

LEARNING MODEL *PICTURE AND PICTURE* IN INCREASING STUDENT INTEREST

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Abstract: *This research aims to describe the implementation of Picture and Picture learning models in Fikih subjects and to know the impact of the implementation of picture and picture learning models in increasing students' interest in Fikih subjects at MTs Raudhatul Jannah Palangka Raya. This study used a quasi-experimental design with a non-equivalent control group design. The instrument used in this study was a validated questionnaire and tested before being used in the study. While the sample in this study amounted to 51 class VII students at MTs Raudhatul Jannah Palangka Raya. As for the distribution of 26 students as the control class and 25 students as the experimental class. Furthermore, the data analysis used to test the hypothesis is to use the "t" test formula. The results of the study indicate (1) the use of the learning model is picture and picture in the very good category according to the average response results of students. (2) there is an increase in student interest after the use of the learning model picture and picture in Fiqh subjects, which can be seen from the results of the analysis of the hypothesis test using the t test with a significance value (2-tailed) are 0.009. Indicates that the significance value <0.05.*

Keywords: *Interest in learning, learning models Picture and Picture.*

Introduction

Education is a very important aspect to advance a generation of nations and countries from being left behind both in science and technology. Education is the learning of knowledge, skills and habits of a group of people passed down from one generation to the next through teaching, training or research. Education is also an effort that focuses on the goal of maturing students, more precisely helping students to be competent enough to carry out their own tasks (Surawan, Anshari & Sari, 2022). According to Ki Hadjar Dewantara in Al-Musanna (2017: 121), education is "efforts to advance the growth of character (inner strength, character), mind (*intellect*) and child's body". Education is not limited to insight, career, job, rank, position, but about all aspects of one's life experiences. Thus, education really makes a person aware of his identity as a human being (Surawan, Syabrina, El Bilad & Azmy, 2022).

Education is also a process of knowledge and skills learning activities taught by educators through a process called the learning process. Learning is a relatively permanent change in behavior and is the result of repeated practices (Makki, 2019: 3). Among the education that must be given to students is Islamic Religious Education. Islamic Religious Education is a business in the form of teaching, guiding and caring for children so that one day after completing their education they can understand, live and practice the Islamic religion, and make it a way of life, both personal and social life. One of the subjects included in Islamic Religious Education is Jurisprudence.

As an educator and class manager, a teacher is required to be able to make the classroom atmosphere conducive so that the learning process or conveying knowledge from teacher to students or the process of exchanging knowledge and knowledge between one student and another can run well (Bafirman, 2016: 14).

The success of the teacher in carrying out his role largely lies in his special abilities such as teaching skills, skills to encourage classroom learning motivation, skills in how to assess children objectively, continuously and comprehensively in teaching and learning situations (Hamalik, 2009: 48). If a teacher has good abilities or competencies related to his field of work, he can carry out his duties as a teacher well, but if a teacher lacks good skills or competencies, he will not be able to carry out his duties properly.

Seeing the reality that is happening in the field there are still many teachers who only use conventional learning methods and models such as the lecture method and the question and answer method where in this method students can only pay attention and listen to the teacher's explanation without being able to participate actively in learning. This can result in low student interest in learning, students will find learning less interesting, and will even consider Islamic religious learning, especially Jurisprudence, to be very boring. The impact of the learning taught by the teacher seems to be only fixated on the subject without paying attention to the achievements and understanding of students.

This applies to every class, including class VII MTs, which basically has just started learning at the junior secondary level. Transferring school levels results in changes in student attitudes which also affect the low interest in student learning. In fact, to achieve the learning objectives required high student activity 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, Mazrur & Surawan, 2021). Thus, education can be interpreted in a simple way as a process of humanizing humans, this is because humans or in this case students are both objects and actors of education (Surawan & Athaillah, 2021: 9).

Literature Review

Learning Model Picture and Picture

Model is a design or design that describes the process of detailing and creating environmental situations that allow children to interact in learning, so that changes or developments occur in children. The components of the learning model include: concepts, learning objectives, materials/themes, steps/procedures, methods, learning tools/resources, and evaluation techniques. So, it can be concluded that the learning model is a whole series of material presentations and all forms of learning aspects carried out by a teacher in the teaching and learning process.

According to Kurniasih & Sani the picture and picture learning model is a cooperative learning model or prioritizes the existence of groups with media images that are paired or sorted into a logical sequence (Handayani, et al, 2017: 177). According to Rahayu in Riyono, the picture and picture learning model is a learning model that uses paired or sorted pictures into a logical sequence. This learning model prioritizes images as a medium for delivering material in the learning process (Nova, 2017: 373). These pictures become the main factor in the learning process. So that before the learning process the teacher has prepared images that will be displayed either in the form of cards or in the form of large size charts or if the school already uses ICT in using power point or software (Fauziah and Yoserizal, 2014: 81). This learning has active, innovative, creative, and fun characteristics. Whatever model is used always emphasizes the activeness of students in each learning process. Innovative, every learning must provide something new, different, and always attract the interest of students, and creative, each learning must generate interest in students to produce something or be able

to solve a problem by using methods, techniques or methods that are mastered by the students themselves. obtained from the learning process.

According to Octavia (2020: 52-53) in his book entitled learning models, the picture and picture has several characteristics, namely Active, Innovative, Creative and Fun. Learning model Picture and Picture according to Istarani (2011: 6) are as follows.

1. Each group member (student) is responsible for everything that is done in the group.
2. Each group member (student) must know that all group members have the same goal.
3. Each group member (student) must share the same duties and responsibilities among the group members. Each member of the group (students) will be subject to evaluation.
4. Each group member (student) shares leadership and requires skills to learn together during the learning process.
5. Each member of the group (students) will be asked to individually account for the material handled in the cooperative group.

From the basic principles in the Picture and Picture above, it can be concluded that this learning model aims to train students to be able to work together with other friends and learn to be responsible with the tasks they get. Model A good model always starts with careful planning, because without planning all the activities carried out will not be well directed. The following are the steps for Picture and Picture, namely:

1. The teacher conveys the competencies to be achieved.
2. The teacher presents the material as an introduction.
3. The teacher shows pictures of activities related to the material.
4. The teacher appoints students alternately sorting the pictures into a logical sequence.
5. The teacher asks the reason/reason for the sequence of the pictures.
6. From the reasons/sequences of the pictures, the teacher starts instilling the concept/material in accordance with the competencies to be achieved.
7. Conclusion/summary (Suprijono, 2009: 125).

Student Interest in Learning

In language interest means "high inclination towards something". Interest is a feeling of wanting to know, learn, admire or have something. Someone who has an interest in something, he will always want to know a lot about something he likes. Meanwhile, in terms as expressed by Hilgard quoted by Slameto, interest is a fixed tendency to pay attention to and remember some activities. Activities that are of interest to someone, pay attention to continuously accompanied by a sense of pleasure (Qomariah, 2016: 41).

Interest can also be said as a desire or will which is a person's encouragement to do something or activity without any coercion from outside himself. Interest can also be interpreted as a tendency of the soul that is relatively settled in a person and usually with feelings of pleasure. So interest can be expressed through statements indicating that someone prefers one thing over another through participation in an activity. Interest is not brought from birth like talent, but is obtained later. An interest can be expressed through a statement indicating that students prefer one thing over another. It can also be manifested through participation in an activity. Children who have an interest in certain subjects tend to pay greater attention to these subjects.

Meanwhile, learning is a process of changing behaviour because of the interaction of individuals and their environment to meet their needs (Slameto, 2015: 2). According to Sardiman, (2014: 23) learning is a change in behaviour and occurs because of experience. Learning is a component of education with regard to objectives and interaction reference materials, both explicit and implicit (hidden). Teaching and learning activities within the

scope of education have an important role. In the process of teaching and learning activities teachers and students occur interaction activities. The interactions carried out by the teacher aim to create an environment that has educational value for the benefit of students in learning (Surawan, 2019: 23).

When the terms interest and learning are combined into one, a new phrase emerges, namely interest in learning. Interest in learning can be interpreted as the interest shown by students in carrying out learning activities, both at home, at school and in the community (Qomariah, 2016: 42). Interest in learning is a student's tendency towards learning aspects. Interest is not innate, but acquired later. Interest in something is learned and influences subsequent learning and influences the acceptance of new interests. So interest in something is the result of learning and supports further learning. Although interest in something is not essential to be able to learn about it. the child's need for learning can arise from interest caused by attention, pleasure and so on (Kompri, 2017: 138).

Students' interest can be seen when a job they face is something they really like. This could affect his future. For example, if the student likes Economics, then when the teacher explains the student will really pay attention and understand the lesson. The higher a person's interest, the wider his knowledge will be because he feels interested and digs deeper (Surawan, 2020: 127).

Interest is one of the factors that can influence the effort that a person does. Strong interest will lead to serious, persistent efforts and not easily give up in facing challenges. If a student has a desire to learn, he will quickly be able to understand and remember it. Elizabeth B. Hurlock writes about the function of interest in a child's life as follows:

1. Interest influences the shape of the intensity of ideals. For example, if a child is interested in sports, his goal is to become an accomplished athlete, while a child who is interested in physical health, then his goal is to become a doctor.
2. Interest as a strong driving force. A child's interest in mastering lessons can encourage him to study groups at his friend's place even though it's raining.
3. Achievement is always influenced by type and intensity. Someone's interest even though taught by the same teacher and given a lesson but between one child and another gets a different amount of knowledge. This happens because of their different absorption abilities and this absorption is influenced by the intensity of their interests.
4. Interests that are formed from childhood/childhood often carry over a lifetime because interest brings satisfaction. The interest in becoming a teacher that has been formed since childhood, for example, will continue to carry over until this becomes a reality. If this is realized then all the ups and downs of being a teacher will not be felt because all assignments are done voluntarily. And if this interest does not materialize, it can become an obsession that will be brought to death (Kompri, 2017: 140).

Indicators of interest in learning as a monitoring tool that can provide clues to interest in learning. There are several indicators of students who have a high interest in learning, namely: happy Feelings of student, interest student, attention student and involvement (Khairani, 2013: 137). According to Kompri (2017: 141-142) there are several indicators of students who have a high interest in learning this can identified through the learning process in class and at home.

1. Feelings of pleasure
A student who has feelings of pleasure or likes towards science lessons, for example, then he must continue to study science related to science. There is absolutely no feeling of compulsion to study the field.
2. Attention to learning

Attention is also an indicator of interest in learning. Attention is the concentration or activity of our soul towards observation, understanding and so on to the exclusion of anything else than that. Someone who has an interest in learning about a particular object will naturally pay attention to that object. For example, a student is interested in learning science, so he tries to pay attention to the teacher's explanation.

3. Interesting lesson materials and teacher attitudes

Not all students like a subject, because of their own interest in learning. There are those who develop an interest in learning in that field of study due to the influence of their teachers, classmates, interesting subject matter. Over time, if students are able to develop their interest in learning about subjects, they will undoubtedly be able to get achievements even if they are classified as students with average abilities.

4. Benefits and functions of the subject

In addition to the feeling of pleasure, attention in learning as well as interesting lesson materials and teacher attitudes. The benefits and functions of the lesson are also an indicator of interest in learning. Because every lesson has its benefits and functions. As an example, for example, science lessons provide many benefits to students if science is not only studied at school but also outside of school. Conversely, if students do not read science lessons, students cannot feel the benefits contained in these science lessons.

Factors Affecting Interest in Learning

Factors affecting students' interest in learning essentially consists of two factors, namely internal factors and external factors. The explanation of these factors includes:

1. Internal factors.

In this case, Slameto in Kompri (2017: 143) argues that there are three factors that can influence interest in learning, namely physical, psychological, and fatigue factors.

2. External

factors External factors or the environment in question is everything that is outside of the child. In relation to the learning process at school, it is environmental factors that most dominantly influence students' learning interests, namely concerning learning objectives, teachers, learning materials, teaching methods and teaching media.

In another point of view, factors that can influence the emergence of interest in learning are learning, learning materials and teacher attitudes, family, social friends, environment, ideals, talents, hobbies, mass media and facilities (Kompri, 2017: 146). Tanner & Tanner in Slameto (2010: 101) suggest that teachers also try to form new interests in students. This can be achieved by providing information to students regarding the relationship between a teaching material that will be provided with teaching material in the past, outlining its use for students in the future. Rooijakkers (1980: 25) argues that this can also be achieved by linking teaching material with a sensational news item that most students already know. Surawan (2020: 131) argues that efforts to increase interest in learning are as follows:

1. Learning materials compare theory with student activities in everyday life.
2. Linking learning materials with relevant case studies experienced by students and contextual.
3. Linking learning materials with relevant case studies experienced by students and contextual.
4. The teacher designs a learning strategy that is appropriate to the conditions of the students which begins with identifying the behaviour of each student in general.

Fiqh

Fiqh are subjects that always exist at every level of education starting from Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA). According to the National Education Standards Agency, Jurisprudence is one of the subjects of Islamic

Religious Education, which is directed at preparing students to know, understand, live especially in daily worship, which then becomes the basis for a way of life through guidance activities, teaching, training, use of experience and habituation (Zenudin, 2015: 302). Therefore, learning Fiqh is not only by listening to what is described by the Fiqh subject teacher but students through guidance, training and habituation activities in learning activities.

Method

This study used a quasi-experimental design with a nonequivalent control group design, namely a design that used pretest and posttest in the control class and the experimental class. The instrument used in this study was a questionnaire that had been validated and tried out before being used in research. While the sample in this study was 51 students of class VII at MTs Raudhatul Jannah Palangka Raya. As for the distribution of 26 students as the control class and 25 students as the experimental class. Data analysis used an independent sample t-test with prerequisite tests for normality and homogeneity tests.

Result and Discussion

1. Implementation of the Learning Model Picture and Picture

Humans are social beings who cannot be separated from other humans. Wherever and whenever he is, he will always depend on other people (Surawan, 2019). Based on the results of the data acquisition, for the experimental class which was given treatment using the picture and picture there were 32% who were in the "good" category and 68% who were in the "very good" category. This means that the picture and picture considered effective in learning Jurisprudence based on the assessment of students. The following is a table of data acquisition from the questionnaire on the implementation of the picture and picture.

Results of Questionnaire Implementation of the *Picture and Picture*

Value Range	Frequenc y	Percentage
≤ 40	0	0%
41-60	0	0%
61-80	8	32%
81-100	17	68%
Total	25	100%

2. Interest in Learning

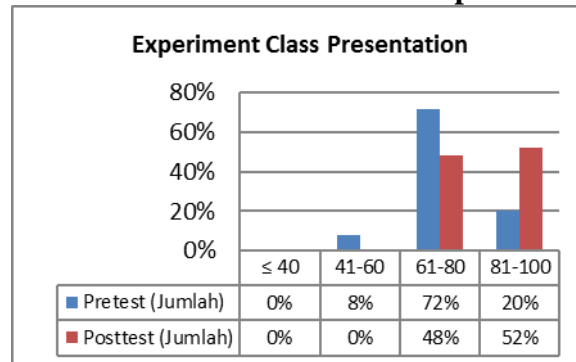
a) Experiment Class

Based on the results of data acquisition through questionnaires interest in learning that has been distributed to students before and after being given treatment using the picture and picture, for the experimental class when taking scores before being given treatment using the picture and picture there are 8% of students who fall into the "high enough" category, 72% of students are in the "high" category and 20% of students are in the "very high" category.

Then for the experimental class when taking scores after being given treatment using the picture and picture there were 48% of students who were in the "high" category and 52% of students who were in the "very high" category. To illustrate the

comparison between the results of the values before and after being given treatment in the experimental class can be seen in the following diagram.

Comparison Pretest and Post-test of Experimental Class



Based on the data above, it can be concluded that there was an increase in students' learning interest between before being given treatment and after being given treatment using the picture and picture in Fiqh subjects. This can be seen in the number of participants who were originally in a high enough position to become high and very high.

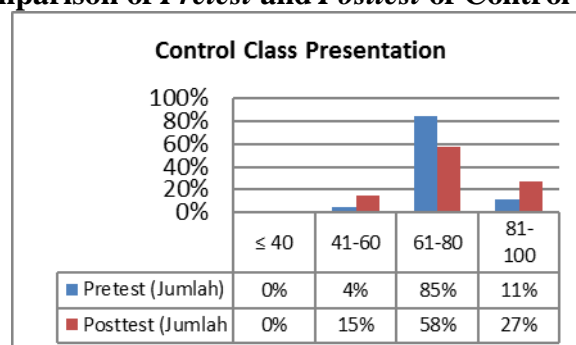
b) Control Class

As for the results of data acquisition, for the control class when taking scores before being given treatment using conventional learning models there were 4% of students who were in the "high enough" category, 85% of students were in the "high" category and 11% of students were in the "high" category. in the "very high" category.

Then for the control class when taking scores after being given treatment using conventional learning models there were 15% of students who were in the "high enough" category, 58% of students who were in the "high" category and 27% of students who were in the "very high" category. ”.

To illustrate the comparison between the results of the values before and after being given treatment in the control class can be seen in the following diagram.

Comparison of *Pretest* and *Posttest* of Control Class



Based on the data above, it can be concluded that there is an increase in student learning interest between before being given treatment and after being given treatment using conventional learning models in the subject of Fiqh. Although the results of data

collection for the experimental class and the control class both increased, the success rates of the two classes differed.

Hypothesis Testing

The hypothesis formulation used in this study is as follows.

H_a: There is an increase in students' interest after using the picture and picture in Jurisprudence subjects.

H_o: There is no increase in student interest after using the picture and picture in Islamic Jurisprudence subjects.

Before testing the hypothesis, a prerequisite test is carried out, namely the normality test and homogeneity test. Based on the test results obtained as follows.

Results of Normality Test and Homogeneity Test of Experiment Class

Type of Test	Test	
	Normality	Homogeneity
Pretest	0.903	0.054
0.311	Posttest	

Normality Test Results and Homogeneity Test Control Class

Type of Test	Test	
	Normality	Homogeneity
Pretest	0.140	0.084
0.118	Posttest	

Test results independent sample t-test significance value (2-tailed) is 0.009. This shows that the significance value is <0.05 . Then the decision taken from the results of the independent sample t-test is that H_o is rejected, and H_a is accepted. So, it can be said that there is a significant difference between the two variables studied. This means that there is an increase in student interest after using the picture and picture in Islamic Jurisprudence subjects.

From the results of the above study, it can be concluded that the use of the picture and picture is effective in Islamic Jurisprudence subjects and seen from the significance value of the hypothesis test it is evident that there is an increase in student interest after using the picture and picture in Islamic Jurisprudence subjects because the sig value (2- tailed) $0.009 < 0.05$. This study was conducted as an effort to provide a spiritual oasis for young people in the midst of global challenges (Sanusi, Hamdanah & Surawan, 2021).

Conclusion

First, the implementation of the picture and picture in the Fiqh subject at MTs Raudhatul Jannah Palangka Raya is included in the very good category according to the results of the responses of the students. The results of the data acquisition are that 68% are in the very good category, 32% are in the good category, 0% are in the fairly good category and 0% are in the bad category.

Second, there is an increase in student learning interest after using the picture and picture in Fiqh subjects. This can be seen from the results of the analysis of hypothesis testing using the independent sample t-test where the significance (2-tailed) result is 0.009 which indicates that the significance value is <0.05 . Therefore, the decision taken from the results of

the independent sample t-test is rejected and H_a is accepted, which means that there is an increase in student interest after using the picture and picture in Fiqh subjects.

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