanced media types, such as audio-visual aids and electronic resources (computers, internet), are underutilised. Additionally, print media remains the preferred choice due to its accessibility and ease of adaptation; however, it often depends heavily on abstract verbal symbols, which may hinder students' comprehension of complex information. This reliance on text-based resources necessitates that teachers employ creativity and pedagogical precision to enhance understanding. Furthermore, it is frequently observed that teachers utilise available learning media without adequately aligning it with the instructional content, which underscores the need for more strategic media selection to optimise educational outcomes.

The use of technology in learning through the development of learning media is something that needs to be considered by every teacher because this is an important factor in achieving learning goals. Therefore, learning technology must get attention from teachers, which has an impact on the use of various learning media so that a supportive learning environment is created, the subject matter can be delivered effectively, and learning objectives can be achieved (Isjoni, 2007:2).

METHOD

The research employs a qualitative descriptive method, focusing on a fourth-grade student at SD Negeri 1 Kepatihan, located in the Tirtoyudo district. The primary objective of this study is to examine the implementation of the "Pick the Fries" learning media. Key aspects under investigation include the methods used by teachers to incorporate this learning media, students' responses to the approach, and changes in student engagement, as reflected by their active participation in the classroom. The study is conducted at SD Negeri 1 Kepatihan, with the researcher serving as the primary data collector. Additional data collection tools include observation guides, interviews, and documentation. During the interview process, the researcher engages in direct face-to-face interactions with participants to gather relevant data on the topics of interest.

Various studies show that the Pick the Fries method can have a positive impact on the teaching and learning process, especially in the understanding of the material for students. This approach can also help students reduce boredom during the teaching and learning process in the classroom.

RESULTS AND DISCUSSION

Findings (can be in the form of subheadings)

A. Pick the Fries *Learning Method*

Method *Pick The Fries* (Choosing French fries) is a type of cooperative learning method of the TGT (Teams Games Tournament) type, which the author refers to from the results of the classroom teacher where the author teaches that initially, children need variety and creativity in the teaching and learning process in the classroom, this method has been proven to be feasible, practical and effective in improving student learning outcomes.

Teachers can use this learning method to create a fun learning atmosphere and improve student learning outcomes. This method has characteristics that are closely related to active and playful students. The *Pick the Fries* method can arouse students' enthusiasm for learning, as well as be able to create pleasant conditions. The results show that this media fulfils the practical element with a large response from teachers and students.

The learning steps using the *Pick the Fries* method are:

1. The teacher prepares PAI Learning Materials in grade 4.
2. Each student chooses fries.
3. Students stick to the assignment book and answer according to the questions on the French fries sticks.
4. After successfully answering correctly, the student can take the remaining French fried sticks.

The advantages of this learning method include:

1. It can improve students' learning activities cognitively and physically.
2. Students are more active and responsive because learning is formed through games and tournaments.
3. Improving students' understanding and learning outcomes.
4. The creation of a faster time because students want to answer more questions.
5. Effective practice discipline to respect time.



Figure 1. Image of a question card in the form of a french fries

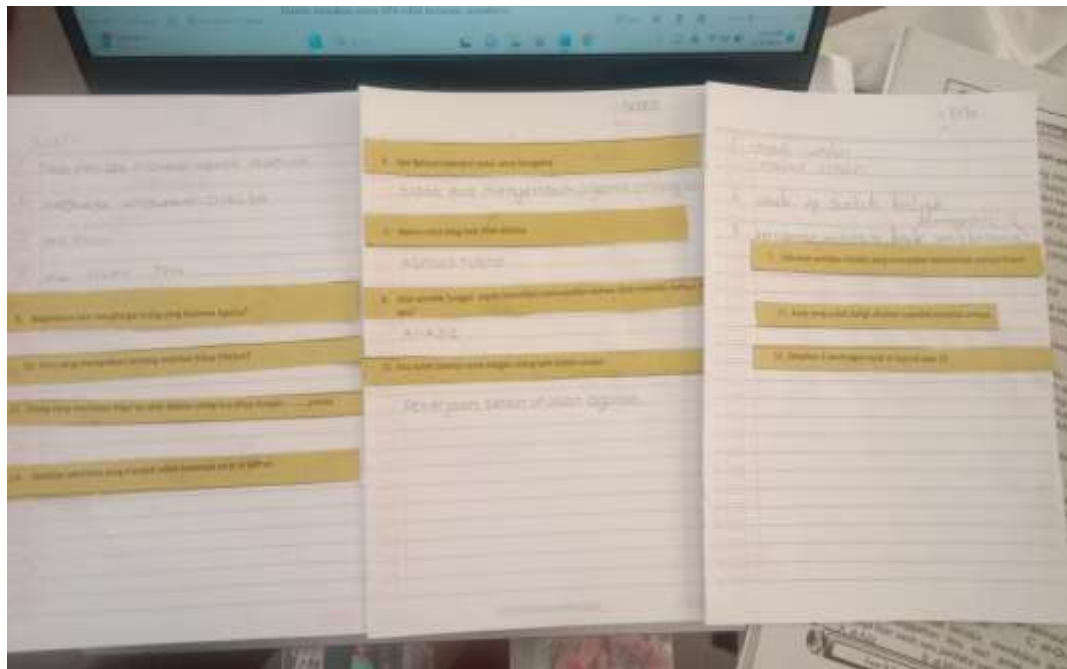


Figure 2. Pictures of Student Results

The disadvantages of the *Pick The Fries* method include:

1. Students who answer the origin of the question so that they can take the next question.
2. During the presentation, many students will not pay attention if the teacher does not direct them.
3. If you use this method too often, it will cause boredom (Budiyanto, 2016).

After carrying out the teaching and learning process in Grade 4, the author conducted a direct interview by taking several samples of students who got a score that met the KKM and those who did not meet the Minimum Completeness Criteria (MCC) to find out how interested and enthusiastic the students were in receiving the learning.

Analysis

The world of education, which continues to improve the quality of human resources and increasingly sophisticated technology in the global era, as well as the adaptation of the ever-evolving curriculum, demands a reduction in lecture methods in learning. Instead, various media are used in the learning process, which now emphasises more on process skills and active learning. Knowledge becomes more abstract if it is only conveyed in verbal language. This allows for verbalism, that is, learners only know words without understanding the meaning contained in them. This can result in misperceptions among learners, as well as students' understanding of capturing information or messages will be reduced because they are less invited to think about living the message conveyed. Therefore, it is necessary to strive so that the student experience becomes more real and the message that is wanted to be conveyed can hit the desired targets and goals. Activities that bring students closer to the real situation require the involvement of students both physically and emotionally. Providing hands-on experience to students is not an easy task; Both in terms of planning and time can be an obstacle. In addition, certain experiences are impossible for learners to learn directly. For example, if a teacher wants to convey information about life on the seabed, students cannot gain that experience directly. Therefore, in teaching and learning activities, learning media is needed. The function of learning media is very crucial in education, where the media can support the teaching and learning process between students and teachers (Moto, 2019).

The impact of the use of learning media in education makes the teaching and learning process easier for students and teachers, which can increase student learning motivation because teaching materials that use learning media will be more interesting to them. The teaching material will make it easier to understand its meaning so that students can better understand and achieve the goals of the teaching material. More diverse learning methods do not only rely on verbal communication through the delivery of spoken words so that students do not feel bored while learning and keep teachers energised in delivering learning materials. The learning

implementation time can be shortened, which means that the learning duration needed can be shorter because most media only need a short time to convey a fairly large amount of messages and teaching materials, but can still be understood well by students. The learning process does not only occur inside the school but can also be done anywhere and anytime needed. For example, students can learn through electronic media such as televisions, radios, laptops, and other electronic devices.

By effectively guiding students in utilising learning media, teachers facilitate the achievement of instructional objectives. The role of learning media is significant for educators, who must make informed decisions about selecting media that align with both the curriculum content and the specific needs of students. Teachers are tasked with choosing media that enhance the clarity and accessibility of the material, thereby fostering a more productive learning environment. For students, learning media plays a pivotal role in enhancing comprehension, as it allows learners to grasp the material's objectives and underlying concepts more effectively. Additionally, the integration of relevant learning media stimulates students' curiosity and supports knowledge acquisition that is closely aligned with the contextual demands of each lesson.

CONCLUSION

The implementation of the "Pick the Fries" method within the Islamic Religious Education curriculum has demonstrably increased students' engagement and enthusiasm for learning. This enhancement in interest was substantiated through direct interviews conducted post-instruction, which revealed a significant improvement in students' comprehension and learning outcomes. Students displayed heightened enthusiasm and actively participated, indicating a notable rise in their motivation toward the subject.

Learning media serve as essential tools for educators to effectively communicate information to learners, ensuring that instructional messages are clearly understood. The availability of learning media facilitates the teaching and learning process by simplifying content delivery. In the contemporary educational context, a variety of media resources—including audio, visual, and audio-visual tools—are employed to enrich learning experiences. Leveraging such advanced and diverse media is strongly recommended to achieve instructional objectives and foster an engaging classroom environment. These resources not only help attain educational goals but also enhance student motivation, enabling them to apply acquired knowledge in both classroom settings and broader social contexts.

Consequently, the positive influence of learning media is evident among students and educators who integrate these tools into the educational process (Marfu'ah, 2015).

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