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The Effect of the Picture and Picture Learning Model in Increasing Students' Interest in Learning at SMP Negeri 1 Langsa

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Abstract

The picture and picture learning model uses pictures and is paired or ordered into a logical order. This learning model relies on images, the main factor in the learning process. In the learning process in grade VIII, some students are not enthusiastic about participating in learning. This happens because of several things, namely the use of learning models. The use of the learning model is very important. This is where the right learning model is needed so that learning can run effectively and attract students' interest so that they can achieve optimal learning interest. Therefore, this study examines the influence of *the picture and picture* learning model in increasing students' interest in Islamic Religious Education subjects. This study used quantitative research on the experimental design in the experimental and control classes. The research instruments used are tests, questionnaires, and documentation. The results of the study on the effect of the use of the picture and picture learning model on students' learning interest were obtained as the average score of students' learning interest in the experimental class with a total of 25 students was 63.82, and in the control class with a total of 25 students was 56.56. Based on the hypothesis test of the student's learning interest in the experimental and control classes, the tcount > ttable was 7.094 >2.009, and the significant value was 0.00 < 0.05. Therefore, it can be concluded that using the picture and picture learning model significantly influences students' interest in PAI subjects at SMP Negeri 1 Langsa, so the data contributes well. In this study, the picture and picture learning model can increase students' interest in learning and achieve the desired learning outcomes. In the interactive learning process, students are invited to actively ask and answer questions with friends and teachers to achieve the desired learning interest using this learning model.

Introduction

Education is an important means of acquiring, applying, and developing science, technology, and art. In addition, education also plays a role in shaping human character through learning and instilling values, both inside and outside formal educational institutions. The knowledge gained through education is used to meet the needs of individuals and societies and is further developed through practice and research (Sitepu, 2014). According to Nata (2012), education is a process of fostering and developing students' physical, mental, intellectual, aesthetic, social, and spiritual

potential to grow optimally by nurturing, fostering, improving, and regulating them in a planned, systematic, and sustainable manner.

Islamic Religious Education is a conscious and planned effort to prepare students to know, understand, appreciate, and believe in the teachings of Islam in its entirety. The goal is to shape students into Muslim humans who believe in and fear God Almighty, have noble character, and have knowledge that can be applied in daily life (Andayani, 2004). Islamic religious education aims to strengthen faith in schools through knowledge, appreciation, and experience of Islamic teachings.

In general, education aims to form better human beings through learning. This process aims to develop the potential of students to become individuals who have faith, piety, noble character, creativity, innovation, and responsibility. Learning is a process of increasing knowledge, insights, and skills through a series of conscious actions, which cause positive changes in individuals (Berdiati, 2014).

The learning process is important in increasing students' interest in learning. Interest does not exist directly but arises through participation and study habits. A person interested in a subject tends to achieve better learning outcomes. Interest is the tendency of the soul towards an object, usually accompanied by a feeling of pleasure because there is a feeling of interest in something. (Susanto, 2012)

Based on initial observations at SMP Negeri 1 Langsa, several problems were found in PAI learning. Most students rarely ask questions or express opinions even though the teacher has given them a chance. Many students look less enthusiastic, ignore the teacher's explanations, and feel unconfident when working on practice questions. This causes student learning outcomes to be unsatisfactory. This situation shows that students are less actively involved in learning, indicating low interest in PAI subjects.

Students' interest in learning is an important foundation for the success of the learning process. When student interest is high, learning can occur more effectively and efficiently. Therefore, teachers must define engaging learning models that increase students' interest and help them achieve better learning outcomes. One alternative learning model can be applied is the picture and picture model.

The picture and picture learning model is a method that uses images as the primary medium to help students understand concepts visually. This model involves arranging images logically to build students' understanding. By using image media, this model is expected to attract students' attention, increase motivation, and encourage active involvement in the learning process (Shohimin, 2014). By applying this model, teachers can create a more enjoyable and interactive learning atmosphere to increase students' interest in learning.

Previous research shows that the picture and picture learning model is effectively applied to various subjects. For example, research conducted by Marlina (2020) shows that using this model in science subjects can improve student learning achievement more optimally. In addition, Pangestu et al. (2020) found that the picture and picture model can increase students' interest in social studies. A study by Lestari et al. (2022) shows that this model affects students' understanding of the material.

The uniqueness of this study lies in the effort to integrate the picture and picture learning model in the context of PAI learning, which has tended to use traditional approaches. Previous research has applied this model more to other subjects such as science, social studies, or PPKn. Thus, this research is expected to make a new contribution to the field of education, especially in developing

innovative learning strategies relevant to religious subjects. Furthermore, this study also seeks to explore the impact of this learning model on various aspects of learning, such as students' emotional engagement, strengthening Islamic character, and developing critical thinking skills.

Through this approach, the research is expected to provide practical insights for teachers and contribute to developing educational theories related to visual-based learning. This research offers a new perspective on how visual media can address challenges in PAI learning, especially in increasing low student engagement. This makes this research relevant and significant in improving the quality of religious education at the secondary school level.

Based on this background, this study examines the influence of the picture and picture learning model in increasing students' interest in PAI subjects at SMP Negeri 1 Langsa. The results of this study are expected to be a practical guide for PAI teachers in choosing effective learning strategies to increase student involvement and interest, as well as contributing to the development of visual-based learning methods in Islamic religious education.

Method

The type of research conducted by the researcher is experimental research. Experimental research can be interpreted as a method used to find the influence of specific treatments on others under controlled conditions (Sugiyono, 2016). This experimental method was selected based on the researcher's desire to know precisely the effect of using the picture and picture learning model on students' learning interests.

This research was conducted at SMP Negeri 1 Langsa, domiciled in Langsa District, Langsa City, Langsa City Regency. The reason for the researcher to take this location is: *First*, the location of the school is easy for the author to reach. *Second*, there are interesting problems to be researched. *Third,* the school has the data needed by researchers.

In this study, the researcher took the research subjects in class VIII-C, 25 students, as the experimental class and VIII-E, 25 students, as the control class. The researcher took the class as a subject from the initial observation that most students rarely ask questions or express opinions during the learning process, even though the teacher repeatedly asks students to ask questions if it is unclear. Some students did not notice the teacher's explanation, and many looked less enthusiastic.

The data collection techniques are as follows: 1) Test to collect data on student learning outcomes. 2) Questionnaire, as a tool to collect data directly from research samples. The questionnaire used in this study is closed and is directly given to objects without intermediaries. 3) Documentation used to obtain data on students in grades VIII-C and VIII-E at SMP Negeri 1 Langsa.

Test Research Instruments

Validity test

Validity is a measure that shows the level of validity of an instrument. A valid instrument will have high validity, while a less valid instrument will have low validity (Arikunto, 2010). A measurement instrument is declared valid if the instrument can be used to measure something to be measured. The validity formula used is the *Person Product Moment* correlation formula, with the following formula:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum_x 2 - \sum_x 2\}\{n\sum_y 2 - (\sum y)\sum_y 2\}}}$$

Information:

r_{xy} = Coefficient correlation between variable x and variable y

$\sum_x 2$ = The sum of the multiplication between the x and y variables

$\sum_x 2$ = sum of the square of the value x

$\sum_y 2$ = the sum of the squares of the value y

$(\sum x)^2$ = The sum of the value x is then squared

$(\sum y)^2$ = The sum of the value of y is then squared

Information:

If $r_{count} > r_{table}$, then the item is valid

If $r_{count} < r_{table}$, then the item is invalid

In this study, the examiner used IBM SPSS STATISTIC 25. For the validity tester of the research instruments, the researcher distributed questionnaire test questions to 25 respondents outside the subject, with 15 questions in the form of statements. The results of the validity test calculation in the study were obtained as follows:

Table 1.1 Results of Instrument Validity Calculation

Question number	r_{count}	r_{tabel}	Information
1.	0,745		Valid
2.	0,807		Valid
3.	0,668		Valid
4.	0,399		Valid
5.	0,598		Valid
6.	0,578		Valid
7.	0,748		Valid
8.	0,794		Valid
9.	0,547	0,396	Valid
10.	0,789		Valid
11.	0,727		Valid
12.	0,666		Valid
13.	0,688		Valid
14.	0,697		Valid
15.	0,656		Valid

Based on table 1.1 of the results of the validity test calculation above, it can be seen that all questions in this study are declared valid and qualified as data collection in this study.

Reliability Test

Reliability has various other names, such as trust, reliability, and stability. Reliability testing aims to see whether the research instrument is reliable and trustworthy (Julianda, 2013).

Reliability is the level of trust in an evaluation tool. A test is said to have a high level of confidence if the test gives the right results. The reliability test formula used is as follows:

$$r_i = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum s_i^2}{s_t^2}\right)$$

Information:

r_i = Instrument reliability

n = The number of question items tested.

$\sum s_i^2$ = the number of score variants for each item.

s_t^2 = Total variants

Information:

If *Cronbach Alpha* ≥ 0.6, then it means that the variable is reliable

If *Cronbach Alpha*< *0.6,* then it means that it is not reliable

For more clarity, the results of the instrument reliability test can be seen in Appendix 1 using the IBM SPSS STATISTIC 25 analysis. The following is table 1.2 of the results of the test instrument reliability test in class VIII as follows:

Table 1.2 Test Instrument Reliability Test Results

Instruments	*Cronbach Alpha*	Reliability limits	Information
Test	0,912	0,06	Reliable

Based on Table 1.2, the reliability test results, the *Cronbach Alpha value* of 0.912 >0.06, were obtained, so it can be concluded that the test questions are declared reliable.

Instrument Condition Test

1. Normality Test

The normality test aims to test whether independent and dependent variables have a normal distribution. In this study, the test used was Kolmogrov-Smirnov. The formula used is as follows:

$$X^2 = \sum \frac{(O_i - E_i)}{E_i}$$

Information:

X^2 = Chi-Squared Value

Oi = frequency of observations in the i classification

E_2 = expected frequency at the i classification

Information:

If the significance value > 0.05, the data is normally distributed.

If the significance value < 0.05, then the attributed data is abnormal.

2. Uji Homogenitas

The homogeneity test is a test used to determine the degree of similarity of two or more variances. This test provides information that the data used in the study does not differ much in the level of diversity, even though it comes from different groups.

The Homogeneity Test is used to test whether the two data are homogeneous, namely by comparing the two variances. The researcher used a homogeneity test in the form of a similarity test of two variances to test whether the two data were homogeneous (similar) by comparing the two variations. The formula used to see the similarity of variance is the Fisher formula, which is as follows:

$$F_{\text{hitung}} = \frac{\text{varians terbesar}}{\text{varians terkecil}}$$

Information:

If $F_{count} \geq F_{table}$, then the data is not homogeneous

If $F_{count} \leq F_{tabel}$, then homogeneous data

Hypothesis Testing

Hypothesis testing is a procedure that includes the conclusion of rules that lead to a decision on whether to accept or reject the hypothesis. The researcher used the t-test technique to conduct a two-mean similarity test to determine the existence and absence of differences or similarities.

The t-test formula used to test the hypothesis is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Information:

$\bar{x}_1$ = Average sample 1

$\bar{x}_2$ = Average sample 2

n_1 = number of samples 1

n_2 = number of samples 2

s = Sample Standard Deviation

The hypotheses tested in this study are as follows:

H_o: there was no significant influence of using the picture and picture learning model on students' learning interest in PAI subjects at SMP Negeri 1 Langsa.

H_a: Using the picture and picture learning model significantly influences students' interest in PAI subjects at SMP Negeri 1 Langsa.

The significant level used in this test is 5% with the following conditions:

If $t_{count} > t_{table,}$ then H_0 is rejected, and H_a is accepted

If $t_{count} < t_{table,}$ then H_0 is accepted, and H_a is rejected

Research Results

Learning interest is a tendency to pay attention and act to people, activities, or situations that are the object of the interest accompanied by a feeling of pleasure (Wahab A. R., 2004). Posts were carried out in the experimental and control classes to see if the use of the picture and picture learning model influenced students' interest in learning in PAI subjects. The average interest in learning PAI in the experimental and control classes is shown in table 1.3 as follows.

Table 1.3 Average Student Learning Interest

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
minat belajar PAI	Minat kls kontrol	25	56.56	6.917	1.383
	Minat kls eksperimen	25	68.36	4.618	.924

Source of SPSS Calculation Version 25

Based on table 1.3 shows that both groups have 25 samples each. The experimental group was more interested in learning from the control class, as seen from the mean. It can be seen that the mean value in the experimental class is 68.38, while in the control class it is 56.56.

The effect of using the picture and picture learning model on students' learning interest in PAI subjects can be known from the student learning interest sheet obtained through the class, which was used as a research sample. The data was then analyzed by t-test using SPSS 25, the results of which can be seen in:

Conditional Test

Before the t-test, a conditional test is carried out: a normality test, a homogeneity test, and a hypothesis test. This test uses SPPS 25.

1. Normality Test

The normality test aims to test whether the independent and dependent variables have a normal distribution (Juliansyah, 2014). The normality test was carried out on two data sets, pretest and posttest data for the experimental and control classes. This study obtained the normality test using the Kolmogrov - Smirnov test. The normality test is used to determine whether the data is normally distributed. With normal conditions, if the sig criteria are> 0.005, The following is table 1.4 of the results of the normality test of students' learning interests as follows:

Table 1.4 Results of the Student Learning Interest Normality Test

Tests of Normality

	kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	df
Minat belajar PAI	pretest- experiment	.133	25	.200*	.961	25
	posttest-experiment	.195	25	.015	.902	25
	pretest-control	.163	25	.086	.963	25
	posttest-control	.137	25	.200*	.918	25

Source of SPSS Calculation Version 25

Berdasarkan hasil uji normalitas, untuk seluruh data kelas eksperimen dan kelas kontrol baik pre-test mau post-test menunjukkan bahwa nilai sig kolmogorov-smirnov > 0,05. Jadi kesimpulan data terdistribusi normal.

2. Homogeneous Test

The variance homogeneity test is used to determine whether the two classes, namely the experimental and control classes, have the same variance. If both groups have the same variance, then both groups are said to be homogeneous. The basis for decision-making on the homogeneity test is that if the significance value or Sig < 0.05, then the variance of two or more groups of data populations is not the same or not homogeneous. Furthermore, vice versa, if the sig value > 0.05, then the data from two or more population groups are the same or homogeneous. The following is table 1.5. The results of the homogeneity test of students' learning interests are as follows:

Table 1.5 Results of the Homogeneity Test of Student Learning Interest

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Minat belajar PAI	Based on Mean	3.295	3	96	.024
	Based on Median	3.081	3	96	.031
	Based on Median and with adjusted df	3.081	3	88.394	.031
	Based on trimmed mean	3.398	3	96	.021

Source of SPSS Calculation Version 25

Based on the results of the homogeneity test above, it is known that the sig value Based on Mean in the students of the experimental and control classes is 0.024 > 0.05, so as the basis for decision-making in the homogeneity test above, it can be concluded that the learning interests of the students of the experimental and control classes are the same or homogeneous.

1. Uji Hipotesis

The data used were distributed normally and homogeneously, which is a requirement for the t-test using an independent t-test sample. With the test criteria, if the tcount > ttable, then accept Ha; if the tcount < ttable, then accept Ho. The following is table 1.6 of the results of the independent test sample of the student learning interest test as follows:

Table 1.6 Results of the Independent Test Sample of the Learning Interest Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Minat belajarPAI	Equal variances assumed	5.437	.024	-7.094	48
	Equal variances not assumed			-7.094	41.849

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Minat belajar PAI	Equal variances assumed	.000	-11.800	1.663
	Equal variances not assumed	.000	-11.800	1.663

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Minat belajar PAI	Equal variances assumed	-15.144	-8.456
	Equal variances not assumed	-15.157	-8.443

Source of SPSS Calculation Version 25

Based on the hypothesis test above, on the test sheet of student learning interest in the experimental and control classes, the tcount > ttable was obtained, namely 7,094 > 2.009 and a significant value of 0.00 < 0.05. So that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that using the picture and picture learning model influences students' interest in learning PAI subjects at SMP Negeri 1 Langsa.

Discussion

Implementation of the *Picture and Picture Learning Model*

In this study, the researcher conducted two meetings. Before entering the classroom, the researcher as a teacher (teacher) prepares learning materials, starting from teaching modules and sharing materials and images to be delivered to students during the learning process. This is done so that the learning process runs smoothly and learning goals can be achieved. The steps in using *the picture and picture* learning model are as follows: first, the teacher prepares the material and pictures to be delivered to the students. Before learning begins, the teacher conveys the competencies to be achieved and explains the learning steps using the picture and picture learning model.

Then, the teacher explains the learning material and shows pictures related to the learning material. After the teacher finished discussing the material and pictures, the teacher divided the students into several groups to jointly sort the pictures into a logical order, and the teacher asked the students to present the results of the discussion and the reasons related to the pictures that had been sorted in front of the class. Then, after getting answers from students regarding the order of the images, the teacher begins to instill concepts or materials according to the competencies they want to achieve. Finally, students are invited to conclude the material they have just received, and the teacher conducts an evaluation to assess the extent of students' understanding of the learning material explained by giving a posttest.

Based on the steps to implement the picture and picture learning model described above, before starting the material, the researcher explains the picture and picture learning model that can make them more enthusiastic and pay more attention to learning. This means that to implement something new, there needs to be an explanation to make students understand learning well. Therefore, as a teacher, when encountering such a thing, you should pay more attention and try to understand and find out the cause of the lack of confidence.

The advantage the researcher felt when teaching with the picture and picture learning model in the experimental class was that the researcher found a tendency to increase students' interest in learning after applying the picture and picture learning model. This can be seen from several changes and improvements to student activities during learning. When the researcher explained the learning procedure using *the picture and picture* learning model, students seemed enthusiastic about participating in learning, students became more active, more serious in learning, had high curiosity, became more courageous to give opinions, became more enthusiastic in answering questions and became more attentive when the teacher gave explanations, always felt happy and excited when learning takes place. This shows that the characteristics of the learning model are in accordance with the circumstances that occur in the learning process. This means that there is an increase in interest because, as is well known, interest has a role in generating attention, which immediately facilitates the creation of concentration and prevents distractions.

The use of the picture and picture learning model is very good, which can be seen from the results of posttest data processing. It can be seen that the average score of the experimental class using the picture and picture learning model is higher than the average score of the control class using the conventional learning model.

Student Learning Interest

Interest significantly influences learning because if the subject matter studied does not follow the student's interests, the student will not learn well because there is no attraction for him. Meanwhile, if the subject matter attracts students' interest, it will be easy to learn and save because of interest, which adds to learning activities. This is in accordance with the factors that affect learning interest, namely the study material, which explains that if the study material does not follow the student's interest, the student will not learn as well as possible. Then, if it is not by the student's learning interests so that there is no attraction for him, he will be reluctant to learn and will not get satisfaction from learning (Kompri, 2017).

Then, the function of interest in learning is more significant as motivation, namely as a force that encourages students to learn. Students interested in lessons will seem encouraged to continue studying diligently, unlike students whose attitude is only to accept lessons. They only move to want to learn, but it is challenging to persevere because there is no motivation. Therefore, to get good results in learning, a student must be interested in the lesson, which will encourage him to continue learning. The way to arouse students' interest in learning can be by using various models, one of which is the picture and picture learning model.

The research that the researcher carried out, namely implementing a picture and picture learning model, is to see how students' interest in learning is and whether it has increased after implementing the picture and picture learning model. In this study, the researcher uses a research instrument in the form of a questionnaire that has been validated and tested before being used in this research process, which will later be used to measure the extent of students' interest in learning PAI subjects. To obtain preliminary data on students' learning interests, the researcher distributed a questionnaire

(pretest) before being given treatment using a picture and picture learning model. In addition, the researcher also distributed a questionnaire (posttest) at the last meeting, namely after being given treatment using a picture and picture learning model. This is done to determine students' learning interests before and after being given treatment so that researchers can see how far changes will occur in students.

The study results obtained the average value of student learning interest in the experimental class, with a total of 25 students, with a value of 63.82, and in the control class, with a total of 25 students, with a value of 56.56. Based on the hypothesis test of the student's learning interest in the experimental and control classes, the $t_{count}>t_{table}$ was 7.094 >2.009, and the significant value was 0.00< 0.05. Therefore, it can be concluded that using the picture and picture learning model significantly influences students' interest in PAI subjects at SMP Negeri 1 Langsa.

Based on the explanation above, students' interest in learning increases after being treated using the picture and picture learning model. When the researcher enters the classroom and provides learning using the model, students become more active and pay more attention to the explanations. This is because when using this learning model, the teacher uses picture media, which will attract students' attention. To be more focused on learning, students are also asked to be able to compose or combine pictures into a logical sequence so that students not only listen to the teacher but also actively participate in the learning process. In addition, learning also becomes more fun, so students become enthusiastic and curious. Likewise, what should be expected of every teacher during the learning process is to pay attention to students, help students when they are confused, and do things that can restore students' enthusiasm so that learning runs as planned.

The use of the right learning model can encourage the growth of student's satisfaction with the lesson, foster and increase motivation in doing assignments, and provide convenience for students to understand the lesson to enable students to achieve better learning outcomes (Nourisa, 2022; Noviana, 2019; Rahmi & Hafinda, 2023).

In addition, it is also included in the indicators of student learning interest achievement, namely feelings of pleasure, student interest, student attention, and student involvement in the learning process. When all these points are implemented, it can increase students' interest in learning. So, it can be concluded that learning using the picture and picture learning model influences increasing students' interest in learning. It can be seen from the characteristics of the learning model that it has a relationship with the indicator of interest achievement.

Conclusion

Using the picture and picture learning model affects students' interest in PAI subjects at SMP Negeri 1 Langsa. Based on the study's results, the average value of students' learning interest in the experimental class, with a total of 25 students, was 63.82, and in the control class, with a total of 25 students, it was 56.56. Based on the hypothesis test of the student's learning interest in the experimental and control classes, the tcount > ttable was 7.094 >2.009, and the significant value was 0.00< 0.05. Therefore, it can be concluded that using the picture and picture learning model significantly influences students' interest in PAI subjects at SMP Negeri 1 Langsa.

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