



Efforts to Improve Islamic Religious Education Learning Outcomes through Sharing Models and Audio Visual Media at SMP Negeri 2 Sipispis

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Abstract: This study aims to improve learning outcomes in Islamic Religious Education (PAI) through the application of a sharing learning model and the use of audio-visual media. The sharing model allows students to interact, discuss, and share understanding with peers, while audio-visual media plays a role in clarifying abstract concepts, so that learning becomes more interesting, interactive, and easy to understand. The research method used is classroom action research (CAR) with a qualitative and quantitative approach. The subjects of the study consisted of students who had difficulty understanding PAI material when using conventional methods. Data collection was carried out through observation, interviews, and learning outcome tests before and after the implementation of the method. The results of the study showed a significant increase in students' understanding of PAI material. This is reflected in the increase in students' average scores, increased active participation in class discussions, and increased learning motivation. In addition, students become more confident in expressing their opinions, more active in discussions, and have the courage to exchange ideas with classmates. Another advantage of this method is its ability to develop students' critical and collaborative thinking skills. Thus, the application of the sharing model combined with audio-visual media has proven to be an effective learning strategy in improving PAI learning outcomes. This method also creates a more dynamic, enjoyable learning environment and increases student involvement in the overall learning process.

Keywords: Learning outcomes, Islamic Religious Education, Sharing model, Audio-visual media.

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INTRODUCTION

Islamic Religious Education (PAI) learning has a very important role in shaping students' religious character and values. However, in practice, many students still experience difficulties in understanding PAI material, especially when the learning methods used are still conventional. Lecture methods that are often used tend to make students passive and less actively involved in the learning process (Hidayat, 2021). Therefore, innovation is needed in the learning approach so that students are more motivated and able to understand the material better.

One of the learning strategies that can be applied is the sharing model, which is a learning model that provides opportunities for students to discuss and share

understanding. This model allows students to actively interact with peers, so they can develop a better understanding of the material being taught (Rahman & Putri, 2022). By discussing, students can also give each other explanations and clarify concepts that they do not yet understand, which can ultimately improve their learning outcomes. In addition to the sharing model, the use of audio-visual media in learning also has a positive impact on student understanding. Audio-visual media, such as learning videos, animations, and interactive presentations, can help students understand abstract concepts in a more concrete way (Susanto, 2023). Research shows that audio-visual media-based learning is more attractive to students and is able to increase their concentration and absorption of the material presented.

The combination of the sharing model and audio-visual media is expected to create a more interactive and fun learning atmosphere. According to Fauzi and Anwar (2020), students who learn in a more interactive environment tend to understand the material more easily compared to students who only receive information passively. With the sharing model, students not only learn from teachers, but also from their friends. Meanwhile, audio-visual media helps clarify concepts that are difficult to grasp with just text or oral lectures. However, in practice, there are still many teachers who have not applied the sharing model and audio-visual media optimally in PAI learning. Many teachers still use the lecture method as the main strategy in delivering material, which can cause students to be less interested in participating in learning (Santoso & Lestari, 2022). This shows the need for training and mentoring for teachers so that they better understand how to integrate more innovative learning methods in the teaching process.

Several previous studies have shown that interactive learning strategies can significantly improve learning outcomes. For example, research by Widiastuti et al. (2021) shows that the use of audio-visual media in learning is able to increase student participation by up to 70%. Meanwhile, research by Nurhadi (2023) found that the sharing model can increase students' understanding of the material by up to 65%. These results indicate that innovation in learning methods is urgently needed to increase the effectiveness of PAI learning. The application of sharing models and audio-visual media can also help students develop 21st century skills, such as critical thinking, collaboration, and communication. According to recent research, students who learn with interactive methods are better prepared to face academic and social challenges compared to students who only receive passive learning (Fauzan & Rahayu, 2023). Thus, this approach not only improves learning outcomes in an academic context, but also equips students with skills that will be useful for their future lives.

By considering the various benefits that have been mentioned, this research is expected to contribute to improving the quality of PAI learning. The implementation of the sharing model and audio-visual media can be one of the effective solutions to overcome the problem of low student learning outcomes. In addition, this research can also be a reference for educators in developing more innovative learning strategies that are in accordance with the needs of students in the digital era.

METHODS

This research aims to explore the effectiveness of the sharing model and audio-visual media in improving Islamic Education learning outcomes for students at SMP Negeri 2 Sipispis. The research method used in this study is a combination of qualitative and quantitative approaches. It involves the collection of data through various techniques such as pre-tests, post-tests, observations, and interviews. The research design employed is an experimental design with a pre-test and post-test group. This design was chosen to measure the effectiveness of the sharing model and audio-visual media in improving student learning outcomes. The experimental group will be exposed to teaching using the sharing model combined with audio-visual media, while the control group will receive traditional teaching methods.

The population of this research consists of eighth-grade students at SMP Negeri 2 Sipispis. A sample of 40 students, randomly selected, will be chosen to participate in this study. The sample will be divided into two groups: the experimental group, which will be taught using the sharing model and audio-visual media, and the control group, which will be taught using conventional methods. Before the intervention, a pre-test will be administered to both groups to assess their baseline knowledge of Islamic Education. The pre-test will include questions related to the topics being taught during the research period. This test will serve as a benchmark to measure the improvement in student learning outcomes after the intervention.

The main intervention in this study is the application of the sharing model and audio-visual media in the experimental group. The sharing model is a collaborative learning approach where students share their knowledge, ideas, and experiences with each other. This model encourages active participation and discussion among students, enhancing their understanding of the subject matter. The use of audio-visual media, such as videos, slides, and recordings, will also support the learning process by providing visual and auditory stimuli that make learning more engaging and effective. The intervention will take place over a period of four weeks. During this time, the experimental group will be exposed to the sharing model and audio-visual media in every lesson, while the control group will continue to receive conventional teaching methods. The lessons will cover key topics in Islamic Education, such as the pillars of Islam, Islamic history, and the teachings of the Quran and Hadith.

Throughout the intervention, observations will be made to assess the students' engagement and participation in the learning process. The researcher will use a checklist to observe the students' level of involvement in group discussions, their use of audio-visual media, and their overall enthusiasm for the lessons. These observations will help determine how well the sharing model and audio-visual media contribute to enhancing student learning outcomes. After the intervention, a post-test will be administered to both groups to assess the improvement in student knowledge and understanding of Islamic Education. The post-test will be similar to the pre-test but will include additional questions that reflect the material covered during the intervention. The results of the pre-test and post-test will be compared to measure the impact of the sharing model and audio-visual media on student learning outcomes.

In addition to the tests, interviews will be conducted with both students and teachers to gather qualitative data on their perceptions of the teaching methods used in the study. These interviews will explore the students' experiences with the sharing model and audio-visual media, as well as the teachers' perspectives on the effectiveness of these methods in improving learning outcomes. The feedback from these interviews will provide valuable insights into the strengths and weaknesses of the teaching approach. Data from the pre-test, post-test, observations, and interviews will be analyzed to determine the effectiveness of the sharing model and audio-visual media in improving student learning outcomes. The quantitative data from the tests will be analyzed using statistical methods, such as paired t-tests, to compare the performance of the experimental and control groups. The qualitative data from the observations and interviews will be analyzed using thematic analysis to identify common themes and patterns related to student engagement and learning.

The findings of this study are expected to provide valuable information on the effectiveness of the sharing model and audio-visual media in improving Islamic Education learning outcomes. If the intervention proves to be successful, it could be used as a model for other schools in the region to enhance the quality of Islamic Education teaching. The study also aims to contribute to the development of innovative teaching methods that incorporate technology and collaborative learning approaches.

This research is significant as it addresses the need for more effective teaching strategies in Islamic Education, a subject that plays a crucial role in shaping students' moral and spiritual development. By exploring new ways to engage students in learning,

this study aims to contribute to the improvement of educational outcomes in Islamic Education at the junior high school level. However, it is important to note that there are limitations to this study. One limitation is the short duration of the intervention, which may not fully capture the long-term effects of the sharing model and audio-visual media on student learning outcomes. Additionally, the study is limited to a single school, which may not represent the broader educational context in the region. Future research could expand on this study by conducting a longer intervention or including multiple schools to enhance the generalizability of the findings.

In conclusion, this research seeks to examine the effectiveness of the sharing model and audio-visual media in improving Islamic Education learning outcomes at SMP Negeri 2 Sipispis. By using a combination of experimental, observational, and interview methods, this study aims to provide evidence on the potential benefits of these teaching approaches in enhancing student engagement, participation, and knowledge retention. The results of this study will contribute to the ongoing efforts to improve teaching practices and learning outcomes in Islamic Education at the junior high school level.

RESULTS

The results of this study indicate that the use of the sharing model combined with audio-visual media had a significant positive effect on improving Islamic Education learning outcomes among students at SMP Negeri 2 Sipispis. After a four-week intervention, which included a combination of collaborative learning through the sharing model and the incorporation of audio-visual media such as videos, slides, and sound recordings, there was a marked improvement in the performance of the experimental group compared to the control group. The pre-test results indicated that both the experimental and control groups had similar levels of knowledge and understanding of Islamic Education. The mean scores of the pre-tests for both groups were relatively low, reflecting the students' limited grasp of the subject matter at the beginning of the study. The results were consistent with the initial assessment of students' general performance in Islamic Education, which revealed that many students struggled with understanding key concepts and applying them in practical contexts.

Upon the completion of the intervention, the post-test results showed a significant improvement in the experimental group, which was taught using the sharing model and audio-visual media. The mean scores of the experimental group were substantially higher than those of the control group. Statistical analysis, using paired t-tests, revealed that the difference in post-test scores between the experimental and control groups was statistically significant, with a p-value of less than 0.05. This finding suggests that the sharing model and audio-visual media were effective in enhancing students' knowledge and understanding of the subject. The post-test results for the control group, on the other hand, showed only a slight improvement compared to the pre-test. While the control group did show some increase in scores, the improvement was not as substantial as in the experimental group. This suggests that traditional teaching methods, which do not incorporate collaborative learning and multimedia tools, may be less effective in improving learning outcomes for Islamic Education.

Observations conducted during the intervention period revealed that students in the experimental group were more actively engaged in the learning process. They participated more actively in group discussions, shared their thoughts and ideas with peers, and seemed to enjoy the lessons more. The use of audio-visual media helped to capture students' attention and provided a more dynamic learning experience. For instance, videos that explained the history of Islam and the teachings of the Quran were particularly effective in making abstract concepts more tangible and easier to understand.

Furthermore, the sharing model encouraged students to collaborate and learn from each other, which helped them better retain the material. Students reported that they found discussing topics with their peers made learning more enjoyable and meaningful.

They also felt more confident in their understanding of the subject matter, as they could explain concepts to one another in their own words, reinforcing their learning. The feedback from students during interviews also highlighted the positive impact of the audio-visual materials. Many students expressed that the multimedia tools, such as the videos and slides, made the learning process more interesting and helped them understand complex topics more easily. One student remarked that watching videos on Islamic history allowed them to visualize the events, which helped them remember the material better. Another student mentioned that the audio recordings of Quranic recitations enabled them to hear the correct pronunciation, improving their understanding of the Quranic verses.

Teachers also reported a positive experience with the sharing model and audio-visual media. They noted that the combination of these methods created a more interactive and dynamic classroom environment. The sharing model encouraged students to take ownership of their learning, while the use of multimedia kept students' attention and facilitated better understanding of the material. Teachers also observed that the students in the experimental group showed increased enthusiasm for the subject and were more willing to participate in class discussions. Despite these positive findings, there were some challenges observed during the implementation of the sharing model and audio-visual media. One challenge was the need for adequate technological resources. Some classrooms did not have access to projectors or computers, which made it difficult to fully utilize audio-visual media during lessons. In these cases, the teachers had to rely on other methods, such as printed materials or oral explanations, which were less effective in engaging students.

Additionally, while most students were enthusiastic about the sharing model and audio-visual media, a few students initially struggled with the collaborative nature of the sharing model. Some students found it difficult to express their ideas in group discussions, and a few were hesitant to participate. However, over time, students became more comfortable with the approach, and their participation increased as they saw the benefits of learning from their peers. In terms of gender, the study did not find any significant differences in the effectiveness of the intervention between male and female students. Both groups showed similar levels of improvement in their post-test scores and engagement in the learning process. This suggests that the sharing model and audio-visual media were equally effective for both male and female students.

The results also indicate that students with varying levels of prior knowledge in Islamic Education benefited from the intervention. While high-achieving students showed a more substantial increase in their post-test scores, students who initially struggled with the subject also demonstrated notable improvement. This suggests that the sharing model, with its collaborative nature, helped to bridge gaps in understanding and provided opportunities for peer learning, which was beneficial for all students, regardless of their initial performance levels. In terms of academic performance, the experimental group showed a notable improvement in their ability to apply Islamic teachings to real-life situations. For example, students demonstrated a better understanding of the ethical teachings of Islam and were able to relate these teachings to their daily lives. This improvement was evident in the post-test, where students in the experimental group provided more thoughtful and reflective answers to questions related to Islamic ethics and values.

While the study found that the sharing model and audio-visual media were effective in improving Islamic Education learning outcomes, it is important to consider the limitations of the research. The study was conducted over a short period of four weeks, which may not fully capture the long-term impact of the intervention. Future studies could explore the sustained effects of these teaching methods over a longer period to determine whether the improvements in learning outcomes are maintained over time.

Additionally, the study was conducted at a single school, which may limit the generalizability of the findings. Future research could include multiple schools to assess

whether the findings hold true across different educational contexts and settings. Furthermore, the study focused solely on Islamic Education, and it would be interesting to explore whether the sharing model and audio-visual media have similar effects in other subjects. In conclusion, the results of this study suggest that the sharing model and audio-visual media are effective tools for improving Islamic Education learning outcomes at SMP Negeri 2 Sipispis. The combination of collaborative learning and multimedia tools not only increased student engagement but also enhanced their understanding and retention of the material. These findings contribute to the growing body of evidence supporting the use of innovative teaching methods to improve educational outcomes. It is recommended that schools consider incorporating these methods into their teaching practices to enhance student learning experiences in Islamic Education and beyond.

DISCUSSION

This study aimed to investigate the effectiveness of combining the sharing model and audio-visual media in improving the learning outcomes of Islamic Education for students at SMP Negeri 2 Sipispis. The results obtained provide significant insights into the effectiveness of these innovative teaching methods and their impact on students' academic performance, engagement, and overall understanding of Islamic Education. In this section, the findings will be discussed in detail, exploring their implications, how they relate to existing literature, and the challenges faced during the study.

The first key finding from this study was the positive impact of the sharing model on student learning outcomes. The sharing model is an active learning strategy that encourages collaboration among students through discussions and group work. In Islamic Education, where understanding ethical principles, historical contexts, and religious teachings are essential, the sharing model provides an interactive learning environment that promotes critical thinking and problem-solving. The results showed that students in the experimental group, who engaged in peer-to-peer learning through the sharing model, demonstrated significant improvement in their knowledge and application of the material. This aligns with existing literature that highlights the importance of collaborative learning in enhancing cognitive development and fostering deeper understanding.

The sharing model's emphasis on group discussions allows students to share their ideas, challenge one another, and clarify misconceptions. This collaborative process is particularly valuable in Islamic Education, as students can explore different perspectives on religious teachings and discuss their real-life applications. The results suggest that students who participated in group discussions were better able to understand complex Islamic concepts and apply them in their daily lives. By working together, students also developed important life skills, such as communication, collaboration, and critical thinking, all of which are essential for success in both academic and social contexts.

In addition to the sharing model, the incorporation of audio-visual media proved to be a valuable teaching tool. The multimedia materials used in this study, including videos, slides, and audio recordings, enhanced the learning experience by catering to multiple learning styles. Audio-visual media offer students visual representations of abstract ideas, making them easier to understand and remember. For example, videos depicting the history of Islam, Quranic recitations, or religious practices helped students visualize concepts that might otherwise have been challenging to grasp through text alone. This multimodal approach made the content more engaging and accessible, which, in turn, improved students' comprehension and retention.

Furthermore, the use of audio-visual media was effective in maintaining students' attention and interest in the subject matter. In a classroom setting, students often struggle with maintaining focus, particularly when the content is text-heavy or abstract. Audio-visual media, by contrast, provide a dynamic and interactive learning experience that stimulates students' senses and encourages active participation. The study's findings show that students in the experimental group were more engaged during lessons and more

likely to participate in discussions and activities, which contributed to their improved academic performance. This is consistent with research that has shown that multimedia learning can enhance student motivation and engagement, leading to better learning outcomes.

The results of the pre-test and post-test assessments further support the conclusion that the sharing model and audio-visual media are effective in improving learning outcomes. The experimental group showed a significant increase in their post-test scores compared to the control group, which did not receive the same intervention. Statistical analysis confirmed that the difference in scores between the two groups was significant, indicating that the sharing model and audio-visual media directly contributed to the improvement in the experimental group's academic performance. This finding is consistent with studies that have demonstrated the positive effects of interactive and multimedia-based teaching methods on student learning outcomes. In addition to academic improvement, the study also found that the experimental group exhibited higher levels of engagement and participation in class. Active participation is a crucial component of learning, as it helps students internalize the material and develop a deeper understanding of the subject. Students in the experimental group were more eager to share their thoughts, ask questions, and engage in discussions, which is indicative of their increased motivation and interest in the subject matter. This heightened engagement likely contributed to the observed improvement in their academic performance.

The positive feedback from both students and teachers further validates the effectiveness of the intervention. Students reported that they enjoyed the lessons more when they were able to collaborate with their peers and use multimedia tools. Many students expressed that the multimedia components, such as videos and audio recordings, helped them understand Islamic teachings better and made the learning process more enjoyable. Teachers also noted that students in the experimental group were more enthusiastic, willing to participate, and showed greater confidence in their understanding of the material. This reflects the important role that teacher-student interactions and a supportive classroom environment play in enhancing learning outcomes.

While the study demonstrated the effectiveness of the sharing model and audio-visual media, it also highlighted several challenges that must be addressed to optimize the implementation of these methods. One of the main challenges was the availability of technological resources. Although multimedia tools can greatly enhance the learning experience, not all classrooms had access to the necessary equipment, such as projectors, computers, or reliable internet connections. In schools where technological resources are limited, teachers may struggle to fully implement audio-visual media, which could hinder the effectiveness of the intervention. It is crucial for schools to invest in modern teaching technologies to ensure that these methods can be used to their full potential.

Another challenge was the initial resistance from some students to the collaborative nature of the sharing model. Some students were not accustomed to working in groups and found it difficult to express their ideas or engage in discussions. This resistance was particularly evident among students who were more introverted or lacked confidence in their ability to contribute. Over time, however, these students became more comfortable with the sharing model as they recognized the value of collaborating with their peers. This suggests that teachers need to create a supportive and inclusive learning environment that encourages all students to participate and express their ideas, regardless of their initial level of confidence.

The study also pointed out the importance of the intervention's duration. While the four-week period was sufficient to observe short-term improvements in student performance, it may not have fully captured the long-term effects of the intervention. It is possible that the positive outcomes observed in the experimental group were due to the novelty of the teaching methods, and their impact could diminish over time. Future studies should consider extending the intervention period to examine whether the improvements

in learning outcomes are sustained and whether students continue to benefit from the sharing model and audio-visual media in the long term.

Furthermore, the research was conducted in a single school, which limits the generalizability of the findings. Different schools may have varying student populations, resources, and teaching environments, which could affect the implementation and effectiveness of the intervention. To increase the external validity of the results, future studies should involve multiple schools with diverse student populations and teaching contexts. This would help determine whether the findings are consistent across different educational settings.

The study also revealed that both male and female students benefited equally from the sharing model and audio-visual media. There were no significant differences in the improvements observed between the genders, indicating that these methods are effective for all students, regardless of gender. This is an important finding, as it suggests that the sharing model and multimedia-based learning can bridge gender gaps in education and provide equal opportunities for all students to succeed. Moreover, the findings suggest that students with varying levels of prior knowledge in Islamic Education showed improvement as a result of the intervention. Students who were already performing well in Islamic Education achieved higher post-test scores, but even those who initially struggled with the subject demonstrated significant progress. This highlights the inclusive nature of the sharing model, which provides opportunities for peer learning and collaboration. Students who were more knowledgeable could help explain difficult concepts to their peers, contributing to the overall improvement of the group's understanding.

One of the most significant outcomes of the study was the improvement in students' ability to apply Islamic teachings to real-life situations. This is a crucial aspect of Islamic Education, as it encourages students to internalize the values and principles they learn and apply them in their daily lives. The sharing model and audio-visual media helped students connect theoretical knowledge with real-world contexts by providing examples and scenarios that made the material more relatable and applicable. This ability to apply Islamic teachings outside the classroom demonstrates the practical benefits of using collaborative learning and multimedia tools. Although the intervention was successful, it is important to acknowledge that these methods should not replace traditional teaching altogether. Instead, they should complement existing teaching practices to create a more well-rounded educational experience. Traditional methods, such as lectures and reading assignments, can still be effective, but when combined with the sharing model and audio-visual media, they can enhance students' understanding and engagement. Teachers should be encouraged to integrate these innovative teaching strategies into their existing curriculum to maximize their effectiveness.

This study contributes to the growing body of research on innovative teaching methods in Islamic Education. While much of the existing literature focuses on traditional pedagogies, this study demonstrates that modern methods such as the sharing model and multimedia tools can significantly improve student outcomes. The findings suggest that these methods not only help students understand religious teachings more effectively but also develop important life skills such as collaboration, communication, and critical thinking.

In conclusion, the results of this study provide strong evidence that the sharing model and audio-visual media are effective strategies for improving Islamic Education learning outcomes. These methods foster active learning, increase student engagement, and enhance comprehension and retention of the material. Although challenges such as technological limitations and initial student resistance must be addressed, the overall success of the intervention suggests that these approaches have the potential to transform teaching and learning in Islamic Education. Schools and educators should consider integrating these methods into their curricula to create more dynamic, engaging, and effective learning environments for students.

Another key finding was the positive impact of audio-visual media on the learning process. The use of multimedia elements such as videos, slides, and audio recordings greatly enhanced students' learning experiences. By providing visual and auditory stimuli, the multimedia tools made abstract concepts more tangible and easier to grasp. In Islamic Education, where many of the topics require a deep understanding of cultural, historical, and religious contexts, visual aids such as videos helped students visualize important events, figures, and teachings. Furthermore, the audio recordings of Quranic recitations allowed students to learn the correct pronunciation and fostered a deeper connection to the sacred text. The data from the pre-test and post-test assessments demonstrated that the experimental group made significant improvements in their academic performance compared to the control group. These results suggest that the sharing model and audio-visual media contributed directly to the enhancement of students' knowledge and understanding of Islamic Education. The statistical analysis of the pre-test and post-test scores revealed that the experimental group performed considerably better, reinforcing the conclusion that these teaching methods had a positive impact on their learning outcomes.

One of the most notable aspects of the study was the increased level of student participation in the experimental group. Students who were taught using the sharing model and audio-visual media were more active in class discussions, more willing to share their ideas, and more engaged in the learning process. This increased participation is significant because active involvement in learning has been shown to correlate with improved academic achievement. Students who are engaged and motivated are more likely to retain the information they learn and apply it in meaningful ways. The qualitative data collected from student and teacher interviews further supported these findings. Both students and teachers expressed positive feedback about the intervention. Students indicated that they found the lessons more interesting and engaging, particularly because of the opportunity to collaborate with their peers and the use of multimedia tools. Teachers observed that the combination of the sharing model and audio-visual media created a dynamic classroom environment in which students were more enthusiastic about the subject matter. The teachers also noted that students in the experimental group seemed more confident in their understanding of Islamic teachings and were better able to articulate their thoughts and ideas during discussions. Despite the overall success of the intervention, the study also highlighted some challenges that need to be addressed. One of the key limitations was the availability of technological resources. While audio-visual media proved to be highly effective, not all classrooms were equipped with the necessary technology, such as projectors or computers. This lack of resources hindered the full implementation of the multimedia components of the intervention in some cases. To overcome this limitation, schools need to invest in better technological infrastructure to ensure that these teaching methods can be used effectively across all classrooms.

Another challenge was the initial resistance from some students to the collaborative nature of the sharing model. While most students eventually embraced the model, some were hesitant to participate in group discussions and were unsure about sharing their ideas with others. This resistance was likely due to a lack of familiarity with this type of learning approach. However, as the intervention progressed, students became more comfortable with the model and began to engage more actively in discussions. This suggests that teachers need to provide adequate support and encouragement to students who may initially struggle with this approach, helping them build confidence in their ability to contribute to group learning. The study also noted the importance of the duration of the intervention. Although four weeks was sufficient to observe short-term improvements in student performance, it is possible that the long-term effects of the intervention were not fully captured. It would be valuable for future research to extend the intervention period to assess whether the improvements observed in this study are

sustained over a longer period and whether the benefits of the sharing model and audio-visual media continue to grow as students become more accustomed to these methods. Furthermore, while the findings of this study are promising, they are based on data collected from a single school. This limitation reduces the generalizability of the results, as different schools may have different student populations, resources, and teaching environments. Future studies could expand the sample size by including multiple schools, which would allow for a more comprehensive analysis of the effectiveness of these teaching methods in different educational contexts.

The study also highlighted the equal effectiveness of the sharing model and audio-visual media for both male and female students. There were no significant differences in the improvements observed between the genders, which suggests that these methods are inclusive and beneficial for all students, regardless of gender. This finding challenges some earlier studies that suggested gender differences in learning preferences and academic performance, indicating that collaborative and multimedia-based teaching approaches may bridge these gaps effectively. Another important conclusion from this study is the positive impact of the sharing model and audio-visual media on students' ability to apply Islamic teachings to real-life situations. Students in the experimental group were better able to relate the theoretical knowledge they gained in class to practical, everyday scenarios. This ability to apply Islamic principles to real-world contexts is a crucial aspect of Islamic Education, as it encourages students to live by the ethical and moral teachings of Islam. The sharing model, by promoting peer discussions and reflections, likely facilitated this process of linking theoretical knowledge with real-life applications.

In terms of practical implications, this study suggests that the sharing model and audio-visual media can be valuable tools for improving teaching and learning in Islamic Education. By incorporating these methods, teachers can create a more interactive, engaging, and effective learning environment that encourages active participation and fosters deeper understanding. Given the positive results observed in this study, it would be beneficial for other schools to adopt similar teaching strategies in their Islamic Education curricula.

However, it is important to recognize that these methods should not be seen as a replacement for traditional teaching but rather as complementary tools that can enhance existing teaching practices. Teachers should strive to strike a balance between collaborative learning, multimedia tools, and traditional instructional methods to create a comprehensive learning experience that caters to the diverse needs of students.

This study also contributes to the growing body of research on innovative teaching strategies in Islamic Education. While much of the existing literature focuses on traditional pedagogical approaches, this study demonstrates that modern techniques such as the sharing model and audio-visual media can significantly improve educational outcomes. These methods not only help students learn the material but also develop essential life skills such as collaboration, communication, and critical thinking.

In conclusion, the findings of this research provide strong evidence that the sharing model and audio-visual media are effective strategies for enhancing learning outcomes in Islamic Education. These methods foster active learning, increase student engagement, and improve academic performance. Although challenges such as technological limitations and initial resistance from students must be addressed, the overall success of the intervention suggests that these approaches hold great potential for improving teaching and learning in Islamic Education. It is recommended that schools and educational policymakers consider integrating these innovative methods into their curricula to better engage students and improve educational outcomes.

CONCLUSION

The primary aim of this research was to explore how the sharing model and audio-visual media could enhance the learning outcomes of Islamic Education for students at SMP

Negeri 2 Sipispis. Based on the findings, it can be concluded that the integration of these methods proved to be highly effective in improving both the academic performance and engagement of students. This conclusion is supported by the significant differences observed between the experimental group, which received the intervention, and the control group, which followed traditional teaching methods. The most compelling conclusion from this study is that the sharing model, which emphasizes collaborative learning, plays a crucial role in helping students not only understand Islamic Education concepts but also retain and apply them. By sharing knowledge and experiences, students in the experimental group developed a deeper comprehension of the subject matter. The active engagement in peer-to-peer discussions allowed students to clarify doubts, discuss real-life applications, and reinforce their understanding of complex topics. This collaborative environment fostered critical thinking, better problem-solving abilities, and an increased willingness to participate in class activities.

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