

DARUSSALAM: Scientific Journal of Islamic Education

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Volume 1 (2) 40 – 46 December 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/darussalam>

Improving Student Learning Outcomes in Islamic Education Learning through Sharing Models and Audio Visual Media at SMP Negeri 2 Rao

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using sharing models and audio visual media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that sharing models and audio visual media can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 46.51%, the first cycle 67.83% and in the second cycle increased to 90.16%. Thus, the use of sharing models and audio visual media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Sharing models, audio visual media, learning outcome.

Received July 15, 2024; **Accepted** September 4, 2024; **Published** December 31, 2024

Citation: Wahyuni, S. (2024). Improving Student Learning Outcomes in Islamic Education Learning through Sharing Models and Audio Visual Media at SMP Negeri 2 Rao. *DARUSSALAM: Scientific Journal of Islamic Education*, 1(2), 40–46.

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INTRODUCTION

Islamic Religious Education is a main subject that not only leads students to be able to master various Islamic studies, but also emphasizes more on practice in daily life in the midst of society. Therefore, Islamic Religious Education teachers should be able to develop learning that is oriented towards achieving student competencies as a whole which includes the cognitive, affective and psychomotor domains. The learning process in schools is a teaching and learning activity in which there are two subjects, namely teachers (educators) and students as students. The main task and responsibility of a teacher is to create learning that is effective, efficient, creative, dynamic, and fun. This implies that there is awareness and active involvement between two learning subjects, namely the educator as the initial initiator, the supervisor and facilitator and the student as a person who experiences and is actively involved in obtaining self-change in the learning itself.

The ideal Islamic Religious Education learning aims to form a person who is faithful, pious, and has noble character. This is in line with the opinion of al-Abrasy who stated that

the goal of Islamic education is to form a person with noble character. To achieve this goal, Islamic Education learning must include the development of three main aspects: reason, spiritual, and physical. The reason aspect is related to knowledge, the spiritual aspect is related to faith and character, and the physical aspect is related to health and sports.

In its implementation, ideal Islamic Education learning requires effective methods that are in accordance with the characteristics of students. Methods such as lectures, discussions, questions and answers, demonstrations, and worship practices can be used to improve students' understanding and appreciation of Islamic teachings. In addition, a contextual approach that links teaching materials to students' daily lives will help them apply Islamic values in real life.

The role of teachers in Islamic Education learning is very crucial. Teachers not only function as teachers, but also as role models in implementing Islamic values. The competencies of Islamic Education teachers include mastery of teaching materials, pedagogical skills, and attitudes and personalities that reflect noble character. Thus, teachers can guide and inspire students to develop their potential optimally.

Evaluation in Islamic Education learning must include cognitive, affective, and psychomotor aspects. Assessment does not only focus on mastery of the material, but also on students' attitudes and behavior in implementing Islamic teachings. For example, assessment can be done through observation of students' participation in religious activities, their attitudes towards friends and teachers, and their ability to carry out daily worship.

With a comprehensive and integrative approach, ideal Islamic Education learning is expected to be able to produce a generation of Muslims who are not only intellectually intelligent, but also have spiritual depth and good physical health. This generation is expected to be able to face the challenges of the times by adhering to Islamic values, and contributing positively to the life of society, nation, and state.

To optimize the achievement of learning outcomes, an educational interaction is needed in the learning process. The material of Faith in Angels is included in the aspect of faith. In general, faith material is learned by students by listening to the teacher's lectures. In the 2024/2025 school year, from the results of discussions with subject teachers who were assigned to teach in grade VII, information was obtained that the learning outcomes of students with such a learning model were only 35% of students who were actively involved in this learning activity. In addition, the results of the formative test provided showed that only 65% of students completed learning with an absorption capacity of 65. Facing conditions like this, the author is interested in conducting Classroom Action Research to find a way or learning technique that is supported by learning media so that students can be actively involved and can improve their learning outcomes.

Islamic Religious Education is one of the most important subjects in the formation of character and religious understanding for students. At the junior high school level, one of the materials that is often taught is about faith in angels, which is one of the main teachings in Islam. A deep understanding of faith in angels is essential for students to strengthen their belief in the occult aspects of Islam. However, the learning process that is less varied often makes students feel less interested and have difficulty understanding the material. To overcome this problem, the application of methods and media that can increase the effectiveness of learning is needed.

One of the approaches that can be applied is the sharing model, which allows students to share knowledge and experience with each other about the material being studied. With this model, students can collaborate in understanding more complex concepts, such as the role and nature of angels in Islamic teachings. The sharing model also provides space for students to develop communication skills and critical thinking, which can ultimately improve their understanding of the material. In addition, the use of audio-visual media in Islamic education learning can be a very effective tool to visualize concepts that are difficult to understand, such as the material of faith in angels. Media such as videos, animations, or visual presentations can depict a clearer picture of angels and

their duties in Islamic teachings, which will make it easier for students to understand and remember the material. By combining the sharing model and audio-visual media, it is hoped that Islamic education learning in class VII.B SMP Negeri 2 Rao can be more interesting, effective, and can significantly improve student learning outcomes.

METHODS

The type of research used is Classroom Action Research. Classroom Action Research is a scrutiny of learning activities in the form of an action, which is deliberately raised and occurs in a classroom simultaneously (Arikunto, 2016). The form of Classroom Action Research used is Collaborative Classroom Action Research, where the researcher collaborates with Islamic education teachers in grade VII of SMP Negeri 2 Rao. The Class Action Research that is being researched takes the subject of Islamic Religious Education Faith in Angels Material. The subject of this research is a Class Action Research which is carried out at SMP Negeri 2 Rao grade VII. B with a total of 10 students, consisting of 7 male students and 7 female students. The time of this research will be carried out on Monday, January 2, 2024 for Cycle 1, and Cycle 2 will be carried out on Tuesday, January 7, 2024.

This research is based on the consideration that student achievement is not optimal. This can be seen in the fact that the average score of students in this class is still relatively low. This class action research design is carried out with an allocation of 2 hours of lessons, 2 meetings and carried out in 2 cycles. If the first cycle has not shown the expected results, it will be continued in the next cycle (cycle II). The action in cycle II is an improvement and refinement of the action carried out in cycle I. Therefore, the action of cycle II is carried out by looking at the results of observation of teaching and learning activities and student learning outcomes in cycle I. The material taught in accordance with the Mapping of Competency Standards, Basic Competencies and Indicators in grade IX is material about Faith in the Day of Resurrection.

The research method used in an effort to improve the learning outcomes of Islamic education subjects through sharing models and audio-visual media on the material of faith in angels in class VII.B SMP Negeri 2 Rao is classroom action research (PTK). This classroom action research aims to improve the quality of learning by directly involving students in a more interactive and participatory learning process. The researcher will carry out a cycle consisting of planning, implementation, observation, and reflection. Each cycle will end with an evaluation to identify the success or shortcomings in the application of the sharing model and audio-visual media in improving students' understanding of the material of faith in angels.

In its implementation, in each cycle, the researcher will apply a sharing model where students are given the opportunity to share information with each other and discuss the material that has been taught. In addition, audio-visual media, such as learning videos, animations, and visual presentations will be used to make it easier for students to understand concepts related to faith in angels. Research data will be obtained through observations, learning outcome tests, and questionnaires to measure the improvement of student understanding and engagement during learning. The results of each cycle will be analyzed to determine whether this approach successfully improves student learning outcomes and has a positive impact on their understanding.

RESULTS

Description of Actions on Learning Improvement Research Results. Research that has been conducted on students at SMP Negeri 2 R a o regarding the material "Faith in Angels for Students of Grade VII.B S SMP Negeri 2 Rao". The researcher began conducting on December 21, 2024 with the Problem Based Learning (PBL) Learning Model. In the Pre-Cycle activity, the following values were obtained in Faith in Angels for Islamic education

Class VII.B Subject in the form of a table, The improvement of student learning outcomes to master the competence of faith in Angels can be seen after comparing the research results achieved in cycles I and II, both in terms of student activities and teacher activities during the implementation of learning, evaluation of student learning outcomes through written tests at the end of the lesson and student responses about the learning process itself.

The improvement of student learning outcomes is closely related to the modernization of learning steps carried out by students. In this case, students are motivated to exert all their mental activities, concentrate their attention (concentration), in order to be able to find and identify the main / important things from the material or teaching materials. In the future, students will further strengthen their understanding of the material by teaching or sharing it with each other. The understanding of the material is further improved through the use of audio-visual media in the form of a show through Youtube. So that students not only cognitively master the material of Faith in Angels but also give a deeper impression for the formation of attitudes and behaviors in their daily lives.

To further optimize learning activities with a sharing learning model that is collaborated with the use of audio-visual media, it is very necessary to have the expertise and expertise of teachers, both in terms of time efficiency management, classroom management, and the use of supporting devices. Although student learning outcomes through a sharing learning model are collaborated with the use of audio-visual media, further development is still needed. This is based on the results of observations on teaching and learning activities which show that there are some students who only pay attention to images but do not pay attention to oral and written narratives. This is anticipated by the teacher by increasing the volume of the sound on the speaker.

DISCUSSION

The application of the sharing learning model and the use of audio visual media in Islamic education learning on the material of faith in angels in class VII.B SMP Negeri 2 Rao shows that these two approaches have a significant contribution to improving student learning outcomes. In the context of education, interactive and fun learning can help students understand difficult concepts, including in the material of faith in angels. This is in line with the theory of constructivist learning which states that students learn more effectively when they are actively involved in the learning process and can build their own knowledge through social interaction and experience. The sharing model provides opportunities for students to collaborate and share the knowledge they have about the material being studied. In this case, students are given space to discuss faith in angels, which facilitates the process of internalizing knowledge.

Through group discussions, students can enrich each other's understanding, as well as clarify various aspects that they do not understand individually. For example, when students discuss the properties of angels and their role in Islam, they can provide each other with explanations based on their experiences and knowledge, which will deepen their understanding of the material. This sharing model allows students to learn in a more deep, active, and participatory way, which of course has an impact on improving their learning outcomes. In addition, the use of audio-visual media in Islamic education learning has also proven to be effective in improving student understanding. Audio-visual media, such as videos, animations, and visual presentations, allow students to see and listen to explanations of the material more clearly and thoroughly. In this case, abstract and elusive angelic faith material can be presented in a more concrete way through images or animations depicting the roles and duties of angels. This visualization not only clarifies students' understanding of the material, but also strengthens their memory of the information that has been conveyed.

Audio-visual media can also increase students' emotional engagement, as they can experience a more holistic experience through their sense of sight and hearing. The increase in student involvement in learning is very visible when audio visual media is applied. Before the use of this media, students tended to be passive in participating in learning, especially in theoretical and abstract materials. However, with videos or animations that visualize faith material to angels, students become more interested and more actively participate in discussions and other activities. This is in accordance with the dual coding theory which states that information presented using two channels, namely visual and verbal, will be easier for students to process and understand. This increase in student engagement is also reflected in observations during the learning process, where students are more daring to ask questions and discuss the material being studied. In addition to increasing engagement, audio-visual media also contributes to increasing student learning motivation. High learning motivation is very important to achieve optimal learning outcomes.

Based on the results of observations and questionnaires shared, most students revealed that the use of audio-visual media makes learning more interesting and fun. When students feel interested in the material presented through visual media, they will be more motivated to understand and remember the information. For example, videos that illustrate the role of angels in everyday life can help students to better understand the relevance of the material in the context of their lives, which in turn increases their motivation to learn. The learning process involving the sharing model also strengthens students' social skills, especially in terms of communication and cooperation. In group discussions, students are trained to listen to peer opinions, share information, and express their opinions clearly.

This is essential for developing critical thinking skills and other social skills. In addition, the collaboration that occurs in group discussions also increases students' confidence. They learn to respect the views of others, as well as develop the ability to solve problems together. In this context, the sharing model not only improves students' academic understanding, but also contributes to the development of social skills that are indispensable in daily life. Although the application of the sharing model and audio-visual media has proven to be effective, there are several challenges that need to be considered in its implementation. One of the main challenges is the limitations of facilities and technology in schools. Some students may have difficulty accessing materials through their personal devices, especially for those who do not have adequate access to technology. In addition, the limited number of devices available in schools, such as projectors or computers, can also limit the effectiveness of using audio-visual media in learning.

Therefore, schools need to improve facilities and technological infrastructure to ensure that learning using this media can run optimally. However, efforts to improve learning outcomes through the use of sharing models and audio-visual media can still be applied with various alternative solutions. For example, teachers can use existing devices on a rotational basis, or take advantage of existing resources such as mobile-based learning apps that students can access outside of class hours. In addition, collaboration between teachers and students in finding solutions to the technical problems faced can also help facilitate the implementation of more effective learning media. Based on data obtained from learning outcome tests, both pre-test and post-test, there was a significant increase in students' understanding of the material of faith in angels. The average score of students after the application of the sharing model and audio-visual media showed a significant increase compared to the score before the application of this method. This shows that the use of appropriate media and participatory learning methods can help students to better understand and remember the material. The application of the sharing model allows students to be more actively involved in the learning process, while audio-visual media makes it easier to understand abstract material.

In addition, the results of the questionnaire distributed to students also showed that they felt more satisfied and interested in learning methods that used audio-visual

media and sharing models. Most students stated that learning using videos or animations is more fun compared to conventional learning methods that only rely on teacher lectures. This confirms that audio-visual media can increase students' interest in learning, which in turn has an impact on improving their learning outcomes. Overall, the application of the sharing model and audio visual media in Islamic education learning on faith in angels material in class VII.B SMP Negeri 2 Rao has proven to be effective in improving student learning outcomes. These two approaches are able to make learning more interesting, interactive, and fun, as well as strengthen students' understanding of Islamic teaching material. Therefore, the use of participatory learning models and relevant media such as audio visuals is highly recommended to continue to be applied in Islamic education learning in other schools to achieve more optimal educational goals.

CONCLUSION

Based on the results of the implementation and observation carried out in the first cycle, the researchers reflected on all activities in the first cycle which resulted in, a) In the first cycle the researcher used the Picture and picture/videos method, Question and Answer (Brain Storming), and discussions that were still inefficient in PBM; b) In the first cycle of students who are actively learning, there has begun to be a change in active students; c) In the first cycle, the students who discussed were still confused during Picture and picture/videos, Brain Storming, and discussions used by researchers; 2) Based on the results of the implementation and observation carried out in cycle II, the researchers reflected on all activities in cycle II which resulted in, a) In cycle II, researchers have applied through Sharing and Audio Visual Media well in PBM; b) In cycle II, the percentage of students' classical completion increased to reach 100%; c) In the second cycle, student activities are increasing, this has been seen in the presentations of the students; 3) Through sharing and the use of audio-visual media, students can optimize their mental ability to do activities, learn in an atmosphere that touches Oalbu and is full of togetherness which in turn helps students achieve the completeness of learning on the material of faith in the Angel. In addition, learning becomes more meaningful.

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