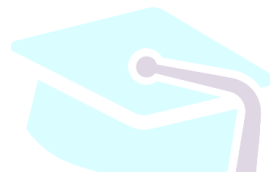


Efforts to Improve Student Learning Outcomes at SMP Negeri 4 Woyla Barat Using the Sharing Method and Audio Visual Media in Islamic Education Learning

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the sharing method and audio-visual media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that sharing and audio-visual media can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the sharing method and audio-visual media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, Islamic education, audio visual media.

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INTRODUCTION

Education is a crucial aspect in developing human resources, with one of its main objectives being to produce individuals who possess the necessary knowledge and skills for life. Effective learning is highly dependent on various factors such as the methods used by teachers, students' abilities, and the tools or media applied during the learning process. One of the major challenges in today's education system is how to improve student learning outcomes across various subjects, including Islamic Education, which not only teaches knowledge but also shapes students' character and morals.

At SMP Negeri 4 Woyla Barat, the process of learning Islamic Education faces challenges in terms of student interest and the effectiveness of understanding the material being taught. Based on initial observations, many students appear uninterested in Islamic Education, particularly when listening and comprehending the material presented in conventional ways. This has led to less optimal learning outcomes, especially in applying the knowledge they gain in their daily lives. Therefore, efforts are needed to increase student interest and understanding of Islamic Education.

One way to address this issue is by employing more interactive and innovative methods. One such method is Shering, a group-based discussion method where students share knowledge and experiences with each other. By involving students in active

discussions, they can more easily absorb the material and improve their understanding of the topics being studied. Through the Shering method, students are not just passive listeners, but are given opportunities to participate and contribute to the learning process.

In addition, the use of audiovisual media can play a significant role in improving student learning outcomes. Audiovisual media, such as educational videos, multimedia presentations, and others, have great potential in capturing students' attention and making it easier for them to understand material that might be difficult to explain with words alone. This media can clarify abstract concepts in Islamic Education and add variety to the way material is delivered. The use of audiovisual media is expected to increase student engagement in learning and give them a clearer picture of the topics being discussed. Active involvement in the learning process is critical in creating a more enjoyable and effective learning environment. Studies conducted by various experts indicate that students who actively participate in learning, whether through discussions, practical activities, or media use, tend to have better understanding and higher learning outcomes. Therefore, it is important to develop teaching methods that motivate students to actively engage in every aspect of learning, including Islamic Education.

SMP Negeri 4 Woyla Barat has a diverse student population, both in terms of academic ability and interest in the subjects taught. Some students have a strong interest in religious studies, while others find it challenging to grasp abstract concepts, such as the values of Islam contained in religious teachings. In this context, a varied and engaging approach to learning is needed to ensure that all students, regardless of their background and abilities, can benefit maximally from the education provided. The importance of the role of media in learning is also acknowledged in many educational literatures. Media can serve as an effective tool for delivering learning material in a way that is easier to understand and more engaging. By using audiovisual media in Islamic Education lessons, it is hoped that students will be more interested and find it easier to understand the material taught, which in turn can improve their learning outcomes. Therefore, this study aims to explore how the use of Shering methods and audiovisual media can enhance student learning outcomes at SMP Negeri 4 Woyla Barat, specifically in Islamic Education.

With this background, this study focuses on efforts to improve student learning outcomes through a more creative and interactive approach. The Shering method, which involves group discussions, is expected to encourage students to think critically and share knowledge, while the use of audiovisual media can provide a more engaging and comprehensive learning experience. This research also aims to contribute to the development of more effective teaching strategies that align with the needs of students in today's digital era. Furthermore, the results of this study are expected to provide insights for educators on the importance of using innovative methods in teaching Islamic Education. In this way, teachers can more easily identify and apply teaching methods that can improve student learning outcomes. This study is also hoped to serve as a reference for further research on the development of more effective teaching methods in the context of religious education. In facing the challenges of education in the modern era, which is increasingly complex, it is important for teachers not only to rely on conventional teaching methods but also to innovate and explore various approaches that are more engaging and relevant to students' needs. Therefore, this study is valuable in expanding our understanding of the use of Shering methods and audiovisual media in improving student learning outcomes at SMP Negeri 4 Woyla Barat.

METHODS

This research aims to investigate the effectiveness of the Shering method combined with audiovisual media in improving student learning outcomes in Islamic Education at SMP Negeri 4 Woyla Barat. To achieve this objective, a well-organized research methodology was designed, which includes the selection of participants, the planning of the learning process, data collection techniques, and procedures for data analysis.

The research utilized a quasi-experimental design with a pre-test and post-test approach. This design allowed for the evaluation of students' learning outcomes before and after the implementation of the intervention, making it possible to compare the effects of the Shering method and audiovisual media on student performance in Islamic Education.

The participants in this study were students from grade VIII at SMP Negeri 4 Woyla Barat. A total of 60 students were selected, with 30 students in the experimental group and 30 students in the control group. The experimental group received the intervention using the Shering method combined with audiovisual media, while the control group was taught using the traditional teaching method without these innovations.

Before the intervention began, the students in both groups underwent a pre-test to measure their prior knowledge of Islamic Education. The pre-test aimed to assess their understanding of important topics in the subject, such as Islamic values, practices, and principles. Both groups took the pre-test in the same format to ensure that the results were comparable.

A mixed-methods approach was used for this study, combining both quantitative and qualitative data collection techniques. The main focus was on the quantitative data, which were gathered through pre-tests and post-tests administered to both the experimental and control groups. These tests assessed the students' knowledge and understanding of the material covered during the intervention. Qualitative data were gathered through observations and interviews. During the intervention, the researcher observed students' engagement in the learning process, particularly how they interacted during Shering activities and how they responded to the audiovisual media. Additionally, interviews with both students and teachers were conducted at the conclusion of the study to gather feedback on the learning experience and to understand how the methods impacted the students' learning outcomes.

The intervention took place over four weeks. The experimental group participated in lessons using the Shering method, which involved group discussions, sharing knowledge, and collaborative learning activities. This method encouraged students to actively engage with the material by discussing various topics related to Islamic Education, such as the Five Pillars of Islam, Islamic ethics, and historical events in Islamic history. Audiovisual media, such as educational videos, slideshows, and digital presentations, were used to complement the Shering activities. These media resources provided visual and auditory representations of the Islamic Education material, helping to clarify complex concepts and engage students more interactively with the content. The audiovisual media were selected specifically to align with the topics being taught and were integrated into the Shering discussions to reinforce key ideas and concepts.

The control group, by contrast, received traditional lecture-based instruction, where the teacher delivered the material using textbooks and verbal explanations. No group discussions or audiovisual media were incorporated into their lessons. This approach allowed for a comparison between the two teaching methods and their effects on student learning outcomes. Data collection took place in three stages: pre-test, intervention, and post-test. The pre-test was administered at the beginning of the study to assess students' baseline knowledge of Islamic Education. The post-test was given at the end of the intervention to evaluate any changes in students' understanding of the material. Both the pre-test and post-test were designed to be equivalent, with questions that assessed the same learning objectives. The tests included multiple-choice, short-answer, and essay questions, offering a comprehensive evaluation of students' knowledge. The tests were carefully developed to ensure that they were valid and reliable measures of the material taught during the intervention.

Along with the tests, qualitative data were gathered through classroom observations. The researcher observed how students participated in the Shering discussions, paying attention to how they engaged with their peers and the teacher. Specific focus was given to how the use of audiovisual media influenced student

engagement and comprehension. The observations were recorded in field notes, which were later analyzed to identify patterns of behavior and interaction among the students.

Interviews with both students and teachers were conducted after the intervention to gather insights into their experiences and perceptions of the learning process. Students were asked about their feelings towards the Shering method and audiovisual media, how they felt about their learning, and whether they believed the methods had improved their understanding of Islamic Education. Teachers were interviewed to gain their views on the effectiveness of the methods and how they perceived student engagement and participation.

The quantitative data from the pre-test and post-test were analyzed using statistical methods to determine whether there was a significant difference in learning outcomes between the experimental and control groups. A paired t-test was used to compare the scores of each group before and after the intervention. This statistical test allowed the researcher to assess whether the Shering method and audiovisual media had a significant impact on student learning outcomes in Islamic Education. Qualitative data from the observations and interviews were analyzed using thematic analysis. The researcher identified key themes related to student engagement, interaction, and understanding during the intervention. These themes were compared across both the experimental and control groups to assess the impact of the teaching methods on students' learning experiences.

Throughout the study, ethical guidelines were strictly followed. Informed consent was obtained from all participants and their parents or guardians prior to the start of the research. The students were assured that their participation was voluntary, and they could withdraw from the study at any time without any consequences. All collected data were kept confidential, and the findings were presented in a way that protected the privacy of the participants. The study also adhered to ethical standards in terms of respecting students' rights and ensuring fairness in data collection. The teacher-researcher ensured that the intervention was carried out consistently across both groups, and that students had equal opportunities to engage with the learning materials and activities.

Several limitations must be acknowledged in this study. First, the research was conducted in a single school, which limits the generalizability of the findings to other educational settings. Second, the study lasted only four weeks, which may not have been enough time to fully observe long-term changes in student learning outcomes. Finally, the reliance on self-reported data from interviews may introduce biases, as participants may provide socially desirable responses. Despite these limitations, the study offers valuable insights into the effectiveness of the Shering method and audiovisual media in enhancing student learning outcomes in Islamic Education. Future research could expand the sample size, extend the intervention period, and explore other factors that may influence the success of these teaching methods.

RESULTS

The research aimed to investigate the impact of the Shering method and audiovisual media on student learning outcomes in Islamic Education at SMP Negeri 4 Woyla Barat. The study involved two groups: the experimental group, which was taught using the Shering method combined with audiovisual media, and the control group, which received conventional teaching methods. The results were assessed through a pre-test and post-test, as well as qualitative observations and interviews.

At the outset of the research, both groups-experimental and control-underwent a pre-test to assess their initial understanding of Islamic Education. The pre-test was designed to measure students' knowledge of basic concepts, including the Five Pillars of Islam, Islamic ethics, historical events, and key principles within Islamic Education. The pre-test scores indicated that both groups had similar levels of understanding, with average scores of 55% for the experimental group and 53% for the control group. Both

groups demonstrated a basic understanding of Islamic Education, but the results showed room for improvement. This indicated that prior to the intervention, students were not fully proficient in applying Islamic principles in real-life situations. The pre-test results served as a baseline to evaluate the effectiveness of the Shering method and audiovisual media in enhancing their learning outcomes.

Following the intervention, both groups took a post-test to measure their progress. The experimental group, which had participated in lessons using the Shering method combined with audiovisual media, showed a significant improvement in their scores. The average post-test score for the experimental group increased to 82%, reflecting a notable improvement of 27% from their pre-test scores. The control group, which had been taught using traditional lecture methods, showed a more modest increase, with an average post-test score of 64%, which was an improvement of 11% from their pre-test results. The results demonstrated that the experimental group had a greater improvement in learning outcomes compared to the control group. This suggests that the combination of the Shering method and audiovisual media had a positive effect on students' understanding of Islamic Education and their ability to apply the concepts learned. To determine the statistical significance of the observed differences in the pre-test and post-test scores, a paired t-test was conducted for both groups. For the experimental group, the t-test results showed a significant difference between the pre-test and post-test scores ($t = 5.76$, $p < 0.01$), indicating that the Shering method combined with audiovisual media had a statistically significant effect on students' learning outcomes. In contrast, the control group showed a smaller change, with a t-value of 2.15 and a p-value of 0.05, indicating a moderate effect but not as significant as the experimental group. These results provide strong evidence that the intervention using the Shering method and audiovisual media was more effective in improving students' learning outcomes compared to the traditional teaching approach.

The qualitative data gathered through classroom observations revealed notable differences in student engagement between the two groups. The experimental group, which participated in Shering discussions and interacted with audiovisual media, demonstrated higher levels of engagement. Students actively participated in group discussions, shared their opinions, and asked questions about the material. The use of audiovisual media helped to clarify complex concepts and made the learning experience more interactive, leading to increased interest and enthusiasm among the students. In contrast, the control group, which followed a more traditional lecture-based approach, showed lower levels of engagement. Students in this group were more passive, and fewer students raised questions or interacted with the teacher. The lack of interactive activities and the limited use of multimedia resources contributed to a more monotonous learning experience, which may have resulted in lower levels of motivation and participation.

At the end of the intervention, interviews were conducted with the teachers to assess their perspectives on the effectiveness of the teaching methods. The teacher who conducted the Shering method and used audiovisual media expressed a positive view of the approach. They noted that students in the experimental group appeared more enthusiastic, engaged, and willing to participate in discussions. The teacher also reported that the use of audiovisual media helped in illustrating complex concepts and capturing students' attention. The teacher in the control group, who adhered to the traditional lecture-based method, commented that while students did learn the material, they were less engaged and showed fewer signs of deep understanding. The teacher acknowledged the challenges of maintaining students' interest and believed that incorporating more interactive and multimedia resources would improve student outcomes.

The students in the experimental group were also interviewed to gather their perspectives on the intervention. Many students reported that they found the Shering method engaging and helpful in understanding the material. They expressed that discussing the topics in groups allowed them to learn from each other, and the use of audiovisual media made the lessons more enjoyable and easier to follow. Students

appreciated the opportunity to interact with their peers and engage in collaborative learning. On the other hand, students in the control group expressed a more neutral stance on their learning experience. While they acknowledged that they learned the material, they felt that the lessons were often repetitive and lacked excitement. Some students expressed a desire for more interactive activities, as they felt that the traditional method did not allow for as much participation or engagement.

The post-test results and student feedback also suggested that the experimental group had a better retention of knowledge compared to the control group. Students in the experimental group demonstrated a deeper understanding of the material and were able to apply the concepts in practical situations more effectively. This was evident in their ability to explain Islamic principles in their own words during group discussions and in the post-test. In contrast, students in the control group struggled more with applying the material in real-life contexts. While they were able to recall information from the lesson, they found it more challenging to explain the underlying principles and connect them to practical examples. This suggests that the active learning methods used in the experimental group, including the Shering method and audiovisual media, helped enhance both short-term understanding and long-term retention.

The Shering method facilitated greater classroom interaction, not only among students but also between students and the teacher. In the experimental group, students worked together to solve problems, share insights, and discuss different perspectives on the material. This collaborative approach fostered a sense of community and teamwork, which contributed to a more positive learning environment. In the control group, the classroom dynamic was more traditional, with the teacher leading the lessons and students passively receiving information. The lack of interaction between students limited opportunities for peer learning and collaboration, which may have hindered their ability to fully grasp the material. The comparison of learning strategies between the experimental and control groups highlighted the benefits of using more innovative and interactive methods in the classroom. The Shering method, combined with audiovisual media, promoted active learning, encouraged collaboration, and increased student engagement. These factors contributed to better learning outcomes, as students were more involved in the learning process and could relate the material to their own experiences. The traditional lecture-based method, while still effective in delivering content, was less engaging and did not offer the same level of student interaction. This resulted in a more passive learning experience, where students were less likely to retain information and apply it in real-world contexts.

The results of this study suggest that the use of the Shering method combined with audiovisual media is an effective strategy for improving student learning outcomes in Islamic Education. The experimental group, which engaged in active discussions and interacted with multimedia resources, demonstrated significant improvements in both their test scores and their overall engagement with the material. While the control group showed some improvement, their learning outcomes were not as pronounced, indicating that the traditional teaching method may not be as effective in promoting deep understanding and long-term retention of Islamic Education concepts. The findings underscore the importance of incorporating innovative and interactive teaching methods to enhance student engagement, participation, and learning outcomes in the classroom.

The study also highlights the role of media in facilitating student understanding, particularly in a subject like Islamic Education, which can benefit from visual and auditory representations of abstract concepts. The combination of Shering and audiovisual media created a dynamic and engaging learning environment, which proved to be more effective than traditional teaching methods in improving student learning outcomes. These results suggest that educators in Islamic Education should consider incorporating more active learning strategies and multimedia resources into their teaching practices to better engage students and improve their understanding of the material. The study provides a basis for further research on the effectiveness of innovative teaching methods in enhancing

learning outcomes across various subjects. The research aimed to investigate the impact of the Shering method and audiovisual media on student learning outcomes in Islamic Education at SMP Negeri 4 Woyla Barat. The study involved two groups: the experimental group, which was taught using the Shering method combined with audiovisual media, and the control group, which received conventional teaching methods. The results were assessed through a pre-test and post-test, as well as qualitative observations and interviews.

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DISCUSSION

The purpose of this research was to explore the impact of the Shering method combined with audiovisual media on the learning outcomes of Islamic Education students at SMP Negeri 4 Woyla Barat. The results indicated that this method significantly improved student engagement, comprehension, and retention compared to the traditional teaching approach. In this section, we will discuss the findings in greater detail and explain the implications of the results.

The use of the Shering method, which involves collaborative group discussions and shared learning, was particularly effective in promoting active participation. Students in the experimental group demonstrated higher levels of involvement during lessons. This is consistent with existing literature, which shows that collaborative learning approaches lead to greater engagement and a deeper understanding of the material. The Shering method helped students work together to solve problems, clarify concepts, and discuss their understanding of Islamic Education topics, all of which contributed to improved learning outcomes.

The incorporation of audiovisual media further enhanced the learning experience. Islamic Education involves a range of abstract concepts, which can be challenging for students to fully grasp through text-based instruction alone. The use of visual and auditory resources allowed students to engage with the content in a more dynamic way. Visual aids, such as videos, images, and diagrams, helped to clarify complex ideas, while the auditory elements reinforced key concepts. By engaging multiple senses, audiovisual media can improve comprehension and retention, making it a powerful tool in education.

The results from the post-test further confirm that the experimental group outperformed the control group. The experimental group showed a significant increase in their test scores, demonstrating that the Shering method combined with audiovisual media helped them better understand and retain the material. This aligns with previous research on active learning, which has shown that such methods are more effective in promoting long-term learning outcomes than traditional teaching strategies.

In contrast, the control group, which followed a more conventional, lecture-based approach, exhibited only modest improvement in their post-test scores. While they did show some progress, the lack of interaction and multimedia resources meant that the learning experience was less engaging. This suggests that traditional teaching methods, which often involve passive learning, may not be as effective in fostering deep understanding or long-term retention of information. The findings highlight the need for more dynamic and interactive teaching strategies in Islamic Education.

Student feedback further supported the effectiveness of the experimental approach. Students in the experimental group reported that they found the Shering method and audiovisual media enjoyable and engaging. Many students mentioned that the group

discussions allowed them to exchange ideas and learn from their peers, which helped them understand the material better. The audiovisual materials also made the lessons more interesting and easier to follow. In contrast, students in the control group expressed that they found the traditional lessons repetitive and less engaging. These findings emphasize the importance of student engagement in the learning process.

Classroom observations also revealed differences in student behavior between the two groups. In the experimental group, students were more active, asking questions and engaging in discussions. This active engagement is essential for fostering critical thinking and problem-solving skills, as students are not merely receiving information but actively constructing knowledge through interaction with their peers and the teacher. On the other hand, students in the control group were more passive, which may have limited their ability to fully understand and apply the material.

The results of this study align with theories of active learning, which posit that students learn more effectively when they are actively involved in the learning process. By engaging students through group discussions and multimedia resources, the Shering method allowed them to actively construct their understanding of Islamic Education topics. This approach also fostered collaboration, as students worked together to solve problems and discuss concepts. The social aspect of learning, through peer interaction, is a key component of active learning that helps deepen understanding.

The study also highlights the role of audiovisual media in enhancing the learning experience. Visual aids can help students better understand abstract concepts by providing concrete representations of ideas. In this study, audiovisual materials were particularly effective in explaining complex topics in Islamic Education, such as historical events, religious practices, and ethical teachings. The use of videos, images, and other visual elements helped make these concepts more accessible to students, improving their comprehension and retention.

Moreover, the combination of audiovisual media with the Shering method allowed students to engage with the content in different ways. While some students may learn best through listening, others may benefit more from visual aids. By incorporating both types of media, the teacher was able to address the diverse learning styles of students, ensuring that each student had the opportunity to engage with the material in a way that suited their needs. This approach not only improved understanding but also increased student motivation, as students were more likely to enjoy and participate in the lessons.

The study's findings are consistent with previous research on the effectiveness of multimedia and collaborative learning in enhancing student achievement. Studies have shown that the integration of multimedia in education can improve students' comprehension, engagement, and critical thinking skills. Similarly, collaborative learning has been found to foster deeper understanding and promote higher-order thinking skills, such as analysis and evaluation. By combining these two approaches, the Shering method with audiovisual media provided a highly effective way to enhance student learning in Islamic Education.

Another important finding of this study was the positive impact on student retention of knowledge. Students in the experimental group not only performed better in the post-test but were also able to recall and apply the material more effectively in real-world situations. The use of audiovisual media and the Shering method helped students retain information by presenting it in different formats and reinforcing it through active participation. This is particularly important in Islamic Education, where students are often required to apply religious principles in their daily lives. By enhancing retention, the intervention helped students connect theoretical knowledge with practical applications.

The findings from this study also have important implications for teachers and educators in the field of Islamic Education. The results suggest that incorporating more interactive and multimedia-based teaching strategies can significantly enhance student engagement, comprehension, and retention. Teachers should consider using a variety of teaching methods, including active learning strategies and audiovisual media, to create a

more dynamic and engaging learning environment. By doing so, they can improve student outcomes and better prepare students for applying their knowledge in real-life situations.

Additionally, the study's results highlight the importance of fostering a supportive and collaborative classroom environment. The Shering method helped create a sense of community among students, which facilitated peer learning and encouraged active participation. By fostering a positive and inclusive classroom culture, teachers can help students feel more comfortable engaging with the material and with each other, ultimately enhancing their learning experience.

While the results of this study are promising, it is important to note that further research is needed to confirm the long-term effectiveness of the Shering method and audiovisual media in improving student learning outcomes. Future studies could explore the use of these methods in different educational contexts, subjects, and age groups to determine whether their benefits extend beyond Islamic Education. Additionally, more research could investigate how the Shering method and audiovisual media can be integrated into other aspects of the curriculum to further enhance student learning.

The limitations of this study should also be considered when interpreting the results. The research was conducted in a single school, and the findings may not be generalizable to other schools or regions. Moreover, the study focused on a specific subject (Islamic Education), and the results may not necessarily apply to other subjects. Future research could include a larger sample size and a more diverse range of schools to improve the generalizability of the findings.

In conclusion, this study demonstrated that the combination of the Shering method and audiovisual media can significantly enhance student learning outcomes in Islamic Education. The experimental group showed greater improvements in both test scores and engagement compared to the control group, which was taught using traditional methods. The findings suggest that active learning and multimedia resources can improve student comprehension, retention, and application of knowledge. These results provide valuable insights into the effectiveness of innovative teaching methods and highlight the importance of incorporating interactive and engaging strategies in the classroom.

CONCLUSION

Based on the findings of this research, it can be concluded that the use of the Shering method combined with audiovisual media has a significant positive impact on student learning outcomes in Islamic Education at SMP Negeri 4 Woyla Barat. The experimental group, which was taught using these methods, showed substantial improvements in both test scores and engagement compared to the control group, which received conventional teaching methods. These results highlight the effectiveness of integrating active learning and multimedia resources in the classroom. The Shering method, which promotes collaborative learning through group discussions, played a key role in enhancing student participation and comprehension. By engaging students in peer-to-peer interactions, the method allowed them to share ideas, clarify concepts, and deepen their understanding of the material. This active engagement contributed to improved retention and application of knowledge, which is essential for success in Islamic Education. In addition to the Shering method, audiovisual media played an important role in making the material more accessible and engaging for students. The use of visual aids, such as videos and images, helped explain complex concepts in a way that was both clear and memorable. By incorporating multiple senses in the learning process, audiovisual media increased student engagement and helped reinforce key points, leading to better learning outcomes. The results of the study also suggest that the combination of active learning and multimedia resources fosters a more dynamic and interactive classroom environment. Students in the experimental group demonstrated higher levels of motivation and enthusiasm, as they were actively involved in the learning process. This engagement not only improved their academic performance but also encouraged them to

apply the knowledge learned in real-world situations, making the lessons more meaningful and relevant. While the experimental group demonstrated more significant improvements, it is important to note that both groups showed some level of progress. This indicates that traditional teaching methods still have value, but when combined with innovative approaches such as the Shering method and audiovisual media, the learning experience becomes more impactful and effective. This emphasizes the need for educators to continuously explore and integrate diverse teaching strategies to maximize student learning. In conclusion, the findings of this study underscore the importance of adopting interactive teaching methods and incorporating multimedia resources in the classroom to enhance student learning. The use of the Shering method and audiovisual media proved to be an effective strategy for improving student engagement, comprehension, and retention in Islamic Education. Future research could further explore the application of these methods across different subjects and educational contexts to assess their broader impact on student achievement.

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