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THE EFFECT OF TREFFINGER ASSISTED MEDIA IMAGES MODEL ON STUDENTS' ACTIVITIES AND OUTCOMES OF FOURTH GRADE ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to examine the effect and learning outcomes of elementary school students' after the application of learning with Treffinger model which includes (1) basic tools (2) Practice with process, (3) working with real problem (involving real life) with assisted by picture media. This study uses a quantitative approach. Method of data collection was obtained from observations and tests of student learning outcomes. The subjects of the study were the students of grade IVd and IVe of Al-Hikmah Surabaya in the academic year 2017/2018. Learning material is the beauty of diversity in my country subtema 1 The diversity of ethnic groups and religions in my country. Data collection time is conducted for ± 1 month at target school. The research design used *Pretest - Posttest Nonequivalent Control Group Design*. Based on the result of prerequisite test analysis of student learning activity of *Independent Sample Test* obtained by sig 2 tailed equal α = 0,05 with tcount of 13,144> ttable 1,6955 (df = 33) and test of pre-test test at posttest result test obtained by independent sig sample α = 0,05 with tcount of 9,212> ttable1,6955 (df = 33) through this research it indicate that Treffinger learning model can give significant effect to activity and learning outcomes of fourth grade students of elementary school.

Keywords: Treffinger model, activity and student learning outcomes

INTRODUCTION

In the course of the world of education Indonesia has applied some curriculum, the curriculum 1968, 1975, 1984, 1994, 2004, 2006, and 2013. Implementation of the curriculum in order to realize the achievement of National Education objectives as stated in the 1945 Constitution of the fourth paragraph (UU RI No 20/2003: 1). As the above quote on curriculum changes, there are rumors circulating in the community that there is an impression of changing education minister instead of curriculum. The impression can be true can not, depending on which angle we look at. If the point of view is political, then the change of national education system, including curriculum change will always be associated with power (who is in power).

However, if the point of view is nonpolitical, the change of curriculum is a matter of course and a necessity in order to respond to the rapid development of society. Education must be able to adjust the dynamics that develop in society, especially the demands and needs of society (Kunandar, 2007: 107). In an effort to improve the quality of a nation, there is no other way except through educational quality warning. Departing from that idea, UN through UNESCO institute launch 4 pillars of education that is: (1) Learning to Know, (2) Learning to do, (3) Learning to be, and (4) learning to live together. These four pillars combine

aspects of IQ, EQ, and SQ (Kunandar, 2007: 324). One of the important components in educational progress is teachers. Teachers as the spearhead in the implementation of education. In the context of teacher education has a big and strategic role. Because in the learning of the teacher is in the front row. Master who directly confronts learners to transfer science and technology as well as educate with positive values through guidance and exemplary.

The expertise and authority of the teacher determine the continuity of the learning process in the classroom and the effect outside the classroom (Susanto, 2013: 92). In the era of education today's learning paradigm is no longer all-round traditional tools, all sophisticated technological tools, as well as in the process of implementation of classroom learning. Students can learn from the lessons displayed by the teacher through media and learning models. Pedagogical approach is student center learning, and learning-oriented working with real problems that work in real life this is based on the paradigm of learning constructivism is to build and interpret knowledge from his own experience (Rifa'i, 2009: 225).

Education is a very important activity for the preparation of children to face life in the, the symptoms of the educational process have been around since humans were born. But this is a phenomenon that the educational process has been around since humans exist future (Roesmi[illegible]gsih, 2015: 62). According KBBI education is the process of changing the attitude and behavior of a person or group in an effort to mature humans through teaching efforts.

The definition of education is also included in the educational law that reads education is a conscious and planned effort to create an active learning environment in order to develop the potential of learners (Pidarta, 2016: 2). Individual development must be an integrated development with others so that it becomes a total development. The total development includes the integrated elements of affection, cognition, and psychomotor embodied proportionally not biased. Education must be able to develop the potential of students so that concerned can solve the problems faced.

Currently the challenge demands the human resources of Indonesia, especially the young generation to improve and expand the superior insights (both comparative and competitive), have professional skills, skills and morals. In this case, the school as the implementer of education becomes the main target of all parties, both parents, and society.

Efforts to improve education process should start from improving the ability of teachers to teach, teachers are not only [illegible]ble to transfer knowledge but are required to be able to create a creative and innovative learning that is interpreted in the 2013 curriculum.

The 2013 curriculum does not recognize the subject area or subject unit but the course set is organized into organized units into thematic or integrated forms. Fogarty (1991: 56) explains that the theme is the most inclusive concept and gives rise to the sub-ordinits of the theme it self. The 2013 curriculum provides new hope to academics and practitioners in Indonesia to advance from before (Poerwati, 2014: 25). This teacher must demonstrate the ability to design a lesson. Skills of teachers in combining between the material with the learning methods are prepared. Therefore, the teacher should have good learning planning skills so that

it affects the student's learning outcomes (Wina Sanjaya, 2006: 50). In the implementation of active learning Riyanto, (2009: p. 4) argued that educators should be able to achieve that climate PAIKEM GEMBROT (active learning, innovative, creative, effective, fun, joyful and weighty) namely the demands that should be strived by the teacher. Learning should involve much student activity both physical and nonphysical activity because learning is never separated from a human activity (Nasution, 2011: 74).

In the world of the Indonesian nation is known as a plural nation, has a lot of cultural diversity, beautiful art, religion and tribe. This is reflected in the slogan "Bhineka Tunggal Ika". Pluralism is necessary to cultivate to learners so that each learner can respect each other's differences and be able to live peacefully in various differences in the surroundings.

Regarding the pluralism of elementary school students are still less understanding of meaning pluralism, students are still difficult to identify differences in diversity in Indonesia, and need to be taught with different techniques. But unfortunately, based on servei done found the problems faced by students related to the diversity of the tribe that is:

(1) students have difficulty understanding the material of ethnic and religious diversity in my country because of the lack of concrete media used; (2) students have difficulty distinguishing the types of traditional houses of various tribes; (3) student activities match the name of custom clothing and the area is still less fit;(4) students still rarely know the types of traditional weapons from different regions; (5) students still rarely know the type of dance from various regions. As reported by Solihatin Raharjo (2007) The cause of the lack of student learning activities is usually due to teachers still regard students as objects, not as subjects so that teachers still dominate learning activities, learning still emphasizes the source of information on teachers, students learn only to learning to know, more dominant in the development of cognitive aspects and ignoring the affective and psychomotor aspects.

One effort to overcome this problem, teachers should be able to design a meaningful learning model for students. Teachers must be creative in designing learning models that enable students to participate, be active, creative, towards the material being taught.

As for the significant planning of the problems above can apply the strategy in learning by applying the learning method of learning model Treffinger assisted image media. The reason is because the Treffinger model is one of the mental-developing models starting from cognitive-affective blending. At each stage of this model consisting of 3 stages namely the first stage tools, stage II practice with process, and stage III working with real problems, so that students can feel the difference of learning with the previous students and free to develop their knowledge without fear of rejection.

Media images is one of the commonly used educational media. The existence of image media can manipulate the boundaries of space and time (Sardiman, 2011: 29). Learning on the diversity of tribes and religions in my country teachers is not easy to mentrasfer about the meaning of ethnic diversity. Teachers

can reduce verbal by displaying images. Students are not only heard by teachers but can see the diversity of ethnic groups from different regions. As expressed by experts Dr. Vernom A. Magnesen 1993 (Yudhawati, 2011: 23) says students learn, "10%, of the read, 20%, of the heard, 30%, of the viewed, 50%, of the seen and heard, 70%, of what is said, 90%, th26 done.

Based on the theory Vernom can be concluded that the learning media-aided drawing of one effective learning techniques guaranteed to improve students' learning ability than without using instructional media. Daryanto, (2013: 115) revealed that it is not easy for teachers to learn things that are not familiar to the students, for example, students who live in tropical environments with crowded vehicles and urban residents unfamiliar with coastal areas close to the sea.

Similarly, the various ethnic groups of students need to be introduced directly about the diversity through the images in order to overcome the limited knowledge of students. Learning models that prioritize developmental and process aspects as the main one of them is learning Trefinger Treated. According to Huda (2014: 320) Threffinger model is a model that combines cognitive and affective processes to solve problems. Treffinger model always begins with activeness at every level-level so as to develop the ability of student learning activities to learn actively on the settlement of a problem (Semiawan, 2004: 172).

Pomalato (Utami, 2004: 176) that the Treffinger type learning model has the opportunity to improve the learning outcomes of learners, because learners can use their best-in-class skills. Based on the above background to obtain more objective and accurate 11 data about the activities and learning outcomes of students theme 7 subtema 1, the researchers need to conduct a direct study of the field "the effect of treffinger assisted media images model on students' activities and outcomes of fourth grade elementary school students
". The formulation of the problem namely:

1. Are there any effects of learning model Treffinger assisted media images of learning activities siswatema 7 subtema 1 class IV elementary school?
2. Is there any effect of learning model of Treffinger aided by image media on student learning outcomes theme 7 subtema 1 class IV elementary school?

The limitations of this research are In this research especially in class IVd and class IV16 This research was conducted on theme 7 (the beauty of diversity in my cou16) subtema 1 (ethnic and religious diversity in my country). The Treffinger model was developed by Donald J. Treffinger in 1980. The Treffinger learning model is also known by another name Creative Problem Solving (CPS) Treffinger. According to Huda 2013 (Ifana and Putra, 2015: 31) the model is developmental and prioritizes aspects of the process.

Conny Semiawan (2004: 172) also suggests that the Treffinger learning model always begins with student activeness so as to grow and develop students' creative ability in solving the problems it faces. In addition, D.J Pomalato (Utami, 2004: 176) also said that the Treffinger model can improve students' learning test results, because each learner can use their best potential in ways that are beneficial in life, every student is not just issuing ideas, but how to get them to use it in real life.

According to Sofa 2011 (Alhaddad, Kusumah, et al., 2015: 33) states that the Trefinger learning model is a model of development of the creativity process will be the main concern, Treffinger model has 3 stages:

1. Basic ability, ie students can think divergently without fear of rejection
2. Practice with the process. ie students are given more complex problems and then create ideas or opinions. This stage will enable students to use their best potential problem solving.
3. working with real problems, which involves students thinking in real life and encouraging them to find out for themselves on the problems given.

RESEARCH METHOD

The approach used is quantitative. A quantitative-approaching study was conducted by experimental type which was aimed to measure the influence of independent variable (X) on dependent variable of learning activity (Y1) and student learning outcomes (Y2). Experimental research was given to the treated classes, the Treffinger learning model and the control class as the comparison, using the traditional approach that is the daily learning model. The characteristics of traditional approach according to Yudhawati and Haryanto (2011: 55) are:

1. Rote as the main thing
2. More information is obtained from the teacher
3. Learning tends to be abstract and theoretical
4. When students do more work, listening to lectures and individual work (practice)
5. Reward students tend to be in praise and grades of report cards
6. Students do not diverge for fear of punishment (punishment)

Traditional learning is a learning process that is not modified by other learning models. In general, traditional learning begins with an explanation of topics and explains the learning materials, followed by providing explanations of the material showing examples and exercises followed by students, showing how to answer the exercises to them (Alhaddad, Kusumah, dkk. 2015:32).

The research design used is Nonequivalent Control Group Designjenis pretest-posttest (Riyanto, 2011: 4), namely the existence of other groups and participate in the observation. The existence of another group is called a comparison group or control group that is not treated. The research design is summarized in the following table (Riyanto, 2011: 46)

Table 1. ***Pretest – Posttest Control Group Design***

Pretest	Treatment	Post-test
O_1	E	O_2
O_3	K	O_4

Information:
O1 = Pretest experiment class
O2 = Posttest experiment class
X = experiment class
O3 = Pretest Control class
O4 = Posttest Control class

Population is a generalization space consisting of objects / subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn conclusions. Population is not just people, but includes all the characteristics that exist on the object to

be studied. The population in this research is the fourth grade students of elementary school daughter Al-Hikmah Surabaya academic year 2017/2018 consists of classes IVa, IVb, IVc, IVd, IVe, and IVf each class amounted to 33 students.

Sample *a subgroup of the target population that the researcher plans to study for generalizing about the target population it's a sample* (Cresswell (2012: 142) ".then the sample is part of the population and the representative (representin of the population (Riyanto, 2007: 52). If the population is too large then it is impossible to study everything in the population, so the solution is to draw the sample. Population and sample relationships can be described as follows (Riyanto, 2007: 53)

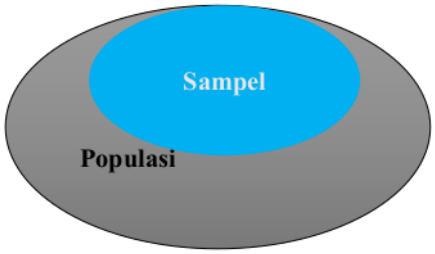

Figure 1. Population and Sample Relationships

Sampling technique used is Probability Sampling is sampling that gives equal opportunity for member of population to become member of sample (Sujarweni, 2012: 14), Probability Sampling technique used Simple Random Sampling type, which is taking the member of the sample is done randomly without taking into account the existing strata the reason is because members of the population tend to be more homogeneous. Simple random sampling can be done by lottery (Sugiyono, 2012; 64), therefore researchers chose the class as a random object of research that is students of grade IV and grade IVe SD Al-Hikmah Surabaya. As stated by Riyanto (2007: 69) that in the research always use one or several methods, the type of method used must be in accordance with the characteristics and nature of research that would be done. Related to that then the method of data collection are instrument of one Observation of data collection techniques that use observation of the object of research directly to the place studied by using all the means of senses Riyanto (2007: 83).

This observation is done by two observers using the same instrument. The observations observed are student activity the learning process, including: view activity, oral activity, listening activity, writing activity, mental activity, emotional activity. Instruments of two test that measure the data and the ability of the object under investigation used the test. The test for calculating student learning outcomes is given in two stages: stage one pretest and two posttest. *both of these steps are performed on the control class and the experimental class*. The test at the pretest stage is done before the learning applying the Treffinger model while the posttest test is given after receiving treatment that is the treatment of applying the Treffinger learning model in the experimental class.

Research Instrument is a tool used to measure the natural and social events observed by the observer called the instrument of a study (Sugiyono, 2014: 102). Type of instrument used in collecting data (1) Student Activity Observation Sheet (2) test sheets of student learning outcomes. Before the learning device is applied, the device must bypass the instrument validation procedure first, tested to make the

instrument completely valid and reliable. Test the validity to calculate the coefficient of item item validity can be used product moment correlation formula with the following deviation (Ratumana, 2011: 30)

$$r_{XY} = \frac{\sum XY}{\sqrt{(\sum_X 2)(\sum_y 2)}}$$

Information:
r_XY = Validity of the item
X = Score validity
Y = The total score the test achieved

This validation will be analyzed using SPSS 21. operational aid with decision criteria if r_hitung> r_tabel then item question is said to be valid. The results of correlation calculations will be matched by the criteria (Ratumanan and Launrens, 2011: 34).

Table 2. Criteria of validity of each item Problem

Koefisien Validitas	Penafsiran
r ≤ 0,00	Invalid
0,00 < r ≤ 0,20	Very Low Validity
0,20 < r ≤ 0,40	Validitas Rendah
0,40 < r ≤ 0,60	Medium Validity
0,60 < r ≤ 0,80	High Validity
0,80 < r 1,00	Very High Validity

Test Reliabi is a fixed instrument / measure in measuring a data at different times always show the same results (Arikunto, 2011: 86). Calculating the test reliability test, the researchers used the following Spearman-Brown formula (Arikunto, 2010: 213)

$$r_{11} = \frac{2 x r\ 1/2\ 1/2}{1 + r\ 1/2\ 1/2}$$

Information:
r_11: Instrument reliability r 1/2 (2 1/2): r_XY correlation index between two hemispheres
The criteria used range from more than 0.60. Here are the reliability criteria (Sumber: Sundayana, 2015: 70)

Table 3. Criteria of Reliability of Problem Items

Reliability Coefficient (r)	Category
0,80≤ r <1,00	Very high
0,60 ≤ r < 0,80	High
0,40 ≤ r < 0,60	Medium / Enough
0,20 ≤ r < 0,40	Low
0,00 ≤ r < 0,20	Very low

Test prerequisite research that pengolahah data to answer questions in research. Before determining the test to be used then the normality test first. Normality test is related to the statistical test that is applied to know the normal or not spread that is done in the research.. In this case to test normality, the researcher use Kolmogrov-Smirno test with condition if significance> 0,05 (r_hitung≥ r_tabel) hence nal distributed data and if sig value <0,05 (r_hitung ≤r_tabel) then data is not normal distribution (Sundayan , 2015: 88) data were analyzed with the help of SPSS 21 computer program. After the normal distributed data then test the hon eneity of research data. Homogeneity test is to find out whether the sample data group comes from populations having homogeneous variance (same) not

homogen. The technique to test the homogeneity of the data using the one-anode anode-assisted SPSS 21.00 with the provision if sig> 0.05, then the data is homogeneous. The homogeneity test calculates the pretest value with the pretest between the two groups and the posttest value with the posttest value between the two groups as well.

If both data are homogeneous then it can continue the data analysis phase. The terms of homogeneity testing that is the significance level of 5% or 0.05 and with the following criteria:

H0 = homogeneous, the variance of each group is the same

HI = not homogeneous, the variance in each group is not the same.

Further testing hypotheses conducted on a procedure that will produce a decision, namely the decision accepted or rejected. If there is a pretest-posttest difference in the experimental class> pretest-posttest of the control class then the use of the Treffinger learning model is successfully used, and if the student's learning activities and outcomes increas

Basis of decision is based on comparison t_ (count)> and t_ (table) according Sugiyono (2012: 230) with the following criteria:

1. If t_ (count)> of t_ (table) then, the null hypothesis (Ho) proposed is rejected and alternative hypothesis (Ha) is accept
2. If t_ (count) <of t_ (table) then, the null hypothesis (Ho) proposed is accepted and alternate hypothesis (Ha) is rejected

RESULT AND DISCUSSION

Results of Student Activity Instrument

ed on the category of student activities during the learning process takes place. the validation result that is 3.8 shows have very good category, and it can be concluded that the instrument category of student activity is very good and feasible to use. Result of validation of test result of learning in the form of test result of learning or evaluation that used to get information about student's learning mastery at theme of ethnic and religion diversity in my country. Learning result test is developed based on learning indicators that have been prepared in RPP. The test result of the study made by the researcher validated by the validator. The result of the test result test result obtained 3.8 indicates that the test result of learning is valid and can be understood and can be given to the learner.

Description of test results

The description of the study describes the results of the study ranging from instrument testing, instrument test results to prerequisite research test.. Learning device learning activities are carried out improve learning tools. Validity test carried out on each item of question. Result of validity test of Pearson Correlation (r count) compared with r table (df = n-2) with sig 5% or 0,05 is 0,296 if rt> rtabel then valid. Validity test is done using SPSS 21 program. The data summa of the instrument validation results is presented in table 4

Table 4. Results of Student Activity Validity

Aspects are observed		Value (r)	Interpretation
Visual learning	*Pearson Correlation*	0,598	Valid
Oral learning	*Pearson Correlation*	0,411	Valid
Listening learing	*Pearson Correlation*	0,350	Valid
Writing learning	*Pearson Correlation*	0,603	Valid
Mental learning	*Pearson Correlation*	0,433	Valid
Emotional learning	*Pearson Correlation*	0,533	Valid

Table 4 shows that all items on student activity instruments yield correlation values above 5% averages are 0.296 this means that all items on the student activation instrument are said to be valid categories. After all valid items continue with a reliability test to determine the reliability of an instrument and be done simultaneous to the whole item question. Provided If the value of cronbach alpha> 0.60 then reliable and if α <0.60 then not reliable. Reliability test results are summarized in table 5 below

Coefficient of instrument reliability value 0.676 is stated to have a high degree of reliability, so that the instrument can be used for research.

Table 5 test results reliability statistics student activity

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,676	,642	7

Result of validity of Test Result Learning This test is done to test the validity of each item about. The calculation of the problem on each variable using SPSS 21.00 analysis, valid problem has the provision rhitung> rtabel with α 5% is 0, 296. If rhitung <rtabel is obtained the data is invalid / not construct as data collection technique and vice versa, instrumentality validity analysis using SPSS 21.00 (analyze, corelate). The instrument validity test results are presented in table 6. table 6 shows that all items about the test result resulted in a correlation value based on the value (r) α 5% = 0.296df-31 (33 - 2). this means that all items are said to be valid.

Table 6. Test Results Test Validity Test Results

Question	(r_{hitung})
Q_1	0,434
Q_2	0,447
Q_3	0,601
Q_4	0,415
Q_5	0,377
Q_6	0,354
Q_7	0,448
Q_8	0,378
Q_9	0,360
Q_10	0,392
Q_11	0,522
Q_12	0,479
Q_13	0,454
Q_14	0,436
Q_15	0,351
Q_16	0,479
Q_17	0,448
Q_18	0,406
Q_19	0,577
Q_20	0,452

Furthermore tested the reliability of test results of student learning in table 7. Reliability value indicates > 0.60 This result means that each item item on the instrument is said to be reliable / reliable and can be used to conduct research.

Table 7

Cronbach's Alpha	N of Items
,718	21

After all valid and reliable data is continued with prerequisite test that is normality test and homogeneity test last actioned data continued with t-test. Normality test is the result of the calculation of pretest value of control and experimental pretest value aims to know the match between the distribution of observation scores with normal distributed theoretical distributions, tested using one sample kolmogorov-smirnov because n > 30 with significant level 5%. The test results normality test student learning outcomes and student activities in table 8. Based on table 8 shows that the prerequisite test of normality of each variable meets the significant level> 0.05 (0.296) then the research data is stated normal distribution.

The research data has met the assumption of normality so that it can be continued to homogeneity test analysis. Homogeneity test to test the similarity of some parts of the sample was calculated with the help of SPSS 21.00 program. to test the homogeneity of the experimental class and control class using the one away anova analysis because the sample consisted of only one category of independent variables.

Based on table 9 homogeneity test results that the Levene Statistic value on the liveliness variable of control class students and experimental class sig 0.413> from 0.05 then it can be said student activity data has been fulfilled. The result of pretest and posttest learning have Levene Statistic value on student learning result variable pretest and posttest with significant level 0,393 and 0,321> 0,05 hence can be said result learn student homogen. Activity data and learning outcomes have met the assumption of normality and homogeneity, so that t-test analysis can be continued.

Table 8. Normality Test Results

Variables	Sig- 2 Tailed
Test Results Learning (Pretest)	0,728
Test Results (Postest)	0,536
Student Activity (control)	0,841
Test Results Learning (Pretest)	0,834
Test Results (Postest)	0,479
Student Activity (experiment)	0,510

Table 9. Homogeneity Test Results

Variables	Levene Statistic	df1	df2	Sig.
Test Results Classroom Control & Experiment (Pretest)	1,093	6	26	0,393
Test Results Classroom Control & Experiment (Posttest)	1,413	5	27	0,321
Student Activity Class Control & Experiment	1,022	4	28	0,413

Further testing of the hypothesis to determine whether the learning model with Treffinger assisted media images affect the activity and results of student learning tests with 5% significance level. The basis for decision is based on the comparison of t_ (count)> and t_ (table) according to Sugiyono (2012: 230) with the following criteria:

1. t_ (count)> of t_ (table) then, the null hypothesis (Ho) proposed is rejected and alternative hypothesis (Ha) is accepted.
2. If t_ (count) <of t_ (table) then, the null hypothesis (Ho) proposed is accepted and alternate hypothesis (Ha) is rejected

The analysis in table 10 shows that the amount of valid data is 66 items consisting of 33 control class students with an average score of 14.61 and 33 students of the experimental class with a value of 21. In table 10 the results of the analysis with Independent Sample Test obtained sig 2 tailed worth, 000 <α = 0,05 with tcount worth 13,144 then result of tcount conditioned with ttable for test one party where ttable 1,6955 (df = 31) because tcount> ttable means the results of both samples there is a significant difference. From the results of the analysis, it is evident that the average student activity in the experimental class using the Treffinger model is significantly better.

Table 10. Results of Student Activity Control and Control Class Activities

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Student Activity	Experiment	33	21	1,299	0,226
	Control	33	14,61	2,474	0,431

The result of analysis of table 11 shows that there are 66 valid data consisting of control class 33 students and experiment class 33 students. The averange value of the control class is 55 and the experimental class is 70.61. The result of the analysis with the Independent Sample t Test obtained sig worth, 000 <α = 0,05 with tcount equal to -4,779 then tcount result is consulted with ttable for test of one party where ttable 1,6955 (df = 31) because t count <ttabel then result both samples did not differ significantly. Based on the results of table 11 there is no difference of THB experimental class and THB control class on the test of pretest student learning outcomes. Furthermore, the analysis of student learning outcomes (posttest) by using learning model Treffinger assisted media images assisted computer program SPSS 21.00 the following:

Tabel 11. Hasil Uji- T Hasil Belajar Siswa (Pretest)

	group	N	Mean	Std. Error Mean
Learning Outcomes (pretest)	Experiment	33	70,61	1,724
	Control	33	59,55	1,544

The results of the analysis in Table 13 show that there are 66 valid numbers consisting of control class (33 students) and experimental class (33 students). The average class control rate is 65.91 and the experimental class average rate is 86.97. The result of the analysis in the test with the Independent Sample t Test obtained the sample of independent sig worth, 000 α = 0,05 with tcount = 9,212 then tcount result is consulted with ttable for test of one party where ttable = 1,6955 (df = 31) because thitung> ttable means the results of the two samples differ significantly. From the results of the analysis, it is proven that the average of student learning outcomes in the experimental class is better significantly. This means that the learning outcomes of students who follow the learning by using the Treffinger learning model is better than the results of student learning in the control class

Table 13. Results of Student Learning Results (Posttest)

	Kelompok	N	Mean	Std. Error Mean
Hasil Belajar (Posttest)	Eksperimen	33	86,97	1,34
	Kontrol	33	65,91	1,852

CONCLUSION

Based on the above discussion, it can be concluded that.

1. There is a significant influence on the application of treffinger-aided model of image media to student learning activities on the theme 7 subtema 1 which is shown by t-test results yaituthitung> ttable (t count 13,144> ttable 1,6955) (df = 31). This indicates that Ho is rejected and Ha accepted.

2. There is a significant influence on the application of treffinger-assisted model of the image media to the students' learning outcomes on the theme 7 subtema 1 which is shown by the result of t-test yaituthitung> ttable (tc 9.22 > t-table 1.6955) (df = 31). This indicates that Ho is rejected and H_a accepted

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BIODATA PENULIS 2

Yatim Riyanto was born in Blitar on November 10, 1961 the current position is Kaprodi Management Education at Graduate University of Surabaya, the last position held is Kaprodi S2 PLS PPs. The last education was S3 majoring in IKIP, graduated in 1999. Ability 16 courses for 9 semesters in 2 study program since the academic year 2008 even - 2016 even. From 2003 to 2016 became an academic supervisor of 49 students from the class of 2008 to 2012, 17 of them have graduated.

BIODATA PENULIS 3

Nasution is a lecturer at Surabaya State University. His last position was the Kaprodi S2 Pend. IPS PPs. The latest education is S3 Department of Education at Hyogo Univ, graduated in 2008. Since 2013 to 2015 have an active role in research activities in simlitabmas, 1 time become chairman 2 times become a member. Capturing 32 courses for 9 semesters in 2 study programs since the academic year 2008 Even - 2016 Even. From 2004 to 2016 became an academic supervisor of 64 students, 24 of whom have graduated.

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