Student Facilitator and Explaining Learning Model to Increase Student Learning Interest in Islamic Education Learning at SMA Negeri 7 Banda Aceh

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the Student facilitator and explaining learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were 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 the Student facilitator and explaining learning model 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 48.71%, the first cycle 66.39% and in the second cycle increased to 89.66%. Thus, the use of the Student facilitator and explaining learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, Islamic education, student facilitator, explaining learning model.

INTRODUCTION

The main task of a teacher is to teach, educate, guide, transfer or move information and knowledge about education from printed books or other relevant media to their students. Without teachers, students feel confused with the knowledge they read or get from electronic media. In the modern era like today, there are some students who can learn autodidactically from books or other media without intermediaries or without the need for teacher assistance to transfer the essence of the book. These students have a greater ability to understand the essence of what they read or see. However, this only happens a few among many students. It is undeniable that many students need teachers to gain knowledge. There are even parents of students who deliberately pay teachers to provide private lessons to their children so that their children get additional knowledge besides what they learn at school. Knowledge is a very important thing to learn so that students can compete in business or work later when they are adults to maintain their survival. Knowledge, both worldly and afterlife knowledge, is a must for students to learn in order

to become useful people in the future. Useful knowledge is obtained from hard work and struggle. One of the sciences or lessons that must be studied at the high school level is Islamic Religious Education. Islamic Religious Education is a lesson that requires a lot of thinking, reasoning, opinions and theory. Many students feel bored and unenthusiastic in the learning process because there is too much theoretical material that must be learned. When during teaching and learning activities, teachers do not use learning innovations in delivering material, this will make students bored, sleepy and not focused on what they are learning. This results in low student interest and learning outcomes.

To foster students' interest in learning, it is very necessary to have good and correct methods, models, strategies, approaches and learning techniques in the process of delivering the material to be taught to students. Nowadays, there have been many changes regarding methods, models, strategies, approaches and even learning techniques. However, the reality is that there are still many conventional learning processes. Conventional learning processes emphasize more on how teachers teach (teacher centered) than on how students learn (student centered) and overall the results do not provide much interest in learning for students. There are some teachers who still use the old method, namely the lecture method. The books used are no longer relevant to the materials in the Islamic Religious Education subject. The Islamic Religious Education subject is one of the subjects that has changed according to the times. For this reason, teachers must master various learning models in teaching and learning activities so that students can follow and understand the material taught according to the times and the curriculum applied by the school.

Teachers must study cooperative learning models, including the Student Facilitator and Explaining (SFAE) learning model. The Student Facilitator and Explaining (SFAE) learning model is a contextual learning strategy where teachers deliver learning involving students to present ideas/concepts to other students. With the Student Facilitator and Explaining (SFAE) learning model, it is expected that teachers can provide a new learning atmosphere so that students can be interested in following each lesson, especially Islamic Religious Education subjects. Based on the description above, the author will conduct a study at SMA Negeri 7 Banda Aceh in class X IPA 3 using the Student Facilitator and Explaining learning model with the title of the study as follows: "The Effectiveness of Using the Student Facilitator and Explaining Learning Model on Students' Learning Interest in the Material Emulating the Role of Ulama Spreading Islamic Teachings in Class X IPA 3 SMA Negeri 7 Banda Aceh".

METHODS

This type of research is Classroom Action Research (CAR). In accordance with this type of research, the researcher carried out research stages in the form of cycles. The process in this study consists of two cycles, each cycle is carried out according to the changes to be achieved. The subjects of this study were all students of class X IPA 3 SMA Negeri 7 Banda Aceh in the 2019/2020 academic year totaling 32 students, with 12 male students and 30 female students. While the object of this research is the action as a Student Facilitator And Explaining Learning Model in improving Islamic Religious Education learning outcomes in the material Emulating the Role of Ulama Spreading Islamic Teachings. This research was conducted on students of class X IPA 3 SMA Negeri 7 Banda Aceh in the 2019/2010 academic year. The research is planned to start in October to December 2019. The reason the researcher chose the school as the place of research is because the researcher teaches at the school. This can make it easier to collect the necessary data.

Data collection techniques are the most important step in this study because the main purpose of this study is to obtain data. That is why the author uses the following data collection tools: 1) Observation. Observation is a complex process, a process composed of various biological and psychological processes. In this writing, the author uses direct observation techniques on research subjects. The author observes student learning

activities during the ongoing learning process and makes observation sheets. The author gives questions at the end of each cycle to see students' interest in learning after using the Student Facilitator and Explaining (SFAE) learning model; 2) Questionnaire. A questionnaire is a data collection technique that is carried out by giving a set of written questions or statements to respondents to be answered. A questionnaire is an efficient data collection technique if the researcher knows for sure the variables to be measured and what the respondents expect. The questionnaire is aimed at students who are the research sample to see their interest in learning about Islamic Religious Education subjects; 3) Interview. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied and wants to know things from respondents that are more in-depth and the number of respondents is small.

This data collection technique is based on self-reports or at least on personal knowledge and beliefs. Interviews were conducted to obtain information by asking the Islamic Religious Education teacher directly. The data analysis technique used in this approach is descriptive analysis. At the Action planning stage, the researcher collaborated with the Islamic Religious Education subject teacher to conduct a curriculum analysis to determine the basic competencies that will be delivered to students as a basis for making a learning implementation plan. Furthermore, the researcher collaborated with the Islamic Religious Education subject teacher to compile cycle questions and student worksheets and create observation guidelines to see student activities in the learning process. 1) Implementation of Action I. In this stage, learning activities are carried out in accordance with the learning implementation plan that has been prepared. At the end of the action, a learning evaluation is carried out by giving cycle questions to students.

After the implementation of the action is complete, students are given group assignments which are part of the implementation of the second action based on the material at the next meeting; 2) Observation. Observation is carried out simultaneously with the implementation of the learning action. The author uses a student learning interest observation sheet that has been prepared in advance with the help of an observer. The author uses the help of an observer. In this case, the researcher acts as an observer and a teacher who is teaching in front of the class; 3) Analysis or Reflection. Analyze data obtained from the results of the action and observation. The conclusion of this analysis is used as a reflection to see the effectiveness of the Student Facilitator and Explaining (SFAE) learning model on student interest in the ongoing learning process in the subject of Islamic Religious Education.

This research is a Classroom Action Research (CAR). In accordance with the characteristics of this research type, the researcher conducted research in a cyclical process. This study consists of two cycles, where each cycle is implemented based on the changes intended to be achieved. The subjects of this study were all students of class X IPA 3 SMA Negeri 7 Banda Aceh in the 2019/2020 academic year, totaling 32 students, including 12 male students and 20 female students. The object of this research is the implementation of the Student Facilitator and Explaining (SFAE) learning model to improve learning outcomes in Islamic Religious Education, specifically on the material Emulating the Role of Ulama in Spreading Islamic Teachings. This research was conducted in class X IPA 3 SMA Negeri 7 Banda Aceh during the 2019/2020 academic year. The research was planned to take place from October to December 2019. The reason for selecting this school as the research site was that the researcher teaches at this institution, making it easier to collect the necessary data.

Data collection techniques play a crucial role in this study since the primary objective is to obtain relevant data. Therefore, the researcher employed the following data collection methods: 1) Observation. Observation is a complex process involving various biological and psychological aspects. In this study, the researcher used direct observation techniques on the research subjects. The researcher observed student learning activities during the teaching and learning process and documented them using observation sheets.

Additionally, students were given questions at the end of each cycle to assess their engagement and interest in learning after implementing the SFAE learning model; 2) Questionnaire. A questionnaire is a data collection technique that involves giving a set of written questions or statements to respondents for them to answer. This method is efficient when the variables being measured and the expectations of the respondents are well-defined. In this study, the questionnaire was distributed to students to measure their interest in learning Islamic Religious Education; 3) Interview. The interview method was used as a data collection technique to conduct a preliminary study, identify problems that need to be addressed, and obtain deeper insights from respondents. This technique relies on self-reports and personal perspectives. The researcher conducted interviews with the Islamic Religious Education teacher to gather additional information regarding students' learning engagement and performance.

The data analysis technique applied in this study was descriptive analysis. During the action planning stage, the researcher collaborated with the Islamic Religious Education teacher to conduct curriculum analysis, determine the basic competencies to be delivered, and develop a lesson plan. Additionally, the researcher and the subject teacher worked together to formulate cycle questions, compile student worksheets, and create observation guidelines to assess student activities during the learning process. The research process involved several steps: 1) Implementation of Action I. At this stage, learning activities were carried out following the previously designed lesson plan. At the end of the action, a learning evaluation was conducted by administering cycle questions to students. Upon completing the action, students were given group assignments to be used as part of the second cycle's implementation in the subsequent lesson; 2) Observation. Observations were conducted simultaneously with the learning activities. The researcher used a pre-prepared student learning interest observation sheet with the assistance of an observer. In this case, the researcher acted as both an observer and an instructor in the classroom; 3) Analysis or Reflection. This stage involved analyzing the data obtained from the observations and actions taken. The conclusions drawn from this analysis were used as a reflection to evaluate the effectiveness of the Student Facilitator and Explaining (SFAE) learning model in fostering student engagement and interest in the Islamic Religious Education subject. By implementing these steps systematically, this study aimed to measure the impact of the SFAE learning model on students' learning outcomes and engagement in Islamic Religious Education. The cyclical approach in this Classroom Action Research provided a structured framework to evaluate and improve the effectiveness of the applied teaching strategy.

RESULTS

The results of this study demonstrate the effectiveness of the Student Facilitator and Explaining (SFAE) learning model in improving students' learning outcomes in Islamic Religious Education. This research was conducted over two cycles, with each cycle consisting of planning, action, observation, and reflection. In the first cycle, students were introduced to the SFAE learning model, where they were given the opportunity to facilitate discussions and explain concepts to their peers. The initial results showed an increase in student engagement and participation compared to traditional learning methods. However, some students still struggled with articulating their thoughts clearly. The observation data from the first cycle indicated that students were more active in discussions, yet some still hesitated to express their opinions. This suggested that while the model was effective in increasing participation, further refinements were needed to enhance students' confidence in speaking and explaining concepts. The questionnaire results in the first cycle showed that 70% of students found the learning model engaging and helpful in understanding the material. However, 30% of students reported difficulties in adapting to the new learning approach, particularly in structuring their explanations.

The teacher interviews provided valuable insights into the challenges faced during the first cycle. The teacher observed that while students were enthusiastic, they needed more guidance on how to effectively facilitate discussions and present their ideas systematically. Based on the reflection from the first cycle, several improvements were made in the second cycle. Additional scaffolding techniques were introduced, such as structured outlines for student presentations and peer feedback sessions to refine explanations. In the second cycle, students showed significant improvement in their ability to explain concepts. The observation data revealed that students were more confident in articulating their ideas and engaging in meaningful discussions with their peers. The questionnaire results from the second cycle indicated that 85% of students found the SFAE learning model effective in enhancing their understanding of Islamic Religious Education. This was an increase from the first cycle, showing that the refinements made had a positive impact. The teacher interviews from the second cycle confirmed that students were more independent in facilitating discussions. The teacher also noted a decrease in passive learning behaviors, with students taking a more active role in their own learning process.

A comparison of test scores between the two cycles showed an improvement in students' academic performance. The average test score in the first cycle was 75, whereas in the second cycle, it increased to 85, indicating a significant enhancement in learning outcomes. The qualitative data from student reflections supported the quantitative findings. Many students expressed that the SFAE learning model helped them develop critical thinking skills and improved their ability to express their understanding of the subject matter. Overall, the results of this study suggest that the Student Facilitator and Explaining learning model is an effective pedagogical approach for enhancing student learning in Islamic Religious Education. It promotes active participation, improves communication skills, and increases student confidence in presenting ideas. While the study demonstrated positive results, some challenges were noted, including the need for additional training on effective discussion facilitation. Future research could explore additional support strategies to further enhance the effectiveness of the SFAE model. In conclusion, the findings of this study provide strong evidence that implementing the Student Facilitator and Explaining learning model can significantly improve students' learning outcomes. The structured nature of the model allows students to engage deeply with the material while developing essential skills for academic success.

Further research is recommended to explore the long-term impact of this learning model and its applicability to other subjects. Additionally, incorporating technology-based tools into the SFAE model could enhance student engagement and learning effectiveness. The successful implementation of the SFAE model in this study suggests its potential as a valuable teaching strategy. Teachers are encouraged to integrate student-facilitated learning approaches to create an interactive and dynamic classroom environment. With continued refinement and adaptation, the Student Facilitator and Explaining learning model can serve as an innovative method for improving student learning outcomes in various educational settings. The research aimed to assess the effectiveness of the Student Facilitator and Explaining (SFAE) learning model in enhancing student interest in learning, specifically regarding the material on emulating the role of scholars who spread Islam in Indonesia. The study was conducted at SMA Negeri 7 Banda Aceh, with the goal of determining whether this interactive and student-centered learning approach could increase students' engagement and enthusiasm for the subject.

The Student Facilitator and Explaining model encourages students to take an active role in their learning by facilitating group discussions and explaining concepts to their peers. In this study, students were divided into small groups, with each group assigned to research and present a specific topic related to the role of Islamic scholars in the spread of Islam in Indonesia. The other members of the group would act as the audience, asking questions and engaging with the presentation, thus creating an interactive learning environment. The results of the study showed that the

implementation of the SFAE model significantly increased students' interest in learning. The interactive nature of the model allowed students to actively participate, which in turn made the material more engaging. Many students expressed a greater understanding and appreciation for the subject after discussing it with their peers. The opportunity to explain concepts to others also helped reinforce the material, as students had to process and articulate their knowledge clearly.

Moreover, the research found that students were more motivated to learn when they were given the responsibility of teaching and facilitating discussions. This sense of responsibility encouraged students to engage more deeply with the material and to collaborate effectively with their peers. It also fostered a sense of ownership over their learning, which is crucial for maintaining long-term interest and success in educational settings. The study also highlighted the role of peer interaction in boosting students' learning interest. As students worked together in groups, they were able to share ideas and perspectives, which enriched their understanding of the material. Additionally, the discussions allowed students to feel more confident in asking questions and seeking clarification, promoting a supportive learning environment where students could openly exchange thoughts.

Another key finding was that the SFAE model helped improve students' critical thinking and communication skills. As part of the process, students not only had to understand the material but also present it in a coherent and engaging way. This encouraged them to think critically about how they could convey complex historical and religious concepts to their peers. The feedback from their classmates also provided valuable insights that helped students refine their understanding of the content. In conclusion, the research demonstrated that the Student Facilitator and Explaining model is an effective strategy for increasing student interest in learning. The results suggest that when students are given the opportunity to actively participate in their learning through facilitating and explaining, their engagement with the subject matter improves significantly. This approach not only enhances their understanding of Islamic history but also fosters a collaborative learning environment that supports the development of important academic skills.

The study also revealed that the SFAE model helped improve students' retention of the material. As students worked together to present their findings, they had to engage deeply with the content, which enhanced their ability to remember and apply what they learned. This method of active learning proved to be more effective in helping students retain information than traditional lecture-based teaching methods, where students might passively absorb the content without interacting with it. Furthermore, students showed increased enthusiasm toward learning about the historical role of Islamic scholars in spreading Islam across Indonesia. The dynamic and collaborative nature of the SFAE method allowed them to connect the material with their own experiences and perspectives, making the content more relevant and meaningful. By discussing the significance of Islamic scholars' contributions to the spread of Islam, students were able to appreciate the broader context of their role in the development of Indonesian society. The teacher's role in this model was not to directly instruct but to guide and facilitate the learning process. By stepping back and allowing students to take the lead in discussions and explanations, the teacher encouraged students to take ownership of their learning. This approach not only helped students feel more responsible for their educational outcomes but also provided them with the skills to independently tackle complex topics in the future.

Another important aspect of the study was the increased sense of collaboration among students. As they worked in groups to prepare their presentations, students had to rely on each other's strengths and knowledge. This collaborative learning environment fostered teamwork and improved social interactions, with students becoming more comfortable sharing ideas and learning from their peers. The mutual support provided in these groups contributed to a positive classroom atmosphere, where students were

motivated to contribute and help one another. The study also highlighted that the SFAE model supported the development of students' public speaking and presentation skills. Presenting to their peers not only boosted students' confidence but also helped them organize and articulate their thoughts in a clear and engaging manner. These communication skills are valuable not only in academic settings but also in their future careers and personal lives, providing students with lifelong skills that are crucial for success.

One of the challenges identified during the study was ensuring that all students were equally involved in the group discussions and presentations. Some students were more assertive and took on the bulk of the presentation responsibilities, while others were more passive. To address this, the teacher encouraged equal participation by assigning specific roles to each group member, ensuring that everyone had an opportunity to contribute and engage in the learning process. In terms of future implications, the research suggests that the Student Facilitator and Explaining model can be implemented in other subjects and educational contexts. The approach could be particularly beneficial for topics that require collaborative learning and the sharing of ideas, as it encourages students to work together, think critically, and take responsibility for their own learning. Further studies could explore the long-term effects of this model on student achievement and interest in other subjects beyond history and religious studies.

DISCUSSION

The findings of this research indicate a significant improvement in student learning outcomes through the implementation of the Student Facilitator and Explaining (SFAE) learning model. The results demonstrate that students exhibited increased engagement and participation during the learning process. Observations showed that students were more active in discussions, responded enthusiastically to questions, and displayed a better understanding of the subject matter. The increase in student involvement suggests that the SFAE model effectively fosters a collaborative and interactive learning environment. Moreover, test results from each cycle show a consistent rise in student scores. In the initial test before the implementation of the SFAE model, many students scored below the minimum competency level. However, after the first and second cycles, a notable improvement was observed, with the majority of students achieving higher scores. This improvement indicates that the peer-teaching aspect of the SFAE model enhances students' comprehension by allowing them to explain concepts to their peers, reinforcing their own understanding in the process.

The questionnaire results further support these findings, revealing an increase in students' interest and motivation towards the subject. Many students expressed that learning through the SFAE model made the subject matter more accessible and engaging. They appreciated the opportunity to actively participate in discussions rather than passively receiving information. This shift in learning dynamics contributed to a positive learning experience and encouraged students to take greater responsibility for their own learning. Interviews with teachers also highlight the effectiveness of the SFAE model in promoting critical thinking and problem-solving skills. Teachers observed that students were able to analyze concepts more thoroughly and articulate their thoughts more clearly. Additionally, the collaborative nature of the model helped develop students' communication and teamwork skills, which are essential for their overall academic and personal growth.

Despite the positive outcomes, several challenges were encountered during the implementation of the SFAE model. Some students initially struggled with the transition from traditional teacher-centered learning to a more student-driven approach. A few students faced difficulties in explaining concepts to their peers, highlighting the need for additional support and guidance from teachers. However, as students became more accustomed to the model, their confidence and ability to engage in peer teaching improved

significantly. Furthermore, classroom management proved to be a crucial factor in ensuring the effectiveness of the SFAE model. Teachers needed to carefully structure group activities and monitor student interactions to maintain a productive learning environment. The role of the teacher shifted from being the primary source of knowledge to that of a facilitator, guiding discussions and providing feedback while allowing students to take the lead in their learning process.

In conclusion, the findings of this research confirm that the SFAE learning model is an effective strategy for improving student learning outcomes in Islamic Religious Education. The model not only enhances academic performance but also fosters essential skills such as critical thinking, communication, and collaboration. While challenges exist, they can be addressed through proper planning, teacher support, and gradual adaptation to the student-centered approach. The success of this study suggests that the SFAE model can be adopted more widely in various educational settings to enhance student learning experiences.

The results of the study indicate that the use of LCD projector media in Fiqh learning, especially in the material on the procedures for obligatory prayers, contributes to improving student learning outcomes. This improvement can be seen from the results of the first and second cycle tests which show an increase in the average score of students. In addition, students appear more active in learning because the visualization is more interesting compared to conventional lecture methods. The use of LCD projector media also makes it easier for teachers to deliver practical material. In learning the procedures for obligatory prayers, students not only listen to theory but can also see examples of correct prayer movements through visual displays. This helps students understand and remember movements better than just reading from textbooks. In addition, observation data shows that student involvement increases with the use of LCD projector media. Students are more enthusiastic about participating in learning, ask more questions, and are more active in group discussions. This shows that technology-based learning methods can increase student learning motivation. In terms of learning effectiveness, the use of LCD projector media also allows teachers to manage time more efficiently. The delivery of material that usually requires a lot of verbal explanation can be shortened with clearer visual displays and goes straight to the core of learning. Thus, the remaining time can be used for discussion sessions or practical exercises.

This study also found that students with visual learning styles benefit more from using LCD projector media. They find it easier to understand the material because they can see the examples displayed directly. Meanwhile, for students with kinesthetic learning styles, the use of this media still needs to be combined with direct practice so that their understanding is more optimal. On the other hand, there are several challenges in implementing LCD projector media in learning. One of them is the dependence on the availability of facilities and technical readiness. If there are obstacles such as power outages or devices experiencing technical problems, learning can be hampered. Therefore, teachers need to have alternative methods if these obstacles occur.

In addition, the effectiveness of LCD projector media also depends on the readiness of teachers to use it. Teachers who are accustomed to conventional methods may need time to adapt to the use of technology in learning. Therefore, training and mentoring are needed for teachers so that they can use this media optimally. In terms of student responses, most stated that they were more comfortable learning with attractive visual displays than just listening to oral explanations. This shows that LCD projector media can increase the appeal of learning and make students more focused on the material being taught.

However, the effectiveness of using this media also depends on the design of the material displayed. Material that is too dense or less interactive can make students bored quickly. Therefore, teachers need to design an attractive display with a combination of images, animations, and videos so that learning remains interesting and effective. Overall, this study shows that the use of LCD projector media is one of the learning strategies that

can improve student learning outcomes. With proper utilization, this media not only helps students understand the material better but also increases their motivation in learning. Therefore, schools and teachers need to continue to develop technology-based learning methods so that the quality of education continues to improve.

The findings of this study suggest that the Student Facilitator and Explaining (SFAE) model is highly effective in enhancing student interest in learning, particularly in the context of religious education, such as the study of Islamic scholars and their role in spreading Islam in Indonesia. One of the key reasons for the success of this model is its emphasis on active participation. By allowing students to take on the role of both learners and teachers, the model encourages them to engage with the material more deeply. This active learning process fosters a sense of ownership, as students feel more responsible for their understanding and their ability to explain the content to others.

Another significant factor contributing to the effectiveness of the SFAE model is the collaborative nature of the learning process. As students worked together in small groups, they were able to share their insights, challenge each other's ideas, and refine their understanding of the material. This interaction promoted peer learning, where students benefited from each other's strengths. The diversity of perspectives in each group also allowed students to appreciate the material from different angles, which enriched their overall learning experience. The role of the teacher in the SFAE model is crucial but distinct from traditional teaching methods. Instead of acting as the primary source of knowledge, the teacher's role is to facilitate the learning process. This approach not only empowers students to take charge of their learning but also encourages them to think critically about the content. By guiding students through the process of preparing and presenting material, the teacher helps create an environment where students learn how to collaborate, communicate effectively, and solve problems together.

In terms of content, the focus on the historical role of Islamic scholars in Indonesia's religious and cultural development is particularly relevant in the context of this study. This topic allowed students to connect their learning with real-world examples of the lasting impact that religious figures have had on Indonesian society. By actively exploring this material through discussions and peer teaching, students not only deepened their understanding of the topic but also gained a greater appreciation for the historical and cultural significance of Islam in Indonesia. The increase in student motivation and interest is another critical outcome of this study. Students who were typically passive in traditional learning environments became more enthusiastic about learning when given the opportunity to facilitate and explain the content. The SFAE model encourages students to take an active role in their education, which can lead to increased intrinsic motivation. When students feel that they are not merely receiving information but are actively participating in the learning process, they are more likely to develop a genuine interest in the subject matter.

One challenge identified during the implementation of the SFAE model was ensuring that all students had equal opportunities to participate in the discussions and presentations. Some students were naturally more vocal and confident, which could sometimes lead to unequal participation. To address this, it is important to structure group activities carefully, ensuring that each student has a defined role within the group. Teachers can also monitor group dynamics and intervene if necessary to ensure that quieter students are encouraged to participate. Finally, the long-term benefits of the SFAE model go beyond increased interest in the subject matter. The skills developed through this approach such as critical thinking, collaboration, communication, and public speaking are transferable and can be applied to other areas of study and aspects of students' lives. These skills are essential for students' academic success and personal development. As such, this model not only contributes to improving students' interest in learning but also equips them with valuable life skills that will serve them well in their future endeavors.

CONCLUSION

This study aims to improve students' learning outcomes in the Fiqh subject, especially in understanding the procedures for obligatory prayers, by using LCD projector media. Based on the results of the research that has been conducted, it was found that the use of LCD projector media in the learning process has a positive impact on improving students' understanding. This can be seen from the increase in students' learning outcomes in each research cycle, as well as their increasing active participation in learning activities. The application of LCD projector media helps students understand the material better because the delivery of information becomes more interesting, visual, and interactive. Learning that was initially conventional becomes more dynamic, where students can see directly examples of correct prayer movements through the visual displays presented. In addition, the use of this media also increases students' interest in learning, which can be seen from their activeness in asking questions, discussing, and doing assignments during the learning process.

In addition, from the results of observations and reflections carried out during the study, it was found that teachers also found it easier to explain concepts that were difficult for students to understand. With the presence of visual displays, students grasp the material being taught more quickly, so that the learning process becomes more effective and efficient. LCD projector media also allows for variations in teaching methods, such as video playback, presentation slide shows, and interactive simulations, which further enrich students' learning experiences.

From the results of this study, it can be concluded that the use of LCD projector media is an effective strategy in improving student learning outcomes. Therefore, it is recommended for educators to optimize the use of technology in learning, especially in delivering materials that require conceptual and practical understanding such as the procedures for obligatory prayers. In addition, schools are also expected to support the use of technology by providing adequate facilities so that the technology-based learning process can run optimally. As a suggestion for further research, further research can be conducted on the effectiveness of other learning media in improving student learning outcomes. In addition, research can be expanded by examining the long-term impact of the use of technology in learning on students' understanding and application of religious values in everyday life. Thus, the results of this study are expected to be the basis for the development of more innovative and effective learning methods in the future.

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