



The Influence of the Picture and Picture Learning Model on the Learning Interest in Christian Religious Education and Character Education of Grade VIII Students at SMP Negeri 1 Siantar Narumonda, Toba Regency

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ABSTRACT

The purpose of this study was to determine the positive and significant influence of the Picture and Picture learning model on the learning interest in Christian Religious Education and Character Education of Grade VIII students at SMP Negeri 1 Siantar Narumonda, Toba Regency, in the 2024/2025 academic year. The research method employed was descriptive-inferential quantitative research, with a population of 124 students. The sample was taken at 50%, resulting in 62 students selected through probability sampling techniques. The research instrument used was a closed-ended questionnaire consisting of 56 items, with 30 items for variable X and 26 items for variable Y. The instrument was trial-tested on 32 students outside the research sample. The findings indicated that the Picture and Picture learning model had a positive and significant effect on students' learning interest in Christian Religious Education and Character Education. The results were as follows: (1) the correlation test showed $r_{count} > r_{table}$ ($0.684 > 0.254$); (2) the significance test showed $t_{count} > t_{table}$ ($7.263 > 2.000$); (3) the determination test indicated an effect of 46.79%; (4) the regression equation obtained was $\hat{Y} = 24.10 + 0.64X$; and (5) the F-test showed $F_{count} > F_{table}$ at $\alpha = 0.05$ with numerator $df = 30$ and denominator $df = n - 2 = 62 - 2 = 60$, resulting in $52.48 > 1.39$. Therefore, the alternative hypothesis (H_a), which states that the Picture and Picture learning model has a positive and significant effect on the learning interest in Christian Religious Education and Character Education of Grade VIII students at SMP Negeri 1 Siantar Narumonda, Toba Regency, in the 2024/2025 academic year, is accepted, while the null hypothesis (H_0) is rejected.

Keywords: *Picture and Picture, Learning Interest, Christian Religious Education, Character Education*

INTRODUCTION

School is a formal educational institution that bears the responsibility of developing children's personalities in accordance with their abilities and knowledge, in order to prepare them for the challenges of life in society. Education plays a vital role in enhancing students' intellectual quality. However, education does not merely foster intellectual growth; it also contributes significantly to students' spiritual development. Spiritual education aims to shape students into individuals with noble character and to provide them with a moral foundation so that they will not misuse their intellectual abilities. Christian Religious Education differs from general education because it is not carried out solely by humans but also involves God. The involvement of God is essential since Christian Religious Education is not limited to intellectual knowledge but also encompasses the formation of students' character, mentality, and spirituality. In schools, Christian Religious Education is generally conducted by a Christian Religious Education teacher, whose role is to guide, nurture, and assist students in knowing the person of Jesus Christ and in making Him their role model. To achieve success in education, a learning process must take place. Learning can be defined as a cooperative process between teachers and students that utilizes all available potentials and resources, both internal (such as students' interests, talents, basic abilities, and learning styles) and external (such as environment, facilities, and learning resources), in order to achieve specific learning objectives. In this process, not only teachers but also students must actively interact with both their teachers and peers to ensure the learning process runs effectively. A structured and well-organized learning process can improve students' abilities, focusing not merely on what is being learned but on how students learn. Learning involves both teaching and studying, where the teacher instructs and the students learn with the aim of developing knowledge, attitudes, and skills. This process also includes other components such as media, curriculum, and learning facilities. Hamdani argues that learning is the teacher's effort to create an environment and provide services that accommodate students' diverse abilities, potentials, talents, and needs, thereby facilitating optimal interaction between teachers and students. From this definition, it can be concluded that learning is a process that enables teachers to teach and students to systematically receive material, where both parties influence one another in the teaching-learning process to achieve desired goals in a learning environment. The Picture and Picture learning model is a form of cooperative learning in which students work in groups using image-based media arranged into a logical sequence. This model consciously and systematically encourages students to develop meaningful interactions, fostering mutual support, empathy, and care. It is characterized by its innovative and creative approach. Learning itself is a process of behavioral change encompassing knowledge, skills, and attitudes. More broadly, such changes include competence, habits, mutual understanding, adaptability, and appreciation of interests. An effective learning process cannot be separated from the appropriate selection and application of learning models to enhance students' interest in learning. Interest refers to a sense of liking or attraction toward a particular object or activity. Essentially, interest reflects the relationship between the individual and external factors. The stronger this relationship, the greater the interest. Slameto defines interest as a sense of liking or attraction toward something or an activity, without external compulsion. Students with a genuine interest in a

particular field will pursue it with greater enthusiasm than those who lack interest. When a person is interested in something, they will find it easier to learn, whereas being forced to study or choosing the wrong field often leads to difficulties.

Based on initial observations and interviews conducted by the researcher with subject teachers at SMP Negeri 1 Siantar Narumonda, Toba Regency, in the 2024/2025 academic year, it was found that most students demonstrated low enthusiasm for learning. This was evident from behaviors such as daydreaming, reluctance to take notes, passivity in responding to questions, and inattentiveness during lessons. Consequently, the classroom atmosphere became passive, making it difficult to achieve the objectives of building both knowledge and strong faith. One contributing factor to students' low learning interest was the continued reliance on conventional teaching methods such as lectures, without engaging supporting media. Recognizing this issue, the Christian Religious Education teacher attempted to implement the Picture and Picture learning model as a more engaging and interactive alternative. This model presents material through logically arranged picture sequences that are then connected to the concepts being studied. Through visual aids, students are expected to understand the material more easily, become more actively involved, stimulate curiosity, enhance memory, and create a more enjoyable learning atmosphere. By applying this model, teachers hope to foster greater student interest in learning, thereby making Christian Religious Education more meaningful-not only in terms of knowledge but also in the development of character and spirituality. Among the various learning models employed by Christian Religious Education teachers, the Picture and Picture model has been widely recognized. According to Sriyani Widyawati, this model is particularly effective for environmental topics, as it creates an active learning atmosphere, attracts students' interest, and develops their ability to interact and collaborate with peers, thereby fostering social skills. Similarly, Shoimin emphasizes that the Picture and Picture model encourages students to generate solutions or complete tasks using methods, techniques, or strategies acquired through the learning process. In teaching and learning activities, interest is an essential factor that influences the continuity of the process and, consequently, student achievement. Learning interest is crucial because it ensures the learning process proceeds effectively. As Nasution asserts, learning takes place smoothly when there is interest, whereas disinterested students tend to avoid studying.

METHODS

This research is one of the methods that can be used to seek truth about a matter deemed scientific. Through this study, the researcher observes, analyzes, and examines an object to obtain new insights in discovering truth. According to Sugiyono, "a research method is essentially a scientific way to obtain data for specific purposes and uses." In this study, the researcher employed a quantitative research method. Sugiyono further states that "quantitative research methods can be defined as research methods based on the philosophy of positivism, used to study specific populations or samples, employing research instruments, and utilizing quantitative/statistical analysis with the aim of testing predetermined hypotheses." The approach applied in this study is descriptive research. Sugiyono explains that "descriptive statistics are statistics used to analyze data by describing or illustrating the collected data that applies generally or as a generalization."

This research was conducted at SMP Negeri 1 Siantar Narumonda, is scheduled to take place from April to June 2025. The data collection technique used in this study was a closed-ended questionnaire, following these steps: 1) Prior to distributing the questionnaire, respondents were given instructions on how to complete it properly. 2) The questionnaire was then distributed to respondents, who were asked to answer honestly by checking one of the provided options. 3) The researcher guided and accompanied the respondents while completing the questionnaire and clarified any statements that were not well understood.

DISCUSSION AND RESULTS

In contemporary education, introducing Christ and His works requires diverse strategies that facilitate students' understanding of God's deeds. Just as Jesus employed various teaching methods-such as preaching-to reach multitudes, educators today also need engaging approaches to capture students' attention. One such approach in the field of Christian Religious Education is the Picture and Picture learning model. The Picture and Picture learning model is a cooperative instructional method that employs images arranged or paired into a logical sequence. As previously described, this model can influence students' learning interest through its distinctive steps, characteristics, and contributing factors. To foster students' interest in Christian Religious Education and Character Education, teachers must first present the learning objectives to be achieved. They then introduce the subject matter as an entry point, display images related to the lesson, and invite students one by one to arrange these images into a logical sequence. The teacher subsequently asks students to explain the reasoning behind their sequence, before guiding them toward the intended concept in alignment with the learning objectives. Finally, the teacher and students work together to formulate conclusions and summaries. By delivering lessons using this model, teachers encourage students to actively participate throughout the learning process. Each student has a role and responsibility, which helps create meaningful engagement during the lesson. Moreover, this method promotes positive interactions among students as well as between students and the teacher. The Picture and Picture model is also expected to enhance students' self-confidence, as they are encouraged to pose and respond to questions during the lesson. Their interest in learning increases because the process combines play and learning. When students arrange the images provided, they are naturally encouraged to think more critically, discuss ideas with their peers, and avoid passive or monotonous learning experiences. Through this model, students are given greater freedom to express their opinions about the material being studied, resulting in a classroom atmosphere that is more dynamic, interactive, and enjoyable. Based on the research conducted with Grade VIII students at SMP Negeri 1 Siantar Narumonda, Toba Regency, in the 2024/2025 academic year, the findings and discussion are as follows: From the distribution of students' responses regarding the Picture and Picture learning model, it was found that the students' learning interest in Christian Religious Education and Character Education increased. The implementation of the Picture and Picture model by the teacher consisted of seven indicators, namely: (1) the teacher conveyed the competencies to be achieved; (2) the teacher explained the material as an introduction; (3) the teacher displayed relevant pictures; (4) the teacher called upon students, in turns, to arrange the pictures

into a logical sequence; (5) the teacher asked students to explain the rationale behind the sequence; (6) based on the rationale, the teacher reinforced the material concepts in line with the intended competencies; and (7) the teacher and students together formulated conclusions.

Through the Picture and Picture learning model, the students' learning interest in Christian Religious Education and Character Education was shown to increase positively and significantly. This was reflected in the following indicators of student interest:

1. Students demonstrated attention, concentration, enthusiasm, and the ability to understand and retain material continuously, in line with their physical and mental development.
2. Students completed tasks responsibly, expressed enjoyment during learning, and felt pride and satisfaction with their achievements.
3. Students displayed pride and satisfaction when successful in learning, although their level of interest developed gradually according to individual capacities.
4. Students showed preferences for learning opportunities and materials or activities of personal interest.
5. Students actively participated in learning activities that aligned with their values and cultural backgrounds.
6. Emotional-based interest: students showed an emotional attraction toward learning activities.
7. Egocentric-based interest: students demonstrated motivation to learn influenced by personal desires for achievement or recognition.

Analysis Tests

The prerequisite analysis test to determine whether a positive relationship exists between variable X (Picture and Picture learning model) and variable Y (students' learning interest) revealed the following: the calculated correlation coefficient (r_{count}) was 0.684, compared to the critical value (r_{table}) of 0.254 at a 5% error rate with a 95% confidence level and $n = 62$. Since $r_{\text{count}} > r_{\text{table}}$ ($0.684 > 0.254$), it was established that there is a positive relationship between the Picture and Picture learning model and students' learning interest in Christian Religious Education and Character Education. The significance test further showed that the calculated t-value (t_{count}) was 7.263, compared to the critical t-value (t_{table}) of 2.000 at a 5% error rate with $n-2 = 60$. Since $t_{\text{count}} > t_{\text{table}}$ ($7.263 > 2.000$), it was confirmed that there is a significant relationship between the Picture and Picture learning model and students' learning interest. The regression analysis produced the following results: a) The regression equation was $\hat{Y} = 24.10 + 0.64X$. This equation indicates that with a constant of 24.10, each increase in the application of the Picture and Picture model corresponded to a 0.64 increase in students' learning interest. b) The coefficient of determination (r^2) was 0.4679, showing that the Picture and Picture learning model accounted for 46.79% of the variance in students' learning interest in Christian Religious Education and Character Education. The F-test analysis revealed that the calculated F-value (F_{count}) was 52.48, which is greater than the critical F-value (F_{table}) of 1.39 with numerator $df = 30$ and denominator $df = n-2 = 60$. Since $F_{\text{count}} > F_{\text{table}}$ ($52.48 > 1.39$), the null hypothesis (H_0), which stated that there is no influence, was rejected, while the alternative hypothesis (H_a), which stated that there is an influence, was accepted. Thus, it was concluded that the research hypothesis is accepted: there is a positive and

significant influence of the Picture and Picture learning model on the learning interest in Christian Religious Education and Character Education of Grade VIII students at SMP Negeri 1 Siantar Narumonda, Toba Regency, in the 2024/2025 academic year.

CONCLUSION

The Picture and Picture learning model is considered appropriate because it is a cooperative learning model that uses visual media, which can attract students' attention and foster their interest in learning. Through this model, students are able to directly observe concrete representations of the subject matter presented by the teacher through instructional media. The Picture and Picture learning model involves the use of images that are paired or arranged into a logical sequence. This model relies on images related to the learning material, enabling students to be more active and to better understand the lesson content delivered by the teacher, thereby achieving the intended learning objectives. By applying a suitable learning model, it is expected that the problem of low student achievement can be addressed. The indicators of the Picture and Picture learning model are as follows: 1) The teacher communicates the competencies to be achieved. 2) The teacher explains the material as an introduction. 3) The teacher displays relevant pictures. 4) The teacher calls upon students, in turns, to arrange the pictures into a logical sequence. 5) The teacher asks students to explain the reasoning behind the sequence. 6) Based on the students' reasoning, the teacher reinforces the material concepts in accordance with the intended competencies. 7) The teacher and students together formulate conclusions. Learning interest in Christian Religious Education refers to students' enthusiasm for the subject, characterized by their willingness to deepen their understanding of the Bible, to live a Christ-centered life, to be guided in the teaching of God's Word, and to rely on the power of the Holy Spirit. This learning interest reflects the enhancement of individual personality elements, with a directed tendency toward Christian Religious Education as something important and enjoyable, focusing attention on the learning process in a way that provides satisfaction for students. The indicators of students' learning interest in Christian Religious Education and Character Education include: Students demonstrate attention, concentration, enthusiasm, and the ability to understand and retain material consistently, in line with their physical and mental development. Students complete assignments responsibly, display enjoyment during learning, and experience pride and satisfaction in their learning outcomes. Students express pride and satisfaction upon achieving success in learning, although their level of interest develops gradually according to individual capacity. Students show preferences for learning opportunities and materials or activities of personal interest. Students actively participate in learning activities aligned with their personal values and cultural backgrounds. Emotional-based interest: students exhibit an emotional attraction to learning activities. Egocentric-based interest: students demonstrate motivation to learn influenced by personal desires for achievement or recognition. From the research findings, it was established that the hypothesis testing yielded $F_{\text{count}} > F_{\text{table}}$, namely $52.48 > 1.39$, thus the research hypothesis was accepted. Therefore, it can be concluded that there is a positive and significant influence of the Picture and Picture learning model on the learning interest in Christian Religious Education and Character Education among

Grade VIII students of SMP Negeri 1 Siantar Narumonda, Toba Regency, in the 2024/2025 academic year.

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