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THE INFLUENCE OF THE PICTURE AND PICTURE MODEL ON THE LEARNING OUTCOMES OF SBDP MADRASAH IBTIDAIYAH STUDENTS

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ABSTRACT

This study analyzes the effect of the *Picture and Picture* learning model on the Cultural Arts and Crafts (SBdP) learning outcomes of third-grade students at MIS Lhok Guci, West Aceh. Utilizing a quantitative experimental approach with a *one-group pretest-posttest design*, this research involved 19 participants selected through *purposive sampling*. Data collected via tests, observations, and documentation were analyzed using a *paired sample t-test* and *N-gain* analysis. The results demonstrated a significant increase in student outcomes. The mean score rose from 58.53 in the pretest to 79.21 in the posttest. The *t-test* yielded a significance value of 0.000 (< 0.05), confirming a notable difference before and after treatment. Furthermore, the learning mastery rate jumped from 31.6% to 78.9%, with an *N-gain* score of 0.34 (moderate category). In conclusion, the *Picture and Picture* model effectively improves SBdP learning outcomes by delivering concrete, visual, and participatory learning. This aligns with the concrete operational stage of elementary students, making it a highly recommended innovative strategy for Islamic elementary schools (*madrasah ibtidaiyah*).

Keywords
Model Pembelajaran
Picture and Picture
Hasil Belajar

ABSTRACT

Penelitian ini menganalisis pengaruh model pembelajaran *Picture and Picture* terhadap hasil belajar Seni Budaya dan Prakarya (SBdP) siswa kelas III MIS Lhok Guci, Aceh Barat. Menggunakan pendekatan kuantitatif eksperimen (*one group pretest-posttest design*), penelitian ini melibatkan 19 sampel yang dipilih melalui *purposive sampling*. Data yang dikumpulkan melalui tes, observasi, dan dokumentasi dianalisis menggunakan uji *paired sample t-test* dan *N-gain*. Hasil penelitian menunjukkan peningkatan hasil belajar yang signifikan. Nilai rata-rata siswa melonjak dari 58,53 saat *pretest* menjadi 79,21 pada *posttest*. Uji *t-test* menghasilkan nilai signifikansi 0,000 (kurang dari 0,05), membuktikan adanya perbedaan hasil belajar yang nyata sebelum dan sesudah perlakuan. Selain itu, persentase

ketuntasan belajar meningkat drastis dari 31,6% menjadi 78,9%. Nilai *N-gain* sebesar 0,34 (kategori sedang) menegaskan efektivitas model ini. Kesimpulannya, model *Picture and Picture* terbukti efektif meningkatkan kualitas pembelajaran SBdP karena menyajikan materi secara konkret, visual, dan partisipatif, sehingga sangat sesuai untuk karakteristik siswa sekolah dasar pada tahap operasional konkret. Model ini layak direkomendasikan sebagai strategi pembelajaran inovatif di madrasah ibtidaiyah.

Introduction

Learning at the elementary school level is not only oriented to the mastery of cognitive knowledge, but also directed at the development of students' creativity, skills, attitudes, and social abilities (Agustira et al., 2022). One of the subjects that has a strategic contribution to the development of this aspect is Arts, Culture and Crafts (SBdP). SBdP subjects are designed to develop students' aesthetic appreciation skills, artistic expression, visual creativity, and motor skills through contextual and applicative learning experiences (Mardianti, 2025). In its implementation, SBdP learning requires the active involvement of students through observing, exploring, discussing, and producing works. Therefore, the effectiveness of SBdP learning is greatly influenced by the teacher's ability to choose a learning model that is in accordance with the characteristics of the material and the stage of development of students (Rama Denni et al., 2025).

However, various results of learning evaluations in primary schools show that the learning process is still dominated by conventional teacher-centered approaches (*teacher-centered learning*), so that the active involvement of students in the learning process is not optimal (Jamin & Rohman, 2026). This condition causes students to receive more information passively, lack meaningful learning experiences, and have limitations in developing creative thinking skills and social skills. Various basic education studies have shown that the use of less varied learning models contributes to low learning motivation, lack of interaction between students, and lack of optimal learning outcomes. The selection factor of learning models is one of the important determinants that affect the learning outcomes of elementary school students (Mangoki et al., 2026).

Similar problems were also found in SBdP learning at Madrasah Ibtidaiyah Private (MIS) Lhok Guci, West Aceh Regency. The results of the initial observations made by the researcher show that the SBdP learning process is still dominated by lecture methods, individual assignments, and simple demonstrations that do not involve active learning interactions. In the learning process, teachers deliver more instructions, while students tend to participate in

activities passively and show less enthusiasm during learning. This condition has an impact on the low involvement of students in the learning process, and the achievement of learning outcomes is not optimal. Madrasah academic data shows that only 65% of grade III students are able to achieve the Minimum Completeness Criteria (KKM) of 70, while the other 35% are still below the completeness standard. These empirical findings show the need for learning innovations that are able to create more active, engaging, and meaningful learning experiences.

One of the learning models that has the potential to overcome these problems is the Picture and Picture learning model. This model is one of the cooperative learning models that utilizes visual media in the form of images that are systematically arranged, paired, or sorted to help students build understanding of concepts through the process of observation, analysis, discussion, and communication (MARBUN, 2025). Pedagogically, the use of visual media in the model *Picture and Picture* able to help elementary school students understand abstract concepts more concretely, increase attention focus, strengthen visual memory, and encourage active involvement in the learning process. In addition, this model is in line with the characteristics of the cognitive development of elementary school-age students who are still in the concrete operational stage, so that picture-based learning is seen as easier to accept and understand (Azizah et al., 2025).

Model effectiveness *Picture and Picture* has been proven in various previous studies. Research conducted (Dewantara & Nurgiansah, 2021) In elementary school, learning shows that the application of the *Picture and Picture* able to significantly improve the learning outcomes of Pancasila and Citizenship Education through increasing student involvement in learning activities. Other research conducted by (Komara et al., 2020) In elementary school, mathematics learning also shows that the use of the *Picture and Picture* able to increase the understanding of mathematical concepts from 50% to 100% at the end of the learning cycle. Similarly, experimental research on natural science learning shows that the application of the *Picture and Picture* results in a significant increase between the *Pretest* and *posttest* students. The results of the study show that the model *Picture and Picture* has strong pedagogical potential in improving the quality of the process and learning outcomes in various subjects in elementary schools (Susanti & Kusmariyani, 2017).

Despite the widespread implementation of the Picture and Picture learning model in elementary education, previous studies have mainly concentrated on subjects such as Mathematics, Science, Indonesian Language, Civic Education, and Religious Education.

Empirical studies examining the effectiveness of this model in Arts, Culture, and Crafts (SBdP) learning remain limited, particularly within the context of madrasah ibtidaiyah. Moreover, many previous investigations employed classroom action research designs that primarily focused on improving classroom practices rather than empirically testing the impact of instructional models on learning outcomes. Consequently, evidence regarding the effectiveness of the Picture and Picture model in SBdP learning through experimental approaches remains insufficient, especially in Islamic elementary school settings in Aceh.

This study contributes to the existing body of knowledge in three important ways. First, it extends the application of the Picture and Picture learning model to SBdP learning in madrasah ibtidaiyah, a context that remains underrepresented in the literature. Second, unlike many previous studies that relied on classroom action research, this study adopts a pre-experimental quantitative design to empirically examine changes in learning outcomes. Third, the study provides evidence from a rural Islamic elementary school setting in Aceh, thereby enriching the sociocultural diversity of research on innovative instructional models in Indonesian basic education.

Based on this description, this study aims to analyze the effect of the application of *the Picture and Picture learning model* on the learning outcomes of students in the subject of Arts, Culture, and Crafts grade III at MIS Lhok Guci, West Aceh Regency. The results of this research are expected to make an empirical contribution to the development of innovative learning models in madrasah ibtidaiyah, as well as become the basis for pedagogical decision-making in improving the quality of SBdP learning in elementary schools.

Research Methods

This study uses a quantitative approach with a pre-experimental design, namely a *one-group pretest–posttest design*. This design was used to test the influence of the application of the learning model *Picture and Picture* on the learning outcomes of students in the subject of Arts, Culture and Crafts (SBdP) (Sugiyono, 2013). Through this design, measurements are carried out before and after the treatment so that changes in learning outcomes that occur can be identified empirically (Ramdhan, 2021). The research design can be described as follows:

$$O_1 - X - O_2$$

Description:

O_1 = *Pretest* (initial test before treatment)

X = treatment in the form of the application of the learning model, *Picture and Picture*

O_2 = *posttest* (final test after treatment)

This research was carried out at MIS Lhok Guci, Pante Ceureumen District, West Aceh Regency, Aceh Province in the 2025/2026 school year. The subjects of the study were 19 students in grade III. The sample determination was carried out by a *purposive sampling* technique based on academic considerations, namely classes that show relatively low SBdP learning outcomes based on initial academic data obtained from the madrasah.

This study involves two variables, namely the independent variable and the dependent variable. The independent variable in this study is the learning model *Picture and Picture*, while the dependent variable is the learning outcomes of students in SBdP subjects (Darmawan, 2013). Implementation of learning models *Picture and Picture* It is carried out through several stages of learning, namely the delivery of learning objectives, the presentation of materials, the presentation of visual media in the form of pictures, activities of sequencing or pairing images logically, group discussions, and drawing learning conclusions together.

The instruments employed in this study consisted of learning outcome tests, observation sheets, and documentation. The learning outcome test comprised 20 multiple-choice items developed based on the learning objectives and competency indicators of Grade III SBdP materials. Observation sheets were used to assess the implementation fidelity of the Picture and Picture learning model and students' participation during learning activities. Documentation was utilized to collect supporting data, including students' academic records, attendance lists, photographs of learning activities, and other relevant school documents (Azhari et al., 2023).

Before being used in research, the test instrument first goes through a validity and reliability test process. Content validity test (*content validity*) is carried out through expert assessment (*expert judgment*), which involves supervisors and subject teachers to ensure the suitability between question items, learning indicators, and research objectives (Unaradjan, 2019). Furthermore, the empirical validity test was carried out using the *Pearson Product-Moment*. The question item is declared valid if the value of the correlation coefficient is greater than the value of the *R table* at a significance level of 0.05. The reliability test of the instrument was carried out using the coefficient *Cronbach's Alpha*. The instrument is declared reliable if the value of the reliability coefficient is greater than 0.70.

Experts in elementary education and subject-matter teaching evaluated the content validity of the instrument. Meanwhile, reliability testing was conducted using Cronbach's Alpha. The obtained reliability coefficient exceeded 0.70, indicating that the instrument possessed acceptable internal consistency and was suitable for data collection purposes. The data collection procedure is carried out in three stages. The first stage is the implementation of *a pretest* to measure the initial ability of students before being given treatment. The second stage is the implementation of learning using *the Picture and Picture model* in accordance with the learning tools that have been prepared. The third stage is the implementation *of a posttest* to measure the learning outcomes of students after receiving treatment. During the learning process, observation and documentation are carried out simultaneously to obtain supporting data related to the implementation of the learning model.

The research data were analyzed using descriptive statistics and inferential statistics with the help of the IBM SPSS Statistics program. Descriptive statistical analysis is used to describe *pretest* and *posttest data,* which includes minimum values, maximum values, mean values, and standard deviations. Before hypothesis testing is carried out, the data is first tested for normality using the Shapiro–Wilk test to determine the distribution of the data. Hypothesis testing was carried out using a paired sample t-test at a significance level of 0.05 to determine the difference in learning outcomes before and after treatment. In addition, to strengthen the interpretation of treatment effectiveness, this study also calculates the N-gain value to determine the level of improvement in students' learning outcomes after the application of *the Picture and Picture* learning model.

Research Results

This study was carried out to test the influence of *the Picture and Picture* learning model on the learning outcomes of SBdP students in grade III MIS Lhok Guci, West Aceh Regency. Data analysis was carried out based on *the results of the pretest* and *posttest* given to 19 students as research subjects. In general, the results of the analysis show an increase in learning ability after the application of *the Picture and Picture learning model*. The increase was seen not only in the average score, but also in the distribution of scores, the level of learning completeness, and the results of inferential statistical testing.

Descriptively, the initial score of students before treatment shows that the understanding of the SBdP material is still at a level that is not optimal. This can be seen from the average

pretest, which is still below the minimum completeness standards set by the madrasah. After students participated in learning with *the Picture and Picture model*, there was a significant increase in scores. The average score of the *posttest* is above the KKM, indicating that the learning process that emphasizes visual media and image compilation activities is able to help students build a better understanding of the material studied.

Table 1. Pretest and posttest descriptive statistical results

Variabel	N	Minimum	Maximum	Mean	Hours of deviation
Pretest	19	40	74	58.53	8.12
Posttest	19	62	94	79.21	7.31

Based on Table 1, the *minimum pretest* score is 40 and the maximum score is 74, with an average of 58.53. This figure shows that most students still have difficulty understanding the SBdP material before being given treatment. After the implementation of the *Picture and Picture* model, the minimum value increased to 62 and the maximum value reached 94, with an average of 79.21. The average difference of 20.68 points indicates a substantial increase in learning outcomes.

When viewed from the standard deviation, *the pretest* data has a spread of 8.12, while *the posttest* is 7.31. The decrease in standard deviation in the *posttest* showed that the students' scores became more even after the treatment. It can be interpreted that the *Picture and Picture* model not only increases average grades but also helps reduce achievement gaps between students. In the context of elementary school learning, conditions like this are important because they show that the learning model is able to have a more equitable impact on all class members.

Normality test

Before hypothesis testing, data were analyzed using the Shapiro–Wilk normality test. This test was chosen because the sample count was less than 50, so it was more appropriate to test the normality of data distribution in small groups (Al Fatih et al., 2026). Test results show that the data *pretest* and *posttest* are normally distributed because the significance value on both variables is greater than 0.05. Thus, data analysis can be continued using parametric tests, in particular, the *paired sample t-test*.

Table 2. Shapiro–Wilk normality test results

Variabel	Statistics	Say.
Pretest	0.966	0.531

Posttest	0.972	0.642

The results of this normality test are important because they are the main prerequisite for parametric statistical analysis. The significance values of 0.531 in the *pretest* and 0.642 in *the posttest* indicate that the data do not deviate extremely from the normal distribution. With the fulfillment of this assumption, the results of the hypothesis test can be interpreted with a better level of confidence.

Uji Hypothesis

Hypothesis testing was carried out using a *paired sample t-test* to find out whether there was a significant difference between learning outcomes before and after the application of *the Picture and Picture* learning model. The null hypothesis states that there is no significant difference between *pretest* and *posttest* scores, while the alternative hypothesis states that there is a significant difference. The results of the analysis showed that the significance value of 0.000 was smaller than 0.05. Thus, the null hypothesis is rejected, and the alternative hypothesis is accepted. These results show that *the Picture and Picture* learning model has a significant influence on SBdP learning outcomes.

Table 4. Results of the hypothesis paired sample t-test

Statistics	Value
Mean pretest	58.53
Mean posttest	79.21
Mean difference	20.68
t count	9.12
df	18
Sig. (2-tailed)	0.000

The paired sample t-test revealed a statistically significant difference between pretest and posttest scores ($t = 9.12$, $p < 0.001$). This finding suggests that students demonstrated better learning outcomes after participating in learning activities using the Picture and Picture model. However, given the absence of a control group, the findings should be interpreted as evidence of improvement associated with the intervention rather than definitive proof of causality.

Learning Completeness

To clarify the impact of treatment on the achievement of competency standards, the results of the study were also analyzed based on learning completeness. The minimum

completeness criterion used in this study is 70. The results of the analysis showed that before the treatment, only 6 students, or 31.6%, reached the KKM. After treatment, the number of students who completed it increased to 15 people or 78.9%.

Table 5. Completeness of learning outcomes before and after treatment

Category	Pretest	Posttest
Finished (≥70)	6 students (31.6%)	15 students (78.9%)
Incomplete (<70)	13 students (68.4%)	4 students (21.1%)

The data shows that *the Picture and Picture model* not only increases individual scores of students, but also expands the proportion of students who successfully achieve the standard of completeness. In the context of elementary school, increasing completeness is an important indicator because it indicates that the learning carried out is able to facilitate the achievement of basic competencies more broadly.

N-gain learning outcomes

To see the level of effectiveness of improving learning outcomes, this study also calculated *the N-gain value*. The results of the analysis showed that the average *N-gain* was at 0.34, which was included in the medium category. This means that the improvement in learning outcomes that occurred is quite effective, although there are still opportunities to be improved through strengthening learning strategies, adding media, or extending intervention time.

Table 6. N-gain results

Statistics	Value
Average N-gain	0.34
Category	Medium

This *N-gain* result confirms that *the Picture and Picture* model has a positive effect that can be quantitatively measured. Although the improvement category is still moderate, this achievement still shows that the model is feasible to be used in SBdP learning in madrasah ibtidaiyah because it is able to show real improvements in a relatively short time.

Discussion

The improvement in students' learning outcomes observed in this study may be explained by the characteristics of the Picture and Picture learning model, which integrates visual media, collaborative activities, and active student engagement. Through image sequencing and discussion activities, students are encouraged to process information actively rather than merely receiving information from the teacher. Such learning experiences can facilitate deeper conceptual understanding and increase students' retention of learning materials.

From the perspective of Piaget's cognitive development theory, Grade III students generally operate within the concrete operational stage. At this stage, children understand concepts more effectively when learning materials are presented through concrete and visual representations. The Picture and Picture model provides opportunities for students to observe, interpret, and organize visual information, thereby supporting cognitive processes that are developmentally appropriate for elementary school learners.

The findings can also be interpreted through Dual Coding Theory proposed by Paivio. This theory suggests that information presented simultaneously in verbal and visual formats is processed through two cognitive channels, resulting in stronger memory formation and improved comprehension. The integration of images and classroom discussions in the Picture and Picture model may therefore contribute to more effective learning experiences.

Theoretically, the results of this study are in line with the theory of constructivism, which emphasizes that knowledge is actively built by students through interaction with the learning environment. In the *Picture and Picture* model, learners not only receive information passively, but are asked to observe images, sort them, pair, discuss, and draw conclusions. This process encourages high cognitive engagement because learners must process visual information into conceptual understanding. At the same time, this model also fosters social engagement as learners work together in groups to complete learning tasks.

This finding also shows that image media has an important function in accelerating the process of students' understanding of SBdP material (Rambe, 2025). SBdP subjects basically contain visual, aesthetic, and practical skills elements that are very close to students' concrete experiences. When material is presented through systematically arranged images, learners find it easier to recognize the relationships between concepts, understand the sequence of events, and relate the information received to previous knowledge (Suciati, 2019). Thus, *the Picture*

and Picture model serves not only as an aid, but also as a bridge that connects abstract material with a more real learning experience.

The results of the normality test showed that *the pretest* and *posttest data* were distributed normally. Meanwhile, the results of the homogeneity test showed that the data variance was relatively uniform. This condition strengthens the validity of the hypothesis test results conducted using *a paired sample t-test*. A significance value of 0.000 indicates that the difference in scores before and after treatment has a very strong statistical significance. In other words, *the Picture and Picture model* is empirically effective in improving SBdP learning outcomes.

The increase in learning completeness from 31.6% to 78.9% provides a more practical picture of the impact of treatment. In the world of basic education, learning success is not only measured by the increase in average scores, but also by the extent to which students achieve the set competency standards. The increase in the number of students who complete shows that learning with *the Picture and Picture* model is able to reach more students and help them pass the minimum limit of competence. This is important because one of the main goals of learning is to ensure that learning outcomes are not only good for a small percentage of students, but spread more evenly throughout the class (Rohman, 2025).

N-gain *results* in the medium category also provide meaningful information. Pedagogically, the medium category shows that the interventions carried out are quite effective, but have not reached maximum effectiveness. This condition can occur due to several factors, such as limited learning duration, the intensity of media use that is not optimal, or the fact that there are still students who need further assistance. Nevertheless, the medium category does not mean low or ineffective. Precisely in educational research, the improvement of the category shows that the applied learning model has succeeded in providing measurable changes and can be further developed.

When linked to the results of previous research, these findings strengthen the evidence that *the Picture and Picture model* is effectively applied to various levels and subjects in primary schools. Several previous studies have shown that this model can improve the learning outcomes of PPKn, mathematics, science, and Indonesian language through the use of visual media that is systematically arranged (Dewantara & Nurgiansah, 2021; Komara et al., 2020; Susanti & Kusmariyani, 2017). The results of the study are in line with the findings in this study, although the object and context of learning are different. The similarity of these results

indicates that the main strength of the *Picture and Picture* model lies in its ability to provide concrete, interactive, and easy-to-understand learning for elementary school-age students.

In the context of SBdP, this model has more specific advantages because the material taught is very close to the elements of images, patterns, shapes, and sequences. When students are asked to compose pictures or associate pictures with certain concepts, they are encouraged to think systematically. These activities involve the ability to observe, analyze, compare, and decide. All of these abilities are an important part of a higher learning process than just memorizing. Therefore, the application of the *Picture and Picture* model in SBdP is not only methodologically relevant, but also in line with the essence of the learning material itself.

In addition, this model also contributes to increased learning motivation. Elementary school students are generally more responsive to learning presented in the form of games, pictures, and group activities. The *Picture and Picture* model provides an enjoyable learning experience without losing academic substance. In a learning situation like this, students tend to be more active in asking questions, being more courageous in expressing opinions, and being more involved in group discussions. This condition creates a lively classroom atmosphere and allows teachers to manage learning more effectively.

From the teacher's side, the results of this study provide an implication that the use of the right learning model greatly determines the learning success of students. It is not enough for teachers to only master the material, but also to be able to choose strategies and media that suit the characteristics of students. In SBdP learning, teachers need to realize that students need a strong visual experience in order to be able to grasp the meaning of the material in its entirety. *The Picture and Picture* model is one of the alternatives that can be used to answer these needs because it combines image media, cooperation, and logical thinking activities in one learning series.

The results of this study also support the view that learning effectiveness is greatly influenced by the suitability between models, materials, and the characteristics of students. SBdP materials that require visual understanding will be easier to teach through models that emphasize visualization. If teachers stick to the lecture method alone, then it is likely that learning will remain teacher-centered and will not provide space for students to actively build knowledge. In contrast, *the Picture and Picture* model allows learning to move in a more participatory, collaborative, and meaningful direction.

In a broader perspective, the results of this study show that the development of learning in madrasah ibtidaiyah needs to be directed to an approach that is in accordance with the learning needs of children. The use of image media is not just a variation of learning, but part of a pedagogical strategy that can scientifically explain why students understand certain material more easily when presented visually (Jannati Naimah et al., 2025; Yusra et al., 2025). Thus, this study provides empirical support that *the Picture and Picture* model deserves to be considered as one of the innovative learning models in improving SBdP learning outcomes.

Several limitations should be acknowledged. First, the study employed a one-group pretest-posttest design without a control group, limiting the ability to establish strong causal conclusions. Second, the sample was relatively small and drawn from a single madrasah, which may restrict the generalizability of the findings. Third, this study focused primarily on cognitive learning outcomes and did not investigate affective or psychomotor domains. Future studies are encouraged to employ quasi-experimental or true experimental designs involving larger samples and multiple educational settings.

Despite the methodological limitations, the results of this study still have important scientific value. First, this study expands the study of *the Picture and Picture* model in the context of SBdP in madrasah ibtidaiyah, which is still relatively rarely researched. Second, this study shows that a visual approach can significantly improve student learning outcomes. Third, this research provides a practical basis for teachers to develop more active, creative, and in accordance with the characteristics of elementary school students. Thus, the contribution of this research is not only theoretical, but also applicable.

Overall, the discussion of the research results confirms that *the Picture and Picture* learning model has high usefulness in SBdP learning. The strength of this model lies in its ability to bring learning closer to the students' concrete experiences, making the material easier to understand and remember. In the context of basic education, this is an important prerequisite for building a strong foundation of learning.

Conclusion

Based on the results of the research and discussion, it can be concluded that the *Picture and Picture learning model* has a significant effect on the learning outcomes of SBdP students in grade III MIS Lhok Guci. This is evidenced by an increase in the average score from 58.53 in *the pretest* to 79.21 in the *posttest*, an increase in learning completeness from 31.6% to

78.9%, and the results of *the paired sample t-test* with a significance value of 0.000. Thus, the research hypothesis is accepted. In addition to providing a significant influence, *the Picture and Picture* model also resulted in an increase in learning outcomes in the medium category based on *an N-gain* value of 0.34. These achievements show that image-based learning has a good enough effectiveness in helping students understand SBdP material in a more concrete and meaningful way. Therefore, this model is worthy of being recommended as one of the effective alternative learning strategies in madrasah ibtidaiyah.

Pedagogically, the results of this study confirm the importance of choosing a learning model that is in accordance with the characteristics of the material and the development of students. In SBdP learning, the use of *the Picture and Picture* model has been proven to be able to create an active, visual, and collaborative learning atmosphere. The findings indicate that students' SBdP learning outcomes improved following the implementation of the Picture and Picture learning model. Significant differences were observed between pretest and posttest scores, accompanied by increased learning mastery and moderate N-gain achievement. These findings suggest that visual-based learning activities can support students' understanding of SBdP concepts and promote more active participation in classroom learning. Although the findings are promising, they should be interpreted within the limitations of the study design. Further research employing more rigorous experimental approaches is needed to strengthen evidence regarding the effectiveness of the Picture and Picture learning model in elementary education contexts.

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