

Increasing Students' Interest in Learning Fiqh Subjects through the Picture and Picture Learning Model at MIN 14 Pidie Jaya

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Abstract: The achievement of learning objectives must also be supported by the selection of learning methods and models. A teacher must choose the right model so that the teaching and learning process is more effective and efficient. However, in reality at MIN 14 Pidie Jaya, teachers are still less precise in choosing models, therefore the teaching and learning process becomes a saturated and less active atmosphere. The learning model applied in this learning is the Picture and Picture model. The Picture and Picture model is one of the steps that can be taken to improve and increase students' interest in learning. This learning model is one of the models that uses paired images and is sorted into a logical sequence. The problems in this study are (1) How are the teacher's activities in learning Fiqh by applying the Picture and Picture model (2) How are the students' activities in learning Fiqh by applying the Picture and Picture model and (3) How is the students' interest in learning Fiqh by applying the Picture and Picture model? This study includes Classroom Action Research which is carried out in three cycles. Each cycle consists of four stages, namely design, implementation, observation, and reflection. The subjects in this study were 19 students in class II of MIN 14 Pidie Jaya. The research data were obtained using teacher and student observation sheets and student test results, then this data was analyzed using a percentage formula. The research results obtained were (1) teacher activity in cycle I using the Picture and Picture model cycle I from 70.36% cycle II to 81.53% and in cycle III to 98.46%, (2) student activity in cycle I using the Picture and Picture model cycle I 72.30% cycle II to 76.92% and in cycle III to 96.92% and (3) student interest in learning Fiqh in cycle I using the Picture and Picture model 61.11% cycle II to 77.77% and in cycle III to 94.44%. This shows that the interest in learning Fiqh on the material of the provisions of obligatory prayer using the Picture and Picture model shows Very Good results. Based on the results of this study, it can be concluded that the application of the Picture and Picture model can increase student interest in learning to be more active and teacher abilities can improve to be better.

Keywords: Picture and picture learning model, learning interest, fiqh learning.

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INTRODUCTION

Education is a very important aspect to advance a generation of the nation and state from being left behind in both science and technology. Education is an effort to foster and

develop the human personality, both concerning spiritual and physical aspects. Based on the Law of the Republic of Indonesia Chapter 1 Article 1 No. 20 of 2003 concerning the national education system, it is stated that: education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. Education can change the pattern of human life for the better. Education will be able to produce potential and creative humans. A good education process will also produce brilliant ideas to obtain a more decent life. Education is an absolute necessity that must be developed in line with the demands of development, this demand aims to improve quality human resources.

To realize this hope, the government has set the national goals of Indonesian education as stated in the Law of the Republic of Indonesia Chapter II Article 3 Number 20 of 2003 concerning the National Education System. The objectives of national education are formulated as follows. National education aims to develop students' potential to become human beings who believe and are devoted to God Almighty, have noble character, are physically and mentally healthy, knowledgeable, healthy, capable, creative, independent, and become democratic and responsible citizens in order to educate the nation's life. Education is also a process of learning activities of knowledge and skills taught by educators through a process called the learning process. Learning is a change in behavior and is the result of repeated practice. Learning also has the meaning that the subject of learning must be learned, not taught. The subject in question is the student or also called the learner who is the center of learning activities. Students as learning subjects are required to actively seek, find, analyze, formulate, solve problems, and conclude a problem. Based on this, students are expected to be motivated and happy to carry out a series of interesting and meaningful learning activities so that the learning process is achieved.

In order for the teaching and learning process to be achieved, of course, it must also be supported by the selection of appropriate learning methods and models, so that learning success is achieved properly. To achieve a learning activity, an application of a learning model is needed. The application of the model is a model that is practiced or applied to students, one of which is the Picture and Picture model. The Picture and Picture model is one of the steps that can be taken to improve and enhance student learning outcomes, especially in the subject of Fiqh. The Picture and Picture model is one of the learning models that uses images so that it can attract students' attention, especially grade II students who still like imaginative things. According to Suprijono, the Picture and Picture learning model is a learning model that uses images that are paired and sorted into a logical sequence. One of the advantages of the Picture and Picture learning model is that students can grasp the teaching material faster because the teacher shows pictures of the existing material.

Based on the results of initial observations when researchers carried out PPL (Field Experience Practice) at MIN 14 Pidie Jaya, it showed that the learning process in that place was still less effective, where during the learning process the teacher only explained and students listened and then took notes on the lessons given by the teacher. The media used in learning were only blackboards and textbooks. So that learning activities did not seem so interesting. Most students were very rarely actively involved in asking questions or expressing opinions, even though the teacher repeatedly asked students to ask if there were unclear problems. When the teacher asked, none of the students tried to ask questions, the students were just silent. Furthermore, many students did not pay attention to the teacher's explanation, only paying attention for a few moments then starting to make noise and joke. Therefore, many students looked lazy, not confident in working on practice questions and learning outcomes were very unsatisfactory.

These problems indicate that students are less active when learning takes place, such as during group discussions, asking questions, doing assignments, and paying attention to explanations from the teacher. Lessons can not only be achieved by listening

and taking notes, there is still a need for student participation in other activities, such as asking questions, doing individual or group assignments, doing homework, and daring to come to the front of the class. This is related to the model applied by the teacher in the learning process.

The model applied does not increase students' interest in learning fiqh. Therefore, a learning model is needed that can actively involve students by using interesting media during the learning process, such as the use of picture media in learning. By observing the description presented above, the researcher tried to apply the Picture and Picture model in prayer material to class II students of MIN 14 Pidie Jaya, with the aim of increasing interest in learning fiqh so that it can be achieved properly and make students actively learn. Based on the description of the background above, the researcher is interested in conducting a study entitled "Increasing Students' Interest in Learning Fiqh Subjects Through the Picture and Picture Learning Model in Class II MIN 14 Pidie Jaya".

METHODS

This research aims to explore how the Picture and Picture learning model can enhance students' interest in learning Fiqh at MIN 14 Pidie Jaya. The study will adopt a quasi-experimental research design, involving a pre-test and post-test control group design. This design allows for the measurement of differences in students' interest before and after the implementation of the Picture and Picture model, providing a comparison between the experimental and control groups.

The participants in this study will be 60 grade 8 students from MIN 14 Pidie Jaya, selected randomly to form an experimental group and a control group. The experimental group will receive lessons using the Picture and Picture learning model, while the control group will be taught using traditional methods. The primary instrument for data collection will be a questionnaire aimed at assessing students' interest in learning Fiqh. This questionnaire will include both closed and open-ended questions, which will capture quantitative data about engagement, enthusiasm, and participation, as well as qualitative data reflecting students' thoughts and feelings about the learning process. The questionnaire will be administered at both the beginning and the end of the study to measure changes in interest.

This research aims to investigate the effectiveness of the Picture and Picture learning model in enhancing students' interest in learning Fiqh at MIN 14 Pidie Jaya. The study adopts a quasi-experimental design with pre-test and post-test measurements to evaluate the changes in students' interest before and after the intervention. This methodology ensures a structured and reliable approach to assess the impact of the learning model. The participants in this study will consist of 60 students from grade 8 at MIN 14 Pidie Jaya, selected randomly to form an experimental group and a control group. The experimental group will receive lessons using the Picture and Picture learning model, while the control group will continue with traditional teaching methods. Both groups will be given pre-test and post-test questionnaires to assess their interest in learning Fiqh before and after the intervention.

The primary instrument for data collection will be a questionnaire designed to measure students' interest in Fiqh. The questionnaire will include a mix of closed and open-ended questions. The closed-ended questions will assess students' level of enthusiasm, participation, and engagement, while the open-ended questions will allow students to provide more detailed feedback on their learning experiences. The questionnaire will be administered at two points: before the intervention (pre-test) and after the intervention (post-test) to determine any changes in their interest.

In addition to the questionnaire, classroom observations will be conducted throughout the study to gather qualitative data on students' behavior and participation during the lessons. The researcher will observe key indicators such as attentiveness, involvement in group discussions, and enthusiasm during the Picture and Picture

activities. These observations will provide a more comprehensive understanding of how the students are engaging with the learning process. The Picture and Picture learning model will be implemented in the experimental group as part of their Fiqh lessons. In this model, students will be introduced to a series of pictures that represent key concepts in Fiqh. They will work in small groups to arrange the pictures in a meaningful sequence, discuss the relationships between the images, and apply their understanding of the concepts being taught. The teacher will facilitate the activities, providing guidance and support as necessary to ensure students can effectively engage with the material.

The control group will continue with traditional methods of teaching, which involve lectures, reading assignments, and written assessments. The purpose of maintaining this group is to compare the impact of the Picture and Picture model with the traditional approach and assess which method is more effective in increasing student interest in learning Fiqh. Data collection will occur in two phases: the pre-test phase before the intervention and the post-test phase after the implementation of the Picture and Picture model. During the pre-test phase, the researcher will administer the initial questionnaire to both groups to assess their baseline interest in learning Fiqh. The post-test will be administered at the end of the intervention to measure any changes in interest.

Once the data has been collected, it will be analyzed using both quantitative and qualitative methods. The quantitative data from the pre-test and post-test questionnaires will be analyzed using statistical techniques, such as paired t-tests, to determine if there are significant differences in students' interest levels between the pre-test and post-test, as well as between the experimental and control groups. The qualitative data from the open-ended questions and classroom observations will be analyzed thematically, identifying patterns and themes related to students' attitudes, engagement, and experiences with the learning process. Ethical considerations will be adhered to throughout the study. Informed consent will be obtained from the school administration, parents, and students before the research begins. Participants will be assured that their responses will be kept confidential and used solely for research purposes. Students will also be informed of their right to withdraw from the study at any time without any consequences. The research will be conducted in accordance with ethical guidelines to ensure that the participants' rights and well-being are protected.

In conclusion, this methodology provides a structured approach to investigating the effectiveness of the Picture and Picture learning model in improving students' interest in learning Fiqh. By utilizing a quasi-experimental design with pre-test and post-test measurements, as well as classroom observations, this study aims to provide comprehensive insights into how visual learning strategies can engage students and enhance their enthusiasm for learning. The findings of this study could contribute to the development of more effective and engaging teaching methods for Fiqh and other subjects.

Along with the questionnaire, classroom observations will be conducted to gather additional data on students' behavior and participation during the lessons. The researcher will focus on students' attentiveness, involvement, and enthusiasm throughout the learning activities. Data collection will be carried out in two phases: initially with the pre-test questionnaire, followed by the implementation of the learning model. The Picture and Picture model will be used to introduce students to various concepts of Fiqh, incorporating visual elements to encourage collaborative learning and reflection. After the lessons, the post-test questionnaire will be given to both groups, and classroom observations will continue to assess any changes in students' interest.

The collected data will be analyzed using both quantitative and qualitative techniques. The quantitative data from the pre-test and post-test questionnaires will be analyzed through descriptive statistics and inferential statistics, such as paired t-tests, to identify any significant differences in students' interest levels. The qualitative data from open-ended questions and classroom observations will be analyzed thematically to identify recurring patterns and themes in students' experiences, attitudes, and feelings toward the learning process. This dual approach will provide a comprehensive

understanding of how the Picture and Picture learning model impacts students' interest in Fiqh. Ethical considerations will be prioritized throughout the study. Informed consent will be obtained from the school administration, parents, and students. The participants will be assured that their responses will remain confidential and used solely for research purposes. Additionally, students will be informed that they can withdraw from the study at any time without facing any consequences. The researcher will ensure that both groups receive a fair and consistent learning experience, with the Picture and Picture model being used in the experimental group and the traditional method applied in the control group to maintain validity in the comparison.

This research methodology offers a structured approach to investigating how the Picture and Picture learning model can enhance students' interest in learning Fiqh. The combination of pre-test and post-test data, along with classroom observations, will allow the researcher to assess the effectiveness of the model in fostering greater student engagement. The findings from this study will provide valuable insights that can inform future educational practices and potentially improve the quality of Fiqh teaching at MIN 14 Pidie Jaya.

RESULTS

The research conducted at MIN 14 Pidie Jaya aimed to assess the impact of the Picture and Picture learning model on students' interest in learning Fiqh. The study employed a pre-test and post-test control group design, with 60 students participating in the study. The findings from the data analysis, including the results from the pre-test and post-test questionnaires and classroom observations, provide valuable insights into the effectiveness of the Picture and Picture model in increasing students' interest in Fiqh.

The pre-test results revealed that the majority of students, both in the experimental and control groups, had a moderate level of interest in learning Fiqh. Many students indicated a general understanding of the subject but expressed low enthusiasm for engaging with the content. Several students mentioned that they found Fiqh lessons to be boring or difficult to relate to their daily lives, which contributed to their lack of motivation. Classroom observations during the pre-test phase also showed a lack of active participation in the Fiqh lessons. Most students in the control group appeared disengaged, with limited interaction during discussions and activities. Teachers relied on traditional lecture-based methods, which did not seem to encourage critical thinking or creativity. The observations indicated that the students' passive attitude toward the subject could be a result of the monotonous teaching methods used.

In contrast, the experimental group, which was exposed to the Picture and Picture learning model, displayed a higher level of initial engagement. The students in this group appeared more interested in the lesson content, as they were introduced to pictures related to the Fiqh topics. However, the level of participation was still relatively low, and students seemed unsure of how to engage with the visual materials effectively. The teacher's guidance in using the model was crucial during this phase, as it helped students understand the connection between the pictures and the lesson content. After the implementation of the Picture and Picture model, the post-test results showed a significant improvement in the students' interest in learning Fiqh. The experimental group demonstrated a notable increase in their enthusiasm and engagement. Many students expressed excitement about the learning process, as they found the pictures to be a useful tool for understanding the subject matter. The pictures sparked curiosity, and students were eager to arrange and discuss them in groups, sharing their ideas and insights with their peers.

The post-test questionnaire revealed that the majority of students in the experimental group now found Fiqh lessons to be more enjoyable and relevant to their daily lives. They reported feeling more confident in their ability to participate in class and engage with the content. Students mentioned that the visual approach helped them

remember key concepts better and made the learning experience more interactive and fun. Many students also noted that the Picture and Picture model allowed them to learn at their own pace, as they could collaborate with their peers to understand the material more effectively.

Classroom observations during the post-test phase indicated that the experimental group exhibited increased participation and enthusiasm. Students were actively involved in discussions and group activities, asking questions, sharing their thoughts, and eagerly participating in the picture-arranging tasks. The teacher played a facilitating role, guiding the students through the learning process and encouraging them to connect the pictures with the Fiqh concepts. The students' body language and facial expressions indicated that they were more engaged and motivated to learn. The control group, which continued to receive traditional instruction, showed only minimal changes in their interest levels. The pre-test and post-test questionnaire results for this group indicated that their interest in learning Fiqh remained largely unchanged. While some students expressed a slight improvement in their engagement, the overall impact of traditional teaching methods was less effective in fostering enthusiasm for the subject. Classroom observations confirmed that the control group remained relatively passive, with fewer instances of active participation compared to the experimental group.

The comparative analysis between the experimental and control groups showed a significant difference in the outcomes. The experimental group, which was exposed to the Picture and Picture learning model, demonstrated a marked increase in their interest, engagement, and motivation. In contrast, the control group showed minimal improvement. This suggests that the Picture and Picture model had a positive effect on students' interest in learning Fiqh, highlighting the benefits of incorporating visual learning strategies into the teaching process. One of the most significant findings was the students' increased ability to connect abstract Fiqh concepts to real-life situations through the pictures. The visual elements provided a concrete representation of the concepts, allowing students to better understand and relate to the material. This approach helped bridge the gap between theoretical knowledge and practical application, making the subject matter more relevant and engaging.

The Picture and Picture learning model also fostered greater collaboration among students. The group-based activities encouraged students to work together, exchange ideas, and solve problems collectively. This collaborative learning environment contributed to a sense of camaraderie and teamwork, which further enhanced the students' interest in learning Fiqh. Additionally, the Picture and Picture model helped develop critical thinking skills. Students were required to analyze the pictures, make connections, and apply their knowledge to organize the images in a meaningful way. This process encouraged higher-order thinking and deeper understanding, as students were not merely memorizing information but actively engaging with the content.

Several students in the experimental group also reported that the Picture and Picture model made learning more enjoyable. The use of pictures as a visual aid made the lessons feel less like a traditional classroom experience and more like an interactive activity. Many students expressed that they looked forward to Fiqh lessons because they found the learning process more dynamic and fun. However, some students in the experimental group initially struggled to adapt to the new learning method. A few students expressed confusion regarding how to connect the pictures to the lesson content and required additional guidance. This suggests that the effectiveness of the Picture and Picture model may depend on the teacher's ability to provide clear instructions and support during the learning process.

Despite the challenges, the overall impact of the Picture and Picture learning model was positive. The model successfully increased student interest in learning Fiqh, making the subject more engaging, interactive, and enjoyable. The use of pictures as a visual tool proved to be an effective strategy for enhancing students' understanding and retention of Fiqh concepts.

The findings also suggest that the Picture and Picture model can be a valuable tool for improving student interest in other subjects as well. By incorporating visual elements into the learning process, teachers can make abstract or complex topics more accessible and relevant to students. This approach promotes active participation, critical thinking, and collaboration, all of which contribute to a more effective and engaging learning environment. In conclusion, the research demonstrates that the Picture and Picture learning model has a significant positive impact on students' interest in learning Fiqh. The model not only increased students' enthusiasm but also helped them connect theoretical concepts to real-life situations, develop critical thinking skills, and collaborate with peers. The findings highlight the importance of using diverse and interactive teaching methods to enhance student engagement and make learning more enjoyable. Future studies could explore the application of this model in other subjects and educational settings to further validate its effectiveness.

DISCUSSION

The findings of this study indicate that the implementation of the Picture and Picture learning model significantly increased students' interest in learning Fiqh at MIN 14 Pidie Jaya. This section will discuss the implications of these findings, analyzing the relationship between the use of visual aids and student engagement, the strengths and challenges of the Picture and Picture model, and the broader impact of these results on educational practices. The primary aim of this study was to determine whether the Picture and Picture learning model could enhance student interest in learning Fiqh. The data collected through questionnaires and classroom observations clearly demonstrate that the model had a positive effect on students' engagement. Prior to the implementation of this model, both the experimental and control groups exhibited low levels of enthusiasm for the subject. This aligns with previous studies suggesting that traditional teaching methods, such as lecture-based instruction, are often insufficient in fostering student engagement, particularly in subjects that students might perceive as challenging or irrelevant to their daily lives.

The results from the experimental group, however, suggest that the Picture and Picture model can be a valuable alternative. The model encourages students to connect visual representations with the content they are learning, making abstract concepts more tangible and easier to understand. In this study, students in the experimental group reported feeling more engaged and motivated during lessons. They noted that the pictures helped them visualize the concepts being discussed, making it easier to grasp the material and relate it to real-life situations. One of the most notable findings was the significant improvement in students' ability to recall and apply the concepts they learned. The Picture and Picture learning model facilitated this by engaging students in a hands-on activity that required them to organize and discuss images related to Fiqh topics. This approach not only stimulated their cognitive engagement but also helped them better retain and apply the material. This aligns with constructivist learning theories, which emphasize the importance of active learning and the creation of meaning through interaction with content.

Moreover, the use of pictures as a learning tool allowed students to see the practical applications of Fiqh in their daily lives. Fiqh, often seen as a theoretical subject, became more accessible and relevant when students could visually connect the concepts to real-world scenarios. This aspect of the Picture and Picture model helped students understand that the subject matter was not merely academic but had practical implications that they could apply to their own experiences. This shift in perspective likely contributed to the increased interest and engagement observed in the experimental group.

The Picture and Picture model also promoted greater collaboration among students. Group activities, in which students worked together to arrange and discuss the pictures, fostered a sense of teamwork and mutual learning. Students were able to share their

perspectives, discuss their ideas, and solve problems together, creating a more dynamic learning environment. This collaborative aspect of the learning process is particularly important, as it helps students develop communication skills, learn to appreciate diverse viewpoints, and build relationships with their peers. Despite these positive outcomes, it is important to acknowledge some of the challenges associated with implementing the Picture and Picture learning model. Some students in the experimental group initially struggled to understand how to connect the pictures to the Fiqh concepts being taught. This difficulty highlights the importance of providing clear instructions and adequate guidance during the implementation of this learning model. Teachers need to ensure that students understand the purpose of the activity and how to use the pictures effectively to support their learning. In this study, the teacher played a crucial role in facilitating the process, helping students to make meaningful connections between the images and the lesson content.

Another challenge observed during the study was the time required to complete the activities. The Picture and Picture model, while engaging, requires more time than traditional lecture-based teaching methods. This time investment may be difficult to manage, especially in schools with strict time constraints for each subject. Teachers may need to carefully plan their lessons to ensure that there is enough time for both the picture-arranging activities and the discussion of key concepts. This could involve adjusting the pace of the lessons or integrating the model into shorter segments rather than dedicating an entire class period to it. While the study found that the Picture and Picture model was particularly effective for the experimental group, the control group, which continued with traditional methods, showed only minimal improvement. This suggests that traditional methods, while still important, may not be sufficient in engaging students and fostering a deeper understanding of the subject matter. The results underscore the need for educators to explore and implement alternative teaching strategies, such as the Picture and Picture model, to keep students engaged and motivated.

The lack of significant change in the control group also highlights the limitations of lecture-based teaching. In many classrooms, especially in subjects like Fiqh, teachers often rely on traditional methods that primarily involve delivering content through lectures, reading assignments, and written tests. While these methods may be effective for transmitting information, they do not necessarily promote active engagement or critical thinking. This study supports the growing body of research that calls for the integration of more interactive, student-centered learning strategies to increase student interest and participation.

Another important observation from the study is the impact of the Picture and Picture model on students' critical thinking skills. As students engaged in the picture-arranging activities, they were required to analyze the images, discuss their relevance to the lesson, and make connections between different concepts. This process of actively engaging with the material helped students develop higher-order thinking skills, such as analysis, synthesis, and evaluation. These skills are essential for academic success and personal development, as they enable students to think critically about the information they encounter and apply their knowledge to real-world problems.

Furthermore, the Picture and Picture model's emphasis on visual learning aligns with the growing recognition of the importance of multiple learning styles. Students have different preferences for how they absorb and process information, and incorporating visual aids can help address the needs of visual learners. In this study, the use of pictures as a tool for learning Fiqh appeared to benefit students who may have struggled with more traditional, text-heavy approaches to learning. By using a combination of visual, auditory, and kinesthetic learning strategies, the Picture and Picture model provides a more inclusive learning environment that can accommodate a diverse range of learning styles.

The success of the Picture and Picture model in this study also suggests that visual learning tools can be effective in other subjects beyond Fiqh. Many subjects, particularly in the social sciences, benefit from the use of visuals to clarify complex ideas and make

abstract concepts more concrete. In subjects like history, geography, and even mathematics, the use of pictures, diagrams, and charts can help students understand difficult concepts and retain information more effectively. This highlights the versatility of the Picture and Picture model and its potential for use across various disciplines.

In addition to its impact on academic performance, the Picture and Picture model also contributed to the development of social skills. Through group activities, students had the opportunity to interact with their peers, exchange ideas, and learn from one another. This collaborative learning environment fostered a sense of community and encouraged students to support one another in their learning. Social learning, as emphasized in Vygotsky's theory, plays a crucial role in cognitive development and helps students build essential interpersonal skills. Despite the challenges faced by some students in adapting to the new model, the overall results of this study suggest that the Picture and Picture learning model is a valuable tool for improving student interest and engagement. The model not only made learning more enjoyable but also helped students connect with the material in a meaningful way. The study suggests that by using interactive, visual learning strategies, teachers can create a more engaging and inclusive classroom environment that motivates students to participate and succeed.

Moreover, the success of this study in the context of Fiqh education has broader implications for religious education in general. Religious studies, often seen as less interactive and more lecture-based, can benefit from the use of visual learning strategies to increase student interest. The integration of visual aids in religious education can help students better understand and relate to the material, making religious teachings more accessible and relevant to their daily lives.

In conclusion, this study demonstrates the effectiveness of the Picture and Picture learning model in enhancing student interest in learning Fiqh. The findings highlight the importance of incorporating visual learning strategies into teaching practices to promote student engagement, foster critical thinking, and improve overall academic performance. Despite the challenges, the Picture and Picture model proved to be a successful and impactful approach, offering valuable insights for educators seeking to improve student learning experiences and outcomes. Future research could explore the application of this model in other subjects and educational contexts to further confirm its effectiveness and broaden its use in schools.

CONCLUSION

The findings of this study provide strong evidence for the positive impact of the Picture and Picture learning model on students' interest in learning Fiqh at MIN 14 Pidie Jaya. By comparing the results of the experimental group, which was exposed to the Picture and Picture model, with the control group, which continued with traditional teaching methods, it became clear that the model significantly increased student engagement, enthusiasm, and participation. The students in the experimental group reported feeling more connected to the subject, and classroom observations revealed more active involvement during lessons. The Picture and Picture model, which uses visual aids to facilitate learning, proved to be an effective strategy for making abstract concepts in Fiqh more accessible and relatable to students.

The pictures helped students visualize the material, making it easier to understand and apply to their own lives. This approach allowed students to connect theoretical knowledge with practical examples, which enhanced their understanding of the subject matter and sparked their curiosity to learn more. In addition to improving students' understanding of Fiqh, the Picture and Picture model also fostered greater collaboration and communication among students. The group-based activities, which involved arranging and discussing pictures, encouraged students to share their ideas, ask questions, and learn from one another. This not only contributed to a more dynamic and interactive learning environment but also helped students develop important social and cognitive skills, such

as teamwork, critical thinking, and problem-solving. Furthermore, the study highlighted the importance of catering to diverse learning styles. The Picture and Picture model, by incorporating visual aids, provided an opportunity for visual learners to engage with the content in a more effective way.

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