

Efforts to Improve Student Learning Outcomes in Islamic Education Learning through the Sharing Model and Audio Visual Media at SMP Negeri 1 Pulau Banyak Barat

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Abstract: This study aims to improve student learning outcomes in Islamic Education subjects through the application of a sharing-based learning model and the use of audio-visual media at SMP Negeri 1 Pulau Banyak Barat. This study uses a classroom action research (CAR) approach which is implemented in two cycles. Each cycle consists of planning, implementation, observation, and reflection. Data were collected through observation, interviews, and learning outcome tests given at the beginning and end of each cycle. The results of the study indicate that the application of a sharing-based learning model can increase student involvement and active participation in the learning process. Students are more active in discussing and sharing ideas with their friends, so that their understanding of Islamic Education materials becomes deeper. In addition, the use of audio-visual media such as videos and images that are relevant to the subject matter, helps students understand concepts that are more abstract and difficult to explain verbally. In the first cycle, although there was an increase in student participation and understanding, several challenges were found such as the lack of focus on group discussions and distractions from the media used. In the second cycle, improvements were made by providing clearer instructions and limiting the time spent using media, which resulted in a significant increase in student involvement and understanding of the material. Overall, the implementation of sharing-based learning models and the use of audio-visual media have proven effective in improving student learning outcomes in Islamic Education subjects at SMP Negeri 1 Pulau Banyak Barat. This study provides an overview that the use of interactive learning methods and interesting media can improve the quality of learning and student involvement in the learning process.

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

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INTRODUCTION

Education plays a crucial role in the development of a nation. It serves as a tool for shaping a generation that is intelligent, skilled, and virtuous, and it is essential for instilling knowledge, abilities, and values that benefit society. In Indonesia, one subject that holds a significant role in shaping students' character is Islamic Education. Islamic Education aims to equip students with knowledge about Islamic teachings and to guide them in implementing these teachings in their daily lives. However, despite its crucial objectives, the learning outcomes of students in Islamic Education at several schools remain inadequate. Many students show a lack of interest in the subject and struggle to understand the material being taught. Several factors contribute to this, such as monotonous teaching methods, limited use of media, and a lack of engaging interactions

during the learning process. Therefore, there is a need for efforts to improve students' learning outcomes in Islamic Education so that the learning objectives can be achieved optimally.

One of the approaches that can be employed to enhance students' learning outcomes is the use of innovative teaching methods and appropriate media. Innovative teaching methods can make learning more engaging and effective, enabling students to better understand the material being taught. One method that has been proven effective in improving learning outcomes is the sharing or information-sharing model. This model encourages students to actively discuss and share knowledge with their peers, making learning more interactive and enjoyable. Additionally, the use of audio-visual media can be one solution to improve students' learning outcomes. Audio-visual media, such as videos, audio recordings, and image presentations, can help students better comprehend abstract or difficult-to-understand material through just verbal explanations. With the aid of audio-visual media, students can see and hear clearer explanations about the topics being taught, making the learning process more effective and engaging. Furthermore, audio-visual media accommodates different learning styles, including those who are more visual and auditory learners.

SMP Negeri 1 Pulau Banyak Barat is one of the schools facing challenges in improving students' learning outcomes in Islamic Education. Based on preliminary observations, it was found that many students struggled with understanding the material taught in Islamic Education. Some students felt bored due to monotonous teaching methods, while others faced difficulties because of the lack of supporting media to help them understand the lessons. Therefore, it is necessary to address these issues so that students' learning outcomes can significantly improve. To improve students' learning outcomes in Islamic Education, this study aims to implement a sharing-based learning model and the use of audio-visual media at SMP Negeri 1 Pulau Banyak Barat. The sharing-based learning model is expected to increase student engagement in the learning process, encouraging them to actively discuss and exchange knowledge with their peers. Additionally, the use of audio-visual media is anticipated to make the subject matter more engaging and easier to understand, helping students retain and apply the knowledge they have learned.

Generally, this study aims to improve students' learning outcomes in Islamic Education at SMP Negeri 1 Pulau Banyak Barat by implementing the sharing-based learning model and audio-visual media. Through this research, it is hoped that more effective and engaging ways of teaching Islamic Education can be found, which can increase students' motivation and academic performance. Moreover, the results of this research are expected to contribute to the development of better and more relevant teaching methods that cater to the needs of students in the digital era. This study also aims to provide new insights to Islamic Education teachers regarding the use of more varied and engaging teaching methods. As educators, teachers need to continuously innovate in choosing and applying teaching methods that are in line with students' characteristics and the progress of the times. With the findings from this research, it is hoped that teachers will become more creative in developing lesson materials and using various media to improve the quality of their teaching.

The importance of media in learning cannot be overlooked. In today's digital era, audio-visual media plays a significant role in facilitating the delivery of information to students. These media types can provide a more concrete and visual representation of the material being taught, making it easier for students to understand the lessons. Therefore, this study is expected to make a positive contribution to the use of audio-visual media in Islamic Education at the junior high school level.

Furthermore, the sharing-based learning model can be a solution to increase students' motivation in learning. By sharing information, students can learn from their peers' experiences and understandings, thus enriching their own knowledge. This interaction between students reduces boredom and increases their involvement in the

learning process. Therefore, the integration of the sharing-based learning model with audio-visual media is expected to have a positive impact on students' learning outcomes. This research also has relevance to the curriculum, particularly in terms of developing students' competencies in the religious field. One of the core competencies in Islamic Education is the ability to understand and apply Islamic teachings in everyday life. Hence, the teaching methods used should foster deep understanding and enhance students' skills in implementing Islamic teachings. It is hoped that the implementation of the sharing-based learning model and the use of audio-visual media will significantly improve students' learning outcomes in Islamic Education. With the results of this study, it is expected that the school can implement more effective and enjoyable teaching methods that can enhance the quality of education at SMP Negeri 1 Pulau Banyak Barat.

METHODS

This study employs the classroom action research (CAR) method with the objective of improving student learning outcomes in Islamic Education at SMP Negeri 1 Pulau Banyak Barat. The action research approach was chosen because it allows the researcher to directly implement improvements in the classroom learning process. This research is carried out over two cycles, each consisting of planning, action, observation, and reflection. Each cycle is designed to identify problems in the learning process and make continuous improvements. The subjects of this study are 30 students in the seventh grade at SMP Negeri 1 Pulau Banyak Barat. The selection of seventh grade was based on the fact that these students have sufficient foundational knowledge to comprehend more complex topics in Islamic Education. This research focuses on the use of a sharing-based learning model and audio-visual media to improve students' understanding and learning outcomes.

The research begins with the preparation phase, in which the researcher conducts initial observations to identify the current conditions and challenges faced by students in learning Islamic Education. During this phase, the researcher also interviews the Islamic Education teacher and students to gain insights into their perceptions of the teaching methods used previously and the difficulties they encounter in understanding the course material. After conducting the initial analysis, the researcher develops a lesson plan for the first cycle, which includes the implementation of the sharing-based learning model and the use of audio-visual media. The sharing-based learning model involves students engaging in discussions, sharing knowledge, and collaborating in small groups to discuss topics related to the course material. The audio-visual media used include short videos, images, and audio related to the topics studied in Islamic Education.

In the first cycle, the researcher implements the lesson plan by incorporating the sharing-based learning model and audio-visual media in each session. Students are encouraged to participate in group discussions and present their findings to the class. Additionally, audio-visual media is displayed to clarify the material explained by the teacher and to assist students in better understanding Islamic teachings through visual and auditory means. After the lesson implementation, the researcher conducts observations to monitor student activity during the learning process. These observations focus on student participation, their level of involvement in discussions, and their response to the use of audio-visual media. The researcher also conducts brief interviews with students to gather their opinions on the applied teaching method and how the audio-visual media helped them comprehend the material.

At the end of the first cycle, the researcher reflects on the outcomes. Based on the observations and interviews, the researcher analyzes whether the sharing-based learning model and audio-visual media effectively improved students' understanding of the Islamic Education material. If the results are still unsatisfactory, the researcher will plan necessary improvements for the second cycle.

The second cycle begins with the redesign of the learning activities based on the reflections from the first cycle. The researcher adjusts the learning activities to address

the needs of students who did not fully benefit from the first cycle. Additionally, the researcher will attempt to introduce more varied audio-visual media to further enhance student interest and understanding of the material. In the second cycle, the researcher again implements the sharing-based learning model and audio-visual media, incorporating the improvements developed. The researcher will observe any changes in student participation and the enhancement of their understanding of the material. Moreover, the researcher will assess student learning outcomes through tests or quizzes to evaluate the progress made after the second cycle.

Once the second cycle is completed, the researcher will reflect once more to evaluate whether the actions taken in the second cycle were effective in improving students' learning outcomes. The researcher will compare student learning outcomes before and after the implementation of the sharing-based learning model and audio-visual media, as well as analyze any differences between the first and second cycles. If students' learning outcomes show significant improvement, the model will be considered successful. The researcher will also gather data from various sources, including observations, interviews with teachers and students, and test results, to gain a more comprehensive view of the impact of the sharing-based learning model and audio-visual media on student learning outcomes. The collected data will be analyzed both qualitatively and quantitatively to determine the extent to which the implementation of these learning models enhances student learning.

Additionally, the researcher will identify any challenges faced during the implementation of the study and explore solutions to address these issues. This is crucial to ensure that the applied teaching model is carried out effectively and efficiently, providing maximum benefit to students. This research method is expected to contribute significantly to improving the quality of Islamic Education at SMP Negeri 1 Pulau Banyak Barat. By applying the sharing-based learning model and audio-visual media, it is hoped that students will have a better understanding of the material, leading to improved learning outcomes. Furthermore, the results of this study are expected to serve as a reference for other schools in implementing more innovative and engaging teaching methods. Overall, the research method used in this study is classroom action research (CAR), which is conducted over two cycles. Each cycle consists of planning, action, observation, and reflection. In each cycle, the researcher aims to improve the learning process based on the reflections from the previous cycle. Through the use of the sharing-based learning model and audio-visual media, this study aims to improve students' learning outcomes in Islamic Education at SMP Negeri 1 Pulau Banyak Barat.

RESULTS

This section presents the results of the study, which aimed to improve student learning outcomes in Islamic Education at SMP Negeri 1 Pulau Banyak Barat by implementing a sharing-based learning model and utilizing audio-visual media. The data collected through observations, interviews, and assessments from the two cycles of the classroom action research (CAR) process will be discussed in detail. In the first cycle, the sharing-based learning model was introduced to encourage more active participation from students. During the lessons, students worked in small groups to discuss the topics related to Islamic teachings, with each group tasked with presenting their findings to the class. The objective was to enhance student engagement and create a more dynamic classroom atmosphere.

The use of audio-visual media, such as videos and images related to the material, helped in presenting the Islamic Education topics more effectively. The media provided students with a more concrete understanding of abstract concepts, making the material easier to comprehend. For instance, videos explaining the historical context of certain Islamic events and images of places of worship allowed students to visualize key concepts and reinforced their learning. The results of observations during the first cycle showed

that students' participation in class discussions increased. Students appeared more motivated to engage in the learning process and share their knowledge with their peers. In the small group discussions, students were more willing to express their opinions and discuss the material, which helped them gain a deeper understanding of the topics covered.

Furthermore, the use of audio-visual media proved beneficial in improving student comprehension. Students seemed to retain information better when it was accompanied by visual and auditory stimuli. The integration of media into the learning process appeared to cater to different learning styles, especially for students who are visual and auditory learners. However, some challenges were encountered during the first cycle. A few students were still hesitant to actively participate in discussions, and there were instances where students became distracted by the media or struggled to stay focused on the subject matter. These issues highlighted the need for further refinement of the learning strategies in the next cycle.

Based on the observations and feedback gathered from students and the teacher, several improvements were planned for the second cycle. One of the main issues identified was the need for more structured guidance during group discussions. In the first cycle, some students struggled to stay on topic, which led to less productive discussions. In the second cycle, the teacher decided to provide clearer instructions and set specific goals for each group discussion. Additionally, while the use of audio-visual media was effective, the variety of media types could be increased. For the second cycle, the researcher decided to incorporate more diverse media, including animations and interactive audio-visual resources, to further engage students and stimulate their interest in the material.

Another challenge identified was the need for more time management during the lessons. Some group discussions and presentations took longer than expected, leading to a rushed conclusion and less time for reflection. To address this, the lesson plans for the second cycle were adjusted to allocate more time for discussions and ensure that each phase of the lesson was properly executed. In the second cycle, the adjustments made based on the feedback from the first cycle were implemented. The group discussions were better structured, with each group given specific roles and tasks to ensure that the discussions remained focused on the key concepts. The teacher provided more guidance during the discussions, prompting students to think critically about the material and helping them stay on track.

The use of more varied audio-visual media in the second cycle had a noticeable impact on student engagement. For example, the use of interactive animations allowed students to explore concepts in more depth and provided them with opportunities to ask questions and discuss the content. This approach seemed to capture the students' attention more effectively and encouraged them to participate more actively in the learning process. Observations during the second cycle indicated a significant improvement in student participation and comprehension. Students were more confident in sharing their thoughts and were more engaged in the learning process. The use of interactive media allowed students to better visualize complex Islamic teachings, making the material more accessible and memorable.

Moreover, the teacher observed that students were more focused during the group discussions, with fewer distractions. The structured approach to the discussions helped students stay on task, and the use of audio-visual media provided a clear and engaging way to present information. The overall classroom environment became more dynamic, with students working together and supporting each other's learning.

One notable outcome in the second cycle was the increased level of student interaction. Students were not only discussing the material within their groups but were also actively sharing their findings with the entire class. This collaborative learning approach encouraged students to listen to different perspectives and learn from each other, which enriched the learning experience. The assessment results from the second cycle showed a marked improvement in student learning outcomes. The post-test scores

were higher compared to the pre-test results from the first cycle, indicating that the integration of the sharing-based learning model and audio-visual media had a positive impact on student understanding and retention of the material.

In particular, students demonstrated a better grasp of the core concepts in Islamic Education, including the significance of various Islamic practices and the history of key events in Islam. The sharing-based model helped students internalize the material by encouraging them to discuss and apply what they had learned in real-life contexts. The audio-visual media supported this process by providing clear, engaging, and visual representations of the concepts being taught.

Overall, the results of the study indicate that the implementation of the sharing-based learning model and the use of audio-visual media successfully improved student learning outcomes in Islamic Education at SMP Negeri 1 Pulau Banyak Barat. The students' participation in class discussions increased significantly, and their understanding of the material improved as a result of the interactive nature of the learning process. The integration of diverse audio-visual media was particularly effective in supporting student comprehension. By catering to different learning styles, the media helped students better understand abstract or challenging concepts. The interactive nature of the media also contributed to keeping students engaged and motivated throughout the lessons.

Furthermore, the use of the sharing-based learning model encouraged students to collaborate with their peers, fostering a sense of community and improving their communication skills. The collaborative learning approach also enabled students to gain different perspectives on the material, deepening their understanding of the subject matter. Despite the challenges encountered during the first cycle, the adjustments made in the second cycle helped address these issues. By providing clearer guidance during discussions and diversifying the media used, the second cycle saw more effective learning and increased student satisfaction with the lessons. The findings of this research support the idea that innovative teaching methods, such as the sharing-based learning model and the use of audio-visual media, can significantly enhance student learning outcomes. The positive results from this study suggest that these approaches can be applied in other educational settings to improve the quality of education and increase student engagement.

The improvement in student learning outcomes is also reflected in the teachers' feedback. Teachers reported that students appeared more interested in the subject matter and were more eager to participate in discussions. The use of media was particularly appreciated by both students and teachers, as it made the material more relatable and easier to comprehend. In conclusion, this study demonstrates the effectiveness of the sharing-based learning model and the use of audio-visual media in enhancing student learning outcomes in Islamic Education. The results show that these methods can create a more engaging and interactive learning environment, leading to improved understanding and retention of the material by students.

DISCUSSION

This section discusses the findings of the research conducted at SMP Negeri 1 Pulau Banyak Barat, focusing on the implementation of a sharing-based learning model and the use of audio-visual media to enhance students' learning outcomes in Islamic Education. The study's results suggest that integrating these methods significantly impacted student engagement, understanding, and learning outcomes. In this discussion, we analyze the effectiveness of the strategies used, the challenges faced, and the overall implications for educational practice. One of the key findings of the study was that the sharing-based learning model enhanced student participation and engagement. By working in small groups and sharing their knowledge with peers, students were able to process the material more actively. Group discussions allowed students to engage with the content in a more meaningful way. This model promoted student collaboration and allowed them to learn from each other's perspectives.

The sharing model also gave students more ownership over their learning. Instead of passively receiving information from the teacher, students became active participants in the learning process. This active engagement is consistent with research on constructivist learning theories, which suggest that students learn more effectively when they are involved in constructing their own understanding. In this study, the sharing-based approach allowed students to deepen their understanding of the material. Through discussions and collaborative problem-solving, students had to articulate their thoughts, clarify their understanding, and address misconceptions. This process is essential for meaningful learning, as it fosters critical thinking and the ability to apply knowledge to new situations.

However, the success of the sharing-based model depended on the teacher's ability to facilitate the discussions effectively. Teachers needed to guide the conversations and ensure that students stayed on topic. In the first cycle, some discussions lacked direction, which sometimes led to confusion and decreased the overall productivity of the groups. This challenge was addressed in the second cycle by providing clearer instructions and better time management, which improved the effectiveness of the model. The use of audio-visual media in this study played a critical role in enhancing students' understanding of complex Islamic concepts. The integration of videos, images, and audio clips helped illustrate abstract or difficult-to-understand ideas, making the content more accessible to students. By presenting the material through visual and auditory channels, the media catered to different learning styles, which is particularly important in a diverse classroom.

One of the key benefits of using audio-visual media is its ability to engage students' attention. During the lessons, students were more focused and actively engaged when the teacher used multimedia tools. The media provided visual context for topics, such as Islamic history and religious practices, that would have been challenging to explain through text alone. For example, short videos depicting Islamic rituals or the historical context of certain events made the learning process more dynamic and memorable. The multimedia format also allowed students to visualize and better understand the significance of Islamic practices and teachings. Visual representations of concepts like the five pillars of Islam, prayer movements, and pilgrimage to Mecca provided a clear and impactful way of conveying important ideas.

Moreover, the audio-visual materials helped bridge the gap for students who might struggle with reading or comprehension. For these students, watching videos or listening to explanations provided a more effective way to understand the content. The combination of visual and auditory stimuli helped solidify the students' grasp of the material and enhanced their retention of the concepts. Despite the positive impact of audio-visual media, some students were occasionally distracted by the media itself. In the first cycle, some students were overly focused on the multimedia content and paid less attention to the group discussions. This issue was mitigated in the second cycle by more carefully integrating media into the lesson and ensuring that it complemented, rather than detracted from, the main learning objectives.

The results of the study also indicated that the combination of sharing-based learning and audio-visual media contributed to higher levels of student engagement. Students were more active in both group discussions and class activities. This increased engagement is essential because student involvement is closely linked to academic success. The more engaged students are, the more likely they are to retain and understand the material.

During the group discussions, students demonstrated greater enthusiasm and willingness to share their opinions. They seemed more confident in expressing their thoughts and ideas in front of their peers. This increase in participation reflects the power of collaborative learning, where students work together and help each other in the learning process. When students discuss ideas and listen to their peers, they are more likely to develop a deeper understanding of the material. Additionally, the sharing-based model created a supportive classroom environment. Students felt comfortable expressing

their views because the group format encouraged respect and mutual understanding. As a result, students were more willing to take risks in their learning and contribute to discussions, which helped to improve their overall comprehension of the subject matter.

Furthermore, students were able to learn from their peers' insights, which enriched their understanding of Islamic Education. The collaborative nature of the learning process provided opportunities for peer teaching, where students could explain concepts to each other and reinforce their understanding. This peer-to-peer learning created a sense of community in the classroom, where students supported one another in achieving academic success. The most significant outcome of this study was the improvement in student learning outcomes, which was evident in the post-test results. Students who participated in both the sharing-based learning model and the use of audio-visual media scored higher on tests and demonstrated a better understanding of Islamic Education topics compared to their initial assessments. This improvement in learning outcomes highlights the effectiveness of the teaching strategies implemented in this study.

The increase in test scores can be attributed to several factors. First, the active learning strategies used in the classroom, including discussions and group activities, helped students process and retain information more effectively. Instead of simply memorizing facts, students were encouraged to engage with the material and apply their knowledge to real-world contexts. This deeper engagement resulted in a stronger grasp of the material, which was reflected in their improved test scores. Second, the use of audio-visual media helped reinforce key concepts and provided students with multiple ways to access information. By presenting the material through both visual and auditory channels, students were able to better understand and remember the content. This multimodal approach aligns with research on the dual-coding theory, which suggests that presenting information in both visual and verbal formats can enhance learning.

Finally, the structured approach to the group discussions ensured that students had ample opportunities to discuss and process the material in a collaborative environment. This process helped solidify their understanding of Islamic Education concepts and provided them with the tools to apply their knowledge in different contexts. The improvements in learning outcomes suggest that when students are actively involved in their learning process, they are more likely to achieve better academic results. While the study showed positive results, several challenges were encountered during the implementation of the sharing-based learning model and audio-visual media. One of the main challenges was managing classroom dynamics, especially during the group discussions. In the first cycle, some students struggled to stay on topic or contribute meaningfully to the discussion. These challenges were addressed in the second cycle by providing clearer guidelines and better structuring of group activities.

Another challenge was ensuring that the media used in the lessons did not become a distraction. In some instances, students became overly focused on the media content, which detracted from their involvement in discussions. To mitigate this, the media was integrated in a more focused manner in the second cycle, with the teacher ensuring that the videos and images were directly related to the learning objectives. In future iterations of this study, it would be beneficial to further refine the balance between group discussions and media usage. Teachers should continue to monitor students' engagement levels and ensure that the multimedia content complements, rather than competes with, the core learning activities. Additionally, the sharing-based model can be further improved by incorporating more structured peer feedback and reflective activities, which will encourage students to engage more critically with the material.

The findings from this research suggest that the integration of sharing-based learning models and audio-visual media can have a positive impact on student learning outcomes, particularly in subjects like Islamic Education. The research highlights the importance of using innovative and engaging teaching methods to capture students' attention and promote active participation. For educators, the study offers valuable insights into how to create a more interactive and dynamic classroom environment. By

encouraging collaboration and incorporating multimedia resources, teachers can better engage students and facilitate deeper learning. Furthermore, the results of this study suggest that using a combination of teaching strategies that address various learning styles can help improve student comprehension and retention of material.

The successful implementation of these strategies in this study serves as a model for other teachers and schools seeking to improve their teaching practices. By adopting similar approaches, educators can foster more engaging and effective learning environments that encourage student participation and improve academic performance. The findings of this study provide compelling evidence that innovative teaching methods, such as sharing-based learning and the use of audio-visual media, can enhance students' understanding of complex subjects like Islamic Education. In conclusion, the research conducted at SMP Negeri 1 Pulau Banyak Barat demonstrates that the use of a sharing-based learning model and audio-visual media significantly improves student learning outcomes in Islamic Education. The study highlights the effectiveness of active learning strategies, collaborative learning, and multimedia resources in enhancing student engagement and understanding of the material. By incorporating these methods into the classroom, teachers can create a more interactive and enriching learning experience for their students.

CONCLUSION

Based on the findings of this study, it can be concluded that the use of a sharing-based learning model and audio-visual media significantly improved student learning outcomes in Islamic Education at SMP Negeri 1 Pulau Banyak Barat. The combination of these methods enhanced student engagement, participation, and understanding of the material, which is essential for achieving better academic performance. The research highlights the importance of interactive teaching strategies that actively involve students in the learning process. The sharing-based learning model played a crucial role in fostering collaboration and encouraging students to take ownership of their learning. By engaging in group discussions and sharing ideas, students were able to deepen their understanding of the Islamic Education topics. This collaborative approach not only improved their comprehension but also built critical thinking and communication skills that are essential for academic success. The use of audio-visual media further enhanced students' understanding by providing a more engaging and accessible way to present complex Islamic concepts. Visual and auditory materials helped students grasp abstract ideas and reinforced key concepts in a more concrete manner. The integration of multimedia also catered to various learning styles, benefiting students with different preferences and needs. Additionally, the study demonstrated that the combination of the sharing-based model and audio-visual media encouraged greater student participation in the learning process. Students became more confident in expressing their thoughts and were more eager to engage in discussions. This increased participation not only improved their learning outcomes but also contributed to a more dynamic and supportive classroom environment. Despite the challenges faced during the initial cycle, such as difficulties in managing classroom dynamics and occasional distractions from the media, these issues were effectively addressed in the second cycle. By providing clearer guidance and better structuring the group discussions, the teacher ensured that the learning activities were more focused and productive. These adjustments contributed to the overall success of the teaching methods. The results of this research underscore the value of incorporating innovative teaching strategies in the classroom. The sharing-based learning model and the use of audio-visual media proved to be effective tools in enhancing student learning outcomes in Islamic Education. These findings suggest that similar approaches can be implemented in other educational settings to improve student engagement and academic performance. In conclusion, this study provides valuable insights into the role of active learning and multimedia in improving student learning outcomes. The integration of

sharing-based learning and audio-visual media has proven to be an effective and engaging way to enhance students' understanding of Islamic Education. Therefore, educators should consider incorporating these methods into their teaching practices to foster a more interactive and engaging learning environment.

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