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## Efforts to Improve Student Learning Outcomes Using Picture Media and Activity Sheets in Islamic Education Learning at SD Negeri No. 104294 Pematang Setrak

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**Abstract:** This research aims to improve student learning outcomes in worship materials through the use of picture media and activity sheets in grade V of Elementary School. The background of this research is the low learning outcomes and the lack of interest of students in worship materials in Islamic Religious Education learning. This can be seen from the low evaluation score and the lack of student activity in the learning process. Therefore, an interesting and fun approach is needed so that students can more easily understand the material presented. The method used in this study is Class Action Research (CAR) which is carried out in two cycles. Each cycle consists of the stages of planning, implementation of actions, observation, and reflection. The subjects in this study are grade V students at one of the State Elementary School No. 104294 Pematang Setrak, with a total of 25 students. Data collection techniques include observation of student activities, learning outcome tests, and documentation of learning activities. The results of the study showed an increase in student involvement in the learning process, characterized by increased student activity in discussions, answering questions, and completing assignments in activity sheets. The average score of student learning outcomes has also increased from cycle I to cycle II. This shows that the use of attractive picture media and interactive activity sheets can increase students' understanding of worship materials. Thus, this strategy can be used as an alternative in improving the quality of Islamic Religious Education learning, especially in worship materials in class V.

**Keywords:** Learning outcomes, picture media, activity sheets, Islamic education.

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## INTRODUCTION

Education plays a vital role in shaping the intellectual, emotional, and moral development of children. In elementary school, students begin to form foundational understandings of subjects that will shape their worldview and behavior. Among these subjects, religious education holds a significant place as it instills values, ethics, and spiritual awareness. In the Indonesian context, Islamic religious education is an essential part of the national curriculum, aiming to nurture faith and good character from an early age. However, the delivery of religious education, particularly the material on worship, often remains traditional and rigid, leading to disinterest and low comprehension among students. The

lack of engaging teaching strategies can make students passive and detached, ultimately hindering the effectiveness of the learning process. Therefore, it is crucial to explore innovative methods that can enhance understanding and motivation in this subject area.

One of the key challenges in teaching worship material is that it involves abstract and ritualistic concepts that may be difficult for young learners to grasp through explanation alone. When teachers rely heavily on lecture-based methods or textbook reading, students may find the content monotonous and fail to see its relevance in their daily lives. Moreover, the absence of visual and experiential learning tools can result in a shallow understanding of the practices and values embedded in worship. These conditions are particularly concerning at the elementary level, where cognitive development relies heavily on concrete experiences. To address this issue, it is essential to integrate visual aids and hands-on activities that make learning more interactive, relatable, and enjoyable for students. The current state of religious instruction in many elementary schools, including SD Negeri No. 104294 Pematang Setrak, reveals a gap between instructional delivery and student engagement. Teachers often face difficulties in capturing students' attention and maintaining their focus throughout the lesson. As a result, learning outcomes do not meet expectations, and students may struggle to apply what they have learned in real life. The lack of innovation in instructional methods can be attributed to limited resources, time constraints, and insufficient training in alternative teaching strategies. Consequently, religious education becomes a routine obligation rather than a meaningful and transformative learning experience. This situation necessitates a rethinking of pedagogical approaches to align with the developmental needs of elementary students.

One promising strategy to overcome these challenges is the use of picture media, which can help translate abstract concepts into visual representations that students can easily understand. Visuals have long been recognized as powerful tools in education, as they stimulate the brain, improve memory retention, and enhance comprehension. In the context of worship material, images depicting prayer positions, ablution steps, or community worship activities can make the lessons more concrete and memorable. For elementary students, who are at a stage where visual learning is dominant, such media can serve as effective anchors for learning. The inclusion of colorful, contextually relevant pictures can also spark curiosity and encourage questions, leading to deeper understanding and engagement with the content.

In addition to picture media, activity sheets offer another layer of interactivity and personal engagement. These worksheets can include exercises such as matching, labeling, sequencing, and reflection tasks that prompt students to apply what they have seen and discussed. Unlike passive learning methods, activity sheets encourage active participation, critical thinking, and independent learning. When designed appropriately, they cater to various ability levels and learning styles, making the classroom more inclusive. Furthermore, activity sheets allow for immediate assessment of understanding, enabling teachers to provide timely feedback and support. The structured format of worksheets also helps in organizing the lesson flow and maintaining student focus throughout the session. The integration of picture media and activity sheets aligns with contemporary educational theories that emphasize student-centered learning. Constructivist theories, for instance, advocate that learners build their own understanding through active engagement with content. By involving students in interactive tasks and presenting information through multiple modalities, teachers can foster deeper learning and accommodate different preferences. These methods also support the principles of differentiated instruction, which recognize that students learn at different paces and in different ways. By providing diverse entry points into the content, picture media and activity sheets can make religious education more accessible and meaningful for all students.

At SD Negeri No. 104294 Pematang Setrak, observations prior to the research showed that students often appeared disengaged during lessons on worship. Many

students showed signs of boredom, such as lack of eye contact, inattentiveness, and incomplete assignments. Assessment data revealed that a significant number of students scored below the minimum competency level in religious education. Teachers expressed frustration over the lack of effective strategies to make the subject more interesting and impactful. These findings highlighted an urgent need to implement alternative teaching approaches that could increase student motivation and achievement. It was clear that without innovation, the teaching of worship material would continue to fall short of its intended goals.

In response to these issues, the research aimed to evaluate the effectiveness of combining picture media and activity sheets as instructional tools. The intervention was designed not only to improve cognitive outcomes but also to enhance students' emotional connection to the material. By presenting religious content in a format that was both visually engaging and cognitively stimulating, the study hoped to foster a more holistic learning experience. The research also intended to support teachers in developing more creative lesson plans and to demonstrate that meaningful learning can be achieved with simple yet thoughtful resources. The ultimate goal was to create a model that could be replicated in other schools facing similar challenges. Another important consideration in the design of this study was the age and developmental stage of the students. Fifth-grade students are generally capable of abstract reasoning but still benefit greatly from concrete visual aids and interactive tasks. Their social development also supports the use of group work and peer collaboration, which can be integrated through worksheet activities. Recognizing these characteristics allowed the research to tailor its methods to the specific needs of the learners. This developmental alignment increased the chances of success and ensured that the instructional tools used were developmentally appropriate. It also reinforced the importance of understanding learner characteristics when designing educational interventions.

The research was structured as classroom action research, involving cycles of planning, implementation, observation, and reflection. This approach allowed for continuous improvement based on real-time feedback and student responses. The teacher acted as both instructor and researcher, providing a unique perspective on the effectiveness of the intervention. By documenting the learning process in detail, the research aimed to generate insights not only about student outcomes but also about the teaching practices themselves. This dual focus helped ensure that the findings would be relevant to both classroom practice and educational theory. The collaborative and reflective nature of classroom action research made it an ideal framework for exploring the impact of picture media and activity sheets.

## **METHODS**

This research employed a classroom action research (CAR) approach, which is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. In this study, the main goal was to enhance students' understanding and performance on the subject of worship in Islamic education by integrating picture media and activity sheets as learning aids. The research was carried out collaboratively between the classroom teacher and the researcher, in an effort to implement improvements systematically. The context of the study is a public elementary school, SD Negeri No. 104294 Pematang Setrak, which has a diverse student population with varying levels of academic performance. The participants were students from one of the senior classes that had shown low performance in religious subjects based on previous assessments. The intervention was designed in stages to measure gradual improvements and reflect upon each outcome. The method emphasized action, observation, reflection, and re-planning to ensure continuous progress throughout the research process.

This classroom action research followed a cycle model developed by Kemmis and McTaggart, which includes four essential steps: planning, acting, observing, and reflecting. Each cycle allowed the researcher to evaluate the effectiveness of the teaching strategy and revise it as needed for the next cycle. In the planning stage, the researcher collaborated with the teacher to design learning activities that integrated picture media and activity sheets. These tools were carefully chosen to match the subject matter and the students' level of understanding. In the acting stage, the plan was implemented in the classroom where students engaged with the learning materials under the guidance of the teacher. During the observation stage, data were collected through various instruments to monitor student engagement, participation, and achievement. The reflection stage involved analyzing the data, identifying areas of improvement, and revising the strategies to be used in the next cycle. This process was repeated for two cycles to determine the effectiveness and sustainability of the intervention.

The subjects of this research were students in Grade V at SD Negeri No. 104294 Pematang Setrak, consisting of a total of 27 students, with a fairly balanced distribution of gender. These students were selected because of their past performance in religious studies, particularly in the topic of worship, which had been observed to be below the expected standard. The teacher reported difficulties in maintaining student engagement and comprehension during lessons that did not include visual or interactive materials. The sample was considered suitable due to the consistency of instructional conditions and the willingness of the classroom teacher to participate in the research project. By focusing on this group, the researcher aimed to gain a deeper understanding of how visual and participatory learning strategies could impact students' mastery of religious concepts. The intervention was also expected to benefit the entire class as it catered to multiple learning styles and provided hands-on experiences.

Data collection techniques in this study consisted of observation, tests, interviews, and documentation. Observation was used to record student behavior, engagement, and responses during the learning process. It was conducted by the researcher and the classroom teacher using structured observation sheets. Written tests were used to assess students' understanding of the material both before and after the intervention. The pre-test was administered before any teaching using picture media or activity sheets, while the post-test followed the completion of each cycle. Interviews with the classroom teacher and selected students were conducted to gain insights into their experiences and perceptions of the new learning approach. Documentation included photographs of classroom activities, lesson plans, student worksheets, and other relevant materials used or produced during the intervention. These multiple sources of data allowed for triangulation and increased the validity of the findings.

The observation checklist focused on several key aspects of classroom behavior, including student attentiveness, participation in group work, interaction with the media, and overall enthusiasm for the lesson. Observers used a scale to rate each student's performance and involvement during the lessons. Special attention was paid to how students reacted to the visual content presented through picture media and how they completed the activity sheets. Observations were carried out during each learning session and the results were documented in field notes. These notes provided qualitative insights into classroom dynamics and helped in identifying which strategies were most effective. Both the researcher and the teacher collaborated in reviewing the observations and discussing how they reflected the students' learning progress. This step was crucial in preparing for the reflection and re-planning phases of the action research cycle.

The test instruments used in the study were designed to assess students' understanding of worship-related content, including the definitions, types, and procedures of religious rituals in Islam. The pre-test and post-test were structured similarly, consisting of multiple-choice and short-answer questions that aligned with the curriculum objectives. The items were reviewed and validated by a panel of experts in Islamic education and classroom assessment to ensure their reliability and appropriateness. The



tests were administered under standardized conditions, and scores were analyzed to measure individual and group improvements. Test results provided quantitative data that complemented the qualitative findings from observations and interviews. The difference in scores before and after the implementation of the media-based learning strategies served as a key indicator of success. Any anomalies or unexpected trends were further investigated through additional data sources.

Interviews were conducted to explore the experiences of both students and the teacher regarding the use of picture media and activity sheets. These interviews were semi-structured, allowing flexibility while still focusing on essential themes such as student motivation, clarity of instructional materials, and perceived effectiveness of the learning aids. Selected students from varying performance levels were chosen to provide a broad range of perspectives. The teacher was interviewed after each cycle to reflect on the process, highlight challenges, and propose improvements. The interviews were audio-recorded with consent and later transcribed for thematic analysis. The insights gained from these conversations enriched the research by providing personal and contextual interpretations of the classroom activities. They also contributed to the reflection process and helped guide future planning stages.

Documentation served as a supporting source of data and included lesson plans, student work samples, photos of classroom interactions, and samples of the picture media and activity sheets. These materials provided tangible evidence of the learning process and student involvement. The collected documents were organized chronologically and analyzed for patterns that reflected student engagement and concept mastery. For instance, the completeness and correctness of student responses in the activity sheets were examined to evaluate their understanding. Photographs of group activities and classroom setups helped to visualize the learning environment and contextualize the other data. The documentation played a crucial role in validating observational and test data, offering a holistic view of how the instructional intervention unfolded over time.

The learning materials used in this study were carefully developed to align with the religious education curriculum, particularly focusing on the theme of worship (ibadah). The picture media included diagrams, illustrations, and photos related to acts of worship such as prayer, ablution, fasting, and pilgrimage. These images were selected for their clarity, cultural appropriateness, and relevance to the lesson objectives. The activity sheets were designed to be interactive and varied, including matching tasks, sequencing activities, fill-in-the-blanks, and short reflections. Each sheet corresponded to a specific lesson and was intended to reinforce the concepts introduced through the picture media. The combination of visual aids and written tasks aimed to engage multiple senses and cognitive processes, increasing retention and understanding. All materials were piloted with a small group before full implementation to ensure they met the needs of the students.

Lesson plans were structured to incorporate both the picture media and the activity sheets in a balanced and meaningful way. Each lesson began with a short introduction and motivation segment, followed by the presentation of visual materials. The teacher facilitated discussions around the images, prompting students to observe, describe, and relate them to prior knowledge. After the discussion, students were given the activity sheets to work on individually or in small groups. The teacher provided guidance and support as needed, ensuring that students understood the instructions and stayed on task. Finally, each lesson concluded with a reflection or summary segment, during which the teacher reinforced the key points and addressed any remaining questions. This structure ensured coherence and allowed for active learning throughout each session.

The data analysis process was carried out using both qualitative and quantitative methods to ensure a comprehensive understanding of the outcomes. Quantitative data from pre-tests and post-tests were analyzed using descriptive statistics, including mean scores, percentage increases, and comparisons across cycles. These results helped quantify the impact of the intervention. Qualitative data from observations, interviews,

and documentation were analyzed thematically. Common patterns, themes, and insights were identified and used to interpret the effectiveness and reception of the learning tools. Triangulation of the data strengthened the validity and credibility of the findings. Each cycle's results were summarized and discussed in reflective meetings between the researcher and the teacher to inform future decisions.

The research was carried out in two cycles, each consisting of three meetings. This allowed enough time to implement, observe, and reflect on the learning activities. In the first cycle, the focus was on introducing the picture media and helping students become familiar with interpreting visual content. The activity sheets in this cycle were simple and aimed at reinforcing vocabulary and basic concepts. Observations revealed a noticeable increase in student interest and willingness to participate. However, there were challenges in keeping all students on task, and some students struggled with the instructions. These insights were used to refine the materials and teaching strategies for the second cycle.

In the second cycle, the lessons were adjusted based on reflections from the first round. Instructions on the activity sheets were made clearer, and group work was introduced to foster collaboration and peer support. The picture media were also revised to include more detailed and sequential visuals to aid comprehension. These adjustments led to improved student performance, as reflected in higher post-test scores and more positive observational data. Students were more confident in their responses, and classroom discussions were livelier and more focused. The teacher reported that the classroom atmosphere was more dynamic, and students showed greater enthusiasm for the subject.

## **RESULTS**

The research findings revealed a significant improvement in student learning outcomes related to worship material after the implementation of picture media and activity sheets. Before the intervention, students demonstrated limited understanding of key concepts such as the definition of worship, the types of worship, and the procedures for performing them. This was evident from the results of the pre-test, where most students scored below the minimum passing grade. Many of them seemed disengaged during lessons, and there was little participation in discussions. The traditional teaching methods used previously relied heavily on oral explanation and textbook reading, which did not adequately support the learning needs of all students. After the introduction of visual and interactive elements, a notable shift in student interest and comprehension was observed. The combination of picture media and activity sheets proved effective in bridging knowledge gaps and stimulating active participation.

In the first cycle, the implementation of picture media captured the attention of most students. The images used were carefully selected to represent real-life contexts and familiar religious practices, which helped students make connections between the lesson content and their daily experiences. During classroom discussions, students responded positively to the visuals, often pointing out specific details and asking questions. This marked an increase in engagement compared to the pre-intervention phase. The activity sheets complemented the visual materials by encouraging students to apply what they had seen and discussed. These worksheets required students to complete tasks such as matching, labeling, and sequencing, which prompted deeper processing of information. While some students initially struggled with the instructions, most were able to complete the tasks with guidance from the teacher.

Observation data during the first cycle indicated that around two-thirds of the class were actively engaged throughout the lessons. They interacted with the media, contributed to discussions, and completed the activity sheets on time. However, a third of the students remained passive or needed additional support to participate fully. The teacher noted that although the visual aids were effective in generating interest, the

activity sheets needed to be simplified for lower-performing students. In terms of test results, the average post-test score increased by approximately 15 points compared to the pre-test, indicating a positive trend. However, the results also showed disparities in student achievement, suggesting the need for further differentiation and support in the second cycle. The reflection at the end of Cycle 1 emphasized the need to improve instruction clarity and group collaboration to better accommodate diverse learning styles.

During the second cycle, refinements were made to the learning design to address the issues encountered in Cycle 1. Instructions on the activity sheets were rewritten in simpler language, and examples were added to guide students. Group work was also introduced to foster peer learning and mutual assistance. These adjustments had a noticeable impact on student involvement. Observations showed that students were more confident and willing to participate when working in groups. They helped one another interpret the images and complete the worksheets, which led to more inclusive participation across the class. The teacher also played a more facilitative role by circulating among the groups and providing targeted feedback. The use of picture media was expanded to include short storytelling elements that contextualized the acts of worship, making the content more relatable and easier to understand.

The results from the second cycle were even more encouraging. Student engagement increased significantly, with nearly all students participating in the activities to some extent. The activity sheets were completed with fewer errors, and students were able to explain their answers during review sessions. This indicated a deeper understanding of the concepts being taught. The average post-test score rose further, surpassing the minimum standard and showing a consistent pattern of improvement across different student ability levels. Students who had previously shown low interest or struggled with the material were now able to perform at an acceptable level. Interview data supported these findings, as students expressed that the lessons were more enjoyable and easier to follow when visual aids and group activities were included. The teacher reported feeling more effective and confident in delivering the content using these tools.

Interviews conducted with several students revealed a shift in their attitudes toward learning religious subjects. Many expressed that the use of pictures made the lessons more exciting and helped them visualize what they were learning. They felt that the activity sheets gave them a sense of accomplishment when they were able to complete the tasks correctly. Some students noted that working in groups helped them understand the material better because they could ask questions and get explanations from peers. These statements highlighted the importance of collaborative learning in supporting individual understanding. The students' feedback was overwhelmingly positive, and they expressed a desire to use similar media in other subjects as well. Their improved motivation was evident not only in their verbal responses but also in their behavior during class, as recorded in observation notes.

From the teacher's perspective, the integration of picture media and activity sheets had a transformative impact on the teaching and learning process. The teacher found that students were more responsive and easier to manage during lessons that involved visuals and hands-on tasks. The planning process became more engaging as well, as it involved creativity and consideration of student needs. The teacher noted that students who were previously passive or disruptive became more cooperative and showed interest in the material. In the teacher interview, it was mentioned that the media helped in delivering abstract concepts in a concrete way, which is essential in elementary education. The activity sheets also provided a reliable method for assessing understanding without relying solely on traditional testing methods. Overall, the teacher viewed the intervention as a success and expressed the intention to continue using similar methods in future lessons.

Documentation analysis supported the findings from the observations and interviews. Photographs taken during the lessons showed students actively engaged with the materials and participating in discussions. The images captured moments of

collaboration, concentration, and enthusiasm. Samples of completed activity sheets demonstrated improvement in both accuracy and presentation. Students were more thorough in their responses and displayed greater confidence in their answers. Lesson plans evolved between cycles to reflect growing insight into effective teaching practices. These documents served as concrete evidence of the learning process and reinforced the qualitative and quantitative data collected during the research. The documentation allowed the researcher to present a holistic picture of the classroom environment before and after the intervention, emphasizing the benefits of multimedia and interactive learning strategies.

The triangulation of data from tests, observations, interviews, and documentation enhanced the validity of the research findings. Each data source confirmed the others, creating a consistent narrative of improvement and engagement. The quantitative test scores aligned with the qualitative observations of increased participation and understanding. Interview responses explained the reasons behind the observable changes, and documentation provided visual and written proof of the learning process. This alignment of data sources minimized the possibility of bias and strengthened the credibility of the results. The findings clearly indicated that the use of picture media and activity sheets led to improved learning outcomes in the subject of worship for Grade V students at SD Negeri No. 104294 Pematang Setrak. These tools addressed multiple learning needs and made the subject matter more accessible and meaningful.

## **DISCUSSION**

The findings of this research indicate that the integration of picture media and activity sheets significantly enhanced student learning outcomes in worship material. This aligns with educational theories that support the use of visual aids and interactive tools in improving comprehension and retention. By presenting abstract concepts in a concrete and familiar form, picture media helped students grasp the meaning and importance of worship practices in Islam. The visual representations acted as cognitive scaffolds, allowing students to build connections between new content and prior knowledge. This method proved particularly beneficial in a classroom where verbal explanations alone had failed to reach all learners effectively. The improvements in student participation and test scores validate the role of media-based strategies in addressing diverse learning needs.

The use of activity sheets complemented the visual aids by providing structured opportunities for students to practice and reinforce what they had learned. These worksheets transformed passive observation into active engagement, requiring students to think critically and apply their knowledge. The structured yet varied formats of the activity sheets kept students interested and reduced monotony. The pairing of visuals with written tasks supported dual coding theory, which posits that information presented both visually and verbally is more easily retained. Furthermore, the hands-on nature of the activities supported kinesthetic learners, who benefit from movement and physical interaction with learning materials. In this way, the activity sheets functioned as an essential bridge between understanding and assessment.

The combination of picture media and activity sheets also created a more inclusive learning environment. Students with varying abilities were able to access the material in different ways, increasing their chances of success. For example, students who typically struggled with reading comprehension found that the images gave them clues to understand the topic, while stronger students were able to delve deeper through analysis and application tasks on the worksheets. This inclusive approach minimized frustration and increased overall motivation. The sense of achievement students experienced from completing the tasks also contributed to improved self-efficacy. This supports existing research suggesting that differentiated instruction, when properly implemented, leads to better student outcomes and greater classroom harmony.



One of the most notable outcomes of the research was the transformation of classroom dynamics. Prior to the intervention, the class exhibited low levels of enthusiasm and frequent off-task behavior. After the introduction of picture media and activity sheets, students became more involved in lessons and actively participated in discussions. The teacher reported a significant reduction in behavioral issues, attributing this to the students' increased interest in the lesson content. This observation is consistent with the engagement theory of learning, which emphasizes the role of meaningful and interactive learning experiences in fostering student attention and responsibility. By allowing students to see, touch, and reflect on the material, the instructional strategy transformed the learning process into an experience rather than a routine.

The group activities introduced in the second cycle were particularly effective in encouraging collaboration and mutual support. Students benefited not only from the materials but also from interacting with their peers. This aligns with the sociocultural theory of learning, which posits that social interaction plays a critical role in the development of cognition. Through group work, students were able to negotiate meaning, clarify misunderstandings, and learn from each other. The teacher noted that weaker students often gained confidence by working with more capable peers, while stronger students reinforced their own understanding by explaining concepts to others. This reciprocal learning process added depth to the overall educational experience and fostered a sense of community within the classroom.

The gradual improvement in test scores across the two cycles further supports the effectiveness of the intervention. The first cycle demonstrated initial gains, while the second cycle showed even more substantial improvement. This progression reflects the learning curve often associated with new instructional methods, where initial exposure results in moderate success and continued application leads to mastery. The consistent upward trend in scores indicates that students were not only learning but also retaining the information over time. This suggests that picture media and activity sheets do more than just create temporary engagement—they contribute to long-term understanding. The design of the post-tests, which mirrored the content and format of the instruction, ensured that the assessments accurately reflected what students had learned.

Interview responses provided rich qualitative data that complemented the quantitative test results. Students shared how the images made the material easier to understand and more memorable. Several noted that they could recall the sequence of worship steps because of the pictures, and others appreciated the clarity of the activity sheets. These comments reflect a sense of ownership over learning, which is essential in promoting lifelong educational habits. The emotional connection students formed with the content—often describing it as fun or interesting—suggests that the materials did more than convey information; they inspired curiosity and engagement. This emotional engagement is a powerful factor in memory retention and is often overlooked in traditional approaches to instruction.

The teacher's feedback emphasized the practicality and adaptability of the method. Initially skeptical about the time required to prepare visuals and worksheets, the teacher later reported that the investment was worthwhile. Lessons became smoother, student questions were more relevant, and classroom management improved. This practical perspective is crucial, as teachers often hesitate to adopt new methods due to concerns about time, resources, or training. The success of this intervention demonstrates that even simple tools like images and printed worksheets can have a profound effect when thoughtfully integrated into the curriculum. Moreover, the teacher's increased confidence and satisfaction suggest that the approach supported not only student learning but also professional growth.

Another point of discussion is the importance of aligning instructional strategies with students' developmental levels. Elementary students often require concrete examples and multisensory experiences to fully comprehend abstract concepts. The subject of worship, with its spiritual and ritualistic dimensions, can be difficult to teach using only

verbal or textual explanations. Picture media helped anchor these abstract ideas in tangible, relatable imagery. The activity sheets further grounded the lessons in reality by requiring students to process, apply, and reflect on the visual content. This alignment with cognitive development principles underscores the importance of age-appropriate pedagogy and supports the wider literature on developmental psychology and education.

The study also highlighted the value of reflective teaching practices. Through the cyclical nature of classroom action research, the teacher was able to continuously refine the lesson design based on student feedback and observed outcomes. This process of planning, acting, observing, and reflecting allowed for meaningful adjustments that directly benefited student learning. It also fostered a culture of continuous improvement and responsiveness. In this way, the research was not only a means of gathering data but also a professional development journey for the teacher. The iterative approach ensured that the instructional strategies evolved to better meet students' needs, which is a cornerstone of effective pedagogy.

## CONCLUSION

Based on the research conducted at SD Negeri No. 104294 Pematang Setrak, it can be concluded that the use of picture media and activity sheets significantly improved student learning outcomes in the subject of worship. The implementation of these tools increased student engagement, understanding, and retention of the material. Picture media served as an effective visual aid that made abstract religious concepts more tangible and relatable for elementary students. Meanwhile, activity sheets provided opportunities for students to actively process the information through written and interactive tasks. Together, these instructional tools created a dynamic and inclusive learning environment that accommodated diverse learning styles. The results from observations, interviews, tests, and documentation consistently showed progress in both academic achievement and classroom behavior. Students became more motivated and confident, and the classroom atmosphere shifted to one that was more collaborative and focused. This indicates the practical and pedagogical value of integrating multimedia and hands-on resources into the curriculum, particularly for religious education. The research also highlighted the importance of reflective and adaptive teaching practices. By analyzing student responses and performance in each cycle, the teacher was able to adjust the learning strategies to better meet students' needs. The collaborative nature of the group work and the interactive design of the lessons fostered peer learning, critical thinking, and communication skills. Moreover, the study emphasizes that even simple resources like printed worksheets and carefully chosen images can have a profound impact when used purposefully. These findings suggest that similar approaches could be adopted in other subjects to enhance student engagement and achievement. Teachers are encouraged to explore creative, student-centered methods that make learning both meaningful and enjoyable. Ultimately, this research contributes to a growing body of evidence supporting the integration of visual and activity-based media in elementary education as an effective strategy to improve both instructional delivery and student outcomes.

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