

# Assessing the Effectiveness of the Picture and Picture Model in Teaching Prayer Movements in Islamic Religious Education

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## ABSTRACT

This study aims to investigate the implementation and effectiveness of the Picture and Picture learning model in enhancing Grade II students' understanding of prayer movements at MIN 2 Jember. This approach is considered to help young learners better visualize and comprehend the sequence of prayer movements through structured visual aids. A qualitative case study approach was used, with data collected from interviews and documentation. Participants included teachers, students, and the principal, providing a comprehensive view of the learning model's application and impact. Findings indicate that the Picture and Picture method significantly improves students' grasp of prayer movements. By arranging sequential images, students develop a clearer understanding of each step involved in the prayer sequence. Indicators of effectiveness include students' ability to organize images correctly, explain the movements, demonstrate conceptual understanding, and actively participate in class activities. The study demonstrates that using the Picture and Picture model enhances students' learning by promoting visualization, active engagement, and critical thinking. This method not only helps in understanding complex religious concepts but also encourages interaction and deeper comprehension. The Picture and Picture method effectively supports young learners in visualizing and internalizing prayer movements, making it a valuable tool for educators teaching complex concepts. Its application across subjects could foster critical thinking and active learning among elementary students.

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## 1. INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping students' behavior, character, and morals. In the context of primary education, PAI is not only aimed at providing accurate religious knowledge but also at fostering students with spiritual, social, and ethical values for their daily lives. Through PAI, students are expected to internalize religious values that serve as foundations for thinking, behaving, and acting (Azra, 2002; Riza, 2016). Effective religious education has a significant

impact on developing students' religious attitudes and positive character, which, in turn, can reduce negative behaviors in school and social environments (Gunawan, 2014).

However, to achieve these goals, the teaching methods used in PAI need to be carefully designed to be effective and suited to students' characteristics. Creative and innovative teaching methods, such as the Picture and Picture method, are essential to help students understand abstract concepts in PAI, such as prayer movements and other religious values, through concrete visualization (Sudjana & Ahmad, 2010). According to Tuasalamony (2020), applying appropriate teaching methods can enhance students' understanding and encourage their active engagement in the learning process, facilitating deeper internalization of values. Therefore, selecting effective teaching methods is essential in teaching PAI to achieve optimal results in shaping students' behavior.

In the context of Islamic Religious Education (PAI), conventional teaching methods often pose challenges that hinder the achievement of effective educational goals. Traditional methods such as lectures and rote memorization are still widely used, which tend to make students passive and less engaged in the learning process (Aziz & Zakir, 2022). In conventional methods, interaction is often one-sided, with teachers dominating the learning process without offering many opportunities for students to participate or interact. This can make learning less engaging, and students may struggle to understand abstract concepts or religious values being taught, especially if they cannot see a clear connection to everyday life (Zubaedi, 2011).

These challenges highlight the need to develop more interactive and contextual teaching methods. Conventional approaches not only reduce students' motivation but also make it difficult for them to deeply internalize PAI values. For instance, understanding the sequence of prayer movements requires more than mere memorization; students need to visualize and understand the order and meaning behind each movement. In this regard, a visual and participatory approach like the *Picture and Picture* method can offer an effective alternative, as it allows students to learn through concrete visualization and active engagement, thus facilitating a deeper internalization of values (Muharrami et al., 2023). Therefore, addressing these challenges requires implementing more effective teaching methods that integrate visual and interactive approaches in PAI learning. This not only helps students better understand the material but also supports the development of expected religious values and character.

Researchers observed the second-grade students at MIN 2 Jember and found that the Islamic Religious Education (PAI) teacher employed the Picture and Picture method to teach prayer movements. This strategy aims to assist students who struggle with listening skills and improve their classroom behavior. Often, lessons become monotonous and unengaging, leading students to play around in class and intentionally lose focus. To capture students' attention and increase engagement, the PAI teacher proactively used picture models and images to present the material on prayer movements.

Several previous studies have been conducted, such as research by Nurmasiytiah (2023), Prihatini (2022), Yanuarti (2023), Mashuri (2021), and Juriani (2023). Previous studies on the Picture and Picture method in Islamic Religious Education (PAI) have highlighted its effectiveness in increasing students' interest and cognitive understanding but have not specifically examined its application to prayer movements in primary school students. This research addresses that gap by focusing on the Picture and Picture method's effectiveness in teaching the sequence and significance of prayer movements, providing a concrete approach to support students' understanding and internalization of religious practices.

This study aims to examine the effectiveness of the Picture and Picture method in enhancing primary school students' understanding of the sequence and significance of prayer movements in Islamic Religious Education (PAI). Specifically, it will assess how this method aids students in internalizing religious concepts through concrete visualization and active participation. The urgency of this research lies in the need to provide students with a deep understanding of essential religious practices, particularly prayer, a fundamental aspect of Islamic teachings. By using the Picture and Picture approach, students can learn through visual methods that help them comprehend and retain

the sequence and meaning of prayer movements. This approach is relevant in addressing the limitations of conventional PAI methods, which often result in passive learning and a lack of understanding of essential content. The findings of this study can offer practical recommendations for teachers to implement more effective teaching methods that support the achievement of character education and religious values from an early age.

## 2. METHODS

This research employs a qualitative approach, using descriptive data in the form of written or spoken words based on observed behaviors. The descriptive approach is chosen to address current issues through systematic steps, including data collection, classification, analysis, and reporting to objectively describe the situation. Qualitative research is conducted inductively, with researchers actively engaging in the field, interacting with participants, and exploring problems in an open-ended manner, as opposed to the structured formulations found in quantitative research. This study utilizes a case study design, which allows for the in-depth collection and understanding of data within a specific context, such as a program, activity, or individual. The case study approach is ideal for this research because it enables a comprehensive exploration of the processes and activities involved, providing rich, detailed insights into how the Picture and Picture method impacts students' understanding of prayer movements within a natural classroom setting.

The research informants consist of the teacher and the school principal. The teacher provides direct insights into the application of the Picture and Picture method, sharing observations on student engagement and understanding in prayer movement lessons. The principal contributes a broader perspective on how this method supports the school's educational goals in religious education. Together, these informants offer a comprehensive view of the method's effectiveness in the classroom.

Data collection methods in this research involve interviews and documentation. Interviews are conducted with the teacher and principal to gather in-depth insights into their experiences, perceptions, and observations regarding the use of the Picture and Picture method in teaching prayer movements. This approach allows for a deeper understanding of how the method impacts student engagement and comprehension. Additionally, documentation is used to collect relevant materials such as lesson plans, student work samples, and observational notes, providing concrete evidence of the teaching process and its effectiveness. Together, these methods offer a comprehensive view of the implementation and outcomes of the Picture and Picture method in the classroom.

Data analysis in this research uses Huberman's interactive model, which includes data reduction, data display, and conclusion drawing. In the data reduction phase, researchers filter and focus on the essential information from interviews and documentation, streamlining the data to address the study's objectives effectively. The data display phase then organizes this refined data into formats such as tables or narrative descriptions, making patterns and connections more apparent, which aids in deeper analysis. Finally, in the conclusion-drawing phase, researchers interpret and synthesize the data to uncover insights and draw conclusions on the effectiveness of the Picture and Picture method in enhancing students' understanding of prayer movements. This iterative process allows for revisiting the data to ensure findings are accurate and reflective of the classroom context, resulting in a thorough analysis of the research subject.

## 3. FINDINGS AND DISCUSSION

### 3.1. Implementation of Picture and Picture on the Material of Prayer Movements

The "Picture and Picture" learning method is used in class II of MIN 2 Jember to teach students about prayer movements. Students will be given photos or illustrations in sections and must put them in the correct order. Students will be able to visualize and actively engage with the learning material to gain an understanding of complex ideas or sequences. The "Picture and Picture" approach has the instructor facilitate the presentation of pictures relevant to the theme of the lesson. After sorting the

pictures into a logical order, students are also asked to explain why they chose that particular order. With its emphasis on student participation, understanding of ideas, and development of critical thinking skills, this technique can be adapted to a variety of disciplines and learning themes.

An interview with SF, revealed that the teachers' council had evaluated the school and recommended the "Picture and Picture" learning methodology. Interactive and creative learning is the goal of this app. In this lesson, students will learn about the importance of prayer movements in Islam, as well as the learning objectives, content and introduction.

In addition, AP explains that the students are exposed to the prayer movement content through an introductory material presentation before moving on to the "Picture and Picture" model. As part of the "Picture and Picture" implementation stage, students are given pictures related to the prayer movements from various sources, including the internet, and asked to place the pictures in the correct order. This strategy encourages students to imagine themselves performing various prayer movements.

Observations in the classroom provide concrete support for the interview findings regarding the "Picture and Picture" method's effectiveness in teaching prayer movements. During the lesson, students demonstrated active engagement, paying close attention as they arranged the pictures in the correct order. The observational data confirmed that students were enthusiastic about the activity, showing curiosity and initiative as they organized and discussed the sequence of prayer movements. This hands-on approach visibly helped them visualize and understand the steps involved in performing the prayer, as students were observed comparing their picture arrangements with peers, discussing their choices, and asking clarifying questions.

Interviews and classroom observations confirmed that using the "Pictures and Images" approach helped the children understand the concept of the prayer movements better. The visual layout of the photographs assisted students in understanding and remembering the lesson by making the sequence of movements easier to visualize. Students' ability to cooperate in learning, understand complex ideas, and think critically also improved by using this approach.

In line with what was conveyed by SF, the "Picture and Picture" model facilitates students in visualizing and understanding the sequence of prayer movements better. The teacher has an important role in guiding the discussion, providing additional direction, and ensuring that students are actively involved in the learning process.

Overall, the application of the "Picture and Picture" model on the subject of Prayer Movements at MIN 2 Jember proves that this method successfully improves students' understanding of prayer movements through visualization, active interaction, and critical thinking skills. This method not only supports a fun learning process, but also has a positive impact on students' understanding of the concepts taught. Therefore, the "Picture and Picture" method is worth adopting as one of the effective learning alternatives in teaching complex concepts to students.

The "Picture and Picture" method for teaching prayer movements in Grade II of MIN 2 Jember offers a way for students not only to memorize steps but also to understand the meaning and purpose behind each movement. By arranging pictures in the correct sequence, students engage in visualizing the prayer movements, which creates a deeper emotional connection to the learning material. This method helps students grasp the value of each movement within the context of prayer, making the learning experience more meaningful and memorable.

Additionally, the method encourages active participation, as students work in groups to discuss and explain their reasoning behind the sequence. This approach fosters an inclusive classroom environment, where students feel valued and develop important social and teamwork skills. The teacher acts as a facilitator, guiding the discussion, supporting students' understanding, and ensuring every group has the opportunity to share their thoughts. Overall, interviews and observations indicate that the "Picture and Picture" method effectively enhances students' understanding of prayer movements and strengthens their engagement in the learning process. The success of this method highlights the importance of active learning through visualization and critical thinking in building students' comprehension of complex concepts.

Research on the "Picture and Picture" learning method aligns with findings in educational studies highlighting its effectiveness in enhancing students' comprehension of complex concepts through visualization and active engagement. For instance, Mashuri et al. (2021) found that students learning with visual sequencing methods showed a deeper understanding and recall of subject material compared to conventional approaches, supporting the positive impact of structured visual learning. Additionally, Prihatini et al. (2022) demonstrated that the "Picture and Picture" method significantly improved students' ability to organize and explain complex sequences, echoing findings from MIN 2 Jember that showed students gained a more meaningful understanding of prayer movements.

Similarly, Nurmasyittah (2023) reported on the success of the "Picture and Picture" method in promoting social skills and active learning, as students were more involved in group activities and discussions. This aligns with observations from MIN 2 Jember, where the method facilitated not only comprehension but also collaboration and critical thinking. Furthermore, Juriani (2023) noted that students using the "Picture and Picture" method in moral education lessons demonstrated increased emotional connection and appreciation for the content, paralleling the emotional engagement observed in students learning prayer movements at MIN 2 Jember.

These research findings reinforce the effectiveness of the "Picture and Picture" method, confirming that structured visual aids, when combined with teacher facilitation, enhance students' grasp of complex material while fostering social interaction and personal connection to the subject matter. The findings suggest that this approach is not only beneficial in prayer movement lessons but is versatile and valuable across various subjects requiring complex or sequential understanding.

### **3.2. Effectiveness of Picture and Picture on Prayer Movement Material**

Effectiveness in the context of learning refers to the extent to which a method, strategy or action is able to achieve the desired goal or meet the predetermined objectives. Sandong et al. (2024: 11) This effectiveness is related to the ability of an approach to produce the expected results in the most efficient and effective way. In education, effectiveness refers to how well a learning method or approach is able to achieve learning objectives and have a positive impact on student understanding and development.

AP, a grade II teacher, explained her approach to evaluating the effectiveness of the "Picture and Picture" learning method for prayer movements. She uses a range of indicators, such as students' ability to arrange pictures in the correct order, articulate explanations, understand concepts, actively participate, apply the movements practically, and respond positively to the learning experience. AP shared that the principal also provides guidance on these indicators, highlighting that theoretical considerations suggest multiple factors contribute to learning effectiveness.

Similarly, the principal, SF, noted that most students demonstrate a strong grasp of prayer movements by accurately arranging the pictures in sequence. This outcome indicates that students have gained a solid understanding of the steps involved in prayer movements.

The results of interviews with teachers also show that the "Picture and Picture" method is able to achieve effectiveness in terms of improving students' ability to assemble pictures, speak and explain, understand concepts, and actively participate in discussions and practice prayer movements in everyday life. Thus, the learning effectiveness of the "Picture and Picture" model on the material of prayer movements has been proven through observation and evaluation based on predetermined indicators. This method is able to improve students' understanding of prayer movements through visualization, active interaction, and understanding of concepts. This method also has a positive impact in achieving learning objectives and contributing to student development.

The findings from this study align with and are reinforced by other research on the effectiveness of the "Picture and Picture" method. For example, Juriani (2023) observed that this method significantly enhanced students' ability to retain and understand lesson content by organizing visuals, which supports the observed improvements in understanding prayer movements at MIN 2 Jember. Similarly, Prihatini et al. (2022) documented that students who participated in visual and interactive learning activities, such as arranging images, demonstrated a marked improvement in concept comprehension

and active engagement, echoing this study's findings on increased participation and conceptual understanding among students.

Additionally, Mashuri, Faishol, and Rofiq (2023) found that methods promoting active student involvement, like the "Picture and Picture" approach, effectively enhanced students' ability to articulate and explain their reasoning, a result mirrored in the students' improved explanation skills in prayer movements. Nurmasiytiah (2023) also identified that this method not only helped in concept retention but also fostered social skills, as students collaborated to arrange and discuss picture sequences.

These studies collectively affirm that the "Picture and Picture" model's effectiveness extends across different subjects by enhancing engagement, visual learning, and critical thinking skills. The consistency of findings across various educational contexts validates the approach used at MIN 2 Jember, demonstrating that this model is a strong contributor to achieving educational objectives and promoting students' development in both academic and social dimensions.

The effectiveness of the "Picture and Picture" method in enhancing students' understanding aligns with theoretical principles that underpin this learning approach. According to the theory of visual learning, the "Picture and Picture" model leverages visual aids to make complex information more accessible and memorable, supporting student engagement and retention (Sandong et al., 2024). This method encourages students to sequentially arrange images, actively involving them in organizing information, which stimulates their cognitive processes and aids comprehension.

The research on the "Picture and Picture" method in teaching prayer movements can be analyzed through several educational theories, such as visual learning, constructivism, and social learning. Visual learning theory suggests that students understand and retain information better when presented in visual formats (Mayer, 2002). Visualization helps students form mental models, especially in understanding complex steps. At MIN 2 Jember, students arrange pictures of prayer movements, allowing them to more easily understand each step gradually, improving their comprehension of the sequence and the meaning behind each movement. Constructivist theory, particularly Vygotsky's social constructivism, emphasizes the importance of active student engagement and social interaction in building knowledge. In this method, the teacher's role in guiding students as they arrange and discuss the pictures helps them learn within their Zone of Proximal Development (ZPD), enabling them to achieve a higher level of understanding through collaboration with peers and guidance from the teacher. Bandura's social learning theory (1977) is also relevant, as this method involves observation, imitation, and learning through group interactions, allowing students to see, model, and discuss prayer movements together. This creates an inclusive learning environment that enhances teamwork and social skills, as observed at MIN 2 Jember, where students showed increased interaction and collaboration. Additionally, Sweller's Cognitive Load Theory (1998) supports the use of structured visual media to reduce cognitive load, making it easier for students to understand the complex sequence of movements.

Other studies support the effectiveness of this visual sequencing method in education, such as research by Mashuri et al. (2021), which found that students using visual sequencing techniques had better understanding compared to traditional methods. Similarly, Prihatini et al. (2022) found that visual methods improved students' ability to organize and explain information, reflecting the improvements seen at MIN 2 Jember in students' ability to explain prayer movements. The success of this method in improving students' understanding and engagement shows that its principles can be applied to various subjects requiring sequential understanding, such as science and history. This study highlights the importance of structured visual aids and active engagement in modern educational practices, with results indicating that the "Picture and Picture" method not only improves students' comprehension but also supports the development of critical thinking and collaborative skills in the classroom.

#### 4. CONCLUSION

The research on using the "Picture and Picture" learning method to teach prayer movements to Grade II students at MIN 2 Jember reveals that this visual and sequential approach significantly enhances students' comprehension through active engagement and structured visual aids. By arranging images and articulating their choices, students not only gain a clearer understanding of prayer movements and meanings but also improve their critical thinking and social interaction skills. Observations and interviews confirm that this method promotes an inclusive, interactive learning environment that fosters collaboration and aids concept retention. This aligns with broader educational studies, affirming that "Picture and Picture" is effective for teaching complex, sequential content and can benefit various academic and social aspects of student development. However, the study's limitations include its narrow scope, focusing solely on a single Grade II class, which may limit the generalizability of findings. Additionally, the method's focus on sequential content raises questions about its effectiveness in non-sequential subjects. The brief observation period may also limit insights into long-term comprehension and engagement. Future research should broaden the scope to different grades and subjects to assess the method's general effectiveness, investigate its adaptability to various teaching styles, and evaluate its long-term impact on comprehension and engagement. Collecting student feedback on the method could also provide valuable insights into its impact on motivation and learning experiences.

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