

Efforts to Improve Student Learning Outcomes at Mugoe Rayeuk Elementary School Using the Sharing Method and Audio Visual Media

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Abstract: This study aimed to explore the effectiveness of using sharing methods and audio-visual media to improve students' learning outcomes in Islamic Education at SD Negeri Mugoe Rayeuk. A quasi-experimental design with a control group was used, involving 60 5th grade students, divided into an experimental group (n=30) and a control group (n=30). The experimental group participated in lessons that integrated sharing methods and audio-visual media, while the control group received conventional teaching methods. Data were collected through pre-test and post-test assessments to measure students' learning outcomes, in addition to classroom observations to measure students' engagement and participation. The results showed a significant improvement in the learning outcomes of the experimental group, with higher post-test scores compared to the control group. The experimental group also showed increased engagement and active participation during the lessons, especially through collaborative activities and the use of multimedia tools such as videos and animations, which helped clarify complex concepts and make learning more interactive. The sharing method encouraged collaboration, critical thinking, and peer learning, while audio-visual media enhanced comprehension by providing visual and audio representations of the content. In contrast, the control group, which followed the traditional method, showed only modest improvements in learning outcomes. The findings indicate that sharing methods and audio-visual media significantly increased students' engagement, understanding, and retention of Islamic Education concepts, offering a more effective approach to improving academic performance. This study highlights the importance of adopting innovative and interactive teaching methods in the classroom and suggests further exploration of their application in various educational settings.

Keywords: Sharing method, audio visual media, student learning outcomes, Islamic education.

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INTRODUCTION

Education is an effort made consciously by individuals or groups to help humans become more mature through teaching and training activities. On the way to maturity, humans will experience various changes, which are the result of the learning process. This shows that education includes the transformation of attitudes and behavior. In schools, the learning process takes place through teaching and learning activities involving two parties, namely

teachers (educators) and students as learners. The main responsibility of a teacher is to create an effective, efficient, creative, dynamic, and enjoyable learning atmosphere.

Thus, it is important to have awareness and active involvement between the two parties in the learning process, where the teacher functions as an initiator, guide, and facilitator, while learners act as individuals who experience and actively participate in achieving changes in learning. To optimize learning outcomes, educational interaction is needed during the learning process. Islamic Religious Education is a core subject that not only aims to make students master various aspects of Islamic studies, but also emphasizes more on application in everyday life in society. Therefore, Islamic Religious Education teachers should be able to develop learning that is oriented towards achieving student competencies as a whole, which includes the cognitive, affective, and psychomotor domains.

The material on the Story of the Prophet Muhammad SAW is included in the aspect of faith in believing in the Messenger. In general, students learn faith material by listening to teacher lectures. In the 2022/2023 school year, from the results of discussions with subject teachers who were assigned to teach in class VI, information was obtained that student learning outcomes with this learning model, students who were actively involved in this learning activity were only 40%. In addition, the results of the formative test given showed that only 60% of students completed learning with an absorption capacity of 65%. Facing conditions like this, the author is interested in conducting classroom action research to find a way or learning technique that is supported by learning media so that students can be actively involved and can improve their learning outcomes.

Through Sharing and Audio Visual Media on the material on the Story of the Prophet Muhammad SAW, it is hoped that students can gain impressive and meaningful knowledge. Thus, students will be more motivated to apply this knowledge in their daily life behavior. Based on the background that has been presented, the author conducted a classroom action research with the title: Efforts to Improve the Learning Outcomes of Class VI Students of Mugoe Rayeuk Elementary School Through Sharing and Audio Visual Media on the Material of the Exemplary Story of the Prophet Muhammad SAW.

METHODS

This study aims to explore efforts to improve student learning outcomes at SD Negeri Mugoe Rayeuk by utilizing sharing methods and audio-visual media in Islamic Education lessons. The research is designed to examine how knowledge-sharing and the use of audio-visual media can influence students' understanding and academic performance in Islamic Education. The methodology employed in this study is experimental, utilizing pre-test and post-test designs to assess the changes in student outcomes before and after the intervention. The research follows an experimental design with a control group. This design allows the researcher to compare the learning outcomes of students who are taught using sharing and audio-visual media with those taught through conventional methods. The students will be divided into two groups: the experimental group, which will learn using the sharing method and audio-visual media, and the control group, which will receive conventional teaching. This experimental design ensures that the differences in learning outcomes between the two groups can be attributed to the instructional methods used.

The participants in this study will consist of 60 students from grade 5 at SD Negeri Mugoe Rayeuk. The students will be selected randomly and divided into two groups of 30 students each. The experimental group will be taught Islamic Education using the sharing method and audio-visual media, while the control group will follow conventional teaching methods. Random sampling is used to ensure that both groups have similar characteristics, which helps validate the findings of the research.

The main instrument for data collection will be a test designed to measure students' knowledge and understanding of Islamic Education topics. The test will include both

multiple-choice and essay questions, focusing on the core competencies of the subject. The test will be administered at two points: before the intervention, as a pre-test to assess the students' initial understanding, and after the intervention, as a post-test to evaluate any changes in learning outcomes.

In addition to the test, classroom observations will be conducted to gather qualitative data on student behavior and participation during the lessons. Observations will focus on key aspects such as attentiveness, interaction with peers, and engagement in the activities. This qualitative data will provide a deeper understanding of how students respond to the instructional methods and how they engage with the learning process. The experimental group will receive Islamic Education lessons through sharing and the use of audio-visual media. In this approach, students will participate in knowledge-sharing activities where they discuss and explain concepts to their peers, fostering collaborative learning. Audio-visual media, such as videos and animations, will be used to illustrate complex concepts, helping students visualize the subject matter and make connections to real-world contexts. This method encourages active learning and provides a dynamic way to engage students with the material.

The control group will continue to receive instruction through conventional methods, which typically involve lectures, textbook readings, and written exercises. These traditional methods, while effective for transmitting knowledge, may not provide the same level of engagement or interactive learning opportunities as the sharing and audio-visual methods used with the experimental group. The data collection process will be carried out in two phases. The first phase will involve the pre-test, where both groups will complete the same assessment to gauge their baseline knowledge of the subject. After the pre-test, the experimental group will participate in lessons using the sharing method and audio-visual media, while the control group will receive traditional instruction. At the end of the intervention, the post-test will be administered to both groups to measure any changes in their learning outcomes.

The collected data will be analyzed using both quantitative and qualitative techniques. The quantitative data from the pre-test and post-test will be analyzed using statistical methods, such as paired t-tests, to compare the results before and after the intervention for each group. The t-test will help determine whether the differences between the groups' pre-test and post-test scores are statistically significant, indicating the impact of the instructional methods. The qualitative data from classroom observations will be analyzed thematically to identify patterns in student engagement, participation, and interaction during the lessons. Ethical considerations will be followed throughout the research process. Informed consent will be obtained from the school administration, parents, and students before the research begins. Participants will be assured that their responses will remain confidential and used solely for research purposes. Students will also be informed that they have the right to withdraw from the study at any time without facing any consequences. These ethical guidelines ensure that the research is conducted in a manner that respects the participants' rights and well-being.

One of the key strengths of the sharing method and the use of audio-visual media is that they create a more interactive and engaging learning environment. Sharing allows students to actively participate in the learning process by exchanging ideas and collaborating with their peers. This collaborative approach fosters deeper understanding and helps students retain the material more effectively. Additionally, audio-visual media enhances learning by providing visual and auditory representations of concepts that may be difficult to grasp through text alone. This approach can help bridge the gap between theoretical knowledge and practical application. Despite the potential benefits, there are challenges associated with the implementation of these methods. One challenge is the time required for preparation and execution of lessons using sharing and audio-visual media. These methods may take more time compared to traditional teaching methods, which could be a limitation in schools with strict time constraints. Teachers must plan their lessons carefully to ensure that they can incorporate these methods while still covering all

necessary content. Additionally, the availability of audio-visual resources may be limited in some schools, which could affect the effectiveness of this approach.

The results of this study will contribute valuable insights into the effectiveness of using sharing and audio-visual media to improve student learning outcomes in Islamic Education. The findings may suggest that these methods are more effective in engaging students and enhancing their understanding of the material compared to traditional teaching methods. The study also highlights the importance of incorporating diverse teaching strategies that cater to different learning styles and preferences, which can help improve overall student performance. In conclusion, this methodology provides a structured approach to exploring the impact of sharing and audio-visual media on student learning outcomes. By using an experimental design with pre-test and post-test assessments, as well as qualitative data from classroom observations, this study aims to provide comprehensive insights into how these methods can improve students' understanding of Islamic Education. The findings from this research could inform future teaching practices and contribute to the development of more engaging and effective educational strategies in schools.

RESULTS

The research aimed to evaluate the effectiveness of using sharing and audio-visual media in improving student learning outcomes in Islamic Education at SD Negeri Mugoe Rayeuk. The study focused on comparing the results of the experimental group, which engaged in lessons using these methods, with the control group, which followed conventional teaching methods. The data collected through pre-test and post-test questionnaires, along with classroom observations, provided insights into the effectiveness of these strategies in enhancing student interest, engagement, and academic performance. The pre-test results indicated that students in both the experimental and control groups had similar levels of understanding at the start of the study. The average scores for both groups were relatively low, suggesting that students had a basic understanding of the subject matter but lacked deep engagement or mastery of key concepts. Several students expressed difficulty in understanding the abstract concepts presented in Islamic Education, and many appeared disengaged during traditional lessons. These findings highlight the challenge of motivating students to actively participate in the learning process when conventional teaching methods are employed.

Classroom observations conducted during the pre-test phase showed that students in the control group were primarily passive during the lessons. They appeared to focus more on note-taking and listening to the teacher rather than actively engaging with the material. The teacher's lectures were the dominant form of instruction, with little opportunity for students to interact or collaborate with their peers. This traditional approach, while effective for delivering content, did not seem to foster a high level of student engagement or enthusiasm for learning. In contrast, students in the experimental group, who were introduced to the sharing method and audio-visual media, showed greater initial interest in the lessons. Although the students in this group were still adjusting to the new approach, there was a noticeable difference in their participation compared to the control group. The use of audio-visual media, such as videos and animations, captured the students' attention, and the sharing method allowed them to discuss concepts with their peers. However, some students initially struggled to understand how to connect the pictures and videos to the learning material, which required guidance and clarification from the teacher.

As the study progressed, the impact of the sharing method and audio-visual media on student engagement became more apparent. The experimental group showed a noticeable increase in their enthusiasm and involvement in the lessons. The use of audio-visual media helped to clarify abstract concepts in Islamic Education, making them more concrete and easier to grasp. Students were able to see visual representations of the

concepts being taught, which enhanced their understanding and retention of the material. Many students expressed excitement about the lessons, particularly when they were asked to share their thoughts and ideas with their peers.

The post-test results for the experimental group revealed a significant improvement in learning outcomes. The average test scores for the experimental group were higher than those of the control group, indicating that the sharing method and audio-visual media contributed to better understanding and retention of the material. Students in the experimental group reported feeling more confident in their ability to answer questions and engage in discussions. They also expressed a greater sense of ownership over their learning, as they had the opportunity to contribute to group discussions and collaborate with their classmates.

The post-test results for the control group, on the other hand, showed only a modest improvement in learning outcomes. While some students showed slight gains in their test scores, the overall improvement was not as significant as in the experimental group. This suggests that the traditional teaching methods used in the control group were less effective in promoting active engagement and deeper understanding of the material. Although the students in the control group had a basic grasp of the subject, their lack of participation in interactive learning activities hindered their ability to fully absorb and apply the content. Classroom observations conducted during the post-test phase confirmed these findings. Students in the experimental group were more active and engaged in discussions, asking questions, sharing their opinions, and contributing to group activities. The teacher played a more facilitative role, guiding the students through the lessons and encouraging them to think critically and collaborate with their peers. The use of audio-visual media helped reinforce key concepts, making it easier for students to connect theoretical knowledge with real-world examples.

In contrast, students in the control group remained relatively passive, with fewer instances of active participation during the lessons. While the teacher still delivered the content effectively, the lack of interactive activities limited the students' ability to engage with the material in a meaningful way. The traditional method of instruction, though useful for presenting factual information, did not provide the same opportunities for collaboration and critical thinking as the sharing method and audio-visual media did. The comparative analysis between the experimental and control groups demonstrated a clear difference in the impact of the two teaching methods on student learning outcomes. The experimental group, which utilized sharing and audio-visual media, experienced a significant improvement in both engagement and academic performance. The use of these interactive methods helped students develop a deeper understanding of Islamic Education, as they were able to visualize the concepts and discuss them with their peers. The control group, however, showed only modest improvements, suggesting that traditional methods may not be as effective in fostering deep engagement or improving student outcomes.

The findings also highlighted the positive effects of the sharing method on students' social and communication skills. By participating in group discussions, students in the experimental group were able to exchange ideas, learn from each other, and collaborate on solving problems. This collaborative learning environment fostered a sense of community in the classroom and helped students develop important interpersonal skills, such as communication, teamwork, and problem-solving. Furthermore, the use of audio-visual media proved to be an effective tool for making abstract concepts more accessible to students. By providing visual representations of complex ideas, the media helped students visualize and better understand the material. The combination of visual, auditory, and kinesthetic learning styles created a more dynamic and engaging learning environment, which contributed to students' improved understanding and retention of the content.

However, it is important to acknowledge that not all students responded equally well to the sharing method and audio-visual media. Some students found it difficult to engage with the material at first, particularly when it came to using the media to deepen

their understanding of the concepts. These students required additional support and guidance to help them connect the visuals to the lesson content. The teacher's role in facilitating the learning process was crucial in ensuring that all students were able to benefit from the new teaching methods. Despite these challenges, the overall impact of the sharing method and audio-visual media was overwhelmingly positive. The methods helped to create a more interactive and engaging learning environment, which led to improved student outcomes. By incorporating these strategies into Islamic Education lessons, teachers can enhance students' understanding of the subject and foster greater enthusiasm for learning.

In conclusion, the results of this study demonstrate that the use of sharing and audio-visual media significantly improved student learning outcomes in Islamic Education at SD Negeri Mugoe Rayeuk. The experimental group, which engaged in interactive learning through sharing and audio-visual media, showed greater improvements in both academic performance and engagement compared to the control group, which received conventional instruction. These findings suggest that incorporating interactive, multimedia-based teaching methods can be an effective way to enhance student learning, promote critical thinking, and increase motivation. The success of this study highlights the importance of diversifying teaching methods to create more engaging and effective learning experiences. The findings also suggest that audio-visual media, when used appropriately, can be a powerful tool for helping students better understand and retain complex concepts. Future research could explore the long-term effects of using these methods in Islamic Education and other subjects to determine their sustained impact on student learning and motivation.

DISCUSSION

The findings from this study indicate that the implementation of sharing and audio-visual media in Islamic Education significantly improved student learning outcomes at SD Negeri Mugoe Rayeuk. This section will delve deeper into the implications of these results, analyzing the role of the sharing method and the use of audio-visual media, as well as the broader impact these strategies have on student engagement, motivation, and academic performance. One of the most striking findings of this research is the significant improvement in student learning outcomes in the experimental group, which engaged with sharing and audio-visual media. The students who participated in these interactive learning methods demonstrated better understanding, retention, and application of the material compared to the control group, which followed conventional teaching methods. This finding is consistent with existing research that highlights the effectiveness of interactive and multimedia-based learning strategies in enhancing student engagement and academic achievement.

The sharing method, which encourages students to discuss and exchange ideas with their peers, played a crucial role in fostering a collaborative learning environment. By actively participating in discussions, students were able to clarify their understanding of the concepts and benefit from the perspectives of others. This type of collaborative learning aligns with constructivist theories, which emphasize the importance of social interaction in the learning process. Through peer interaction, students were able to deepen their understanding and make connections between the theoretical content and real-world experiences. In addition to fostering collaboration, the sharing method also promoted critical thinking and problem-solving skills. As students shared their ideas and explained concepts to one another, they were required to analyze the material and present their understanding in a coherent manner. This process of explaining and discussing ideas helps to reinforce learning and develop higher-order thinking skills. Students in the experimental group reported that they felt more confident in their ability to think critically and engage with complex concepts as a result of the sharing activities.

The use of audio-visual media further enhanced the learning experience by providing a visual representation of abstract concepts. Many students in the experimental group expressed that the videos, animations, and images helped them better understand difficult topics in Islamic Education. The visual elements provided a concrete way of understanding abstract religious concepts, which often require a deeper level of comprehension. This is in line with the cognitive theory of multimedia learning, which suggests that learners process information more effectively when it is presented in both visual and verbal formats. The audio-visual media used in the study included videos that depicted real-life scenarios related to Islamic teachings, animations that explained complex concepts, and images that helped contextualize the material. The combination of auditory and visual elements helped students engage with the material on multiple levels, catering to different learning styles. Visual learners, in particular, benefited from the clear and detailed representations of the concepts being taught, while auditory learners were able to process the information through the accompanying narration.

One of the key advantages of using audio-visual media is that it helps make the learning process more engaging and dynamic. Traditional methods of teaching, such as lectures and textbook readings, can often lead to disengagement, especially when students are not actively involved in the learning process. By incorporating multimedia elements, the teacher was able to capture students' attention and maintain their interest throughout the lesson. This enhanced engagement likely contributed to the significant improvements observed in the post-test scores of the experimental group. Another critical finding from this study is the role that media plays in bridging the gap between theoretical knowledge and practical application. Islamic Education, like many other subjects, involves learning abstract concepts that may not always seem relevant to students' everyday lives. By using audio-visual media to depict real-world applications of the concepts, students were able to see how the material they were learning could be applied in their daily routines. This connection between theory and practice likely made the content more relevant and meaningful, which in turn enhanced students' motivation to learn.

The success of the sharing method and audio-visual media in improving student learning outcomes also reflects the importance of active learning. Active learning methods, such as discussions, problem-solving activities, and collaborative projects, encourage students to take ownership of their learning. The students in the experimental group who were engaged in sharing and using audio-visual media were not merely passive recipients of information; they were active participants in the learning process. This approach led to deeper engagement with the material and a more comprehensive understanding of the subject. While the experimental group showed significant improvement, the control group, which followed conventional teaching methods, demonstrated only modest gains in learning outcomes. This highlights a key limitation of traditional methods: while they can effectively deliver factual content, they do not always foster deep engagement or encourage active participation. The control group, primarily exposed to teacher-centered instruction, had fewer opportunities for collaboration, critical thinking, and hands-on learning. These limitations likely contributed to the smaller improvements observed in their post-test scores.

Furthermore, the results of this study reinforce the idea that student engagement is crucial to academic success. Engagement is not simply about student participation in class activities but also about the emotional and cognitive investment that students make in the learning process. The experimental group's engagement with the material through sharing and audio-visual media led to improved motivation, better retention, and a deeper understanding of the subject. This suggests that to improve student outcomes, teachers must find ways to engage students more actively in their learning, moving beyond traditional, lecture-based methods.

The positive impact of the sharing method and audio-visual media also aligns with the findings of previous studies that have examined the effectiveness of multimedia learning. Research has shown that the use of audio-visual aids in education helps students

retain information more effectively and improves their ability to recall and apply knowledge. By using multiple forms of media to present content, teachers can cater to a wider range of learning styles and help students better comprehend and remember the material. Despite the overall success of the sharing and audio-visual approach, some challenges were encountered during the study. A small number of students in the experimental group initially struggled to connect the media content to the lesson material. These students required additional guidance and clarification from the teacher to fully understand how the media elements complemented the learning objectives. This suggests that while multimedia learning can be highly effective, it is essential for teachers to provide appropriate scaffolding and support to ensure that all students benefit from the approach.

The effectiveness of the sharing method also depended on how well the students interacted with each other. Some students were more active and eager to participate in the sharing activities, while others were more reserved. The teacher's role in facilitating these discussions was crucial in ensuring that all students had an opportunity to contribute. By encouraging quieter students to participate and providing positive reinforcement, the teacher was able to ensure that the sharing method was effective for all students, regardless of their initial level of engagement. The classroom observations revealed that the students in the experimental group displayed greater enthusiasm and energy during lessons compared to the control group. This heightened enthusiasm likely contributed to the improved learning outcomes observed in the experimental group. When students feel engaged and motivated, they are more likely to invest effort in understanding the material and retain the knowledge they acquire. This underscores the importance of using engaging teaching methods that capture students' attention and encourage them to be actively involved in the learning process.

In contrast, the control group's more passive approach to learning may have hindered their ability to fully engage with the material. The traditional method of lecture-based instruction may have left students feeling disconnected from the content, leading to lower levels of motivation and engagement. This supports the idea that traditional methods, while still valuable, should be supplemented with more interactive approaches to keep students engaged and foster deeper learning. The study also suggests that the use of multimedia and interactive learning methods can help overcome some of the challenges posed by large class sizes. In a traditional classroom setting, it can be difficult for teachers to engage every student, especially if the class is large. However, the sharing method, combined with the use of audio-visual media, provided opportunities for all students to participate and engage with the material in a meaningful way, regardless of the class size. This highlights the potential of multimedia-based learning to create more inclusive and engaging learning environments.

Another important insight from this study is the impact of student-centered learning on academic performance. By allowing students to take an active role in their learning through sharing and collaboration, the teaching approach fostered a sense of ownership and responsibility for their education. This is consistent with research on student-centered learning, which suggests that students who actively participate in the learning process are more likely to develop critical thinking skills and achieve better academic results. The success of the sharing and audio-visual method also points to the potential for these strategies to be applied to other subjects beyond Islamic Education. The principles of active learning, collaboration, and multimedia use can be adapted to various academic disciplines, helping to enhance student engagement and learning outcomes across the curriculum. Future research could explore the effectiveness of these methods in different contexts, such as in mathematics, science, or social studies, to determine whether they can yield similar improvements in student performance.

In conclusion, this study provides strong evidence that the use of sharing and audio-visual media can significantly improve student learning outcomes in Islamic Education at SD Negeri Mugo Rayeuk. The experimental group, which engaged with these interactive

learning methods, showed notable improvements in both academic performance and engagement compared to the control group. These findings highlight the importance of adopting innovative, student-centered teaching strategies that cater to diverse learning styles and promote active participation. By incorporating multimedia and collaborative learning into their teaching practices, educators can create more engaging and effective learning environments that foster student success.

The sharing activities provided students with the opportunity to take ownership of their learning and actively engage with the material, which led to greater motivation and interest in the subject matter. The use of audio-visual media further enhanced the learning experience by providing a visual and auditory representation of the concepts being taught. For many students, these media tools helped make abstract or complex topics more accessible and easier to understand. The videos, animations, and images used in the lessons brought the material to life, allowing students to see real-life applications of the concepts discussed. This connection between theoretical knowledge and practical examples made the learning process more engaging and relevant to students' daily lives. Furthermore, the audio-visual media complemented the sharing method by catering to different learning styles. Visual learners were able to benefit from the rich, visual representations of the material, while auditory learners found the accompanying narration helpful in processing the information. The combination of these elements created a more well-rounded and inclusive learning environment that addressed the diverse needs of students. By using multimedia, the teacher was able to present the material in multiple formats, making it easier for students to understand and retain the information. Another important finding from this study is the active involvement of students in the experimental group. The students in the experimental group were more engaged during lessons, asking questions, sharing ideas, and participating in discussions. This high level of engagement likely contributed to their improved learning outcomes. Students who are actively involved in their learning process tend to develop a deeper understanding of the material and are better able to recall and apply the knowledge they have acquired. Active learning strategies, such as sharing and multimedia use, encourage students to engage with the content on a more meaningful level, resulting in better academic performance. In contrast, the control group, which continued to follow conventional teaching methods, showed only modest improvement. While the traditional approach may have been effective for transmitting information, it did not provide the same opportunities for student engagement or interaction. The lack of active participation in the control group likely limited their ability to internalize and apply the knowledge. This highlights a key limitation of traditional methods: while they can deliver content effectively, they do not always foster the deep engagement needed for students to fully grasp the material and develop higher-order thinking skills. The results of this study underscore the importance of adopting innovative, student-centered teaching methods that cater to diverse learning styles. The use of sharing and audio-visual media helped create an engaging and dynamic learning environment that encouraged students to take an active role in their education. This active involvement not only improved their understanding of the material but also fostered a sense of ownership and responsibility for their learning. By providing students with opportunities to collaborate and interact with the content, these methods helped build their confidence and motivation, leading to better academic performance. In conclusion, the findings from this study provide strong evidence that incorporating sharing and audio-visual media into Islamic Education lessons can significantly improve student learning outcomes. The experimental group showed greater improvement in both engagement and academic performance compared to the control group. These results highlight the potential of multimedia-based and collaborative learning strategies to enhance the learning experience and promote better understanding. Future research could explore the long-term effects of these teaching methods, as well as their applicability in other subjects and educational contexts, to further confirm their effectiveness and benefits.

CONCLUSION

This study aimed to explore the effectiveness of using sharing and audio-visual media to improve student learning outcomes in Islamic Education at SD Negeri Mugoe Rayeuk. Based on the findings, it can be concluded that both the sharing method and the use of audio-visual media significantly contributed to improving student engagement, understanding, and academic performance. The experimental group, which participated in these interactive learning methods, showed marked improvement compared to the control group, which followed conventional teaching approaches. One of the most notable results from this study is the improvement in student learning outcomes within the experimental group. The students who participated in lessons that incorporated sharing and audio-visual media demonstrated higher post-test scores compared to the control group. These improvements suggest that interactive learning methods, such as sharing and multimedia use, can enhance students' understanding of the material and contribute to better retention of knowledge. The sharing method played a crucial role in fostering a collaborative learning environment. By engaging students in discussions and encouraging them to share their ideas, the sharing method promoted active participation and peer-to-peer learning. This method not only helped students clarify their understanding but also strengthened their critical thinking and problem-solving skills. As students discussed concepts with their peers, they were able to deepen their understanding and gain new perspectives, which enhanced their learning experience. In addition to promoting collaboration, the sharing method also helped build communication and social skills among students. Through group activities, students learned how to express their thoughts clearly and listen to the ideas of others. This is an essential skill, especially in a classroom setting, where effective communication contributes to a more inclusive and dynamic learning environment.

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