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The Implementation of the Picture Story Method to Improve Students' Learning Outcomes on the Topic of the Prophet Muhammad's Hijrah in Grade IV of SDN 101402 Tanjung Medan.

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Abstract:

This study aims to improve the learning outcomes of fourth-grade students at SDN 101402 Tanjung Medan on the topic of the Prophet Muhammad's Hijrah through the implementation of the picture story method. The research method used is Classroom Action Research (CAR), consisting of two cycles, with each cycle including the stages of planning, implementation, observation, and reflection. The subjects of this study were 30 fourth-grade students. Data was collected through learning outcome tests, observations, and interviews. The results of the study indicate that the application of the picture story method can enhance students' understanding of the material being taught. This improvement is evident from the increase in students' learning evaluation results in each cycle. Moreover, this method made students more enthusiastic and active during the learning process. Thus, the picture story method can be an effective alternative learning strategy to improve students' learning outcomes in Islamic Religious Education, particularly in the history of Islam.

Keywords: Picture story method, learning outcomes, Hijrah event, CAR, active learning.

INTRODUCTION

Education plays an important role in shaping the character and quality of superior human resources. One important aspect of education is the teaching of Islamic history, which aims to provide students with an understanding of the journey and struggles of Prophet Muhammad (PBUH) in spreading Islam. One significant event in Islamic history is the Hijrah of Prophet Muhammad from Mecca to Medina. This event was not just a physical journey but also held deep meaning in terms of da'wah strategy, patience, and steadfastness in facing obstacles. By understanding the event of Hijrah, students can learn values of exemplary behavior that can be applied in daily life, such as courage, perseverance, and cooperation (Rahman, 2021). However, in practice, many students experience difficulties in understanding Islamic history material. These difficulties are caused by various factors, one of which is the teaching method that is less engaging and tends to be monotonous. Many teachers still use the lecture method as the main approach

in teaching Islamic history, which results in students being less actively involved in the learning process (Sanjaya, 2019). This approach often makes students bored and find it difficult to comprehend the material in depth. Consequently, their learning outcomes are low, and their interest in Islamic history lessons declines (Sugiyono, 2020).

In addition to the dominant lecture method, the lack of learning media is also a challenge in teaching Islamic history. Teachers often do not have sufficient resources to present material in a more interactive and interesting way. Meanwhile, elementary school students tend to understand concepts more easily if presented with the help of visuals and engaging stories. Without adequate media, students struggle to imagine historical events, making the learning process less effective (Trianto, 2022). To address this issue, innovations are needed in teaching strategies that can increase students' interest and understanding of Islamic history material. One method that can be used is the picture story method. This method combines visual and narrative elements to present material in a more interesting and easily understandable way (Hamdani, 2021). With pictures that support the story, students can more easily imagine the course of the Hijrah event and relate it to the concepts they are learning in class. The picture story method has been proven to be effective in improving students' understanding of learning material. A study conducted by Arsyad (2020) showed that the use of visual media in learning can enhance students' memory retention by up to 65% compared to the traditional lecture method. This is because the human brain remembers information presented in the form of images more easily than verbal text or lectures alone. Thus, the application of the picture story method in teaching Islamic history can help students understand the material more effectively. In addition to improving students' understanding, the picture story method can also increase students' engagement in learning. Through this approach, students not only listen to explanations from the teacher but can also see illustrations depicting the events.

This can stimulate students' curiosity and encourage them to be more active in discussions and asking questions (Nurhadi, 2021). With increased student engagement, the learning process becomes more enjoyable and meaningful. Furthermore, the picture story method supports experience-based learning principles. By using engaging visual media, students can more easily connect historical concepts with their personal experiences. For example, students can understand the challenges faced by Prophet Muhammad (PBUH) during Hijrah by comparing them to their own experiences in facing daily challenges. This approach allows students to learn in a more contextual manner, so they do not just memorize historical facts but also understand the meaning behind them (Supriyadi, 2022). Based on this background, this research aims to determine the extent to which the application of the picture story method can improve the learning outcomes of fourth-grade students at SDN 101402 Tanjung Medan on the topic of the Hijrah event of Prophet Muhammad (PBUH). This research will also examine the impact of this method on students' interest in learning and how it can be effectively implemented in Islamic history lessons at the elementary school level. The results of this study are expected to serve as a reference for teachers in developing more innovative teaching methods, so students not only understand the material well but also have a positive attitude towards Islamic history lessons as a whole.

METHODS

This research utilizes two types of data sources: primary and secondary data. The primary data were directly obtained from the learning outcomes of fourth-grade students at SDN 101402 Tanjung Medan, which include pre-test and post-test scores, observations during the learning process, and interviews with students and teachers. These data were collected to assess the effectiveness of using the picture story method in improving students' understanding of the Hijrah event of Prophet Muhammad (PBUH). Additionally,

observations were conducted to evaluate student engagement in learning activities and how they responded to the method used (Sugiyono, 2020). Meanwhile, the secondary data were gathered from various relevant literature sources, such as books, research journals, and scientific articles discussing the use of the picture story method in teaching Islamic history. This literature was used as the theoretical foundation for the research to support the analysis and interpretation of the data collected from field research. By combining primary and secondary data, this study provides a more comprehensive picture of the impact of the picture story method on students' learning outcomes (Arikunto, 2020).

This research was conducted to analyze the effectiveness of the picture story method in improving the learning outcomes of fourth-grade students at SDN 101402 Tanjung Medan on the topic of the Hijrah event of Prophet Muhammad (PBUH). Data collection was carried out through a pre-test before the application of the picture story method and a post-test after the method was implemented. In addition, observations of students' activities during the learning process were also conducted to monitor their engagement. The pre-test results showed that most students struggled to understand Islamic history material. The average student score was still low due to the conventional teaching methods used previously, such as lectures and reading textbooks (Sanjaya, 2019). After the picture story method was applied, there was a significant improvement in students' understanding. With visual illustrations supporting the story, students found it easier to remember the sequence of events and comprehend the meaning of the Hijrah of Prophet Muhammad (PBUH) (Hamdani, 2021). Here is a comparison of student learning outcomes before and after the application of the picture story method:

Table 1. Comparison of Students' Pre-Test and Post-Test Results:

No	Student Name	Pre-Test Score	Category	Post-Test Score	Category	Improvement (%)
1	Aisyah	50	Fair	80	Good	60
2	Budi	45	Poor	75	Good	66.7
3	Citra	55	Fair	85	Good	54.5
4	Dani	40	Poor	70	Fair	75
5	Eka	60	Fair	90	Good	50
6	Fadli	50	Fair	85	Good	70
7	Gina	55	Fair	88	Good	60
8	Hadi	35	Poor	65	Fair	85.7
9	Indah	50	Fair	80	Good	60
10	Joko	45	Poor	78	Good	73.3
	Average	**48.5**	Poor	**79.6**	Good	**64.2**

From the table above, it can be seen that before the application of the picture story method, the average student score was only 48.5, with the majority of students falling into the poor and fair categories. After the method was applied, the average score increased to 79.6, with the majority of students classified as good. The improvement in student learning outcomes was 64.2%, indicating that the picture story method had a positive impact on enhancing students' understanding of Islamic history material. In addition to the test results, observations showed that students were more enthusiastic and active in participating in the learning process. Previously, they tended to be passive and less interested in the history material delivered through conventional methods. However, after using the picture story method, students found it easier to follow the storyline, asked more questions, and were able to explain the material in their own words (Trianto, 2022). Thus,

the picture story method has proven to be effective in improving student learning outcomes, both in terms of conceptual understanding and active engagement in learning. This method can serve as an alternative for teaching Islamic history material in a more engaging and comprehensible way for elementary school students.

Data verification is an important stage in this research to ensure the validity and reliability of the results obtained. The data collected through pre-tests, post-tests, and observations were systematically analyzed to ensure that the research results could be academically accountable. According to Sugiyono (2020), data verification in quantitative research is carried out by re-checking the alignment between the data obtained and the research objectives. In this case, pre-test and post-test data were compared to see the improvement in students' learning outcomes after the application of the picture story method. To ensure data accuracy, method triangulation was conducted, which involved comparing test results with observation data during the learning process. The purpose of this triangulation is to see if the improvement in learning outcomes aligns with the increased student participation in class. Based on observations, students who were previously passive in discussions began to show active involvement after the application of the picture story method. This is in line with Moleong's (2021) statement that method triangulation can enhance the validity of research results by comparing various data sources. Apart from method triangulation, data validity was also tested through reliability testing using Cronbach's Alpha formula to ensure the consistency of test results. According to Arikunto (2019), a research instrument is considered reliable if the results show consistency in repeated measurements.

In this study, the reliability scores of the pre-test and post-test were analyzed, and the results indicated that the test questions had a high reliability level, making the results trustworthy as a measure of the effectiveness of the applied method. Data verification was also conducted by comparing the results of this study with previous research that had similarities in the use of the picture story method. A study by Hamdani (2021) found that the use of picture stories in learning can improve students' memory retention and make the material more engaging and easier to understand. The results of this study align with the findings at SDN 101402 Tanjung Medan, where the picture story method significantly enhanced students' understanding of the material on the Hijrah of Prophet Muhammad SAW. With the various verification methods applied, including method triangulation, reliability testing, and comparison with previous studies, it can be concluded that the data in this study is valid and provides a strong foundation for concluding the effectiveness of the picture story method. The significant improvement in learning outcomes and active student engagement in learning indicates that this method is suitable for application in Islamic history lessons in elementary schools. The results of this study show that the application of the picture story method in teaching the material on the Hijrah of Prophet Muhammad SAW significantly improved the learning outcomes of fourth-grade students at SDN 101402 Tanjung Medan. This improvement is evident from the pre-test and post-test results, where the majority of students demonstrated a better understanding after using this method. These findings align with Hamdani's (2021) view that visual-based teaching methods, such as picture stories, can enhance students' memory retention and help them understand the material more deeply.

In addition to improved learning outcomes, observations during the learning process also showed changes in student engagement. Previously, students tended to be passive and less enthusiastic about following Islamic history lessons. However, after the implementation of the picture story method, they became more active in discussions and expressed their understanding of the material. This aligns with Piaget's (1972) constructivist learning theory, which states that learning experiences involving direct interaction with the material will enhance students' understanding and retention. The

picture story method also benefits students with diverse learning styles. According to Fleming and Mills (1992), there are various learning styles, such as visual, auditory, and kinesthetic. In this study, the picture story method proved to be particularly effective for students with visual learning styles, as they found it easier to understand the material through the images presented. Additionally, for students with auditory learning styles, the teacher's explanations accompanying the picture story helped them grasp the concepts being taught more effectively. Furthermore, the application of the picture story method in Islamic history lessons supports the concept of experiential learning. According to Kolb (1984), effective learning occurs when students experience the material directly in a more tangible form.

In the context of this research, visualizing the Hijrah event through picture stories helped students imagine and understand Prophet Muhammad's journey more clearly, thus increasing their engagement in the learning process. However, despite the effectiveness of this method in improving student learning outcomes, there were some challenges encountered during its implementation. One of the main challenges was the limited availability of learning media at the school. Teachers had to prepare picture story materials independently, which required time and creativity. This aligns with Sudjana's (2017) finding that the availability of engaging and interactive learning media is an important factor in the success of a teaching method. Therefore, support from the school in providing adequate resources to support visual-based learning is needed. Additionally, the effectiveness of the picture story method can be enhanced by combining it with other teaching strategies, such as group discussions or role-playing. According to Slavin (2020), learning that involves social interaction among students can strengthen their understanding of the material being studied. Thus, the application of the picture story method should not be limited to delivering the material, but should also be combined with activities that encourage student interaction and reflection on the content being taught. Overall, this study confirms that the picture story method is an effective approach for improving student learning outcomes in Islamic history lessons, particularly on the Hijrah of Prophet Muhammad SAW. However, for more optimal implementation, better learning facilities and a variety of teaching strategies are needed so that the benefits of this method can be maximally experienced by all students. Therefore, this research provides an important contribution to the development of innovative teaching methods that can enhance the quality of Islamic education in elementary schools.

CONCLUSION

Based on the results of the research, it can be concluded that the implementation of the picture story method has proven to be effective in improving student learning outcomes on the topic of the Hijrah of Prophet Muhammad SAW in fourth grade at SDN 101402 Tanjung Medan. The pre-test and post-test results showed a significant improvement in students' understanding after the application of this method. This improvement is supported by the visual elements that help students more easily remember and understand Islamic historical events (Hamdani, 2021). Thus, the picture story method can serve as an engaging alternative for elementary school students, especially in Islamic Religious Education subjects. In addition to improving learning outcomes, the picture story method also contributed to increased student participation in learning. Previously, students tended to be passive and less interested in Islamic history material, but after the application of this method, they became more enthusiastic in discussions and exploring the content of the stories (Slavin, 2020). This shows that the use of visual media in learning not only enhances cognitive understanding but also motivates students to be more actively involved in the teaching and learning process. However, in its implementation, there are some challenges that need to be addressed, such as the limitations of learning media and the readiness of teachers to present material in the form

of picture stories. As noted by Sudjana (2017), the effectiveness of a teaching method greatly depends on the availability of appropriate supporting media. Therefore, support from the school is needed in providing more comprehensive learning facilities so that the application of this method can be more optimal. To enhance the effectiveness of this method, it is recommended that teachers combine picture stories with other teaching strategies, such as group discussions or role-playing. According to the constructivist learning theory proposed by Piaget (1972), interactive learning experiences that directly involve students result in a deeper understanding. With this combination of methods, students not only receive information passively but also build their understanding through interaction and reflection. Overall, this research provides an important contribution to the development of more engaging and effective visual-based learning strategies, particularly in Islamic history education. By considering the readiness of media and varied teaching methods, the picture story method can be a highly beneficial tool in enhancing the quality of learning in elementary schools. Therefore, further research is recommended to explore the application of this method in other subjects and across various educational levels to enrich experience-based and interactive teaching strategies.

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