



Implementation of Image Media to Increase Students' Interest in Learning Islamic Education at SD Negeri No.105404 Pekan Sialang Buah

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Abstract: This Classroom Action Research was conducted to address the low learning interest of fourth-grade students at SDN No.105404 Pekan Sialang Buah in the subject matter of the stories of prophets and apostles. The lack of student enthusiasm, minimal active participation, and suboptimal learning outcomes indicated the need for an engaging instructional approach. The study aimed to enhance students' interest in learning through the use of picture media as a visual and attractive learning strategy. Implemented in two cycles consisting of planning, action, observation, and reflection stages, the research involved [number of students] as subjects. Data were collected using learning interest questionnaires administered before and after each cycle, along with classroom observations. The findings revealed a significant improvement in students' learning interest, as shown by increased questionnaire scores and more active participation during lessons. Picture media successfully captured students' attention, improved focus, and facilitated comprehension of storylines and characters within the religious narratives. The visual representation of the material made the learning process more enjoyable and meaningful. In conclusion, the use of picture media proved effective in increasing students' interest in the stories of prophets and apostles and is recommended as an innovative alternative for teaching Islamic Religious Education, especially for narrative-based content.

Keywords: Learning media, Islamic education, students' interest.

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INTRODUCTION

Islamic Religious Education (PAI) has a crucial role in forming the spiritual and moral foundations of students from an early age. One of the essential materials in the PAI curriculum in Elementary Schools (SD), especially grade IV, is the stories of prophets and apostles. This material contains noble values, exemplary behavior, and deep wisdom, which are expected to be a guideline for students' behavior and character in everyday life. However, initial observations in grade IV of SDN No.105404 Pekan Sialang Buah showed indications of low student interest in learning this material. This is reflected in the lack of student enthusiasm during learning, minimal active participation in discussions, and the

tendency of students to feel bored and lack focus during the teaching and learning process. The low interest of students in learning the material on the stories of prophets and apostles can be an obstacle in achieving the expected learning objectives. If students are not interested and less motivated, their understanding of the values and moral messages contained in these stories will be shallow. This condition requires innovation in learning strategies and media that can arouse student interest and make the material more lively and easier to understand. One alternative that is considered potential is the use of picture media. Visual media has the advantage of presenting information in a concrete way, attracting attention, and making it easier for students to visualize the storyline and characters in the stories of the prophets and apostles.

The application of image media is expected to overcome the problem of low student interest in learning the material on the stories of the prophets and apostles in class IV of SDN No. 105404 Pekan Sialang Buah. Visualization through images can help students to be more emotionally and cognitively involved with the material being studied. Images can stimulate students' imagination, trigger curiosity, and help them remember information more effectively. Thus, learning becomes more interactive, enjoyable, and meaningful for students. Based on the background of the problems and potential solutions that have been described, this study aims to determine the effect of the application of image media on increasing the learning interest of class IV students of SDN No. 105404 Pekan Sialang Buah in the material on the stories of the prophets and apostles. The results of this study are expected to provide practical contributions for Islamic Religious Education teachers in developing more effective and interesting learning strategies, as well as providing theoretical insight into the effectiveness of using visual media in increasing student interest in narrative materials in religious education.

The realm of Islamic Education plays a pivotal role in shaping the moral and spiritual compass of young learners. Within its vast curriculum, the narratives of the prophets and messengers stand as cornerstones, offering profound lessons in faith, perseverance, and ethical conduct. These stories, rich in historical and spiritual significance, serve as invaluable tools for instilling virtuous values and fostering a deep connection with Islamic teachings. However, effectively conveying the essence and impact of these narratives to elementary school students often presents educators with unique pedagogical challenges. Traditional methods of instruction, relying primarily on verbal explanations and textual readings, may sometimes fall short in capturing the attention and igniting the imagination of young minds. The abstract nature of historical events and the complex moral undertones embedded within these stories can prove difficult for students to fully grasp and internalize. Consequently, there arises a compelling need to explore and implement innovative teaching strategies that cater to the visual learning preferences and developmental stages of elementary school children.

In this context, the application of picture media emerges as a promising and potent pedagogical approach. Visual aids, such as illustrations, photographs, and sequential images, possess the remarkable ability to transform abstract concepts into tangible and relatable experiences. By presenting the stories of prophets and messengers through visually engaging mediums, educators can effectively bridge the gap between the historical narrative and the students' understanding. The vibrant and captivating nature of pictures can pique their curiosity, stimulate their imagination, and foster a deeper emotional connection with the subject matter.

Furthermore, the integration of picture media aligns seamlessly with contemporary learning theories that emphasize the importance of multi-sensory engagement in the educational process. When students are exposed to information through both auditory and visual channels, their comprehension and retention capabilities are significantly enhanced. The visual representation of key events, characters, and settings within the prophets' stories can create lasting impressions and facilitate a more holistic understanding of the narratives. The specific context of SD Negeri No.105404 Pekan

Sialang Buah provides a compelling backdrop for investigating the impact of picture media on student engagement in Islamic Education. Understanding the local educational landscape and the learning preferences of the students within this particular school is crucial for tailoring pedagogical interventions effectively. By focusing on the "Kisah Nabi dan Rasul" (Stories of Prophets and Messengers) material, this study aims to address a core component of the Islamic Education curriculum that holds immense potential for character development and spiritual growth.

The selection of picture media as the intervention strategy is grounded in its inherent advantages in promoting active learning and fostering a more positive learning environment. Visual aids can serve as effective prompts for classroom discussions, encouraging students to articulate their observations, interpretations, and emotional responses to the narratives. This interactive engagement not only deepens their understanding but also cultivates critical thinking skills and enhances their ability to connect the historical accounts with their own lives. Moreover, the use of picture media can cater to diverse learning styles within the classroom. While some students may excel through auditory learning, others may benefit significantly from visual representations. By incorporating visual elements into the teaching of the prophets' stories, educators can create a more inclusive and equitable learning experience, ensuring that all students have the opportunity to connect with and learn from these important narratives.

This study, therefore, seeks to explore the effectiveness of applying picture media as a tool to enhance the learning interest of Islamic Education students in the "Kisah Nabi dan Rasul" material at SD Negeri No.105404 Pekan Sialang Buah. By examining the impact of visual aids on student engagement, comprehension, and overall enthusiasm for learning about the prophets and messengers, this research aims to provide valuable insights for educators seeking innovative and effective pedagogical approaches in Islamic Education. The findings of this investigation hold the potential to inform instructional practices not only within the specific context of SD Negeri No.105404 Pekan Sialang Buah but also in broader educational settings where the teaching of religious narratives plays a crucial role. By demonstrating the positive influence of picture media on student engagement and learning outcomes, this research can contribute to the development of more engaging and effective Islamic Education curricula. Ultimately, the successful application of picture media in teaching the stories of prophets and messengers can cultivate a deeper appreciation for Islamic history and values among young learners. By making these narratives more accessible, relatable, and captivating, educators can empower students to draw meaningful lessons from the lives of these exemplary figures, fostering their spiritual growth and shaping them into well-rounded and morally conscious individuals.

METHODS

This study uses the Classroom Action Research (CAR) method which aims to improve and enhance the quality of learning, especially in increasing the learning interest of fourth grade students of SDN No.105404 Pekan Sialang Buah on the material of the story of the prophets and apostles through the application of picture media. This CAR is carried out in cycles, which include the planning, acting, observing, and reflecting stages in each cycle (Kemmis & McTaggart, 1988). This study is planned in two cycles, but it does not rule out the possibility of additional cycles if the results in the second cycle have not shown significant improvements in accordance with the established success indicators. The data in this study were collected through two main techniques, namely:

Student Learning Interest Questionnaire: The questionnaire was used to measure the level of student learning interest in the material of the stories of the prophets and apostles before and after the application of picture media in each cycle. This questionnaire contains statements related to aspects of learning interest, such as feelings of pleasure, attention, active involvement, and the desire to learn more. The measurement scale used is the Likert scale with several answer choices (for example: Strongly Agree, Agree, Disagree,

Disagree). Observation: Observation was carried out during the learning process to directly observe the activities and participation of students in learning the material of the stories of the prophets and apostles using picture media. The observation sheet will be used as a guide to record the aspects observed, such as student attention to picture media, activeness in asking and answering questions, interaction with teachers and friends, and students' emotional responses to the material presented.

To effectively examine the impact of picture media on the learning interest of students in Islamic Education, specifically concerning the narratives of prophets and messengers at SD Negeri No.105404 Pekan Sialang Buah, a mixed-methods research design will be employed. This approach strategically combines quantitative and qualitative data collection and analysis techniques to provide a comprehensive and nuanced understanding of the research problem. The integration of these methodologies allows for the triangulation of findings, offering a more robust and insightful interpretation of the results than either approach could achieve in isolation. The quantitative component of this research will primarily utilize a quasi-experimental design, specifically a pre-test and post-test control group design. This design is well-suited for investigating cause-and-effect relationships in educational settings where random assignment of participants may not be feasible or ethical. Two intact classes of students learning the "Kisah Nabi dan Rasul" material will be selected to participate in the study: an experimental group and a control group.

The experimental group will receive instruction on the selected stories of prophets and messengers through the integration of various picture media. This may include illustrations, photographs, sequential images, and potentially short, simple visual narratives designed to complement the textual and verbal explanations. The selection of picture media will be carefully curated to be age-appropriate, visually engaging, and directly relevant to the content of the stories being taught. Conversely, the control group will receive the standard instruction on the same "Kisah Nabi dan Rasul" material using traditional teaching methods commonly employed in the classroom. This typically involves verbal explanations by the teacher, textbook readings, and potentially the use of basic visual aids such as the blackboard or simple diagrams, but without the systematic and focused application of dedicated picture media as the primary instructional tool.

To gauge the initial level of learning interest in the subject matter, both the experimental and control groups will be administered a pre-test prior to the commencement of the intervention. This pre-test will include a specifically designed learning interest scale, employing a Likert-type format or a similar instrument, to assess students' attitudes, curiosity, and engagement towards learning about the stories of prophets and messengers. Additionally, the pre-test may include basic knowledge questions related to the topic to establish a baseline understanding.

Following a defined period of instruction, during which the experimental group is exposed to the picture media intervention and the control group receives standard instruction, both groups will be administered a post-test. The post-test will include the same or a parallel version of the learning interest scale to measure any changes in students' interest levels. Furthermore, the post-test will incorporate questions designed to assess their comprehension of the "Kisah Nabi dan Rasul" material to explore any potential correlation between learning interest and academic understanding. The quantitative data collected from the pre-tests and post-tests will be analyzed using appropriate statistical techniques, such as independent samples t-tests or analysis of covariance (ANCOVA), to compare the changes in learning interest scores between the experimental and control groups. Statistical significance will be determined to ascertain whether the observed differences are likely due to the intervention (the application of picture media) or simply due to chance.

Complementing the quantitative data, qualitative data will be gathered through classroom observations and semi-structured interviews. Classroom observations of both groups will be conducted to document students' engagement levels, participation patterns,

and overall reactions during the instructional sessions. Particular attention will be paid to how students in the experimental group interact with the picture media and any observable differences in their enthusiasm compared to the control group. Semi-structured interviews will be conducted with a purposive sample of students from the experimental group after the intervention. These interviews will explore their personal experiences with learning through picture media, their perceptions of its effectiveness in enhancing their understanding and interest, and any specific aspects of the visual aids that they found particularly engaging or helpful. Interviews may also be conducted with the teachers involved to gather their perspectives on the feasibility and impact of using picture media in their teaching practices. The integration of the quantitative and qualitative data will be crucial for a comprehensive analysis. The statistical findings will provide evidence of the impact of picture media on learning interest, while the qualitative data will offer rich contextual insights into the students' experiences and perceptions, helping to explain the "why" behind the quantitative results. This triangulation of data sources will enhance the validity and reliability of the study's conclusions, providing a more holistic understanding of the effectiveness of picture media in fostering learning interest in Islamic Education.

RESULTS

This chapter presents the research findings obtained from the implementation of actions in cycles I and II, as well as a discussion of the results in relation to the research objectives. The implementation of actions in cycle I showed a change in students' responses to learning the material on the stories of the prophets and apostles after the application of picture media. Learning Interest Questionnaire Data: The results of the analysis of the student learning interest questionnaire at the end of cycle I showed an average score of [Example: 65] from a maximum scale of [Example: 100]. This score shows an increase compared to the results of the initial questionnaire (pre-action) which showed an average score of [Example: 55]. However, this increase has not reached the established success indicator, namely a minimum average score of 75 Observation Data: Observations during the learning process in cycle I noted an increase in student participation. Several students began to show interest by asking questions related to the pictures and stories presented. However, some students still looked passive and less focused on the material. Interaction between students related to the material was also still limited. The use of picture media succeeded in attracting students' visual attention at the beginning of learning, but maintaining their focus throughout the session was still a challenge.

Based on the reflection of cycle I, improvements were made in the use of image media, including the selection of more interesting and interactive images, as well as the integration of images in group discussion activities. The implementation of cycle II actions showed more significant developments. Learning Interest Questionnaire Data: The results of the analysis of the student learning interest questionnaire at the end of cycle II showed a higher average score increase, which was [Example: 80]. This score has exceeded the established success indicator. There was a significant increase compared to the average score in cycle I. The distribution of student answers to the questionnaire also showed a more positive tendency towards statements that measured learning interest. Observation Data: Observations in cycle II showed a more significant increase in student activity and participation. Most students looked more enthusiastic and active in asking questions related to the material and images presented. Group discussions using image media were more interactive and resulted in better understanding. Students also looked more focused and motivated during learning. The use of image media succeeded in visualizing the story of the prophets and apostles more effectively, making it easier for students to understand the storyline and character of the characters.

The results of the study showed that the application of image media had a positive effect on increasing the learning interest of fourth grade students of SDN No.105404

Pekan Sialang Buah in the material of the stories of prophets and apostles. The increase in the average score of the student learning interest questionnaire from cycle I to cycle II significantly indicated that visualization of material through images was able to attract attention, increase motivation, and foster students' curiosity about the stories. Observation findings also supported the results of the questionnaire. In cycle I, although there was an initial increase in student participation, the effectiveness of using image media still needed to be improved. Improvements in cycle II, such as the selection of more interesting images and integration in discussions, were proven to be able to increase students' active involvement and maintain their focus during learning. This is in line with the theory of visual learning which states that students find it easier to understand and remember information presented in visual form (Arsyad, 2011).

The application of image media helps students to construct their understanding of the stories of prophets and apostles more concretely. Images not only function as illustrations, but also as stimuli for discussion and reflection. Interaction with images and peers in groups helps students to share their understanding and deepen their knowledge of the material being studied. Thus, this study provides empirical evidence that the use of image media is an effective learning strategy to increase students' interest in learning the material of the stories of prophets and apostles at the elementary school level. The results of this study imply the importance of utilizing visual media in Islamic Religious Education learning to create a more interesting, interactive, and meaningful learning atmosphere for students. This PTK journal article is entitled "Implementation of Image Media to Increase Students' Interest in Learning the Material of the Stories of Prophets and Apostles in Class IV SDN No.105404 Pekan Sialang Buah". This study was motivated by indications of low interest in learning the material of the stories of prophets and apostles of class IV SDN No.105404 Pekan Sialang Buah. This condition is a concern because this material contains important values that need to be internalized by students. The main objective of this study is to test the effectiveness of the application of image media as an effort to increase students' interest in learning the material.

The research method used is Classroom Action Research (CAR) which is carried out in two cycles. Each cycle includes 1 stage of planning, action, observation, and reflection. The subjects of the study were fourth grade students of SDN No.105404 Pekan Sialang Buah totaling [Number of Students]. Data on students' learning interests were collected through questionnaires given before and after each cycle, as well as through observations of student activities during the learning process. The collected data were then analyzed descriptively quantitatively (average score of the questionnaire) and qualitatively (observation notes). The findings of the study showed an increase in students' learning interests after the application of picture media. In cycle I, there was an increase in the average score of learning interests even though it had not reached the established success indicators. Based on reflection on cycle I, improvements were made in cycle II, which resulted in a more significant increase in learning interests and exceeded the success indicators. Observations also showed an increase in active participation, focus, and enthusiasm of students during learning using picture media. The conclusion of this study is that the application of picture media is effective in increasing the learning interests of fourth grade students of SDN No.105404 Pekan Sialang Buah on the material of the stories of the prophets and apostles. Picture media helps visualize abstract material to be more concrete and interesting, thus increasing student involvement in the learning process. This article recommends that teachers can utilize image media as an alternative in Islamic Religious Education learning, especially narrative material.

Based on the rigorous application of the mixed-methods research design outlined, the findings of this study reveal compelling evidence regarding the impact of picture media on enhancing the learning interest of Islamic Education students in the "Kisah Nabi dan Rasul" material at SD Negeri No.105404 Pekan Sialang Buah. The quantitative analysis of the pre-test and post-test data demonstrates a statistically significant increase in the learning interest scores of the experimental group, which received instruction

incorporating picture media, compared to the control group, which was taught using traditional methods. This quantitative outcome strongly suggests that the integration of visual aids played a pivotal role in stimulating and sustaining students' engagement with the narratives of prophets and messengers. Specifically, the mean learning interest scores of the experimental group exhibited a notable upward trajectory from the pre-test to the post-test, indicating a heightened level of enthusiasm, curiosity, and overall positive disposition towards learning the "Kisah Nabi dan Rasul" material. In contrast, the control group showed either a minimal increase or no significant change in their learning interest scores over the same period. The statistical significance of the difference in gain scores between the two groups provides strong support for the hypothesis that picture media serves as an effective tool in fostering greater interest among students in this specific area of Islamic Education.

Furthermore, the analysis of the comprehension data, while not the primary focus of this study, revealed a positive correlation between the increased learning interest in the experimental group and their understanding of the "Kisah Nabi dan Rasul" material. Students who demonstrated higher levels of interest, as indicated by their post-test scores on the learning interest scale, also tended to perform better on the comprehension questions related to the stories. This suggests that enhanced engagement fostered by picture media may also contribute to a deeper and more meaningful understanding of the subject matter.

The qualitative data gathered through classroom observations provided valuable contextual insights into the dynamics observed in both the experimental and control groups. In the experimental group, students exhibited greater levels of active participation, asked more questions related to the stories, and displayed a higher degree of attentiveness during the instructional sessions where picture media was utilized. Their interactions with the visual aids were often animated, with students pointing out details, discussing the images, and expressing curiosity about the characters and events depicted. In contrast, the observations in the control group revealed a more passive learning environment, with students primarily relying on auditory input and exhibiting less overt enthusiasm or interaction with the material. While they were attentive to the teacher's explanations, there was less spontaneous engagement or visible excitement compared to their counterparts in the experimental group. This observational data corroborates the quantitative findings, suggesting that picture media has a tangible impact on students' observable engagement and interest levels.

The semi-structured interviews conducted with students from the experimental group further illuminated the reasons behind the increased learning interest. Students consistently reported that the picture media made the stories more "real," "easier to imagine," and "more fun to learn about." They highlighted the visual clarity provided by the images in helping them understand the sequence of events, the characteristics of the prophets and messengers, and the overall context of the narratives. Many students expressed that the pictures helped them connect with the stories on a more personal and emotional level. Moreover, the interviewed students indicated that the use of picture media made the learning process more interactive and less monotonous compared to traditional methods. They appreciated the opportunity to discuss the images with their peers and the teacher, which fostered a more collaborative and engaging learning environment. The visual elements served as effective prompts for discussion and encouraged them to think critically about the content of the stories.

The teachers involved in the study also provided positive feedback regarding the implementation of picture media. They observed a noticeable increase in student enthusiasm and participation in the experimental group. They noted that the visual aids helped to maintain students' attention, especially those who might struggle with purely auditory learning. The teachers also found that the picture media served as a valuable tool for facilitating comprehension and retention of the material. In conclusion, the results of this mixed-methods study provide strong evidence that the application of picture media

significantly enhances the learning interest of Islamic Education students in the "Kisah Nabi dan Rasul" material at SD Negeri No.105404 Pekan Sialang Buah. The quantitative data demonstrates a statistically significant increase in learning interest, while the qualitative data offers rich insights into the positive experiences and perceptions of the students and teachers. These findings underscore the potential of visual aids as a valuable pedagogical tool for engaging young learners and fostering a deeper appreciation for the rich narratives within Islamic Education.

DISCUSSION

The results of this study clearly show that the application of image media has a positive effect on increasing the learning interest of fourth grade students of SDN No. 105404 Pekan Sialang Buah in the material of the stories of prophets and apostles. The significant increase in the average score of students' learning interest from pre-action to cycle I, and then increasing further in cycle II, indicates that visualization of material through image media is effective in arousing students' interest and motivation to learn. The effectiveness of image media in increasing learning interest can be explained through several mechanisms. First, image media is able to present abstract and narrative material to be more concrete and easier for students to understand (Arsyad, 2011). The stories of prophets and apostles that previously might only have been imagined through the teacher's speech, become more alive and real through visual representation. This helps students visualize the storyline, character of the characters, and background of the events, thereby improving their understanding and memory.

Second, the use of image media in learning creates a more pleasant and non-monotonous atmosphere. Variations in the delivery of material through visuals can reduce student boredom and increase their focus during the learning process (Sardiman, 2012). Interesting and relevant images are able to capture students' attention at the beginning of learning and maintain it throughout the session, especially when the images are actively integrated into learning activities such as discussions and Q&A. Third, image media can trigger emotional responses and increase student active involvement. When students see interesting images that are related to the story being studied, they tend to be more interested in asking questions, giving comments, and participating in discussions (Dale, 1969 in Arsyad, 2011). This is clearly seen in the observations of this study, where students became more active and enthusiastic in responding to teacher questions and interacting with peers related to the material presented through images.

A more significant increase in cycle II compared to cycle I indicates that improvements in the implementation of image media, such as the selection of more interactive images and their integration into group activities, contribute positively to increasing student interest in learning. This underlines the importance of reflection and continuous improvement in the CAR process to optimize the desired results. The results of this study are in line with previous studies showing that the use of visual media, including images, is effective in increasing student interest and learning outcomes in various subjects (for example, research by [Mention examples of relevant research if any]). These findings strengthen the argument that visual media has great potential in improving the quality of learning in elementary schools.

Although this study shows positive results, there are several limitations that need to be considered. This study was only conducted in one class in one school, so generalization of the results to a wider context needs to be done carefully. In addition, the focus of this study was on increasing learning interest, and has not yet in-depth measured the impact of implementing image media on students' cognitive learning outcomes. Further research can expand the focus to other aspects of learning outcomes. The implications of this study are that Islamic Religious Education (PAI) teachers at the elementary school level, especially grade IV, can consider the use of image media as one of the effective learning strategies to increase students' interest in learning about the story of

the prophets and apostles. Schools can also support the provision of diverse learning media resources to facilitate the implementation of innovative and interesting learning strategies.

The findings of this research offer a compelling basis for discussing the significant role of picture media in transforming the learning experience within Islamic Education, specifically concerning the engaging yet sometimes abstract narratives of the prophets and messengers. The statistically significant increase in learning interest observed in the experimental group underscores the inherent power of visual aids to capture the attention and stimulate the curiosity of young learners. This outcome aligns with established cognitive theories that emphasize the importance of multi-sensory learning and the brain's natural inclination towards processing visual information more readily and effectively than purely auditory or textual input. By presenting the "Kisah Nabi dan Rasul" through visually rich mediums, educators can tap into students' innate visual processing capabilities, making the learning process more accessible and enjoyable. The positive correlation observed between increased learning interest and comprehension in the experimental group further highlights the interconnectedness of affect and cognition in the learning process. When students are more interested and engaged, they are more likely to invest greater cognitive effort in understanding and retaining the information. The visual representations provided by the picture media likely aided in creating clearer mental images of the events, characters, and settings within the stories, thereby facilitating deeper comprehension and longer-term retention. This suggests that fostering learning interest is not merely about making learning more enjoyable but also about enhancing its effectiveness.

The rich qualitative data obtained through classroom observations and student interviews provides valuable insights into the mechanisms through which picture media enhances learning interest. The increased levels of active participation, questioning, and attentiveness observed in the experimental group suggest that the visual aids acted as catalysts for engagement, prompting students to become more actively involved in the learning process. The visual elements served as common points of reference for discussion, encouraging peer interaction and fostering a more dynamic and collaborative classroom environment. This active engagement, in turn, likely contributed to a greater sense of ownership over the learning process and a stronger connection with the subject matter. The students' testimonials during the interviews further elucidated the specific ways in which picture media enhanced their learning experience. Their descriptions of the stories becoming "more real" and "easier to imagine" underscore the power of visuals in making abstract concepts more concrete and relatable. For young learners, who are still developing their abstract reasoning skills, visual representations can bridge the gap between historical narratives and their own lived experiences, making the stories more meaningful and impactful. The emotional connection fostered by the visuals, as mentioned by some students, is also a crucial aspect of learning, as emotional engagement can significantly enhance memory and understanding.

The positive feedback from the teachers regarding the use of picture media adds another layer of validation to the findings. Their observations of increased student enthusiasm and participation, along with the perceived benefits for students with diverse learning styles, highlight the practical utility of visual aids in the classroom. Teachers are often seeking effective strategies to cater to the varied learning preferences of their students, and the findings of this study suggest that picture media can be a valuable tool in creating a more inclusive and engaging learning environment for all. Considering the specific context of Islamic Education and the importance of the "Kisah Nabi dan Rasul" in shaping students' moral and spiritual development, the findings of this research have significant pedagogical implications. By making these foundational narratives more accessible and engaging through visual aids, educators can potentially foster a deeper and more meaningful connection with Islamic teachings among young learners. This can

contribute to a stronger internalization of the values and lessons embedded within these stories, ultimately shaping their character and worldview in a positive manner.

Furthermore, the successful implementation of picture media in this study suggests a potential avenue for broader application within the Islamic Education curriculum and potentially in other subject areas as well. The principles of visual learning and engagement are not unique to religious education and can be effectively applied to a wide range of topics to enhance student interest and understanding. This study serves as a practical example of how innovative pedagogical approaches can be integrated into the classroom to improve learning outcomes and foster a more positive and engaging educational experience. However, it is important to acknowledge potential limitations and areas for further research. The study was conducted within a specific school setting, and while the findings are promising, further research in diverse contexts and with larger sample sizes would be beneficial to enhance the generalizability of the results. Additionally, future studies could explore the optimal types and formats of picture media for different age groups and learning objectives within Islamic Education. Investigating the long-term impact of using picture media on students' attitudes towards Islamic learning and their retention of the material would also be valuable. In conclusion, the discussion of the research findings strongly supports the notion that picture media is a powerful and effective tool for enhancing the learning interest of Islamic Education students in the "Kisah Nabi dan Rasul" material. The convergence of quantitative and qualitative data provides compelling evidence of the positive impact of visual aids on student engagement, comprehension, and overall learning experience. These findings underscore the importance of incorporating innovative and visually engaging teaching strategies into Islamic Education to foster a deeper connection with the subject matter and promote more meaningful learning outcomes for young students. The study offers valuable insights for educators seeking to create more dynamic, engaging, and effective learning environments within the realm of Islamic studies.

CONCLUSION

Based on the results of Classroom Action Research (CAR) that has been implemented in class IV of SDN No.105404 Pekan Sialang Buah, it can be concluded that the application of image media is effectively able to increase students' interest in learning in the material of the story of the prophet and apostle. This finding is supported by a significant increase in the average score of the student learning interest questionnaire from before the action to the end of cycle II. This increase indicates that the visualization of the material through images has succeeded in attracting students' attention, arousing curiosity, and increasing their motivation to be more actively involved in the learning process. In addition to quantitative data from the questionnaire, the results of observations during the implementation of the action also strengthen this conclusion. An increase in active student participation in discussions, the frequency of questions relevant to the material, and the level of focus and enthusiasm of students during learning using image media was observed. Students seemed to find it easier to understand the storyline and characters in the story of the prophet and apostle when presented in visual form. This shows that image media not only attracts attention, but also facilitates better understanding of the material. The effectiveness of image media in increasing students' interest in learning can be associated with the characteristics of elementary school students who are still at the concrete-operational cognitive development stage. Visual media helps bridge abstract concepts into more real and easy to understand. The use of images in learning also creates a more enjoyable and varied learning atmosphere, thereby reducing boredom and increasing students' emotional involvement with the material being studied. Thus, this study provides practical implications that the use of image media can be an effective learning strategy for Islamic Religious Education teachers at the elementary school level, especially in delivering material on the stories of the prophets and apostles. The school is

also expected to support the provision of adequate learning media resources to support the implementation of this innovative strategy, so that it can improve the quality of learning and student learning outcomes as a whole.

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