



## The Influence of the Picture and Picture Learning Model on the Learning Activeness in Christian Religious Education and Character Education of Sixth-Grade Students at SD Negeri 157019 Pinangsori 12

Sweet Tri Sonya C. Hutajulu<sup>1\*</sup>, Baginda Sitompul<sup>2</sup>, Ordekor Saragih<sup>3</sup>, Rida Gultom<sup>4</sup>, Robinhot Sihombing<sup>5</sup>

<sup>1</sup>Student, Pendidikan Agama Kristen, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung  
<sup>2,3,4,5</sup> Lecturer, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

\*correspondence: [sweettrisonya@gmail.com](mailto:sweettrisonya@gmail.com)

### ABSTRACT

*The objective of this study is to determine the positive and significant influence of the Picture and Picture learning model on the learning activeness in Christian Religious Education and Character Education among sixth-grade students at SD Negeri 157019 Pinangsori 12 in the 2025/2026 academic year. The method employed in this research is a quantitative approach using a pre-experimental design with a one-group pretest-posttest model. The research population consists of all sixth-grade students at SD Negeri 157019 Pinangsori 12 in the 2025/2026 academic year. Data were collected through a closed-ended questionnaire comprising 25 positive items. The results of data analysis indicate a significant influence of the Picture and Picture learning model on students' learning activeness in Christian Religious Education and Character Education, as evidenced by the significance test results showing that the calculated t value exceeds the critical t value ( $\alpha = 0.05$ ;  $df = n-1 = 29$ ), namely  $12.206 > 2.045$ . Therefore, the alternative hypothesis ( $H_a$ ), which states that there is a significant influence of the Picture and Picture learning model on the learning activeness in Christian Religious Education and Character Education among sixth-grade students at SD Negeri 157019 Pinangsori 12 in the 2025/2026 academic year, is accepted.*

**Keyword:** Picture and Picture, Learning Model, Learning Activeness, Christian Religious Education, Character Education

### INTRODUCTION

Education is one of the primary aspects of human life, playing a vital role in shaping both the character and the quality of a nation's human resources. Education is not merely intended to transfer knowledge but also to cultivate morals, ethics, and values upheld by society. Christian Religious Education constitutes an essential aspect of basic education, as it helps shape students' character and moral foundation. In this context, an effective learning approach is indispensable to ensure that students can understand and apply the

values being taught. Christian Religious Education not only conveys religious teachings but also guides students to live according to the values taught in the Bible.

Learning, in essence, is a process involving the arrangement and organization of the students' environment to encourage and motivate them to learn. Furthermore, learning can be understood as an effort to provide guidance and assistance to students throughout their learning journey. According to Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, learning is defined as the interaction among teachers, students, and learning resources within a learning environment.

Students' activeness in learning is an essential aspect that must be recognized and developed by educators throughout the teaching and learning process. Active participation should not be underestimated, as students' potential can only be maximized when the learning process engages their intellectual, emotional, and physical activities in a balanced manner. Therefore, teachers are expected to select and implement learning models that encourage active student involvement. Such activeness is a key factor in material comprehension, since students are required to think critically and directly engage in the learning activities. This approach fosters an interactive and dynamic classroom atmosphere. A learning process may be deemed successful when most students actively participate. Active learning is characterized by teaching that emphasizes student engagement physically, mentally, cognitively, and emotionally. In practice, students' active involvement is crucial, as it cultivates enthusiasm for participating in learning. Nevertheless, it is often found that some students remain passive during lessons, as reflected in their lack of attention to the material and insufficient effort in completing tasks.

Effective teaching and learning require active interaction between teachers and students to optimally achieve educational goals. Teachers' direct involvement in every stage of the process is therefore essential. Teachers must possess the necessary knowledge and skills to support their professional role, including the ability to choose appropriate strategies, models, media, and instructional content, as well as classroom management competencies. To achieve expected learning outcomes, synergy among teachers, students, and parental support is needed. Teachers should employ various relevant teaching strategies to stimulate critical thinking and active participation. Likewise, the utilization of available resources should be optimized to ensure comprehensive and meaningful mastery of the subject matter. Teachers aiming to improve student learning outcomes need to engage in reflection and evaluation of their teaching methods, thereby enabling them to refine their instructional approaches by applying more effective and contextual models.

Students' learning activity is influenced by several factors. Internal factors include: (1) learning motivation (enthusiasm and willingness to learn), (2) interests and talents (engagement with specific subjects), (3) health (sound physical and mental condition supporting learning), (4) discipline and responsibility (developing consistent study habits), and (5) self-confidence (willingness to ask questions and express opinions). External factors include: (1) family (parental support and attention), (2) school (a comfortable and well-equipped learning environment), (3) teachers (engaging and enjoyable teaching methods), (4) peers (a supportive social environment), and (5) technology/media (learning tools such as videos or applications). At the elementary school level, student activeness is a crucial aspect to be addressed by teachers. Learning activeness reflects the

extent to which students are directly engaged in the learning process—physically, mentally, and emotionally. Unfortunately, passive students are still found in several schools, often showing limited participation in asking questions, taking notes, or engaging in group discussions. One cause of this passivity is the use of uninspiring learning models that fail to actively engage students.

The Picture and Picture learning model can serve as an alternative to enhance students' activeness, as it employs images as the primary medium for delivering information. Through images, students can more easily grasp concepts, construct narratives, participate in discussions, and confidently express their opinions. This also applies in the context of Christian Religious Education. Teachers of Christian Religious Education are expected to carefully select and apply engaging models to create active and participatory learning environments. Students' learning activeness is influenced by both internal and external factors. Academic and non-academic aspects, such as interest and motivation, can be fostered through the learning conditions established by teachers. These conditions not only influence motivation but also determine the extent of student activeness. To stimulate interest in the subject matter, teachers need to use varied models, one of which is the Picture and Picture model. This approach creates a dynamic and non-monotonous classroom atmosphere, preventing boredom and encouraging active learning. The Picture and Picture model provides systematic steps that enable teachers to facilitate active learning and achieve instructional objectives. Thus, teachers must be discerning in selecting suitable models and mastering relevant pedagogical concepts to integrate them effectively into the teaching and learning process.

Based on preliminary observations conducted on February 19, 2025, among sixth-grade students at SD Negeri 157019 PinangSORI 12, many students still faced difficulties in comprehending the material delivered by teachers. Several factors may contribute to this situation, including the use of less engaging teaching methods, teacher-centered instructional models, insufficient media resources, low student participation, limited student confidence in expressing opinions, and inadequate instructional aids to support material comprehension. Monotonous teaching approaches often lead to decreased student interest, ultimately resulting in weak comprehension of the subject matter.

To address these issues, the researcher chose the Picture and Picture learning model as a potential strategy to increase student activeness. This model utilizes images as teaching aids, enabling students to better understand concepts by directly observing the sequence of images presented. It also enhances memory retention and encourages students' active involvement in the learning process. Furthermore, the Picture and Picture model promotes students' ability to recognize cause-and-effect relationships within learning concepts, which is crucial for comprehensive material understanding.

In Christian Religious Education, the use of the Picture and Picture model can help students understand biblical teachings more effectively. Images can be employed to illustrate key events in the Bible, thereby facilitating students' comprehension and recall of biblical narratives. For example, images depicting the creation of the world, the life journey of Jesus, and His miracles can make learning more engaging and meaningful. Students are able to visualize these biblical stories, which aids in both understanding and memorization.

Moreover, the Picture and Picture model can also be applied in teaching character education. Images depicting moral situations can serve as prompts for student discussions

and reflections on moral values. For instance, pictures showing honesty, cooperation, and compassion can help students internalize the importance of these values in daily life. By visualizing moral situations, students can more easily understand and internalize the values being taught.

This study aims to investigate the influence of the Picture and Picture learning model on the learning activeness of students in Christian Religious Education and Character Education in the sixth grade at SD Negeri 157019 Pinangsori 12. By employing the Picture and Picture model, it is expected that students will become more active, better understand the subject matter, and be able to apply the values taught in their daily lives. This research will examine how the use of images in teaching can enhance student engagement in understanding and retaining learning material, as well as how this influences students' attitudes and behavior.

## METHODS

Research method refers to a scientific way of obtaining or collecting data for specific purposes and uses. According to Sugiyono, quantitative research method is a research method based on the philosophy of positivism. It is employed to study particular populations or samples, with data collection using research instruments, and data analysis conducted quantitatively or statistically, with the aim of testing predetermined hypotheses. Based on this, there are four key terms that need to be considered: scientific approach, data, objectives, and uses.

The research method employed in this study is quantitative research, and the type of research is pre-experimental design. In this study, the researcher examined students' conditions before being given treatment and after treatment, thereby producing numerical data that can be statistically analyzed. The research design applied is the One-Group Pretest–Posttest Design, which is an experiment conducted on a single group without a comparison group. This model uses a test at the beginning so that the magnitude of the experimental effect can be determined with greater certainty.

The data collection in this study was aimed at obtaining information regarding the influence of the Picture and Picture learning model on the learning activeness in Christian Religious Education among fifth-grade students of SD Negeri 157019 Pinangsori 12. The researcher employed a questionnaire (survey) distributed to 30 respondents, with the following steps: Respondents were gathered in one room at the scheduled time, and then the questionnaires were distributed, and the researcher provided instructions on how to complete them, including explanations of the intent of each item, after the questionnaires were completed, the researcher collected them for further processing.

To verify whether the proposed hypothesis is accepted or rejected, the collected data were processed by analyzing respondents' answers through the following steps: Constructing a distribution table of responses based on the given alternatives. Constructing a distribution table of respondents' answers based on weighted options. Hypothesis testing. Formulating the hypotheses:

**H<sub>0</sub>:  $\beta = 0$**  (There is no positive and significant influence of the Picture and Picture learning model on the learning activeness in Christian Religious Education and Character Education among sixth-grade students of SD Negeri 157019 Pinangsori 12 in the 2025/2026 academic year).

**H<sub>a</sub>:  $\beta \neq 0$**  (There is a positive and significant influence of the Picture and Picture learning model on the learning activeness in Christian Religious Education and Character Education among sixth-grade students of SD Negeri 157019 Pinangsori 12 in the 2025/2026 academic year).

Determining the level of significance:  $\alpha = 5\%$  (0.05). Testing criterion: *t*-test.

The pattern used is  $O_1 \times O_2$ . In this design, observations are conducted twice: before the experiment and after the experiment. The observation prior to the experiment ( $O_1$ ) is referred to as the pre-test, while the observation after the experiment ( $O_2$ ) is referred to as the post-test.

## RESULT AND DISCUSSION

After the researcher tabulated the respondents' answers, the data were processed and analyzed. Based on the research data description, it was found that the overall average of Christian Religious Education and Character-Building learning activeness among sixth-grade students at SD Negeri 157019 Pinangsori 12 in the 2025/2026 academic year increased from the pre-test score of 73.10 to the post-test score of 92.83. This indicates an improvement of 19.73 points in students' learning activeness as a result of using the Picture and Picture learning model.

Based on the distribution of pre-test data regarding learning activeness, the highest achievement was in item number 2, with a total score of 101 and an average of 3.37, where most students responded that they always helped their peers arrange the pictures. The lowest achievement was in item number 6, with a total score of 76 and an average of 2.53, where most students answered that they sometimes asked their peers when confused about the pictures.

From the pre-test distribution across indicators of learning activeness, the highest achievement was in indicator number 4 with an average of 3.11, namely, "participating in teacher-directed group discussions" to arrange and explain the pictures collaboratively. Meanwhile, the lowest achievement was in indicator number 2 with an average of 2.74, namely, "asking the teacher/peers when not understanding," indicating that students asked questions when the picture sequence was unclear.

Based on the post-test data distribution, the highest achievement was found in item number 14 with a score of 118 and an average of 3.93, where most students reported that they always listened to their peers' opinions during group learning. The lowest achievement was in item number 3 with a score of 106 and an average of 3.53, where most students reported that they often expressed opinions about the pictures they observed.

From the post-test indicator distribution, the highest achievements were indicators number 3 and 4, each with an average of 3.78. These indicators were "seeking information to solve problems," where students actively searched for the meaning or content of the presented pictures, and "participating in teacher-directed group discussions," where students collaboratively arranged and explained the pictures. The lowest achievement among the indicators was number 1, with an average of 3.63, namely, "participating in task completion during learning," where students were involved in arranging or explaining the pictures.

Based on the hypothesis testing through the significance test (*t*-test), the result showed  $t_{\text{count}} = 12.206 > t_{\text{table}} = 2.045$ , meaning that  $H_0$  was rejected and  $H_a$  was accepted. This

indicates that there is a positive and significant effect of the Picture and Picture learning model on the learning activeness of sixth-grade students in Christian Religious Education and Character-Building at SD Negeri 157019 Pinangsori 12 in the 2025/2026 academic year. The rejection of  $H_0$  and the acceptance of  $H_a$  can also be observed in the statistical curve, which illustrates that the Picture and Picture learning model positively and significantly influences learning activeness.

These findings are consistent with Suprijono (as cited in Octavia), who stated that the Picture and Picture learning model is an active learning model that utilizes pictures arranged or sequenced systematically, such as arranging pictures in order, showing pictures, providing descriptions, and explaining pictures. By arranging pictures, teachers can identify students' ability to understand learning concepts. Pictures related to learning materials encourage students to be more active during the learning process. Similarly, Shoimin emphasized that the Picture and Picture learning model relies on the use of pictures as the primary factor in the learning process. Pictures play a crucial role in clarifying meaning. Through pictures, students can learn about things they have never seen before. Pictures not only serve as an inexpensive and easily accessible medium but also effectively increase students' activeness.

By using the Picture and Picture learning model, both teachers and students become more actively engaged in the learning process. This is because teachers incorporate visual media into the learning activities, which stimulates students' active participation. Furthermore, students are encouraged to design or combine pictures as part of the learning process. Consequently, students are not merely passive listeners but are actively involved in the learning activities.

### **Conclusion**

Based on the theoretical framework that has been reviewed, the Picture and Picture learning model is a strategy that emphasizes the systematic and sequential arrangement of images. Through this activity, students are encouraged to think logically, connect information, and articulate the reasoning behind the sequence they construct. Thus, this model does not merely focus on outcomes but also emphasizes critical thinking, active engagement, and the development of deeper understanding in line with the learning objectives. The research findings demonstrate that the implementation of the Picture and Picture learning model has a positive and significant effect on the learning activeness of sixth-grade students in Christian Religious Education and Character-Building at SD Negeri 157019 Pinangsori 12 in the 2025/2026 academic year. This is evidenced by the statistical test results, which show that the calculated  $t$ -value ( $t_{\text{count}} = 12.206$ ) is greater than the critical  $t$ -value ( $t_{\text{table}} = 2.045$ ). This indicates a significant difference between students' learning activeness before and after the application of the model. Furthermore, data analysis reveals an increase in the average score of students' learning activeness, from 73.10 in the pre-test to 92.83 in the post-test, reflecting an improvement of 19.73 points. This increase indicates that the Picture and Picture model is capable of creating a more interactive, engaging, and conducive learning environment, thereby encouraging students to become more involved physically, mentally, and emotionally in the learning process.

In conclusion, the use of the Picture and Picture learning model is highly effective in enhancing students' learning activeness. The model not only encourages students to be

more active in asking questions, participating in discussions, and expressing opinions but also trains them to think systematically and fosters self-confidence. Specifically, in the context of Christian Religious Education and Character-Building, this model enables students to understand the values of faith and character in a more concrete, contextual, and enjoyable manner.

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