



IMPLEMENTATION OF THE PICTURE AND PICTURE LEARNING MODEL FOR GRADE IV STUDENTS AT SDIK ASY-SYAFI'I

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Abstract

This study aimed to determine the effectiveness of the application of the Picture and Picture learning model in improving the learning outcomes of students in the subject of Islamic Religious Education in grade IV of SDIK Asy-Syafi'i. This study used a quantitative approach with a pre-experimental design method in the form of a one-group pretest-posttest design. The participants were 18 students. Data were collected through learning outcome tests in the form of pre- and post-tests. The data obtained were then analyzed using the calculation of the average and Normalized Gain (N-Gain). The results showed that the average pre-test score of 66.39 increased to 85.00 in the post-test, with an increase of 19.11 points. The N-Gain value obtained was 0.66, which was in the medium category. In addition, the completeness of students' learning increased from 44% to 78%. These results demonstrate that the application of the PiPeL model is effective in improving student learning outcomes. This model can increase students' activity and understanding through the use of visual media in the learning process. Thus, the PiP learning model can be used as an alternative to improve the quality of learning, especially in the subject of Islamic Religious Education in elementary schools.

Keywords: Picture and Picture, Learning Outcomes, Islamic Religious Education, Elementary School

A. Introduction

Education is a fundamental aspect of improving the quality of human resources. According to Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and process

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so that students actively develop their potential. An effective learning process is significantly influenced by the selection of an appropriate learning model. Bruce Joyce states that a learning model is a plan or pattern that can be used to shape the curriculum, design learning materials, and guide learning in the classroom. However, the learning process in elementary schools is often dominated by lectures. According to Djamarah (Sekretariat Negara, 2003)(Bruce et al., 2009)*et al*, excessively used lecture methods can cause students to become passive and less involved in the learning process. This has an impact on the low understanding of concepts and student learning outcomes. (Djamarah et al., 2010)

This study was conducted at Character Asy-Syafi'i Islamic Elementary School. The Character Asy-Shafi'i Islamic Elementary School is an Islamic-based elementary school that implements the Quran and As Sunah in the learning process. One of the curricula implemented at the school is the Diniyah Curriculum. The curriculum includes PAI and Ethics subjects. This research focuses on grade IV students of SDIK Asy-Syafi'i. Based on observations of the PAI and Ethics learning process, it was found that there was a lack of motivation and focus on learning so that the results were less than optimal. Most religious learning methods use the lecture method. Therefore, most students do not meet the Minimum Completeness Criteria/Learning Goal Achievement Criteria, which are obtained from the results of summative assessments given in each learning process. To overcome this problem, it is necessary to develop a suitable model to achieve maximum results.

One alternative learning model that can be used to overcome these problems is the *Picture and Picture* learning model. According to Miftahul and Huda, *the Picture and Picture* model is a learning model that uses pictures as the main medium and requires students to sequence pictures logically. Furthermore, Suprijono explained that the (Miftahul & Huda, 2013)*Picture and Picture* model can improve logical thinking skills and help students understand the material more concretely. This is in line with the opinion of Arsyad and Azhar, who stated that visual media, such as pictures, can clarify the presentation of messages so that they are easier to understand by students. Based on this description, the application of the (Suprijono & Agus, 2012)(Arsyad & Azhar, 2011)*Picture and Picture* learning model is expected to increase student activity and learning outcomes in the learning process.

Research using the *Picture and Picture* model was previously conducted by Sandy and Suzie at SD Negeri 36 Pagar Alam. The results of the study show that learning with the application of the Cooperative Learning Model *Type Picture and Picture* can improve the morals of students in learning, especially in the subject of Islamic Religious Education. In addition, Prihatini (Sandy & Suzie, 2021) have also conducted research at MI Al-Ikhlâs Cidâdas Bogor with the results of the study showing that *the Picture and Picture* learning

model can be used as an alternative for teachers in the Fiqh learning process in order to develop a learning model that is applied to students, so that students do not feel bored when doing learning activities, the saturation can be minimized optimally, with the application of the Picture And Picture learning model in the learning process to determine the influence on students' cognitive learning outcomes to contribute optimally in the learning process. Another study was conducted by Rosnaimar at SDN Kuala Baro. The results of the study show that the increase in motivation and learning outcomes is due to the fun of the learning process. This can be seen from the enthusiasm of students that arises when learning is carried out in groups, and that students can learn to respect and be responsible for each other. Another study was conducted by Salsabila and Annisa at SD Al-Irsyad Tegal. The results of the study showed that the implementation of the Picture and Picture model significantly increased students' activeness in PAI learning. This model facilitates interaction and discussion among students, encourages them to think critically, and creates a lively and conducive learning atmosphere. Therefore, the Picture and Picture model is recommended for use in PAI learning and other subjects to increase student activity and participation. Another study was also conducted by Oktaviani and Lidia at SMPN 31 Bandar Lampung. The results of this study show that the implementation of (Prihatini et al., 2022)(Rosnaimar, 2025)(Salsabila & Annisa, 2023)the *Picture and Picture* model in increasing the creativity of students in the subject of Islamic religious education class VII at SMPN 31 Bandar Lampung.(Oktaviani & Lidia, 2024)

B. Method

This type of research is quantitative. This study uses a one-group *pretest-posttest design*, namely measurements are taken before (*pretest*) and after (*posttest*) treatment. This was done to compare the results before and after the implementation of the *Picture and Picture* model. The subjects of the study were 18 students in grade IV of SDIK Asy-Syafi'i. The object of the research is the implementation of the *Picture and Picture learning model* in the subject of Islamic Religious Education (PAI) material The Story of the Hijrah Journey of the Prophet Muhammad صلى الله عليه وسلم to Medina. Quantitative research emphasizes the objective measurement of social phenomena through numerical data and statistical analysis. Creswell *et al.* stated that quantitative research is an approach to test theories by measuring research variables and analyzing data using statistical procedures. (Creswell et al., 2014)

Sugiyono stated that quantitative research is based on the philosophy of positivism which is used to research on certain populations or samples with certain sampling techniques, data collection using research instruments, and quantitative or statistical data analysis with the aim of testing the hypothesis that has been set. A pretest-posttest

design is a form of design in experimental research that is used to determine the influence of a treatment on the research subject. According to Campbell (Sugiyono, 2017), this design involves measurements before (*pretest*) and after (*posttest*) treatment is given. (Campbell et al., 1963)

Suharsimi Arikunto explained that *the pretest* is used to determine the initial condition of the research subject, while *the posttest* is used to determine the changes that occur after being given treatment. Thus, the difference between *the pre-test* and *post-test* results can indicate the effectiveness of a treatment. Data analysis in *pretest-posttest research* generally uses statistical tests, such as t-tests. According to Sugiyono, the t-test is used to find out if there is a significant difference between (Arikunto & Suharsimi, 2013) *the pretest* and *posttest scores*. This hypothesis is a provisional conjecture of the research results. According to Creswell (Sugiyono, 2017), hypotheses in quantitative research usually consist of a null hypothesis (H0) and an alternative hypothesis (H1). In this study, H0: There was no effect of treatment on learning outcomes, and H1: There was an effect of treatment on learning outcomes.(Creswell et al., 2014)

C. Findings and Discussion

1. Findings

This study was conducted on 18 students using a *pretest-posttest* design to determine the effect of the application of *the Picture and Picture learning model* on student learning outcomes. The following are the results of *the students' pre- and post-tests*. The results are presented in Table. 1 below.

Table. 1 Results *Pretest* and *Posttest* Students

No	Name	<i>Pretest</i>	<i>Posttest</i>	No	Name	<i>Pretest</i>	<i>Posttest</i>
1	FH	35	60	10	HR	70	95
2	NF	40	60	11	RF	75	100
3	HK	40	60	12	AY	80	100
4	FL	50	70	13	FHM	80	100
5	AH	60	75	14	HFZ	85	100
6	BY	60	80	15	NN	80	90
7	HY	65	85	16	UR	80	95
8	MF	65	80	17	HH	85	100
9	NO	60	80	18	YF	85	100

The average *pre-test* score was 66.39. After learning, the *average post-test* score increased to 85.00. The average increase in the value was 18.61. The results of the

statistical test showed a calculated t-value of 19.11. The average N gain was 0.66, indicating an increase in learning outcomes at medium-to-high levels.

a. Pretest Results

Based on *the pre-test* data, the lowest score was 35 and the highest score was 85, with an average score (mean) of 66.11. This shows that the students' initial abilities before treatment were still in the medium category.

b. Posttest Results

After being treated with the application of *the Picture and Picture learning model*, there was an increase in student learning outcomes. The *post-test* scores ranged from 60 to 100, with a mean score of 84.72. This increase indicated a significant change in students' abilities after participating in learning.

c. Paired Sample t-test results

To determine whether the increase in learning outcomes was statistically significant, a t-test was conducted using the following formula:

$$t = \frac{Md}{Sd/\sqrt{n}}$$

Description:

Md = Average difference (*posttest* - *Pretest*)

Sd = standard deviation of difference

n = number of samples

The results of the calculations are as follows:

Average difference (Md) = 18.61

Standard deviation (Sd) = 4.13

Number of samples (n) = 18

Value t_{hitung} = 19.11

With a degree of freedom (df) of $n - 1 = 17$ and a significance level of 0.05, ≈ 2.11 .
Because: t_{tabel}

$$t_{hitung}(19,11) > t_{tabel}(2,11)$$

Thus, H_0 is rejected, and H_1 is accepted. This means that the application of *the Picture and Picture learning model* significantly influenced the students' learning outcomes. The following comparison chart of *pre- and post-tests* shows a significant increase in all students, which is characterized by a shift in grades towards a higher direction in the *post-test*. This is illustrated in the image. 1 below.

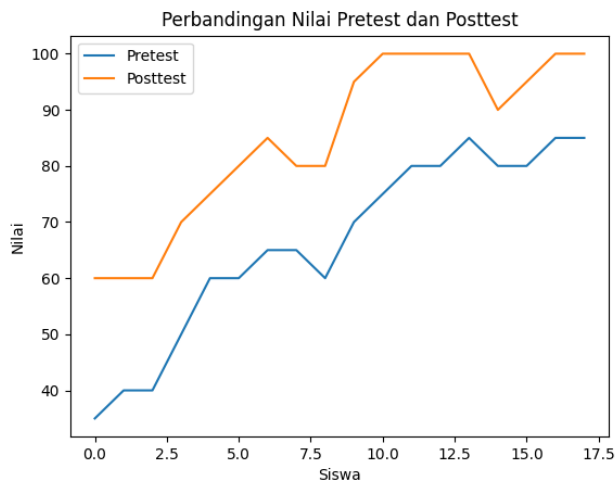


Image. 1Pretest and posttest comparison chart

The blue line represents the pre-test score. The orange line represents the post-test score. From beginning to end, the orange line is always above the blue line. This means that the score after studying was always higher than that before studying. In the early part, the students' grades were still low. Some start at 35, 40, or 50. After studying, their scores increased to 60, 70, and even higher. From the middle to the end of the chart, the increase was more pronounced. Many students who were initially 60–80 years old have now risen to 80–100 years old. Some students achieved the highest score of 100. This can be observed from the orange line that touches the top numbers. This means that they already understood the material very well after studying it. There is no line down. Everything moves up. This shows that all students experienced an increase in their grades. Therefore, after learning with *the picture model*, students' scores were higher. This means that this method of learning helps students better understand the lesson.

2. Discussion

The results showed a significant increase between *the pre-* and *post-test* scores. The average student score increased from 66.39 to 85.00, with an increase of 18.61. This improvement shows that the *Picture and Picture* learning model is effective in helping students understand the learning material. This is because the use of image media can stimulate students' thinking and help them concretely understand concepts. In addition, this model encourages student activities in the learning process, such as observing, sorting, and explaining images. These activities indirectly increased students' cognitive engagement. These results are in line with the opinion of Miftahul and Huda, who stated that *the Picture and Picture* model can improve students' logical and systematic thinking skills. In addition, Arsyad and Azhar emphasized that visual media can clarify students' understanding of learning materials. A very high t-test value (19.11) indicates that the

increase was not accidental but was caused by the treatment. Thus, it can be concluded that the (Miftahul & Huda, 2013)(Arsyad & Azhar, 2011)*Picture and Picture* learning model has high effectiveness in improving student learning outcomes.

D. Conclusions

Based on the results of the research that has been conducted, it can be concluded that the application of *the Picture and Picture* learning model has a significant influence on improving student learning outcomes. This is shown by an increase in the average score from 66.11 in the *pretest* to 84.72 in the *posttest*, which indicates an improvement in students' abilities after being given treatment. The results of the statistical test using the t-test (paired sample t-test) showed that the value of 19.11 was greater than 2.11, at the significance level of 0.05. Thus, the zero hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, which means that there is a significant influence of the use of $t_{hitung} > t_{tabel}$ *the Picture and Picture* learning model on student learning outcomes. In addition, based on the results of the N-Gain calculation, an average of 0.56, which was in the medium category, was obtained. This shows that the improvement in student learning outcomes is at a fairly good level of effectiveness. Overall, the *Picture and Picture learning model* has proven to be effective in improving student learning outcomes, as it is able to encourage activeness, clarify concept understanding through visual media, and create a more interesting and meaningful learning process.

Based on the results of the study that showed an increase in student learning outcomes through the application of *the Picture and Picture learning model*, which was strengthened by the N-Gain value in the medium category, and the results of the t-test, which showed a significant difference between the pre-test and post-test, the suggestions that can be submitted are as follows:

1. For Teachers

Teachers are advised to apply the *Picture and Picture learning model* continuously in the learning process, as it has been proven to be effective in improving student learning outcomes. In addition, teachers are expected to adjust the use of image media according to the characteristics of the material and the level of development of students, so that the results obtained are more optimal.

2. For Students

Students are expected to maintain activeness and involvement in the learning process, especially in activities that require visual and logical thinking skills, such as sequencing images. This is important to support the improvement of learning outcomes.

3. For Schools

Schools are expected to support the implementation of innovative learning models by providing supporting facilities, such as visual learning media and training for teachers.

This support is important so that the improvement of student learning outcomes can occur consistently.

4. For the Next Researcher

Researchers are advised to conduct follow-up research by considering other variables, such as learning motivation, student interests, or critical thinking skills. In addition, the research can be extended to different grade levels and subjects to test the consistency of the effectiveness of *the Picture and Picture* model.

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