PICTURE AND PICTURE LEARNING MODEL ON STUDENT LEARNING OUTCOMES IN SKI CLASS VIII AT MTS SABILAL AKHYAR KWALA BEGUMIT

Rahmi Utami[1], Milfa Yetty[2], Khairul Umam[3]
[123] STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai

Abstract: *Good learning outcomes are usually influenced by many factors including th learning model used by educators. The picture and picture learning model can be used as a good choice to use. This type of research is quantitative. This study aims to determine the effect of the picture and picture learning model on student learning outcomes. The sample determined in this study was class VIII C with a total of 32 students consisting of 19 boys and 13 girls at MTs Sabilal Akhyar Kwala Begumit. The data from this research are in the form of student learning outcomes obtained by using a student learning outcomes questionnaire instrument. Based on the research data obtained $t\,hitung$ = 8.28 while $t\,tabel$ = 2,000 (dk = 58). Thus $thitung > ttabel$ (8.28 > 2,000). This means that there is an influence of the picture and picture learning model on student learning outcomes.*

INTRODUCTION

Obtaining education is a right for every individual. Education is the foundation for a country to stand firmly. Education is an important part of efforts to improve and develop the quality of human resources, in accordance with the goals of national education, namely to build quality human resources. Therefore, education must be implemented properly in order to achieve the expected results. But in fact the quality of education in Indonesia is not satisfactory, this can be seen from the low student learning outcomes.

Learning outcomes are a measure of student success after following the learning process. Through learning outcomes, teachers can determine the ability of each student. Learning outcomes are usually in the form of numbers or letters that describe the level of students' understanding of the subject matter. The learning outcomes of each student are certainly different, this is influenced by several factors, namely internal factors and external factors. Internal factors are factors that come from within the student such as motivation, interest in learning and so on, while external factors are factors that come from outside the student such as teachers, learning strategies, infrastructure, environment and so on.

The teacher is one of the important factors in achieving learning success. The teacher is not only tasked with delivering learning material, but the teacher must pay attention to the learning atmosphere and the learning process that occurs in students. Therefore, a teacher must have skills in mastering subject matter and be able to present it properly so that students can understand it.

But in this modern era, there are still many teachers who use conventional learning models such as lectures, question and answer and so on. The method of teaching used is centered on the teacher *(teacher center).* The teacher conveys the material by lecturing,

while the students just listen. This causes students to feel bored so it is difficult to accept the subject matter. Teachers need to develop in conveying lessons to students.

Learning should be student-centered. Students are placed as subjects who play an active role in learning activities so that students do not only listen and record subject matter. But students participate in exploring knowledge together. Student-centered learning activities do not mean that the teacher completely releases control to students. Teachers facilitate students to learn by using innovative learning models.

The learning model used by the teacher is a determinant of student learning success. If the learning model used is in accordance with the subject matter, then the learning process will be more interesting and can improve student learning outcomes. Allah swt ordered the Messenger of Allah to convey lessons based on the Qur'an so that humans are on the right path. Allah swt commands humans to continue learning in surah Al-Kahf verse 66 as follows:

قَالَ لَهٗ مُوْسٰى هَلْ اَتَّبِعُكَ عَلٰٓى اَنْ تُعَلِّمَنِ مِمَّا عُلِّمْتَ رُشْدًا

Meaning: Musa said to him, "May I follow you so that you teach me (true knowledge) that has been taught to you (to be) a guide? (QS Al-Kahf: 66)

The verse above explains that human beings are encouraged to continue to seek knowledge in order to excel and work. Whereas in reality what researchers found at MTs Sabilal Akhyar Kwala Begumit, some students were less enthusiastic about participating in the learning process. This can be seen from the many students who play around and do not pay attention to the teacher when explaining the subject matter which has an impact on low student learning outcomes.

Based on the results of observations made at MTs Sabilal Akhyar Kwala Begumit, the researchers conducted interviews with class VIII SKI teachers at MTs Sabilal Akhyar, according to the results of the interviews it was found that the learning process was still teacher-centered. The teacher conveys the subject matter using conventional learning models such as lectures. This is due to the teacher's limited knowledge regarding various learning models, there are still few teachers who use innovative learning models, teachers are accustomed to using conventional learning models such as lectures so that many students are less interested in participating in learning activities.

In addition, there is another concern faced by teachers, namely students perceive that Islamic Cultural History lessons are boring lessons. When the teacher's learning activities do not provide examples or concrete evidence related to the material being conveyed, students are only assigned to listen and record what the teacher has said.

Based on the results of the daily test results in Islamic Cultural History lessons, it was shown that only 13 students scored above the KKM, while 19 students scored below the KKM. This situation illustrates that the learning outcomes of students in class VIII C still low.

One of the ways used to solve the problem above is to use a learning model. Learning models can affect student learning outcomes. A teacher must choose a good and appropriate learning model to improve student learning outcomes in the subject of Islamic Cultural History. This is related to the word of Allah SWT in the Qur'an surah An-nahl verse 125:

O Allahتَدِيْنَالْمُهْ بِ اَعْلَمُ وَهُوَ سَبِيْلِهٖ عَنْ ضَلَّ بِمَنْ اَعْلَمُ هُوَ رَبَّكَ اِنَّ اَحْسَنُّ هِيَ ۗ

Meaning: Call (people) to the way of your Lord with wisdom and good lessons and argue with them in a good way. Indeed, your Lord is the One who knows best about those who stray from His path and He is the One who knows best those who are guided. (QS An-Nahl: 125)

The verse above commands people to learn and teach using a good and accurate way. Using the right learning model will create the expected learning goals. Therefore, a learning model is needed that can stimulate interaction between teachers and students during learning activities. One of the learning models that can be used is the *picture and picture learning model.*

The picture and picture learning model is considered appropriate for use in Islamic Cultural History learning because this learning model uses image aids so that it can attract students' attention in learning. This can help overcome problems that occur in class VIII C of MTs Sabilal Akhyar Kwala Begumit, especially in the subject of Islamic Cultural History where the mastery of learning outcomes is still low.

According to Eko, the (Nyoman, 2019) *Picture and Picture* learning model is a method in which learning uses images that are paired/sorted into a logical sequence. This learning has active, innovative, creative and fun characteristics. This learning relies on images as media in the learning process, so that these images become the main factor in learning. Using the *picture and picture learning model* is expected to attract the attention and enthusiasm of students so that student learning outcomes can increase.

Based on the explanation above, the researcher is interested in conducting research with the title "The Effect of *Picture and Picture Learning Models* on Student Learning Outcomes in Class VIII SKI Subjects at MTs Sabilal Akhyar Kwala Begumit"

THEORETICAL BASIS

Picture and Picture Learning Model

Definition of Image and Image Learning Models
The learning model is an important element that must be mastered by every teacher in order to achieve learning success. Etymologically, the model means the pattern of something that will be made or produced. Models can be viewed from three types of words, namely as nouns, adjectives and verbs (Asyafah, 2019).

Learning models are different from learning approaches, learning strategies, learning methods and learning techniques. The learning model has a broader meaning as a lesson plan from beginning to end which is the teacher's guide for delivering learning material in class.

According to Soekamto (Shoimin, 2016) suggests that the learning model is a contextual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals, and serves as a guide for designing learning and learners in telling teaching and learning activities.

Arends (Shoimin, 2016) stated that The term teaching model refers to a particular approach to instruction that includes its goals, syntax environment, and management system. That is, the term learning model leads to a particular learning approach including objectives, syntax, environment and management system.

Meanwhile, according to Joyce & Weil (Sumantri, 2015) the learning model is a conceptual framework that is used as a guide in conducting learning. Another opinion states that the learning model is a teaching method that is used by educators so that lessons are easily understood, absorbed and can be utilized by students, educators or teachers must be able to find learning models that can provoke students to be able to think about what is conveyed by educators (Suprijono, 2016).

Based on some of the opinions above, it can be concluded that the learning model is a learning design pattern that is arranged regularly from beginning to end to help teachers

present learning material in class. In a learning model includes approaches, strategies, methods and learning techniques. The learning model can facilitate teachers in conveying subject matter. Before determining the learning model to be used, a teacher must make the following considerations:

1.   The teacher must consider the suitability of the learning model.
2.   The teacher must consider the relationship between the material presented and the learning model to be used.
3.   Teachers must consider the suitability of the learning model to be used with student learning styles.
4.   And the teacher must consider the effectiveness of the learning model to be used.

Based on this explanation, in an effort to overcome the problem of low learning outcomes in SKI learning, picture and picture learning models can be used. The picture and picture learning model is a learning model that uses a tool in the form of an image. Images are the main factor in the learning process.

Therefore, before the learning process begins a teacher must prepare pictures related to the subject matter to be conveyed. By using picture aids, it is hoped that students can participate in learning activities with focus and in pleasant conditions, so that the material presented by the teacher can be well received.

The principle picture and picture model and how it works is the same as the learning method for composing pictures. Students are equally asked to arrange the pictures that have been prepared sequentially and systematically. Systematic and sequential according to the reasoning and logical strength of the child (students). The difference is, in the picture and picture model, students are asked to sort the pictures that the teacher has provided one by one in front of the class (Muliawan, 2016).

The picture and picture learning model is a cooperative learning model or which prioritizes groups with paired or sorted media images into a logical sequence (Kurniasih & Sani, 2016).

Meanwhile, according to Rahayu (Nova, 2017) the picture and picture learning model is a learning model that uses paired or sorted images into a logical sequence. This learning model prioritizes images as a medium for conveying material in the learning process.

Based on the description above, it can be concluded that the picture and picture learning model is a learning model that uses tools in the form of pictures that will be logically sequenced to help increase students' understanding of the subject matter delivered by the teacher. The images used are very important to clarify the meaning of the material to be taught. In addition, the picture and picture learning model can be done in groups or individually.

The characteristics of the Picture and Picture Learning Model
The picture and picture learning model has several characteristics, namely active, innovative, creative, and fun (Istarani, 2011).

1.   On
In using the picture and picture learning model students become more active, this is because the teacher uses pictures in conveying subject matter, so that students' curiosity becomes greater. In addition, using the picture and picture learning model trains students to be able to design or combine pictures according to the order. Thus students not only hear the teacher's explanation, but students participate in learning.

2.   Innovative

The picture and picture learning model is a renewal in learning. By using the picture and picture learning model the teacher is not monotonous in delivering the subject matter. The picture and picture learning model makes students involved in the learning process. By using the picture and picture learning model students will get a new learning experience.

3.   Creative

Using the picture and picture learning model makes the teacher more creative. This is because during the learning process a teacher is encouraged to be more creative so students don't feel bored. The teacher's creativity can be seen from the pictures presented which can attract the attention and interest of students in participating in class learning activities to be fun.

4.   Fun

Some teachers assume that the use of the picture and picture learning model can cause noise in the classroom. However, by using the picture and picture learning model students feel happy and enthusiastic about participating in learning activities. This is because this learning model makes learning activities while playing, so students don't feel bored.

Picture and Picture Learning Model Steps

In applying the picture and picture learning model there are steps that must be taken. These steps are carried out systematically and regularly. The steps that can be taken in using the picture and picture learning model are as follows:

1.   The teacher explains the competencies to be achieved, before starting learning activities, the teacher conveys the basic competencies to be achieved so that students can measure the extent to which the material must be mastered.

2.   The teacher delivers material as an introduction, conveying introductory material is very important to provide motivation and enthusiasm. By providing motivation students will be interested in learning.

3.   The teacher shows pictures related to the material. In this section, students are invited to participate in the learning process by observing each picture shown by the teacher.

4.   The teacher calls students in turn to put or sort the pictures into the correct order. When calling students, the teacher must provide motivation to students so they don't feel afraid. Then the pictures are arranged according to the order.

5.   The teacher asks the reason for the order of the pictures. After the pictures are sorted, the teacher asks students' opinions regarding the order of the pictures.

6.   From the reasons for the picture, the teacher begins to instill material according to the competencies to be achieved. In the process of delivering material, the teacher must emphasize the competencies to be achieved by inviting students to repeat, write down important things related to the competencies to be achieved.

7.   Conclusion and summary, the last step taken is the teacher and students together concluding the subject matter.

Meanwhile, according to (Hamzah & Nurdin, 2013) in using the picture and picture learning model there are several steps that must be implemented. The steps that must be taken by the teacher to apply the picture and picture learning model are as follows:

1.   The teacher conveys the learning objectives to be achieved.
2.   The teacher conveys the introduction of learning.
3.   The teacher forms students into several groups.
4.   The teacher shows the pictures that have been prepared.
5.   The next step is group representative students are called to convey the results of the picture sequence.
6.   The teacher asks the logical reasons for the sequence of pictures arranged by students.
7.   After the pictures are in order, the teacher must be able to instill concepts or material in accordance with the competencies to be achieved.

Based on the explanation above, it can be concluded that the picture and picture learning model can be carried out individually or in groups starting with the teacher conveying competence, presenting material, the teacher showing pictures, the teacher calling students, then the teacher asking the reasons for sorting the pictures, the teacher instilling the material being taught to students , then ends by making a conclusion together.

Advantages of the Picture and Picture Learning Model

The picture and picture learning model has several advantages. According to (Shoimin, 2016) the advantages of the picture and picture learning model are:
1.   Facilitate students to understand what is meant by the teacher when delivering learning material.
2.   Students respond quickly to the material presented because it is accompanied by pictures.
3.   Students can read one by one according to the instructions in the pictures given.
4.   Students concentrate more and feel engrossed because the task given by the teacher is related to their game, namely playing pictures.
5.   There is mutual competence between groups in compiling pictures that have been prepared by the teacher so that the class atmosphere feels alive.
6.   Students are stronger at remembering existing concepts or readings.
7.   Interesting for students because through audiovisual in the form of pictures.

Meanwhile, according to (Hamdayama, 2016) the advantages of the picture and picture learning model are:
1.   The teacher knows more about the abilities of each student.
2.   The teacher trains logical and systematic thinking.

Based on the opinion above, the researcher concluded that the advantages of the picture and picture learning model can encourage students to actively participate in learning activities so that students' understanding and learning outcomes can increase. The picture and picture learning model trains students to think logically in solving a problem.
In addition, the picture and picture learning model attracts students' attention because it uses pictures so that students are active and enthusiastic in participating in class learning activities. If students are interested in participating in class learning activities, student learning outcomes can increase to the maximum.

Disadvantages of Picture and Picture Learning Models

According to (Kurniasih & Sani, 2016) the shortcomings of the picture and picture learning model include:

1.   The more complicated a learning model is, the risk is of course that it will take a long time, as is the case with this picture and picture learning model.
2.   The teacher must have good classroom mastery skills, because this learning model is prone to students being less active and also prone to noise.
3.   Adequate facilities, tools and costs are needed, especially for the images to be shown.
4.   It's hard to find good quality pictures.
5.   It is difficult to find pictures that match the reasoning power or competence of students.
6.   Both teachers and students are not used to using pictures as teaching materials.

Meanwhile, according to the researchers, the drawback of the picture and picture learning model is that its implementation requires a lot of time, then it is difficult to determine the appropriate picture with the subject matter. In addition, the use of the picture and picture learning model costs quite a lot.

Therefore, the teacher must be creative to make their own images that are appropriate to the subject matter, and the teacher must be able to manage the time in such a way that the learning process can take place effectively and efficiently.

Student Learning Outcomes

Definition of Learning Outcomes

Learning outcomes are a picture that shows the level of ability that students get after participating in learning activities. Learning outcomes are expressed in the form of scores obtained from test results on certain subject matter. Learning outcomes have an important role in the learning process. Learning outcomes provide information to teachers regarding student progress in an effort to achieve learning goals. Learning outcomes come from two words, namely results and learning. Result means an acquisition that is obtained for carrying out an activity. While learning is an activity that can change individual behavior. The change in behavior is the result of learning.

According to Nana Sudjana (Nurmawati, 2016) the results of learning abilities possessed by students after they receive learning. Learning outcomes show achievement, while learning achievement is an indicator and degree of change in student behavior. According to (Rosidah, 2019) learning outcomes are also abilities that children acquire after going through learning activities, by achieving learning objectives which are also changes in student behavior after experiencing learning activities. Learning outcomes or achievements are the realization or expansion of a person's potential skills or capacities (Priansi, 2017).

Learning outcomes are abilities possessed by students after the learning process is obtained through an education. Education is the help given by adults who are responsible for the development of children towards the adult level (Bakar, 2009).

Based on the above opinion, it can be concluded that learning outcomes are everything that is produced by students because there are learning activities that are seen from the abilities students get in skills, attitudes, knowledge and activities that get good or bad grades. Learning outcomes can be known by conducting evaluations or assessments. Djamarah and Zain (Susanto, 2016) determined that learning outcomes have been achieved when two indicators have been met. The indicators are as follows:

1.   Absorption of teaching materials taught achieves high achievement, both individually and in groups.
2.   The behaviors outlined in the specific teaching/instructional objectives have been achieved by good students.

Classification of Learning Outcomes

According to (Sudjana, 2012) learning outcomes can be classified into three domains, namely:
1.   The cognitive domain relates to intellectual learning outcomes which consist of six aspects, namely knowledge and memory, understanding, application, analysis, synthesis, and evaluation.
2.   The affective domain is related to attitude which consists of five aspects, namely acceptance, response or reaction, assessment, organization, and internalization.
3.   The psychomotor domain relates to the results of learning skills and the ability to act. There are six aspects, namely reflex movements, basic movement skills, perceptual abilities, harmony and determination, complex movement skills and expressive and interpretive movements.
4.   Based on the above opinion, it can be concluded that the classification of learning outcomes includes the cognitive domain in the form of remembering, understanding, analyzing, evaluating. Then the affective domain includes receiving, responding, assessing, organizing, and living. Meanwhile, the psychomotor domain includes a variety of physical movements such as imitation, manipulation, guided movement, readiness movement, complex movement, and creativity.

Factors Affecting Learning Outcomes

The success of students in participating in learning activities is influenced by various factors, both those that come from within themselves and those that come from outside themselves. As for influencing student success can be described into four factors, namely:
1.   Social factors, these factors are related to human existence, sometimes someone's presence in learning activities can interfere with learning situations.
2.   Non-social factors, these factors are related to the circumstances around a person, such as the condition of the air, temperature, weather, place, and the learning tools used.
3.   Physiological factors, these factors relate to a person's physical condition, healthy and unhealthy physical conditions will affect student learning outcomes.
4.   Psychological factors, these factors have an important role in a person's learning process, the psychological state and abilities of a child will determine the success of his learning.

According to (Slameto, 2012) learning success is influenced by two factors as follows:
1.   Internal factors include physical, psychological, fatigue.
2.   External factors include family, school, and society.
Meanwhile, according to (Syah, 2016) the factors that influence learning outcomes are divided into three kinds, namely:
1.   Internal factors (factors from within the student), namely the physical and spiritual state/condition of the student.
2.   External factors (factors from outside the student), namely the environmental conditions around the student.

3.   The learning approach factor, namely the type of student learning effort which includes the strategies and methods and learning models used by students to carry out activities to study the subject matter.

Based on the description above, in general it can be concluded that what influences student learning outcomes are internal factors that come from within the students themselves, external factors that come from outside the students such as the influence of other people, circumstances and the surrounding environment. And the last factor that influences student learning outcomes is the learning approach. This factor is related to the learning strategy or model used by the teacher in delivering lessons. Therefore, an effective learning model is needed to improve understanding and student learning outcomes.

History of Islam

Definition of History of Islam
The history of Islamic culture is one of the subjects that plays an important role to be taught to students. The word history comes from Arabic, namely syajarah (tree), which has a meaning similar to silsilah or salasilah which means family tree (Rofiq, 2019). In historical language, it means the terms of time, date or time. In English, the word history is called history, which means an orderly description of past events (Kodir, 2015). Events can be interpreted as history if the event has passed in the past. Events in the future cannot be said to be history because humans have not yet passed that period. It can be concluded that history has something to do with time and the past (Riffriyanti, 2019).
Based on the above opinion, it can be concluded that the History of Islamic Culture is a subject that discusses the stories of human past related to Islamic teachings. Through Islamic Cultural History lessons students will get many lessons and examples from the Prophet Muhammad. This is in accordance with the word of Allah SWT in the Qur'an which reads:

$$لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةٌ لِّأُوْلِي ٱلْأَلْبَٰبِ مَا كَانَ حَدِيثًا يُفْتَرَىٰ$$
$$وَلَٰكِن تَصْدِيقَ ٱلَّذِى بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ وَهُدًى$$
$$وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ ﴿١١١﴾$$

Meaning: *Indeed, in their stories there is a teaching for people who have sense. The Qur'an is not a fabricated story, but justifies the previous (books) and explains everything, and serves as guidance and mercy for those who believe.* (Yusuf [12]: 111) (Ministry of Religious Affairs, 2019).
Based on the verse above, the previous story is used as a guide for students in everyday life, and takes lessons from it. In addition, SKI lessons provide knowledge to students about past stories that happened during the time of the prophets and companions.
History of Islam Lesson Objectives
The objectives of the Islamic Cultural History lesson are as follows:
1.   To find out various stories and past events.
2.   To increase student awareness regarding the importance of studying the stories of the Prophet Muhammad in developing Islamic civilization in the past.
3.   To train students to be able to take lessons from historical events.

4.   To train students to be able to appreciate and appreciate the heritage of Islamic Cultural History.

5.   To add insight into students regarding the development of Islam from the past to the present.

METHOD

This type of research is quantitative and the approach used is descriptive quantitative. This study uses a descriptive approach. A descriptive approach is used to provide an overview of the existing situation or situation, the data used is data that is in accordance with the research objectives and will be processed, after which a conclusion will be drawn. A descriptive approach is an approach that examines the current state of a group of people, objects, sets of conditions, systems of ideas, or classes of events. The purpose of descriptive research is to create systematic, factual, and accurate pictures or drawings of facts, qualities and relationships between the phenomena studied. The population in this study were all students of class VIII MTs Sabilal Akhyar Kwala Begumit. The sample determined in this study was class VIII C with a total of 32 students consisting of 19 boys and 13 girls. Sampling was carried out by considering the time of research and discussions with SKI subject teachers. According to MTs SKI teacher Sabilal Akhyar Kwala Begumit the learning outcomes of class VIII C students tend to be low. This makes class VIII C the sample in this study. The variables used consist of independent variables and dependent variables. The independent variable in this study is *the picture and picture* learning model while the dependent variable used in this study is student learning outcomes. The data source in research is an important part, this is because the data source concerns the quality of the results of a study. Therefore, the data source is a consideration in determining the method of data collection. The data sources used are as follows: (1) Primary data is data obtained directly from research subjects. Primary data is commonly referred to as original data, to obtain primary data the researcher must collect it directly by observation, interview, or distributing questionnaires. The primary data in this study were obtained from teachers, administrative staff and class VIII students of MTs Sabilal Akhyar Kwala Begumit for the 2022/2023 academic year, (2) Secondary data is data obtained by researchers from existing sources, meaning that data obtained from theory -previous theory. Secondary data in this study were obtained through journals, articles, or books related to research variables.

Data collection techniques used in this study were questionnaires, observation and documentation. The data analysis method used is product moment correlation.

$$r_{xy} = \frac{n(\sum XY) - (\sum x).(\sum Y)}{\sqrt{\left(n\sum X^2 - (\sum X^2)\right)\left(n\sum Y^2 - (\sum Y^2)\right)}}$$

Information :

r_{xy} = Product moment correlation coefficient value

n = Number of research respondents

$\sum X$ = Number of variables X

$\sum Y$ = Number of variables Y

$\sum X^2$ = Number of variables X after being squared

$\sum Y^2$ = Number of variable Y after being squared

$\sum XY$ = Multiplication result of the total number of variables X and variable Y

To measure how much influence the X variable (*picture and picture Learning Model*) and the Y variable (Student Learning Outcomes) use the Guilford formula as follows:

No	Correlational Intervals	Relationship Level
1.	$0.00 \leq r \leq 0.20$	Very low
2.	$0.20 \leq r \leq 0.40$	Low
3.	$0.40 \leq r \leq 0.50$	Currently
4.	$0.60 \leq r \leq 0.80$	Tall
5.	$0.80 \leq r \leq 1.00$	Very high

Furthermore, the values r_{xy} that have been obtained can be distributed into the formula $Z_{hitung} = r\sqrt{n-1}$ then consulted with values Z_{tabel} with a significant level $a = 5\%$ with the following conditions: If $Z_{hitung} < Z_{tabel}$ then H_0 accepted (H_a rejected) If $Z_{hitung} > Z_{tabel}$ then H_0 rejected (H_a accepted).

DISCUSSION

The sample used in this study was class VIII C with a total of 32 students consisting of 19 boys and 13 girls at MTs Sabilal Akhyar Kwala Begumit. Based on the average value using *the picture and picture learning model* requires students to be serious and actively involved in the learning process. The application of the talking stick learning model in class VIII C at MTs Sabilal Akhyar Kwala Begumit can help students to be more actively involved when teaching and learning activities are taking place. Students who initially tended to be passive became more eager to learn and took SKI lessons seriously in class. Students are also not ashamed to express their answers when the teacher asks a question. With the *picture and picture learning model* in class, students don't just listen to the teacher's explanation but they also understand correctly the concepts of the SKI material provided properly. *The picture and picture* learning model is one of the appropriate learning models to attract and increase student concentration because this learning model is not only interesting but also requires high enough concentration so that the paired images match the context of the material provided so that the sequence of paired images becomes a logical unit. The application of the *picture and picture* learning model goes well and is conducive. This can be seen when the observations and questionnaires have been distributed. Based on the results of observations, it can be seen that students were very enthusiastic and concentrated when sorting the pictures until they were finished. Meanwhile, based on the results of the questionnaire, it shows that there is an interest and interest in students towards this learning model. The effect of the *picture and picture learning model* on student learning activity is known from the results of the hypothesis test that the value of t The obtained $hitung$ is 8.28. Value t $hitung$ is compared with the value of t $tabel$ is 2,000 (dk = 58 and 5% error rate). Based on the results obtained that t $hitung > t$ $tabel$, means that Ho is rejected and Ha is accepted, that is, there is an influence of *the picture and picture* learning model on student learning outcomes.

CONCLUSION

Based on the results of research and discussion, it can be concluded that by applying the *picture and picture learning model* in learning can have a good influence on student learning outcomes. After using the *picture and picture learning model* , the average score of student learning outcomes in class VIII C is 74.93. The results of the hypothesis test show t $hitung$ $= 8.28$ while t $tabel$ $= 2,000$, so t $hitung > t$ $tabel$. That is, the *picture*

and picture learning model influences student learning outcomes, so that student learning outcomes become better.

Based on the results of the research that has been carried out, several suggestions are made so that teachers can be selective in choosing the model or method used when teaching. Using models or methods that can be useful and fun for students, so students will be serious and actively involved in learning activities. Students who have been actively involved in learning activities to maintain activeness, and for students who have not been actively involved to be more serious and focused when the teaching and learning process in the classroom is in progress.

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