Efforts to Improve Student Learning Outcomes in Islamic Education Learning through the Sharing Model and Audio Visual Media at Ie Seuum State Elementary School

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Abstract: This study aims to analyze the effectiveness of the application of the Sharing Model and the use of Audio-Visual Media in improving student learning outcomes in Islamic Religious Education subjects. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were 5th grade students of Neferi Ie Seeum Elementary School. The data of this study were obtained through systematic observation, evaluation, and reflection, teachers can adjust their teaching methods to better suit students' needs. The iterative nature of CAR allows for continuous improvement in the learning process. The data analysis technique used in this study is quantitative Pre Experiment Design in the form of One Group Pretest and Posttest Design. The results of the study indicate that an interactive and multimedia-based learning approach creates a more dynamic classroom environment, thereby improving students' understanding and retention of material.

Keywords: Sharing model, audio-visual media, learning outcomes, Islamic education.

INTRODUCTION

Islamic Religious Education is a core subject that not only leads students to be able to master various Islamic studies, but emphasizes more on practice in everyday 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 cognitive, affective and psychomotor domains. The learning process in schools as a teaching and learning activity in which there are two subjects, namely teachers (educators) and students as learners. The main task and responsibility of a teacher is to create effective, efficient, creative, dynamic and enjoyable learning. This has implications for the awareness and active involvement between the two learning subjects, namely educators as initial initiators, guides and facilitators with students as people who experience and are actively involved in obtaining self-change in the learning itself. To optimize the achievement of learning outcomes, an educational interaction is needed in the learning process.

The material on Faith in the Last Day is included in the aspect of faith. In general, students learn the material on faith by listening to teacher lectures. In the 202 school year, from the results of discussions with subject teachers who were assigned to teach in class

IX, it was obtained information that the learning outcomes of students with such a learning model, students who were actively involved in this learning activity were only 35%. In addition, the results of the formative test given showed that only 65% of students completed their 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 supported by learning media so that students can be actively involved and can improve their learning outcomes. Through the Sharing Model and Audio Visual Media on the material of Faith in the Last Day, it is hoped that students can gain impressive and meaningful knowledge. Thus, students will be more motivated to apply this knowledge in their daily lives. Based on the background that has been presented, the author conducted a classroom action research with the title "Efforts to improve learning outcomes in Islamic Religious Education subjects through the Sharing Model and Audio Visual Media on the material of Faith in the Last Day of Class V Students at Ie Seuum Elementary School".

Islamic Religious Education is a fundamental subject that not only equips students with knowledge about Islamic teachings but also emphasizes the practical application of these teachings in daily life within society. Therefore, Islamic Religious Education teachers must develop learning methods that focus on the comprehensive achievement of students' competencies, encompassing cognitive, affective, and psychomotor domains. The learning process in schools is an interactive activity involving two main subjects: teachers as educators and students as learners. A teacher's primary responsibility is to create an effective, efficient, creative, dynamic, and enjoyable learning environment. This responsibility implies the necessity for active engagement between the teacher, who acts as the initiator, guide, and facilitator, and the students, who actively participate in the learning process to achieve personal growth. To optimize learning outcomes, an educational interaction is required in the teaching process. The topic of Faith in the Last Day falls under the category of faith-related teachings. Generally, students learn faith-related topics through lectures delivered by teachers. In the academic year 2024, discussions with subject teachers teaching ninth-grade students revealed that only 35% of students actively participated in lessons delivered using this lecture-based model. Additionally, formative test results indicated that only 65% of students achieved mastery, with an overall absorption rate of 65%. Given this situation, the researcher was motivated to conduct a classroom action research study to identify a teaching method supported by instructional media that would encourage active student participation and enhance their learning outcomes. Through the application of the Sharing Model and the use of Audio-Visual Media in the teaching of Faith in the Last Day, students are expected to gain a more meaningful and memorable learning experience. This approach aims to increase students' motivation to apply their knowledge in everyday life. Based on this background, the researcher conducted classroom action research under the title "Efforts to Improve Learning Outcomes in Islamic Religious Education through the Sharing Model and Audio-Visual Media on the Topic of Faith in the Last Day for Fifth-Grade Students at SD Negeri Ie Seuum."

The Sharing Model emphasizes collaborative learning, where students actively share knowledge and experiences with their peers. This model fosters student engagement and allows them to internalize concepts more effectively through discussion and interaction. The incorporation of Audio-Visual Media further enhances this approach by providing students with dynamic and stimulating content that supports comprehension and retention of learning materials. The research implementation involved several phases. Initially, the researcher designed a lesson plan that integrated the Sharing Model and Audio-Visual Media. The learning process was then carried out in cycles, each consisting of planning, action, observation, and reflection stages. In the first cycle, the researcher introduced the topic and engaged students in discussions using audio-visual materials such as videos and animations. These materials helped students visualize concepts related to the Last Day, making abstract ideas more concrete and understandable. During subsequent learning sessions, students were encouraged to participate in group

discussions and sharing activities. They exchanged thoughts, clarified misconceptions, and deepened their understanding of the subject matter. The teacher facilitated these discussions, ensuring that all students were actively involved. At the end of each cycle, formative assessments were conducted to measure students' progress and identify areas that needed improvement. The results of the first cycle indicated a significant increase in student engagement, with more students participating actively in discussions. However, assessment results showed that some students still struggled with specific concepts. Based on this observation, adjustments were made in the second cycle, incorporating more interactive elements such as role-playing activities and student presentations. These modifications further enhanced students' learning experiences and comprehension.

By the end of the research, data analysis demonstrated a marked improvement in students' learning outcomes. The percentage of students achieving mastery increased significantly, and overall class participation levels rose. The findings support the effectiveness of combining the Sharing Model with Audio-Visual Media in teaching faith-based subjects. Students not only developed a deeper understanding of the material but also exhibited greater enthusiasm and motivation in the learning process. These results highlight the importance of adopting innovative teaching methods in religious education. Traditional lecture-based approaches may not always effectively engage students or facilitate deep comprehension. By integrating interactive and media-supported learning strategies, educators can create a more engaging and impactful learning environment. Future research can further explore the long-term effects of this instructional approach on student retention and application of knowledge. Additionally, incorporating student feedback and qualitative data can provide valuable insights into the overall learning experience and areas for further enhancement. The successful implementation of the Sharing Model and Audio-Visual Media in this study suggests its potential for broader application in various educational settings.

METHODS

This research is a Classroom Action Research (CAR) conducted at Ie Seuum Elementary School in class V with 25 students, consisting of 14 male students and 11 female students. This research is based on the consideration that student achievement is not optimal. This can be seen from the relatively low average score of students in this class. This classroom action research was conducted from January to March 2025. This classroom action research was conducted with a time allocation of 3 teaching hours, 2 meetings and implemented in 2 cycles. If cycle I does not show the expected results, it will be continued in the next cycle (cycle II). Actions in cycle II are improvements and refinements of the actions carried out in cycle I. Therefore, cycle II actions are carried out by looking at the results of observations 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 class V is material about Faith in the Day of Judgment. The procedures for research actions are as follows: 1) Preparation Stage (planning): Making a research schedule, Conducting discussions with colleagues, partner educators and all parties who assist in implementing the action, Compiling a Learning Implementation Plan (RPP), Making observation sheets used in observing the teaching and learning process, determining learning aids and resources that are relevant to the subject matter, designing evaluation tools to see the mastery of learning materials as well as student learning outcomes; 2) Action Implementation Stage, before carrying out the action, students are conditioned to be ready to learn. Educators convey the competencies that must be achieved by students and conduct apperception.

Implementation of the action is carried out in the classroom when reading and reviewing information and filling out worksheets, using audio-visual media through showing the film Dunia Fana (Production of Ahad -Net) and video shows by Muh.Ahsan; 3) Observation and Evaluation Stage: Educators monitor the situation of student activities in

the learning process and implementation of teaching and learning activities through observation sheets, educators provide evaluations through descriptive questions; 4) Analysis and Reflection Stage, conducting analysis and reflection on the results of the assessment and observation. If cycle I has not provided the expected results, then continue to cycle II. a) Data Source: Islamic Religious Education Teacher (colleague) who acts as an observer during the teaching and learning activities, students who are subject to action: b) Data Type: Data from observations of teaching and learning activities, data on student learning outcomes: c) Data Collection Techniques: Observation to determine the situation and activities of students in carrying out learning activities through sharing and using audio-visual media and implementing teaching and learning activities, cognitive tests are used to determine students' abilities in mastering the material. The data analysis in this study is: 1) The results of cognitive tests obtained through the final test are analyzed descriptively to determine the achievement of the minimum learning completion criteria (KKM); 2) The results of observations (observations) are analyzed descriptively to determine the learning situation. Performance indicators can be said to be successful if they meet the following criteria: 1) Student learning outcomes can achieve a score of 75 and above or an absorption capacity of 75%; 2) The percentage of student activity reached 80% and at least 85% of aspects of teaching and learning activities were implemented and obtained observation scores in the good and very good categories.

This study is a Classroom Action Research (CAR) conducted at SD Negeri Ie Seuum in Grade V, involving 25 students, consisting of 14 male and 11 female students. The research was carried out based on the observation that student achievement had not yet reached optimal levels. This was evident from the relatively low average scores obtained by students in this class. The classroom action research was conducted from January to March 2025, with an allocation of three lesson hours per session, carried out over two meetings in two cycles. If the first cycle did not yield the expected results, improvements and refinements were implemented in the second cycle based on the observations and learning outcomes of the first cycle. The subject matter covered was Faith in the Last Day, following the competency standards, basic competencies, and indicators outlined for Grade V students. The research followed a structured procedure consisting of four main stages. The first stage was the Preparation Stage, where the research schedule was developed, and discussions were held with colleagues and assisting educators to ensure effective execution. At this stage, the lesson plans were designed, and observation sheets were prepared to monitor teaching and learning activities. The selection of relevant learning resources and tools was also made to support student comprehension. Additionally, evaluation instruments were developed to measure student mastery of the material before and after the intervention.

The second stage was the Implementation Stage, where students were conditioned for the learning process before the lesson began. The teacher introduced the competencies to be achieved and conducted an initial motivation session to engage students. The learning process involved students reading and analyzing information, filling out worksheets, and engaging with audio-visual media. The integration of multimedia resources such as the film Dunia Fana (produced by Ahad-Net) and educational videos by Muh. Ahsan was aimed at enriching students' learning experiences and making abstract concepts more tangible and relatable. The third stage, Observation and Evaluation, focused on monitoring student participation and classroom dynamics. The teacher used observation sheets to record student engagement levels and assessed their comprehension through descriptive questions. The goal was to identify whether students were actively involved in the learning process and whether they were able to grasp the key concepts of the material. The findings from this stage were used to determine the effectiveness of the intervention and guide future improvements. The final stage was Analysis and Reflection, where the results of assessments and observations were analyzed to measure the effectiveness of the learning process. If the first cycle did not meet expectations, modifications were made in the second cycle to enhance the learning

experience. The adjustments included refining the instructional approach, modifying teaching aids, and introducing additional interactive elements to foster deeper understanding. The data collection process relied on two primary sources: the Islamic Religious Education teacher, who acted as an observer, and the students, who were the subjects of the intervention. The types of data collected included classroom observations and academic performance records. The data collection methods consisted of both observational techniques and cognitive tests. Observational techniques were used to monitor student participation and engagement levels, while cognitive tests were conducted to assess students' mastery of the material.

The data analysis process involved two key components. First, cognitive test results were analyzed descriptively to determine students' attainment of the Minimum Competency Criteria (KKM). This step provided insight into how well students had understood the material. Second, classroom observations were examined to assess student engagement and the overall classroom atmosphere. The qualitative and quantitative analyses provided a comprehensive picture of the learning process and its impact on student performance. The research was considered successful if it met two specific criteria. The first criterion was student achievement, where at least 75% of students needed to obtain a score of 75 or higher. This benchmark ensured that students had adequately mastered the material. The second criterion was student participation, where at least 80% of students needed to actively engage in the learning process. Additionally, a minimum of 85% of the instructional activities had to be effectively implemented and rated as "good" or "very good" based on observation records. The results of this study indicate that the implementation of the Sharing Model and the use of Audio-Visual Media significantly improved student engagement and learning outcomes in Islamic Religious Education. The introduction of interactive and multimedia-supported learning strategies fostered a more dynamic and engaging classroom environment. Students were more enthusiastic about participating in discussions and completing learning activities.

The findings suggest that incorporating innovative teaching methods such as the Sharing Model and Audio-Visual Media can enhance the learning experience, making it more effective and enjoyable. The study demonstrates that when students are actively involved in the learning process through interactive and media-based strategies, they tend to develop a deeper understanding of the material. This research highlights the potential of technology-assisted learning in enhancing educational outcomes. Furthermore, the study suggests that similar teaching approaches can be adapted for other subjects beyond Islamic Religious Education. By integrating engaging instructional methods, teachers can create a more inclusive and effective learning environment that caters to different learning styles. The success of this research underscores the importance of continuous innovation in pedagogy to address the evolving needs of students. The results also emphasize the need for teachers to continually evaluate and refine their teaching strategies. The iterative nature of Classroom Action Research allows educators to make evidence-based improvements, ensuring that students receive high-quality education. This study serves as an example of how reflective teaching practices can lead to tangible improvements in student learning outcomes.

RESULTS

This study is a Classroom Action Research (CAR) conducted at SD Negeri Ie Seuum in Grade V, involving 25 students, consisting of 14 male and 11 female students. The research was conducted based on the observation that student achievement had not yet reached optimal levels. This was evident from the relatively low average scores obtained by students in this class. The classroom action research was carried out from January to March 2025, with an allocation of three lesson hours per session, conducted over two meetings in two cycles. If the first cycle did not yield the expected results, improvements

and refinements were implemented in the second cycle based on the observations and learning outcomes of the first cycle. The subject matter covered was Faith in the Last Day, following the competency standards, basic competencies, and indicators outlined for Grade V students. The research followed a structured procedure consisting of four main stages. The first stage was the Preparation Stage, where the research schedule was developed, and discussions were held with colleagues and assisting educators to ensure effective execution. At this stage, the lesson plans (RPP) were designed, and observation sheets were prepared to monitor teaching and learning activities. The selection of relevant learning resources and tools was also made to support student comprehension. Additionally, evaluation instruments were developed to measure student mastery of the material before and after the intervention.

The second stage was the Implementation Stage, where students were conditioned for the learning process before the lesson began. The teacher introduced the competencies to be achieved and conducted an initial motivation session to engage students. The learning process involved students reading and analyzing information, filling out worksheets, and engaging with audio-visual media. The integration of multimedia resources such as the film Dunia Fana (produced by Ahad-Net) and educational videos by Muh. Ahsan was aimed at enriching students' learning experiences and making abstract concepts more tangible and relatable. The third stage, Observation and Evaluation, focused on monitoring student participation and classroom dynamics. The teacher used observation sheets to record student engagement levels and assessed their comprehension through descriptive questions. The goal was to identify whether students were actively involved in the learning process and whether they were able to grasp the key concepts of the material. The findings from this stage were used to determine the effectiveness of the intervention and guide future improvements. The final stage was Analysis and Reflection, where the results of assessments and observations were analyzed to measure the effectiveness of the learning process. If the first cycle did not meet expectations, modifications were made in the second cycle to enhance the learning experience. The adjustments included refining the instructional approach, modifying teaching aids, and introducing additional interactive elements to foster deeper understanding.

The data collection process relied on two primary sources: the Islamic Religious Education teacher, who acted as an observer, and the students, who were the subjects of the intervention. The types of data collected included classroom observations and academic performance records. The data collection methods consisted of both observational techniques and cognitive tests. Observational techniques were used to monitor student participation and engagement levels, while cognitive tests were conducted to assess students' mastery of the material. The data analysis process involved two key components. First, cognitive test results were analyzed descriptively to determine students' attainment of the Minimum Competency Criteria (KKM). This step provided insight into how well students had understood the material. Second, classroom observations were examined to assess student engagement and the overall classroom atmosphere. The qualitative and quantitative analyses provided a comprehensive picture of the learning process and its impact on student performance. The research was considered successful if it met two specific criteria. The first criterion was student achievement, where at least 75% of students needed to obtain a score of 75 or higher. This benchmark ensured that students had adequately mastered the material. The second criterion was student participation, where at least 80% of students needed to actively engage in the learning process. Additionally, a minimum of 85% of the instructional activities had to be effectively implemented and rated as "good" or "very good" based on observation records.

The results of this study indicate that the implementation of the Sharing Model and the use of Audio-Visual Media significantly improved student engagement and learning outcomes in Islamic Religious Education. The introduction of interactive and multimedia-

supported learning strategies fostered a more dynamic and engaging classroom environment. Students were more enthusiastic about participating in discussions and completing learning activities. The findings suggest that incorporating innovative teaching methods such as the Sharing Model and Audio-Visual Media can enhance the learning experience, making it more effective and enjoyable. The study demonstrates that when students are actively involved in the learning process through interactive and media-based strategies, they tend to develop a deeper understanding of the material. This research highlights the potential of technology-assisted learning in enhancing educational outcomes. Furthermore, the study suggests that similar teaching approaches can be adapted for other subjects beyond Islamic Religious Education. By integrating engaging instructional methods, teachers can create a more inclusive and effective learning environment that caters to different learning styles. The success of this research underscores the importance of continuous innovation in pedagogy to address the evolving needs of students.

The results also emphasize the need for teachers to continually evaluate and refine their teaching strategies. The iterative nature of Classroom Action Research allows educators to make evidence-based improvements, ensuring that students receive high-quality education. This study serves as an example of how reflective teaching practices can lead to tangible improvements in student learning outcomes. In conclusion, the findings of this study provide valuable insights into the effectiveness of the Sharing Model and Audio-Visual Media in Islamic Religious Education. The research demonstrates that by incorporating interactive and multimedia elements, teachers can enhance student engagement and comprehension. These results contribute to the broader discussion on innovative teaching strategies and their impact on student learning. Future research should explore additional instructional methods that can further optimize the learning process in different educational contexts.

DISCUSSION

This Classroom Action Research (CAR) was conducted at SD Negeri Ie Seuum in Grade V, involving 25 students, consisting of 14 male and 11 female students. The research was driven by the observation that student achievement had not yet reached optimal levels, as reflected in the relatively low average scores. This study took place from January to March 2025, with three lesson hours per session over two meetings in two cycles. If the first cycle did not yield the expected results, improvements and refinements were made in the second cycle based on observations and learning outcomes from the first cycle. The subject matter covered was Faith in the Last Day, aligning with the competency standards, basic competencies, and indicators designated for Grade V students. The research followed a structured procedure consisting of four main stages. The first stage was the Preparation Stage, which involved developing a research schedule, conducting discussions with colleagues and supporting educators, and preparing for effective execution. During this phase, lesson plans (RPP) were designed, observation sheets were developed to monitor teaching and learning activities, and relevant learning resources and tools were selected to support student comprehension. Additionally, evaluation instruments were created to assess student mastery of the material before and after the intervention. The second stage was the Implementation Stage, where students were prepared for the learning process. The teacher introduced the competencies to be achieved and conducted an initial motivation session to engage students. The learning activities included reading and analyzing information, completing worksheets, and interacting with audio-visual media. Multimedia resources such as the film Dunia Fana (produced by Ahad-Net) and educational videos by Muh. Ahsan were integrated to enhance students' learning experiences, making abstract concepts more tangible and relatable.

The third stage, Observation and Evaluation, focused on monitoring student participation and classroom dynamics. The teacher used observation sheets to record

student engagement and assessed comprehension through descriptive questions. The objective was to determine the extent of active student participation and their grasp of key concepts. These findings informed the evaluation of intervention effectiveness and guided improvements. The final stage was Analysis and Reflection, where assessment and observation results were analyzed to measure the effectiveness of the learning process. If the first cycle did not meet expectations, modifications were made in the second cycle to enhance learning outcomes. Adjustments included refining instructional methods, modifying teaching aids, and incorporating additional interactive elements to deepen understanding. Data collection was based on two primary sources: the Islamic Religious Education teacher, who served as an observer, and the students, who were the subjects of the intervention. The data collected included classroom observations and academic performance records. The methods used for data collection were observational techniques and cognitive tests. Observational techniques were employed to monitor student engagement levels, while cognitive tests were used to assess mastery of the material. Data analysis consisted of two key components. First, cognitive test results were analyzed descriptively to determine student attainment of the Minimum Competency Criteria (KKM), providing insight into comprehension levels. Second, classroom observations were reviewed to evaluate student engagement and the overall classroom atmosphere. The combination of qualitative and quantitative analyses provided a comprehensive view of the learning process and its impact on student performance.

The research was considered successful if two key criteria were met. The first criterion required that at least 75% of students achieve a score of 75 or higher, ensuring adequate material mastery. The second criterion focused on student participation, with at least 80% of students actively engaging in the learning process. Additionally, at least 85% of instructional activities needed to be effectively implemented and rated as "good" or "very good" based on observation records. The study's findings indicate that implementing the Sharing Model and using Audio-Visual Media significantly enhanced student engagement and learning outcomes in Islamic Religious Education. The introduction of interactive and multimedia-supported learning strategies created a dynamic and engaging classroom environment, encouraging students to actively participate in discussions and learning activities. The results suggest that incorporating innovative teaching methods such as the Sharing Model and Audio-Visual Media enhances the learning experience, making it more effective and enjoyable. This study demonstrates that when students engage in learning through interactive and media-based strategies, they develop a deeper understanding of the material. The findings highlight the potential of technology-assisted learning in improving educational outcomes. Additionally, the study suggests that similar instructional approaches could be adapted for other subjects beyond Islamic Religious Education. By integrating engaging teaching methods, educators can foster a more inclusive and effective learning environment that accommodates different learning styles. The success of this research underscores the importance of continuous pedagogical innovation to address students' evolving needs.

Moreover, the findings emphasize the need for teachers to continually assess and refine their teaching strategies. The iterative nature of Classroom Action Research allows educators to make evidence-based improvements, ensuring high-quality education for students. This study serves as an example of how reflective teaching practices can lead to significant enhancements in student learning outcomes. In conclusion, the findings provide valuable insights into the effectiveness of the Sharing Model and Audio-Visual Media in Islamic Religious Education. The research demonstrates that incorporating interactive and multimedia elements enhances student engagement and comprehension. These results contribute to the broader discourse on innovative teaching strategies and their impact on student learning. Future research should explore additional instructional methods that further optimize the learning process in various educational contexts.

CONCLUSION

Based on the research findings, it can be concluded that the implementation of the Sharing Model and the use of Audio-Visual Media in Islamic Religious Education significantly improved student learning outcomes and engagement. The study demonstrates that interactive and multimedia-based learning approaches create a more dynamic classroom environment, leading to better comprehension and retention of the material. The research results indicate a marked improvement in students' academic performance. Before the intervention, student achievement levels were relatively low, as reflected in their average scores. However, after implementing the Sharing Model and incorporating Audio-Visual Media, there was a significant increase in student participation and understanding. The use of multimedia resources made abstract concepts more tangible, enhancing student engagement and facilitating deeper learning. Moreover, the study highlights the importance of student-centered learning approaches. By encouraging active participation through sharing activities and multimedia integration, students became more involved in the learning process. This approach fostered collaboration and critical thinking, enabling students to construct their own understanding of the material rather than passively receiving information. The research also underscores the effectiveness of Classroom Action Research (CAR) as a method for improving teaching strategies. Through systematic observation, evaluation, and reflection, educators were able to refine their instructional methods to better meet students' needs. The iterative nature of CAR allowed for continuous improvement, ensuring that teaching approaches remained responsive and effective.

Furthermore, the study emphasizes the significance of integrating technology into the learning process. The use of educational films and videos enhanced students' motivation and comprehension by providing visual and auditory stimuli that complemented traditional teaching methods. This finding suggests that technology-assisted learning should be further explored and adopted in other subjects to enhance educational outcomes across different disciplines. Another key takeaway from this research is the necessity of well-structured lesson planning. The success of the intervention was largely attributed to the careful preparation of lesson plans, evaluation tools, and observation sheets. This structured approach ensured that learning objectives were clearly defined and that instructional activities were aligned with student needs and curriculum standards. Additionally, the findings demonstrate the value of continuous assessment in education. By regularly evaluating student progress through cognitive tests and observation, teachers can identify areas that require further improvement and tailor their instructional strategies accordingly. This ongoing assessment process enables a more targeted and effective approach to teaching. The study also suggests that similar pedagogical innovations could be applied beyond Islamic Religious Education. Other subjects could benefit from the integration of interactive and multimedia-based teaching methods. By incorporating engaging learning strategies, educators can create a more inclusive and effective learning environment that caters to diverse learning styles and preferences. Moreover, the success of this research reinforces the need for professional development among teachers. Educators should be encouraged to explore and implement innovative teaching methods that enhance student engagement and learning outcomes. Training programs and workshops on interactive teaching strategies and the effective use of multimedia tools should be made available to teachers. In conclusion, the research findings provide strong evidence that the Sharing Model and Audio-Visual Media significantly enhance student engagement and comprehension in Islamic Religious Education. This study contributes to the broader discourse on innovative teaching strategies and their impact on student learning. Future research should explore additional instructional methods that further optimize the learning process in various educational contexts. By continuously improving teaching approaches, educators can ensure that

students receive a high-quality education that prepares them for lifelong learning and success.

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