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The Use of Image Media in Increasing Students' Understanding of the Mandatory Attributes of Allah in the Subject of Moral Beliefs in Class III MIS Mathla'ul Anwar Putat

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Abstract: This research aims to improve students' understanding of the mandatory attributes of Allah through the use of image media in learning Moral Beliefs in grade III of MIS Mathla'ul Anwar Putat. The method used in this study is Classroom Action Research (PTK) with the Kemmis and McTaggart model which consists of planning, implementation, observation, and reflection stages. This research was conducted in two cycles involving 25 students as research subjects. Data was collected through observation, evaluation tests, and interviews. The results of the study show that the use of image media significantly increases students' understanding of God's obligatory attributes. In the first cycle, the average score of students' comprehension increased from 60% to 75%, while in the second cycle it increased further to reach 90%. In addition, students are more enthusiastic about learning, easier to understand the material, and more active in class discussions. Thus, the use of image media has proven to be effective in increasing students' understanding of God's obligatory attributes. It is hoped that the results of this research can be a reference for teachers in choosing more varied and interesting learning methods to improve the quality of Akidah Akhlak learning.
Keywords: Image Media, Mandatory Attributes of Allah, Student Understanding, Moral Faith, PTK.

INTRODUCTION

Islamic Religious Education is one of the subjects that has an important role in shaping

students' character and personality. One of the main branches in Islamic Religious Education is Akidah Akhlak, which aims to instill the values of faith in Allah SWT and form behavior in accordance with Islamic teachings. Among the materials taught in the Moral Faith are the mandatory attributes of Allah, which are the basis for understanding the oneness and greatness of Allah SWT.

In the learning process, understanding of God's obligatory attributes is very important because it is the basis for forming students' beliefs and faith from an early age. The obligatory attributes of God are abstract concepts that are often difficult for students to understand, especially for grade III students who are still in the stage of operational concrete cognitive development according to Piaget's theory. Therefore, learning strategies are needed that can help students understand this concept more easily and interestingly.

However, based on the results of initial observations at MIS Mathla'ul Anwar Putat, it was found that students' understanding of Allah's obligatory attributes is still relatively low. Many students have difficulty memorizing and understanding the meaning of Allah's obligatory attributes because learning is still conventional, namely only using lecture and memorization methods. As a result, students quickly feel bored and are less actively involved in learning.

In addition, the results of the formative evaluation showed that the average student score in the material of Allah's mandatory attributes was still below the minimum completeness standard (KKM). Some students even have difficulty distinguishing between the mandatory and impossible qualities of Allah, and have not been able to explain the meaning of each of these qualities well. This shows that innovation in learning methods is needed to improve student understanding.

One alternative that can be applied to improve students' understanding is the use of image media. Image media has an important role in learning, especially for elementary school-age students, as it can help connect abstract concepts with something more concrete and easy to understand. According to Bruner's theory, learning will be more effective if you use media that supports students' cognitive development, one of which is with the help of visualization.

Image media can help students understand the material better because it provides a real picture of the concepts being studied. In the context of learning the obligatory attributes of God, the media of images can be in the form of illustrations or visual representations that illustrate the meaning of each attribute, so that students can more easily understand and remember it. In addition, image media can also increase the attractiveness of learning, so that students are more motivated to learn.

Several previous studies have shown that the use of image media in religious learning can significantly improve students' understanding. Research conducted by several experts shows that visualizing religious concepts through images can help students remember material longer compared to conventional methods. This is in line with the dual coding theory put forward by Paivio, which states that the combination of verbal and visual in learning can improve students' memory and comprehension.

In addition to improving comprehension, the use of image media can also increase student participation in class. In learning that only uses the lecture method, students tend to be passive and less involved in discussions. However, with the existence of image media, students are more active in observing, analyzing, and discussing the material they are learning. This creates a more interactive and fun learning atmosphere.

In line with the goals of education in Indonesia, which emphasizes an innovative and student-centered learning approach, the use of image media can be one of the solutions in increasing the effectiveness of Akidah Akhlak learning. With this approach, students not only memorize God's obligatory attributes, but also understand their meaning and application in daily life.

In the context of MIS Mathla'ul Anwar Putat, the application of image media is expected to help improve the quality of learning the Moral Faith, especially in understanding the obligatory attributes of Allah. Teachers as facilitators also need to develop various creative learning strategies so that the material can be delivered in a more interesting and easy-to-understand manner by students.

Based on the above background, this study aims to examine the effectiveness of the use of image media in increasing students' understanding of God's obligatory attributes. This

research was carried out using the Classroom Action Research (PTK) method in order to see changes in students' understanding gradually through the application of image media in learning.

It is hoped that the results of this research can contribute to the development of more innovative and effective Akidah Akhlak learning methods. In addition, this research can also be a reference for educators in implementing image media as a learning tool in madrasas, especially in Islamic Religious Education subjects.

Thus, this research becomes relevant in answering the problem of students' low understanding of Allah's obligatory attributes and providing concrete solutions in improving the quality of learning of Moral Beliefs in elementary schools.

METHODS

This research uses the Classroom Action Research (CAR) method. PTK was chosen because it aims to increase students' understanding of Allah's obligatory attributes through the application of image media in learning Akidah Akhlak in grade III of MIS Mathla'ul Anwar Putat. The PTK model used in this study refers to the Kemmis and McTaggart models, which consist of four main stages in each cycle, namely planning, acting, observing, and reflecting. This research will be carried out in two cycles, where each cycle includes a series of actions that have been planned. If the results in the first cycle have not reached the expected target, then improvements are made in the second cycle with more effective adjustments to learning strategies. This cycle is repeated until a significant increase in student understanding is obtained.

This research was carried out at MIS Mathla'ul Anwar Putat, which is one of the ibtidaiyah madrasas in the area. The subject of the study was grade III students, which amounted to 25 people. The selection of grade III as the subject of the study was based on the results of initial observations that showed that students still had difficulty in understanding the obligatory attributes of Allah, especially because this concept was abstract and difficult to understand without the help of visual media.

The procedure of this research follows the cycle in PTK as follows. In the first cycle, the planning stage is carried out by compiling learning tools, such as the Learning Implementation Plan (RPP), image media to be used, and evaluation instruments to measure student understanding before and after learning. The implementation stage is carried out by teaching using image media in explaining the obligatory attributes of Allah. Students are introduced to pictures that represent the concept of God's obligatory attributes to make them easier to understand. Furthermore, the observation stage is carried out by observing the response and activity of students during learning. In addition, an assessment of student understanding is carried out through formative tests. The last stage is reflection, where the results of observation and evaluation are analyzed to find out whether learning is effective or needs to be improved in the next cycle.

In the second cycle, re-learning is carried out with a method that has been adjusted based on the results of the reflection of the first cycle. If obstacles are found in the first cycle, the image media used will be made more interactive or there will be reinforcement of the concept through group discussions. After the learning in the second cycle is completed, the evaluation is carried out again to see the improvement of students' understanding after the improvement of learning strategies is implemented.

The research instruments used in this study include several aspects. Observation is used to see student activities and participation in learning. Evaluation tests are used to measure students' understanding before and after using image media. Interviews were conducted to

explore the opinions of students and teachers regarding the effectiveness of using image media in learning. In addition, documentation is also used to record the learning process and the results of student evaluations.

The data collection technique is carried out through several methods, namely written tests, classroom observations, teacher and student interviews, and documentation. Written tests are used to measure students' understanding before and after actions are taken. This test is in the form of multiple-choice questions and brief descriptions related to God's obligatory attributes. Classroom observation is carried out using an observation sheet to assess students' activeness in participating in learning. Interviews were conducted with teachers and students to get feedback on the effectiveness of using image media in learning. Documentation in the form of photos of learning activities, teacher notes, and student test results was also collected to strengthen the research results.

The data obtained were analyzed descriptively, quantitatively and qualitatively. Quantitative analysis was carried out by calculating the percentage of increase in student scores between before and after learning using picture media. Meanwhile, qualitative analysis was carried out by analyzing observation and interview data to illustrate the increase in interest, activity, and response of students to the use of image media in learning.

The success of this study is determined based on several indicators. First, increasing student understanding, namely at least 80% of students achieving scores above KKM in the final test of the second cycle. Second, increasing student activity, where students are more active in asking questions, discussing, and participating in learning. Third, the positive response from students and teachers, where students find it easier to understand God's obligatory attributes, and teachers judge the image media to be helpful in the delivery of the material.

This research is planned to last for two months, with the following details. The first to second weeks are used to make initial observations and prepare learning tools. The third to fourth weeks are carried out in the first cycle with the use of image media in learning. The fifth to sixth weeks are focused on analyzing the results of the first cycle and improving learning methods. The seventh to eighth weeks are used for the implementation of the second cycle and the final evaluation.

In the implementation of this research, academic ethics are maintained. The researcher asked permission from the head of the madrasah and the classroom teacher before carrying out the research. Data obtained from students will be kept confidential and used only for academic purposes. With this structured research method, it is hoped that the results of the research can make a real contribution in increasing students' understanding of the obligatory attributes of Allah through the use of image media.

RESULTS

This research aims to increase students' understanding of the mandatory attributes of Allah through the use of image media in learning Moral Beliefs in grade III of MIS Mathla'ul Anwar Putat. In this chapter, the results of the research are presented which include data from each cycle, analysis of the results, and a discussion of the effectiveness of the application of image media in improving student understanding.

Before the implementation of the action, initial observation is carried out to determine the level of students' understanding of the obligatory attributes of Allah. Based on the results of observations and diagnostic tests, it is known that students' understanding of this material is still low. Of the 25 students who took the initial test, only 6 students (24%) achieved a score above the KKM, while 19 students (76%) were still below the KKM. In addition, in learning activities, students seem less enthusiastic and less active in asking questions or discussing.

Many students have difficulty understanding the concept of God's obligatory attributes because they are abstract and difficult to imagine.

In addition to the test results, observations of teaching and learning activities showed that the learning methods used previously were still conventional, namely teachers explained the material more orally and wrote it on the board. The lack of use of visual media makes it difficult for students to understand the concept of God's obligatory attributes. Based on these initial conditions, the researcher decided to apply image media as an effort to improve student understanding.

In the first cycle, learning is carried out using image media that depicts the meaning of each of God's obligatory attributes. Students are given a gradual explanation with the help of pictures, and they are invited to relate the concept to everyday life. After the implementation of learning, an evaluation was carried out to find out the development of student understanding.

The test results at the end of cycle I showed an increase in student understanding. Of the 25 students, as many as 13 students (52%) achieved a score above the KKM, while 12 students (48%) were still below the KKM. Although this result shows an improvement compared to the initial condition, it still does not meet the set success indicator, namely 80% of students achieve a score above the KKM.

In addition to written tests, observations of student activities in learning also show positive changes. Students seemed more enthusiastic in participating in learning, especially when the teacher showed interesting pictures. Some students began to dare to ask questions and discuss with their friends about God's obligatory attributes. However, there are still some students who are passive and do not fully understand the concepts taught.

Based on the results of reflection in cycle I, several obstacles that need to be corrected in cycle II are found. Some students still have difficulty understanding the relationship between images and the concept of God's obligatory attributes. In addition, student participation still needs to be increased so that they are more active in the learning process. Therefore, in the second cycle, several improvements were made, such as the use of more interactive images, the provision of more concrete examples, and the application of group discussions to improve student understanding.

In the second cycle, several improvements were made in the learning method. Teachers use more interactive and colorful image media to attract students' attention. In addition, each student is given the opportunity to re-explain the concepts they have learned using the images that have been given. Group discussions are also implemented to help students exchange understanding.

The results of the evaluation at the end of cycle II showed a more significant increase compared to cycle I. Of the 25 students, as many as 21 students (84%) managed to achieve a score above the KKM, while only 4 students (16%) were still below the KKM. These results show that the set success indicators have been achieved.

In addition to the increase in test results, student activity and participation in learning have also increased. Students are more active in asking questions, discussing, and trying to re-explain the concepts they have learned. They also show a higher interest in material matter because the use of images helps them understand the concept of God's obligatory attributes more concretely.

Observation of the learning process also showed positive changes in teaching strategies. Teachers are more varied in delivering material, not only through lectures but also by using image media and group discussions. This makes the learning atmosphere more interactive and fun for students.

From the comparison of the results between cycle I and cycle II, there is a significant increase in students' understanding of God's obligatory attributes. In the first cycle, only 52% of students achieved a score above the KKM, while in the second cycle this number increased to 84% of students. In addition, students' activeness in the learning process also increased significantly, which can be seen from their participation in discussions and other learning activities.

This improvement shows that the use of image media in learning Moral Beliefs is effective in helping students understand abstract concepts. With pictures, it is easier for

students to remember and relate concepts to real life, so that their understanding becomes better.

The results of this study are in line with the theory that image media can help students understand abstract concepts more easily. According to cognitive learning theory, the use of visual media can improve students' memory and understanding of the material being studied. In the context of learning the Moral Faith, image media plays a role in connecting theological concepts with concrete experiences that can be understood by students.

In addition, learning with image media also increases student learning motivation. This can be seen from the increase in students' activeness in asking questions and discussing during the learning process. High motivation contributes to improved learning outcomes, as shown by the comparison of outcomes between cycle I and cycle II.

The success of this research is also supported by the improvement of learning strategies carried out in cycle II. With the use of more interactive images and group discussions, students are more involved in the learning process and easier to understand the material being taught. This change proves that the right learning strategies can help students overcome learning difficulties and improve their learning outcomes.

Overall, this study shows that the use of image media in learning Akidah Akhlak has a positive impact on student understanding. In addition to improving learning outcomes, this method also makes learning more interesting and meaningful for students. Therefore, the use of image media can be one of the recommended learning strategies in teaching abstract concepts, especially in Islamic religious education.

DISCUSSION

The results of this study show that the use of image media in learning Akidah Akhlak in grade III MIS Mathla'ul Anwar Putat contributes significantly to increasing students' understanding of the mandatory attributes of Allah. The comparison between the initial conditions, cycle I, and cycle II shows a significant increase in understanding after the application of image media. This is in line with learning theory that emphasizes the importance of using visual media to help students understand abstract concepts.

In the early stages, many students have difficulty understanding God's obligatory attributes because they do not have a physical form that can be seen or felt directly. When the material is delivered by conventional methods, such as lectures and writing on the board, students are less able to capture the essence of the material being taught. However, after the application of the image medium, students began to show improvement in understanding these concepts, as images provide concrete visualizations that help connect the material with reality that is easier for children to understand.

The improvement in student learning outcomes is clearly seen in the comparison of evaluation results in each cycle. Before the action was taken, only 24% of students achieved a score above the KKM. After the application of image media in the first cycle, this percentage increased to 52%, and after the strategy improvement in the second cycle, the figure increased to 84%. This shows that image media not only serves as a visual aid, but also as a means to increase student motivation and engagement in learning.

Apart from the test results, observation of student activities in learning also showed positive changes. Students become more enthusiastic, actively ask questions, and engage in discussions. If previously students listened more to the teacher's explanations passively, after the use of image media, they began to actively participate in the learning process. When students are given the opportunity to re-explain the material with the help of pictures, they

are more confident in conveying their understanding. This shows that image media also contributes to improving students' communication skills.

Another factor that supports the success of this method is the use of more interactive images in cycle II. In cycle I, the images used are still static and less varied, so they have not fully helped all students understand the concepts taught. After improvements are made using more interactive, colorful, and relevant examples, students become more likely to relate the concept of God's obligatory attributes to everyday life. This shows that the effectiveness of image media is highly dependent on the quality and relevance of the images used.

In addition, group discussions applied in cycle II also play a role in improving student understanding. By working in small groups, students can discuss with each other and help their peers in understanding the material. This approach is in accordance with the social learning theory put forward by Vygotsky, which states that social interaction can help students in building a better understanding of a concept. With discussions, students who understand the material faster can help their friends who are still experiencing difficulties, so that their understanding becomes stronger.

The success of this study also shows that in learning Akidah Akhlak, especially for elementary school students, it is important to combine learning methods that are interesting and in accordance with the characteristics of children's cognitive development. Students at primary school age are still in the concrete thinking stage, so methods that rely only on verbal explanations tend to be less effective. With the existence of image media, students can see the visualization of the abstract concepts learned, so that the understanding process becomes easier and more fun.

In addition to the benefits found, the study also identified several challenges in the application of image media. One of the main challenges was choosing the right images to fit the concepts being taught. If the images used are not clear enough or irrelevant to the material, then students will actually experience confusion. Therefore, in this study, the images used were carefully selected to really support student understanding.

Another challenge is the limitation of time in learning. The use of image media requires additional time to explain each image and relate it to the concepts studied. Therefore, teachers need to design efficient teaching strategies so that learning continues according to the available time allocation.

Overall, the results of this study provide evidence that the use of image media in learning Moral Beliefs has a positive impact on student understanding. Image media not only helps students better understand the concept of God's obligatory attributes, but also increases their motivation, engagement, and interaction in the learning process. Therefore, teachers are advised to use more visual media in teaching abstract concepts, especially in Islamic religious subjects.

Considering the results of this research, in the future, further development can be carried out by combining image media with other learning methods, such as animated videos or digital-based interactive technology. This can further increase the effectiveness of learning and make the learning experience more interesting and meaningful for students.

CONCLUSION

Based on the results of research that has been conducted regarding the use of image media in increasing students' understanding of the mandatory attributes of Allah in the subject of Moral Beliefs in grade III of MIS Mathla'ul Anwar Putat, it can be concluded that the use of image media has a positive impact on improving student understanding.

Before the application of actions, students' understanding of God's obligatory attributes is still relatively low. This can be seen from the results of the initial test which showed that only 24% of students achieved scores above KKM. Learning carried out with conventional methods, such as lectures and oral explanations, is less effective in helping students understand abstract concepts in the Moral Faith.

After the application of image media in learning, there is a gradual increase in student understanding. In the first cycle, the number of students who achieved scores above KKM increased to 52%, although there were still some obstacles in the use of image media. After the

strategy was improved in cycle II, the percentage of students who achieved scores above the KKM increased significantly to 84%. This shows that image media can help students understand the material better.

In addition to improving learning outcomes, this study also shows an increase in student motivation and participation in the learning process. Students become more enthusiastic, actively ask questions, discuss, and more easily understand the concepts taught. The application of group discussions and the use of more interactive images also played a role in increasing the effectiveness of learning.

From the results of this study, it can be concluded that the use of image media is an effective learning strategy in teaching abstract concepts in the subject of Moral Faith. With the help of pictures, it is easier for students to understand, remember, and connect the material with daily life. Therefore, teachers are advised to use visual media more often in learning, especially in abstract materials.

As a follow-up, this research can be developed by using other more interactive learning media, such as animated videos or digital applications, to increase the effectiveness of learning Akidah Akhlak at the elementary school level.

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