# Islamic Cultural History Learning With Picture and Picture Model

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## Abstract

The purpose of this study was to describe how the application of the Picture and Picture learning model can help improve students' learning outcomes in the Islamic Cultural History (SKI) lesson. The Picture and Picture model is an approach in cooperative learning that uses pictures as a medium to invite students to interact in the learning process. This study was conducted using the classroom action research (CAR) method in two cycles. The subjects of this study were grade VII students at one of the Madrasah Tsanawiyah. The data collection tools used were observation, interviews, and learning capacity tests carried out by students. The first result found in this study was that Picture and Picture can motivate and improve understanding of Islamic history material in an introspective manner. This increase is substantive, namely an increase in expected values, and process, namely, active student involvement during teaching. Therefore, Picture and Picture should be used in teaching SKI because it is varied and not boring.

## INTRODUCTION

Education plays an important role in increasing the utility of human life. One of the main requirements in meeting human life needs is to have education as a social tool, for development and discipline in life. Everyone must have ideals. Without ideals, life will not be progressive. As a means of human life movement, education positions itself as the most important thing (Rasdiany et al., 2024; Engkizar et al., 2025). However, education must meet the numbers that are planned, regular, and carried out continuously. Every human being, in living life in the world and after, really craves inner and outer happiness. To achieve this, maximum effort is needed, this is obtained through education. Education is an effort that is carried out systematically, gradually, and planned to achieve goals (Maufiroh et al., 2021). In the spiritual aspect, one of the terms that must be learned to achieve this goal is Islamic Religious Education. Islamic Religious Education is a systematic and analytical effort in directing and guiding a Muslim child so that Islamic teachings can be inspired, become a part that is expected and understood and believed in and utilized to control rationalized attitudes and thoughts. Based on that, it can be understood that religion is a provision that is regulatory and comes from Allah SWT, and is related to human life, both horizontally and vertically.

Humans are the joy of Allah SWT, enabling them to gain happiness both in the world and beyond. Islamic religious education requires learning some knowledge, including Aqeedah, Morals, Al-Qur'an, Hadith, Case Law, and Islamic Cultural History (Nubarkati, 2017). The process of learning topics in the history of Islamic culture. In general, teachers use textbooks as the only source of internship in the learning process, so teachers must be more creative in the future. Teachers can use various learning models to support learning in their classrooms. These include context-related learning models (context-related teaching and learning or CTL), problem-based learning models (PBL), image learning models, cognitive learning models, and cooperative learning models.

## METHODS

This study used Classroom Action Research (CAR) to improve the quality of learning in Islamic cultural history (ISH) using pictures and picture models. CAR was chosen because this method can directly improve learning practices in a continuous cycle. The subject of this study was one grade X student of a high school attending Islamic cultural history. The number of students involved in this study was 30 divided into experimental groups. The data received from the training outcome test were analyzed quantitatively using the t-test to test for significant differences between the picture model and the training outcomes before and after the implementation of the picture model. Meanwhile, data from observations and questionnaire sheets were analyzed qualitatively to improve student motivation and interaction in learning (Aryanti et al., 2022; Efendi et al., 2022; Adel et al., 2025; Dasrizal et al., 2025; Rahman et al., 2025; Engkizar et al., 2025).

## RESULT AND DISCUSSION
### Definition of Learning Methods Picture and Picture

According to Fathurrahman's book, "Learning Strategy Method" literally means that a method or procedure is used to achieve a certain goal. The word itself teaches lessons. "Wina Sanjaya believes that this method is used to implement a specified strategy. Therefore, you can use your learning strategy in various ways. In other words, this method can be used to implement learning strategies (Helmita, 2022.)

Image According to Istarani Position, images, and image methods are tools or methods used in the scenery process. Active, creative and interesting. Every lesson in the teacher must be innovative and creative. Offering new things also increases students' interest in learning. The method used to attract students in the learning process is photography. The use of these images plays a very important role in the learning process. Before the learning process begins, the teacher needs to take photos that are displayed correctly in the form of large cards (Tyas, 2021). Applying Picture Preparation allows teachers to assess the extent to which students understand the material and their ability to think critically. In addition, teachers can recognize students' ability to place photos one by one and explain the arranged images. This imaging method will help students become more active and understand the material, achieving the ultimate goal of the learning process.

### Learning model Picture and Picture

Pictures and images are learning strategies that use pictures as a learning strategy to use pictures as learning media. These images are the main tool in the learning process. Before the learning process takes place, the teacher prepares images that will be displayed in the form of cards or in a nice way. These images can also be viewed with support for PowerPoint and other software. This learning model is based on photos of each key factor in the learning process. Students' images make it

easier to understand learning materials, except that students know what they have never seen before. It is also expected that students will be more active and enjoyable in their learning atmosphere. (Beranda & Nurlaeni, 2023).

According to Hamalik, the picture and image method is a learning method that uses images and relies on images as a medium for the learning process. Because images are the main factor in the learning process, the teacher's learning process is ready to prepare photos that are delivered in large sizes in the form of maps or diagrams. Therefore, we can conclude that the picture and image method is a learning method and is an image that is used as the main factor when studying the image of an image. This allows pairs to be paired and classified into logical sequences according to the pair.

### Principles of Learning Methods Picture and Picture

Principles are guidelines or basic rules that form the basis of thinking, action, or decisions. Below is a list of basic principles to scaffold when using image and picture cooperatives (Mantira et al., 2017; Rahman et al., 2024; Engkizar et al., 2025). Setiap siswa atau anggota kelompok bertanggung jawab atas semua kerja kelompok. a. Each student or group member is responsible for all group work. b). All students should know that all members have the same goal. c) Each student or group member will be evaluated. d) Each group member must separate tasks and responsibilities according to the rules. e) All students should have guidance and the ability to work collaboratively throughout their studies. f) Students are asked to be responsible for the materials managed by the cooperative group.

By following these principles, images and methods, these images help students understand their understanding of participation in the learning process and create an interactive and comfortable learning atmosphere.

### Steps for Implementing the Method Picture and Picture

By doing these steps, you can effectively use the picture and image method for learning. It allows students to be actively involved, enhances understanding and strengthens group cooperation. To implement the picture and image method: 1) Teachers provide the desired or achieved skills. One of the first steps in class and learning activities is to allow teachers to communicate the basic competencies of educational topics and to determine the subjects that students must learn. In addition, teachers must communicate indicators of learning skills so that students can achieve the expected learning objectives. 2) Insert stimuli or stimuli related to the material being fed. It is very important to provide material or stimulation as an introduction, because this is where teachers finish their enthusiasm at the beginning of the lesson. Teachers can attract the attention of unprepared students. Students are more interested in learning more when they have motivation and a good way to provide material. 3) Teachers will display or show photos related to the material. During the provision of materials, they invite students to actively participate in the learning process by viewing each image presented by the teacher or other students. Photos save time and make students' materials easier. Teachers can change images, exchange videos, and replace them with demonstrations of certain activities.

Students feel compelled to complete the tasks given to the lottery. Students are asked to sort, create, or modify existing images. The teacher asks the students what is based on the sequence of images. Students are trained to explain their opinions and thoughts about the sequence of images. At this stage, the role of the teacher is very important to encourage students to express their opinions. The teacher begins to convey the concept of the material according to the skills of the specified image sequence. The goal is for students to understand that this is important to achieve the basic skills and indicators specified. Make sure students understand the indicators

given (Jafaruddin, 2018). With the help of students, conclusions and summaries are drawn. In the process of concluding and summarizing, the teacher helps and leads. If it is difficult to understand the aspects that students need to consider when viewing photos, the teacher can provide additional support or a more detailed description of the image. (Amin, 2018).

Basically, pictures and picture learning models are meaningful learning strategies for learning, enjoyment, creativity, and can answer questions related to real life. This strategy includes more students to actively participate in cognitive, intellectual, physical and social learning. Requirements that must be met with picture and picture learning models (Sari Elia, 2017): 1) It has to be authentic. The photo has to be honest about the situation so that you see the actual object. 2) Simple. The configuration should be clear enough to show the main topic of the image. 3) Good photos. An effective tool is that the image requires artistic appeal that can attract students' interest in the learning process.

**Characteristics of Learning Methods Picture and Picture**

All learning methods require unique properties. The properties of the image and picture methods are as follows (Sulaiman et al., 2018): 1) Active: Pictures and images of collaborative learning models allow teachers to use pictures as learning media, encourage students, become more active and want to learn more. Using this model, teachers recommend designing and combining pictures as learning media. Therefore, students will not only receive information about what they have learned, but also understand what they have learned. 2) Innovative. This is because the picture and picture learning approach uses updates in the learning process to not only explain the teacher but also the students observe, and students and teachers become more active. 3) Creative. When using the picture learning model and the picture learning model, both teachers and students must be more creative. Therefore, we interact directly with each other. Students expect that teachers will provide photos and be more creative with nearby activities, and that teachers will be able to present photos and foils that will make students more interested in the learning process. 4) Fun. Initially, teachers may be afraid that this model will cause noise in the classroom because students do too many activities. However, when teachers use this model, students become moreinterested and happy. This is because the use of picture and picture learning models in pictures and pictures is also known as a learning approach that combines game elements. This ensures that students do not get bored during the learning process (Pratiwi & Aslam, 2021).

**Strengths and Weaknesses Metode Picture and Picture**

There are advantages and disadvantages to the learning method. Basically, this method is not wrong, but it depends on the accuracy or suitability of the method, and the material given to students. The advantages of the picture and image method are as follows (Kharis, 2019): The study materials are more directed at providing a brief explanation of the skills that must be achieved at the start of the study. The teacher provides examples of the topics being studied, so that students understand the lesson more quickly. The teacher gives students the task of finding illustrations available to students, which can help them improve their discussion and thinking skills. The teacher asks students why the photos were ordered, allowing students to hone their sense of responsibility. Students can view photos prepared by the teacher directly, making learning more memorable (Sandy, 2021).

In addition to the advantages of drawing and picture methods, (Mantira et al., 2017): This will take a long time. Allows for the appearance of noise in the classroom. A large number of students are not happy when they are told they have to work with others. It is difficult to take high quality photos and blend them with the

teaching materials. It is not uncommon for teachers and students to create main components using illustrations (photos) when discussing educational material. Lack of stock of materials when you find or take the photo you want. It is important for people to consider the advantages and disadvantages of the picture and image method. Teachers must choose carefully when and how to use this method. They also need to overcome challenges by providing support and direction for their students.

**Implementation of Method *Picture and Picture* on the Material of Islamic Cultural History**

Images and image methods are often used in the material "before the Arab conditions of Islamic culture." The use of images that are relevant and related to the material helps students understand the context and conditions of the Arabs before the Islamic era. Teachers can present images such as maps of the pre-Islamic Arab region, photographs of current Arab community life, and important buildings or symbols related to pre-Islamic Arab culture. These images can be used as visual materials to help students understand historical content and relate information in a concrete and clear way.

Of course, the success of implementing this method depends on student participation and active participation in the learning process. Students must have a high level of motivation to learn, be willing to work together in groups, and critical thinking skills to interpret images correctly. In addition, it is important for teachers to provide clear guidance, support student creativity, and provide constructive feedback to improve learning outcomes. Student intelligence affects the learning process, but the image and image method can also help activate various aspects of student intelligence, such as visual spatial intelligence, interpersonal intelligence in group collaboration, and linguistic intelligence when delivering explanations and presentations. Overall, implementing the image and image method requires cooperation between teachers and students when learning about the history of Islamic culture to achieve learning goals. Students learn from each other, think critically, share skills, express their opinions, help each other, and assess their roles and skills together (Hotimah, 2020).

**CONCLUSION**

Learning images and pictures contain, in turn, a combination of images that form a logical series. Students learn to be active, innovative, creative and interesting in this way. Students can use images to better understand and remember information visually. They are actively involved in the learning process by creating, combining and sorting photos according to a given concept or a given sequence. This encourages students to think critically, work together in groups and use creativity to take photos. In this educational activity, this educational method (photo) is used as a tool or means. Through the arrangement of illustrations (pictures), teachers can evaluate students' understanding and assess the practice of material, logical and systematic thinking skills. In addition, teachers can observe students' ability to order images, present images, send descriptions, and interpret images. This allows students to develop an independent understanding of concepts by reading and interpreting images. Students are more active and the end of the learning process is the main goal of the cold. The improvement of learning outcomes is driven by images related to the topic. This is also reinforced by testimony or results from previous exams. This shows an increase in discussion and student learning outcomes and student activity results increased significantly in all cycles. Student learning outcomes are measured by assessment tests conducted at the end of the cycle, with 85% of the percentage of indicators to improve student discussion.

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