



Improving Student Learning Outcomes in Islamic Education Learning through the Picture and Picture Learning Model at SD 13 Negeri Meulaboh

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Abstract: This study aims to improve student learning outcomes in Islamic Religious Education (PAI) through the application of the Picture and Picture model with the material of the exemplary story of the Prophet Ayyub (AS) and the Prophet Zulkifli (AS) in grade IV of SDN 13 Meulaboh. This study is a Classroom Action Research (CAR) conducted in two cycles with the stages of planning, action, observation, and reflection. The subjects of the study were 24 students who were selected because of the still low learning outcomes on the material studied. Data were collected through observation, tests, and documentation, then analyzed qualitatively and quantitatively. The results of the study showed a significant increase in student learning outcomes. In the pre-cycle, the learning completion rate only reached 54%, increased to 71% in cycle I, and finally reached 96% in cycle II. This increase was also supported by the increasing activeness of students in the learning process, seen from increased interaction, cooperation, and the ability to construct a storyline based on pictures. Thus, the application of the Picture and Picture model is effective in improving the quality of PAI learning, increasing student motivation, and strengthening the understanding of the exemplary values contained in the stories of the prophets.

Keywords: Picture and picture, islamic religious education, learning outcomes.

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INTRODUCTION

Education is a conscious effort undertaken by society and the government through various guidance, teaching, and training activities. These activities take place both inside and outside of school and continue throughout life. The primary goal of education is to prepare students to play appropriate roles in the various environments they will face in the future. This is crucial for their survival and positive contribution to society.

Education is a crucial sector in national development. Through education, the quality of life of the Indonesian people is expected to improve, enabling them to compete globally. Faith and piety in God Almighty are the primary foundation and source of motivation in all areas of life, including education. These spiritual values serve as pillars that strengthen students' enthusiasm for learning and morale.

In education, teachers play a very strategic role. They serve not only as transmitters of material but also as guides, assisting students in their overall development. Teachers must be able to transfer knowledge to students in an engaging and understandable

manner. More importantly, teachers must also guide students to improve their thinking and information processing abilities.

A good information processing process will help students understand the material deeply and apply it to their daily lives. This way, learning becomes meaningful and not just rote memorization. Therefore, teachers are required to design sound and systematic learning plans. This plan must accommodate the various needs of students to ensure effective and enjoyable learning.

Active, innovative, creative, and effective learning is essential to prevent boredom and encourage enthusiasm in learning. Enjoyable learning can increase student motivation and achievement. Evaluation of learning outcomes is also a crucial part of the learning process. Through evaluation, teachers can assess the extent to which students have achieved competencies and identify areas for improvement.

Teachers must manage the teaching and learning process by providing appropriate stimuli to students. This way, students become more motivated to actively seek knowledge and engage fully in the learning process. Students, as the primary subjects of learning, need to be given opportunities to actively participate. They must be trained to think critically and be able to find solutions to various problems they encounter in the learning process.

To further improve learning outcomes, teachers also need to conduct systematic research. This research aims to identify key learning problems and appropriate solutions to address them. With accurate research, teachers can develop more effective learning strategies tailored to student characteristics, thus optimally fostering their motivation and thinking skills. In the context of Islamic Religious Education, learning no longer focuses solely on passively acquiring information. Furthermore, religious education emphasizes the development of thinking and information-processing skills through exercises and group work, enabling students to better internalize religious values and apply them to their lives.

METHODS

This study was conducted with fourth-grade students at SDN 13 Meulaboh, located in Langung Village, Meureubo District, involving a total of 24 students. The selection of this particular subject group was predicated on the observation that their learning outcomes in the subject matter pertaining to the exemplary stories of Prophets Ayyub (Job) a.s. and Zulkifli (Ezekiel) a.s. were persistently low. This necessitated the implementation of innovative learning strategies aimed at substantially enhancing their comprehension and engagement with this foundational material. The research was situated at SDN 13 Meulaboh, an institution characterized by its modest yet adequately supportive infrastructure for the execution of Classroom Action Research (CAR). This investigation specifically focused on Islamic Religious Education (PAI), with a concentrated emphasis on the inspirational narratives of Prophets Ayyub a.s. and Zulkifli a.s., utilizing the "Picture and Picture" learning model as its pedagogical intervention. The research timeline was meticulously aligned with the PAI curriculum schedule for the class, with thorough planning ensuring that each phase of the study was implemented with procedural fidelity. This strategic approach aimed to guarantee that the educational interventions were rigorously measurable and demonstrably impactful on student learning outcomes. The research design adopted the Kemmis & McTaggart CAR model, renowned for its systematic approach, conceptual lucidity, and suitability for research objectives that necessitate iterative cycles of action. Each cycle was systematically structured to encompass planning, action implementation, observation, and critical reflection. This cyclical paradigm afforded the researchers the flexibility to progressively refine and optimize the pedagogical strategies employed.

The initial phase of the research commenced with pre-action activities, which included detailed observations of PAI learning sessions, a comprehensive analysis of

students' prior learning outcomes data, brief interviews with students to ascertain their learning experiences, and an identification of the available facilities and infrastructure at the school. These activities collectively provided an invaluable preliminary understanding of the students' learning environment prior to the intervention. The findings from these initial observations unequivocally indicated that students exhibited passive engagement during PAI lessons. They frequently encountered difficulties in grasping the essence of the exemplary stories of the prophets, primarily due to the monotonous teaching methodologies typically employed by educators. This observed educational deficit strongly underscored the imperative to implement a more interactive learning model, such as the "Picture and Picture" approach. In the first cycle, the action planning phase involved the meticulous development of a Learning Implementation Plan (RPP) structured in accordance with the "Picture and Picture" model. The instructional content concerning the narratives of Prophets Ayyub a.s. and Zulkifli a.s. was transformed into a series of pictorial segments designed to be sequentially arranged to reconstruct the story's progression. Concurrently, assessment instruments, including observation sheets for both teachers and students, as well as student worksheets comprising pre-test and post-test questions, were meticulously prepared. The implementation of the first cycle involved dividing students into several small collaborative groups. Each group was provided with pictorial segments requiring sequential arrangement to reconstruct the assigned prophetic narrative. Following the pictorial sequencing task, students presented their group's work to the class, while the teacher provided constructive reinforcement and elucidation regarding student responses.

Observations were systematically conducted throughout the activity to document the interactive dynamics between teachers and students. Key aspects monitored included student involvement, collaborative efficacy within groups, the ability to correlate visual cues with narrative content, and student responses to teacher inquiries. The data gleaned from these observations served as a critical basis for evaluation during the reflection phase. The reflection at the conclusion of the first cycle revealed a discernible increase in student activity; however, a subset of students continued to encounter challenges in accurately sequencing the narrative flow. Consequently, in the second cycle, the researchers instituted refinements by providing more explicit guidelines, diversifying the visual media, and intensifying motivational strategies to foster more active student participation in group activities. The second cycle was executed with a methodology largely congruent with the first cycle, albeit incorporating enhancements derived from the reflective insights. Students recommenced collaborative group work to reconstruct the prophetic narratives using pictorial segments. The teacher proactively facilitated more intensive discussions, ensuring the active involvement of all students. Towards the culmination of the lesson, students were guided to collaboratively synthesize the material. Observations during the second cycle documented a significant amelioration in student engagement. They exhibited heightened enthusiasm and demonstrated a pronounced ability to accurately sequence the pictorial narratives. Furthermore, the individual test results administered at the conclusion of the lessons evinced a notable increase in average scores compared to the preceding cycle.

The reflection conducted at the culmination of the second cycle unequivocally demonstrated that the implementation of the "Picture and Picture" model successfully amplified student learning outcomes while concomitantly augmenting their interest in PAI. Hence, the second cycle was deemed to signify the attainment of the research objectives. The research data encompassed qualitative data, derived from observational records and interview transcripts, as well as quantitative data, represented by student learning performance scores. Data analysis employed both descriptive qualitative and quantitative approaches. Qualitative data underwent logical analysis to delineate shifts in student learning behaviors, while quantitative data was analyzed using descriptive statistical procedures to compute mean scores and ascertain student learning mastery. The success of this research was predicated upon achieving the Minimum Completeness

Criteria (KKM) established by the school. The study was considered successful if a minimum of 75% of students achieved scores surpassing the KKM. The findings of the research conclusively indicate that following the systematic implementation of the "Picture and Picture" model, student learning mastery exhibited a significant improvement. This substantiates the conclusion that this pedagogical strategy is unequivocally effective in the context of PAI, particularly for the didactic narratives of Prophets Ayyub a.s. and Zulkifli a.s.

RESULTS

This study was conducted with fourth-grade students at SDN 13 Meulaboh, Langung Village, Meureubo District, West Aceh Regency. In each cycle, the learning strategy was improved based on reflections from previous results. The teacher added motivation at the beginning of the lesson, habituated students to recite shalawat, and provided apperceptions linking the material with daily life. This approach supports Vygotsky's theory (1978) that meaningful learning occurs when material is related to students' social and cultural contexts. In the main activities of Cycle II, students watched a video about the story of Prophet Zulkifli a.s., then engaged in group discussions to organize the narrative flow. Each group presented their discussion results by attaching pictures on the blackboard and retelling the story. This activity strengthened students' cognitive and communication skills. This aligns with Lie's findings (2010) that cooperative group work in learning can enhance students' critical thinking skills.

Observations showed significant changes in Cycle II. Students were more confident in asking questions, actively answering, and collaborating in groups. Concentration levels increased, and the classroom atmosphere became more conducive compared to Cycle I. This corresponds with Sardiman's opinion (2014) that active learning fosters positive interactions between students and between students and the teacher.

Post-test scores in Cycle II showed very good improvement. Out of 24 students, 23 achieved scores above the Minimum Completeness Criteria (KKM), with only one student not yet meeting the criteria. The classical completeness reached 96%, exceeding the set minimum target. This fact supports previous research indicating that the Picture and Picture model can improve students' learning outcomes in subjects requiring narrative understanding (Trianto, 2015). Besides cognitive aspects, Cycle II also showed improvements in affective aspects. Students were more enthusiastic, respectful, and responsible in groups. This positive attitude emerged because the learning was conducted through visual and collaborative methods. According to Dimiyati & Mudjiono (2010), enjoyable learning increases intrinsic student motivation.

Compared to Cycle I, Cycle II demonstrated better results because the teacher adjusted the strategies. Refining instructions, providing motivation, and offering more varied media helped students understand the material more effectively (Sugiyono, 2018). Comparative analysis of learning outcomes showed an increase from pre-cycle (54%), Cycle I (71%), to Cycle II (96%). This improvement aligns with constructivist theory stating that students build knowledge through direct experience (Piaget, 1972). Overall, the results indicate that implementing the Picture and Picture model effectively improves learning outcomes in Islamic Religious Education (PAI) about Prophetic stories. Learning becomes more meaningful, students are more active, and completeness scores increase significantly. Thus, this model can be an innovative alternative for teaching religious material in elementary schools.

The study confirmed that applying the Picture and Picture model in PAI lessons about the stories of Prophet Ayyub a.s. and Prophet Zulkifli a.s. significantly impacts students' learning outcomes. In the pre-cycle, the lecture method used caused students to be passive, limiting their understanding. After using the Picture and Picture model, student engagement increased due to direct interaction with image media, consistent with Hamalik's view (2015) that visual media can strengthen students' understanding of the

material. The increase in learning outcomes from pre-cycle to Cycle I and from Cycle I to Cycle II shows the effectiveness of image-based learning models in building student knowledge. Piaget's constructivist theory (1972) explains that children learn through concrete experiences, so using images helps students construct meaningful concepts. Therefore, using visual media in the Picture and Picture model supports cognitive development in elementary students.

Reflection on Cycle I showed some students were still passive and reluctant to ask questions, understandable since they were not yet accustomed to interactive learning. However, in Cycle II, after the teacher improved strategies by giving motivation, apperception, and clearer instructions, students began to actively engage. These findings support Joyce & Weil's opinion (2016) that changing learning habits requires gradual adaptation for optimal results. The increase in classical completeness from 54% pre-cycle, 71% Cycle I, to 96% Cycle II indicates the Picture and Picture model improves student learning quality. This fact aligns with Trianto's statement (2015) that image-based learning models effectively enhance students' understanding of narrative material.

DISCUSSION

Beyond cognitive aspects, this study also showed improvements in affective aspects with students demonstrating greater enthusiasm, cooperation, and respect for peers' opinions during group discussions. Sardiman (2014) stressed that learning involving social interaction fosters positive learning attitudes. Consequently, the Picture and Picture model not only improves knowledge but also cultivates students' religious and social attitudes. The study further emphasizes the importance of teacher creativity in choosing learning strategies. Teachers who integrate engaging media make students more focused and motivated, consistent with Sanjaya's view (2016) that learning success depends on method suitability with student characteristics.

The success in Cycle II shows that teacher strategy improvements play a major role in learning effectiveness. Motivation, clear instructions, and varied media use have been proven to enhance student understanding. These results correspond with Rusman's research (2017) showing that innovative learning strategies positively impact student academic achievements. From Vygotsky's social learning theory perspective (1978), group activities in the Picture and Picture model also encourage students to learn via social interactions, making learning more meaningful as students actively construct knowledge together. The achievement of completeness targets above KKM indicates that the Picture and Picture model can be an effective alternative for PAI learning in elementary schools. This study supports Hosnan's argument (2014) that innovative learning models with visual media significantly increase student motivation and learning outcomes. Overall, this discussion confirms that applying the Picture and Picture model positively affects students' cognitive and affective aspects, making learning more lively, interactive, and enjoyable, thereby facilitating easier comprehension of Prophetic stories and their values. Hence, this model is recommended as an alternative strategy for PAI learning in elementary schools.

CONCLUSION

Based on the research findings, it can be concluded that the application of the Picture and Picture model in Islamic Religious Education (PAI) learning, specifically on the stories of Prophet Ayyub a.s. and Prophet Zulkifli a.s. at SDN 13 Meulaboh, significantly improved students' learning outcomes. The mastery rate increased from 54% in the pre-cycle phase to 71% in Cycle I, and further reached 96% in Cycle II, indicating that this model is effective in developing students' cognitive, affective, and social aspects. The use of structured visual media successfully motivated students to become more active, creative, and fostered cooperative attitudes during group discussions. Therefore, the Picture and

Picture model is a worthy alternative innovative teaching strategy to enhance the quality of PAI instruction in elementary schools..

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