THE APPLICATION OF THE PICTURE AND PICTURE METHOD TO INCREASE STUDENT LEARNING ACTIVENESS

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ABSTRACT
Low student learning activeness is the initial trigger for student learning outcomes that are not optimal. Action is needed in classes that experience a decrease in learning activeness. The application of interesting learning methods is a solution to increase student learning activeness. The purpose of this study was to determine the effect of the application of the *picture and picture* method on student learning activeness in Islamic Religious Education subjects. This research uses classroom action research techniques, with the research sample being 6th grade students of SD Negeri 1 Bandungrejo, Bantur District, Malang Regency. There was an increase in student learning activeness in Islamic Religious Education subjects with the theme of halal-haram while applying the *picture and picture* learning method . Student learning activeness which initially touched 44.49% was able to increase by 35.04%, so that it became 79.53%. Based on these results, the *picture and picture* learning method can be applied to increase student learning activeness in Islamic Religious Education learning.

Keywords: Method, Picture and Picture, Learning Activity

INTRODUCTION

A teacher is a professional educator who has the main task of educating, teaching and evaluating students (Djollong, 2017). As an educator, of course, has the burden of duty to manage the class well so as to create a conducive, organized and pleasant learning atmosphere. With such conditions, the process of transferring knowledge from teachers to students and then the process of exchanging knowledge between students can run well (Mazrur et al., 2023).

A successful teacher is not only seen from his ability to teach knowledge to students, but further than that, a teacher must also be able to become a reliable motivator who can pump up the enthusiasm and interest in learning of students. In addition, teachers are also required to be able to provide objective and comprehensive assessments so that learning can be sustainable (Mazrur et al., 2023). A teacher is also a learner

where they must remain enthusiastic about developing their competence for a better future education.

Student activeness and interest in learning are important factors in the success of classroom learning. But in reality, not all students are active when participating in learning. This condition occurs at various levels of educational institutions, especially at the primary level. They (elementary level students) tend to still like to play and be engrossed in their own world when learning takes place. There are also those who daydream and are less excited about the learning delivered by the teacher. If this condition is allowed, the learning objectives to be achieved will not be realized.

This low student learning activeness is also a field of duty for educators. An educator is once again required to try to motivate students and at the same time create a new learning atmosphere that is able to arouse the interest and activeness of students in learning. Because in reality, there are still many educators today who still use conventional learning methods and models. The methods and models in question are still based on *teacher center* ed (teacher-centered learning models), less able to arouse the activeness and initiative of students in participating in learning. In the end, students only become listeners who fill an empty glass.

Such conditions also occur in several classes in SD Negeri 1 Bandungrejo, Bantur District, Malang Regency. Especially what happened in class 6 of SD Negeri 1 Bandungrejo in the 2024-2025 academic year. The activeness of students is decreasing day by day after listening to Islamic Religious Education learning, especially on the theme of halal-haram. Therefore, it is necessary to have a solution that is able to activate students' interest in learning through various appropriate methods. Because to achieve learning objectives requires high student activeness and interest in learning. In the learning process at school, educators can use various learning methods according to the needs and circumstances of students (Fadli et al., 2021).

One of the learning methods that can provide opportunities for all students to play an active role in learning is the *picture and picture* method . This learning method uses picture media that is paired/sorted into logical pairs/sequences. The *picture and picture* learning method is one of the cooperative learning methods that demands the activeness of students in the learning process in groups using image media. The pictures that have been provided by a teacher are then sorted/paired so that it will make it easier for children to understand the material comprehensively (Mukrimaa, 2014). Based on the explanation of the problems described above, the researcher is interested in further examining the application of the *picture*

and picture learning method to increase the learning activeness of 6th grade students at SD Negeri 1 Bandungrejo.

METHOD

The method used in this research is Classroom Action Research (PTK). In principle, this method is used to overcome various problems that exist in the classroom. Where the use of these methods aims to examine in depth whether the *picture and picture* method is able to increase the learning activeness of students in learning Islamic Religious Education, especially on the theme of halal-haram.

The data collection techniques that will be used in this study are as follows (Firdaus et al., 2023):

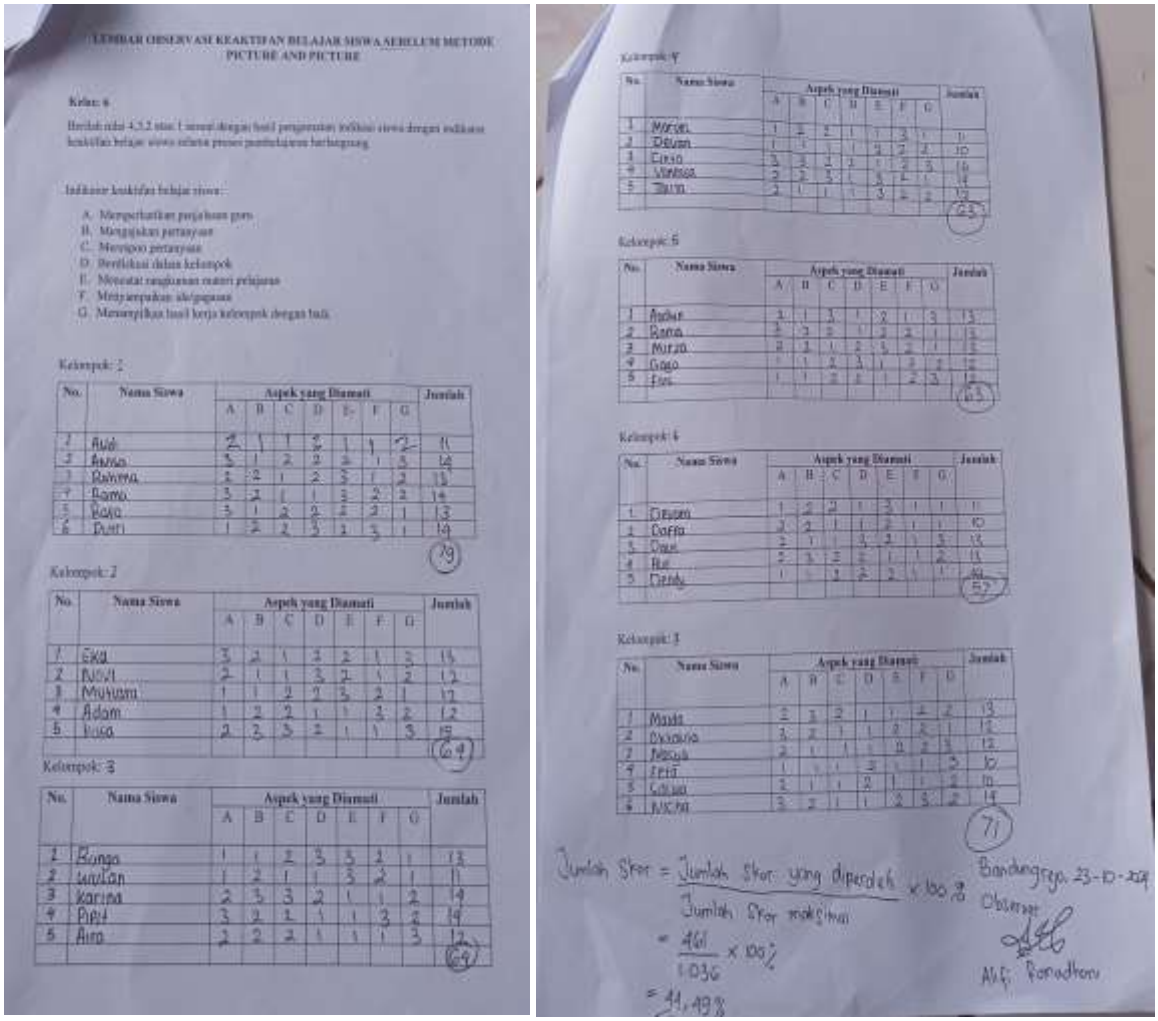
1. Observation
   Observation means collecting data needed in research by means of in-depth observation. Observation in classroom action research can be done by the teacher himself (researcher) or another teacher. Observation is focused on the process of learning activities in the classroom (Sutoyo, 2021). The observation technique used in this research is the *participant* type where the researcher carries out daily activities together with the research subject. This type will be able to obtain complete data and be able to read changes in the behavior of research subjects accurately.
2. Questions
   Data collection techniques using questions are used by a teacher as a researcher then asking questions to students or other teachers. The type of question used in this study is to use a questionnaire. Questionnaires or questionnaires are indirect data collection techniques, where questionnaires that have been arranged will be distributed to respondents as needed.
3. Documentation
   Documentation is an unwritten source of information that describes activities in classroom action research in detail. The results of this set of documentation can be used as research data that can complement data from previous data collection techniques (Firdaus et al., 2023).

RESULTS AND DISCUSSION

Based on the class action research that was carried out at SD Negeri 1 Bandungrejo in October 2024, the following data were obtained:

Preliminary Findings

Picture 1. Observation of Student Learning Activity Level Before Using Picture And Picture Method



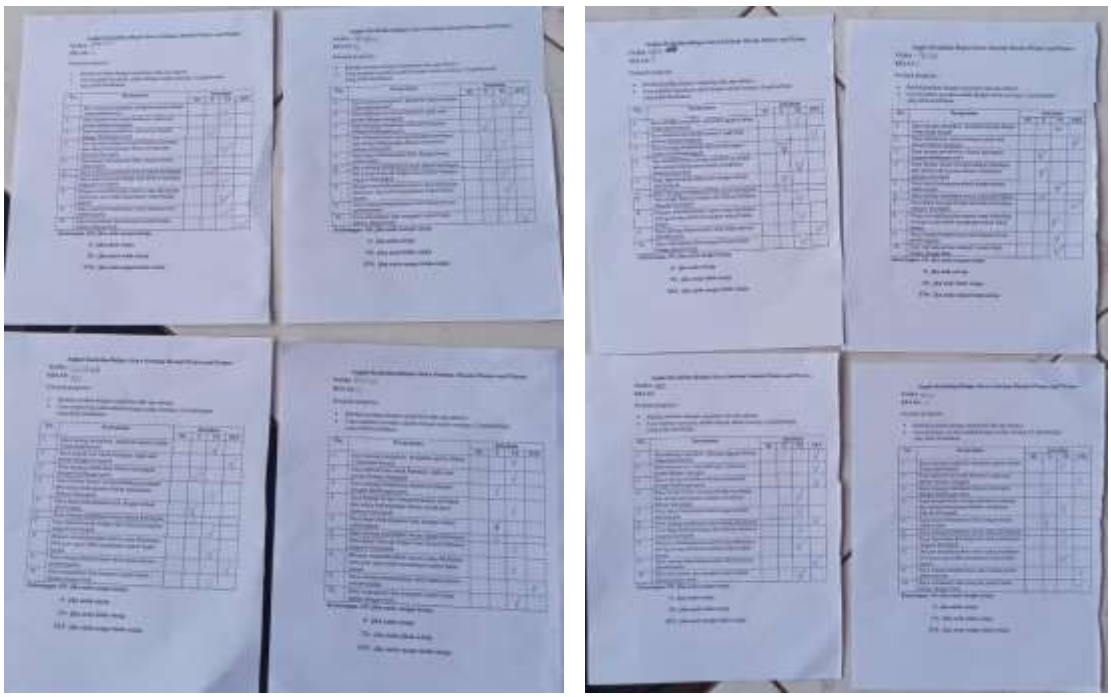
From the initial observation activities carried out on October 23, 2024 regarding the learning activeness of 6th grade students in learning Islamic Religious Education on halal-haram material, it was found that the level of learning activeness only reached 44.49%. At the time of this initial observation, the teacher still used the lecture learning method with the addition of questions and answers. This result is one of the considerations for researchers to provide action with a new learning method, namely the picture and picture method.

In addition to observing student learning activeness using an observation sheet, researchers also asked questions to students through a

questionnaire. The questions compiled through the questionnaire sheet will strengthen the findings in this study. The results are as follows:

Picture 2. Administration of Student Learning Activity Questionnaire Before Using Picture And Picture Method

Picture 3. Results of Student Learning Activity Questionnaire Before Using Picture And Picture Method



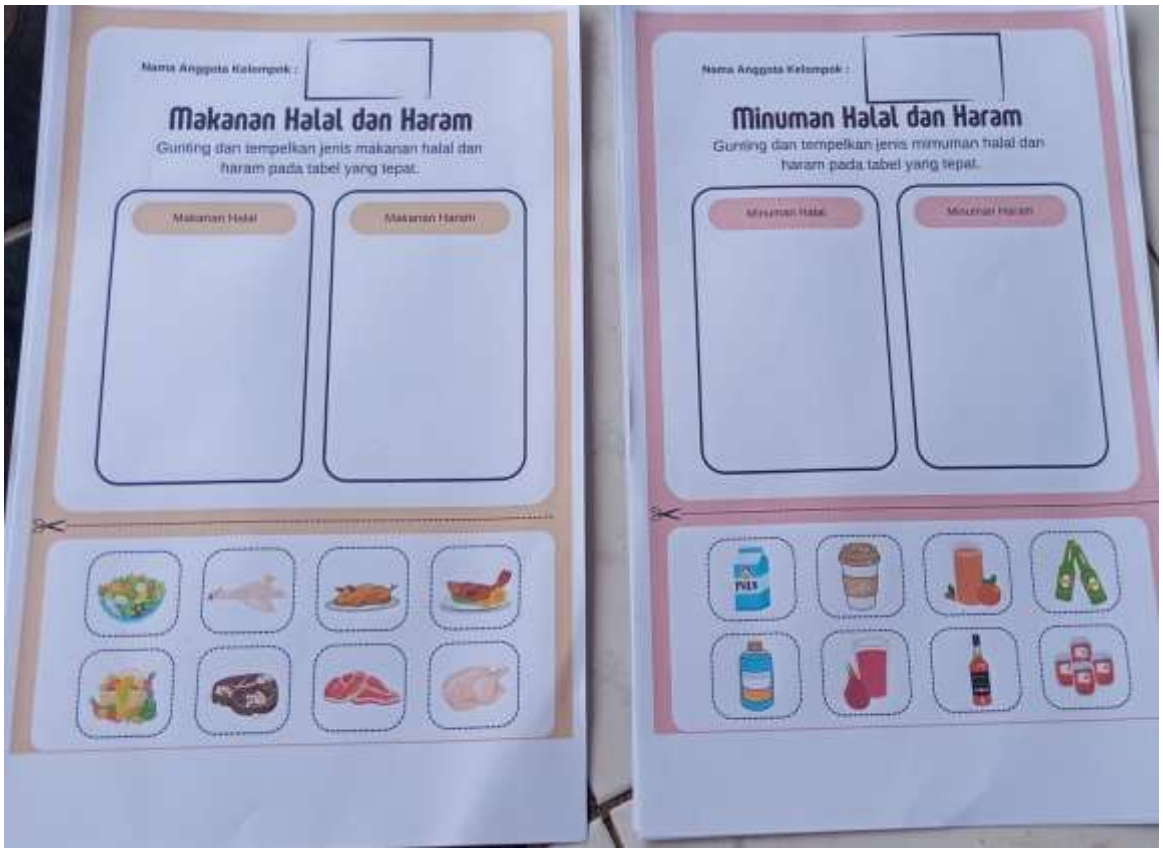
From the results of the questionnaire above, it was found that many of the 6th grade students were less active and less enthusiastic when

learning only used the lecture method, even though it was added to the question and answer method. This condition further strengthens the researcher to take action on the class so that student learning activeness can increase. As stated above, researchers provide action by implementing learning with the picture and picture method.

Application of Picture And Picture Method

Classroom action research with the picture and picture method was conducted on October 30, 2024. Beginning with the Planning Stage: After considering the problems contained in the initial findings, it is planned to implement Islamic Religious Education learning, especially on the theme of halal-haram using the picture and picture method . At this stage, of course, researchers prepare teaching modules that will be implemented in learning. In addition, researchers also prepare picture media and observation sheets to support the application of the picture and picture method.

Picture 4. Picture and Picture Method Learner Worksheet



Implementation Stage: The action taken at this stage is to carry out learning for 3 lesson hours (3 x 35 minutes). First, the teacher presents the

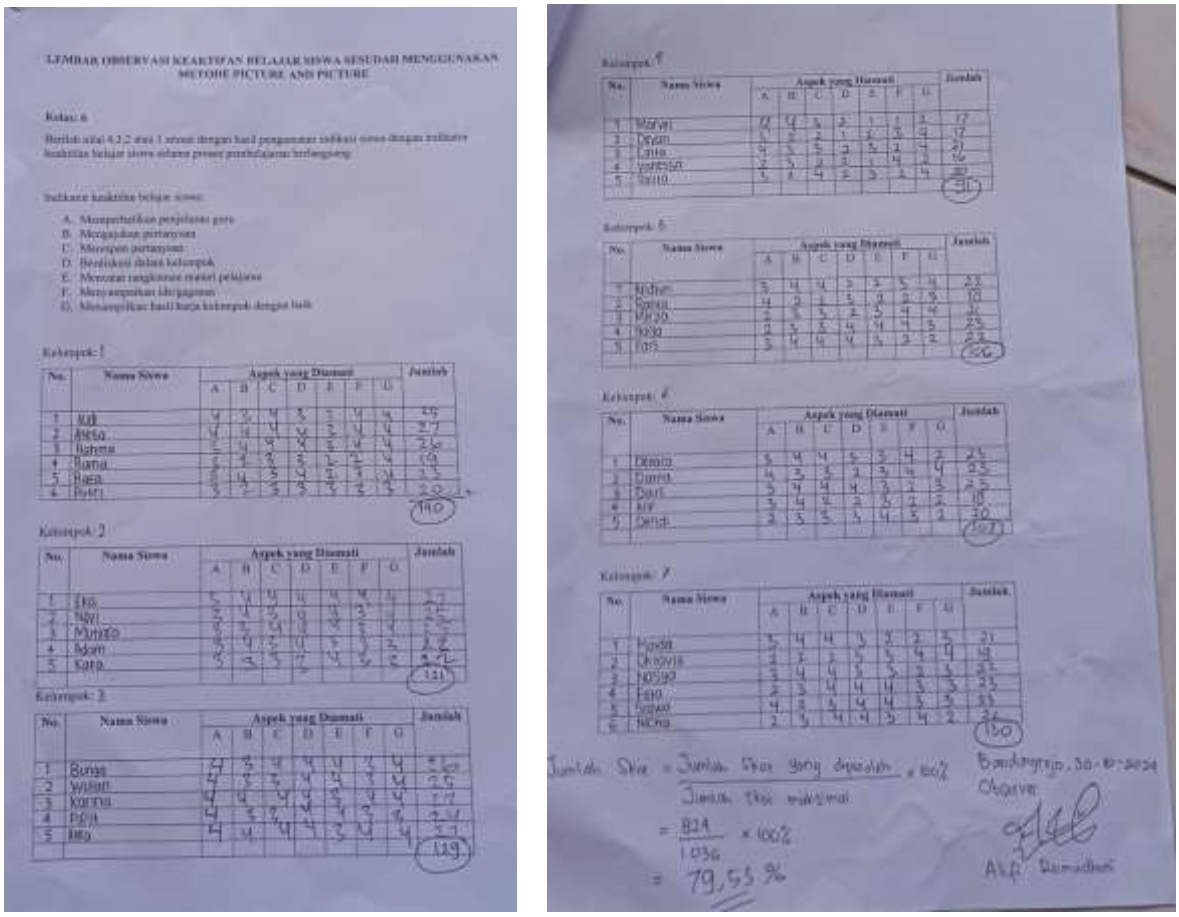
material at a glance to build initial understanding for students using image media. After it was sufficient, the teacher divided the class into several groups. Then each group is given a gradual challenge which at the peak they must complete the challenge of arranging and pairing pictures of halal-haram foods and halal-haram drinks on the sheet provided. The activity was timed. The group that is able to complete the challenge correctly in the fastest time is the winner.

Picture 5. Observation of the Application of Picture and Picture Method

Picture 6. Student Work Results on Picture And Picture Method

Observation Stage: During the implementation stage the researcher also acted as an observer. Where the researcher must observe carefully and thoroughly about all student activities during the learning process. The results of these observations were recorded on the observation sheet provided. The observations made produced the following data:

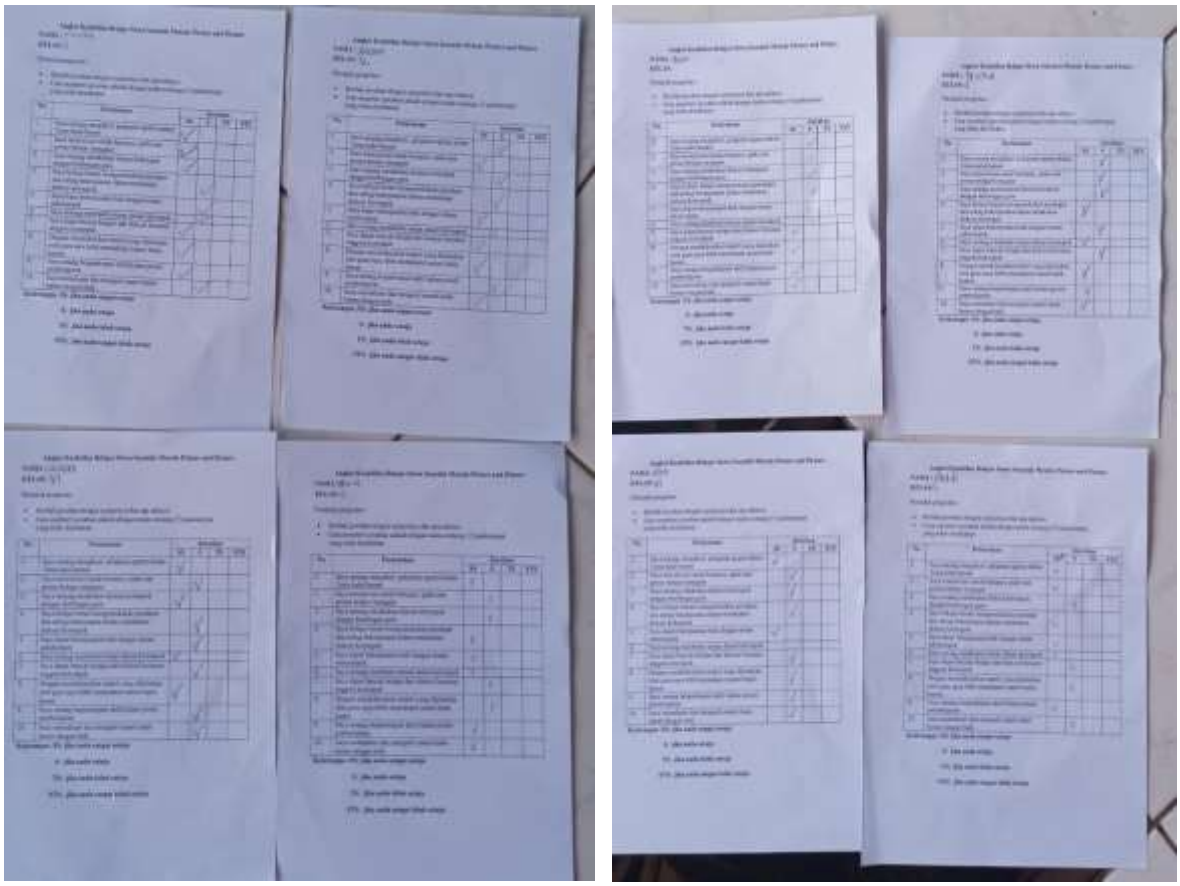
Picture 7. Observation Results of Student Learning Activeness by Applying Picture And Picture Method



Based on the results of the observation sheet of the level of student learning activeness that carries out learning activities using the picture and picture method , it can be seen that there is an increase in the indicators of learning activeness in each student which is quite significant. So that when calculated as a whole, the increase in student learning activeness at this time is 79.53%. This shows an increase of 35.04% from the results before the action of using the picture and picture method , which was only 44.49%.

Reflection Stage: Based on the exposure of the results above, several things can be formulated as follows: First, learning Islamic Religious Education using the picture and picture method is quite effective. Second, students' learning activities have increased from the initial findings of only 44.49% to 79.53%. In addition, from the results of filling out student questionnaires after implementing learning with the picture and picture method, it shows that students' interest and enthusiasm for learning are increasing.

Picture 8. Results of Student Learning Activity Questionnaire After Using Picture And Picture Method



Analysis

There are three data collection techniques used in analyzing the results of classroom action research. The three techniques are usually called the 3Es (Experiencing, Asking and Examining).First, Experiencing is collecting information through experience by using data collection techniques that can be in the form of observation. Second, Enquiring is a data collection technique through researcher questions using data collection techniques that can be in the form of observation, interviews, questionnaires, scales, settings or tests. Third, Examming, which is a data collection technique through the creation and use of archives in the form of archival data, diaries, audio/video tapes, artifacts and field notes (Purwanto, 2021).

Based on the data findings from observations, student work and the results of the discussion that has been presented, it is confirmed that the application of the picture and picture method can increase student learning activeness by 35.04%. Then from the results of the student questionnaire also showed good results, where the picture and picture method was able to arouse interest and learning activeness, especially in Islamic Religious Education subjects.

CONCLUSION

The application of the picture and picture method for Islamic Religious Education subjects on the theme of halal-haram in grade 6 SD Negeri 1 Bandungrejo, can increase student learning activeness. Student learning activeness which initially touched 44.49% was able to increase by 35.04%, so that it became 79.53%. In the end, the results of this study can be used for teachers and educational practitioners to continue to improve learning activeness for students. So that in the end the goal of education can be achieved properly.

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