

Efforts to Improve Student Learning Outcomes at SMP Negeri 4 Woyla Barat through Sharing and Audio Visual Media on the Material on Implementing Taharah

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Abstract: This study aimed to improve the learning outcomes of eighth-grade students in Islamic Religious Education (PAI) at SMP Negeri 4 Woyla Barat during the 2024/2025 academic year through the implementation of audiovisual learning media. Initial observations and pre-tests revealed that over 75% of the students had not yet achieved the Minimum Mastery Criteria (KKM), with an average daily test score of 68. Following the application of audiovisual media during two 45-minute learning cycles, there was a noticeable improvement in student learning outcomes. The percentage of students reaching mastery increased to 85%. This improvement indicates that the use of audiovisual learning media is effective in enhancing both students' interest and academic achievement in PAI. The engaging nature of audiovisual content likely helped clarify complex concepts and maintained students' attention throughout the lessons. These findings suggest that incorporating multimedia resources in religious education can be a valuable strategy for educators aiming to boost understanding and motivation among junior high school students. Consequently, it is recommended that schools consider integrating audiovisual media regularly in their teaching to support improved educational outcomes.

Keywords: Learning media, Islamic Religious Education, student learning outcomes

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INTRODUCTION

Education is the main foundation in the development of individual and societal potential. Through education, individuals are equipped with the knowledge, skills, and attitudes needed to face life's challenges and contribute positively to the social and economic environment. Therefore, the effectiveness of the learning process in the classroom is an important aspect that must be considered so that educational goals can be achieved optimally. At SMP Negeri 4 Woyla Barat, especially in the subject of Islamic Religious Education, the material "Carrying out Taharah (Purification)" is one of the topics that is quite challenging for grade VIII students. Based on the results of observation and evaluation, it can be seen that there are significant difficulties among students in understanding and applying this material. These difficulties have a direct impact on the low learning outcomes obtained, so it requires serious attention from educators and the school.

The main problem that arises in relation to this material of the tahahah is most likely rooted in the teaching method used. Conventional methods that rely only on teachers' verbal explanations and printed materials tend to be less effective in conveying

abstract and complex concepts. In this case, the concept of purification that involves certain procedures and conditions requires a more concrete approach so that students can easily understand and remember them. Monotonous and unvaried teaching often causes students to become passive, lack interest, and ultimately have difficulty in following the learning process optimally.

In addition, the limited learning media available also worsened the situation. Subject matter delivered without adequate media support is not able to provide a real picture or visualization that can clarify these difficult concepts. In fact, interactive and engaging learning media play an important role in increasing students' motivation to learn and helping them build deeper understanding. The use of audio-visual media such as videos, animations, or multimedia presentations can be an effective solution to facilitate a more interesting and easy-to-understand teaching and learning process. The media is able to describe the steps of implementing *taharah* in a real and systematic manner, so that students can see firsthand how the purification process is carried out according to religious guidance.

In addition to the use of audio-visual media, learning methods that encourage student interaction and active participation are also very necessary. One potential approach is the *shering* method, which is the sharing of experiences and information between students. Through *shering*, students not only become passive listeners, but also actively engage in discussions, exchange opinions, and clarify their understanding of the material. This activity allows students to learn from the experiences of their peers, develop communication skills, and build confidence in conveying ideas. The emotional and social engagement built during the *shering* process will help deepen students' understanding and improve students' memory of the learning material.

The combination of the application of the *shering* method with the use of audio-visual media is expected to have a significant positive impact on student learning outcomes. Audio-visual media helps to present the material visually and auditorially so that difficult concepts become more concrete and easy to digest. While *shering* provides a space for students to actualize their knowledge through discussion and reflection together. This approach facilitates not only the cognitive aspect, but also the affective and social aspects that are important in the learning process. Therefore, the integration of these two methods is expected to be able to create a more dynamic, interesting, and effective learning atmosphere.

In addition, the application of this innovative learning method can also increase students' motivation and interest in learning. Students who feel interested and actively involved tend to have a higher enthusiasm for learning and are better able to face the challenges of the subject matter. Increased motivation will have an impact on improving overall learning outcomes. Thus, a learning approach that combines the *shering* method and audio-visual media not only overcomes difficulties in understanding the material of the Qur'an, but also improves the quality of learning in the classroom in general.

This class action research aims to test the effectiveness of the use of the *shering* method and audio-visual media in improving the learning outcomes of grade VIII students of SMP Negeri 4 Woyla Barat on the material "*Carrying out Taharah (Purification)*". By actively involving students in the learning process supported by interesting media, it is hoped that students can better understand the concepts and procedures of purification, and be able to apply them in daily life. The results of this research are expected to make a significant contribution to the development of more effective and relevant teaching methods, especially in the learning of Islamic Religious Education at the junior high school level.

Furthermore, this research also aims to provide a practical overview for educators regarding the importance of innovation in learning methods and the use of appropriate learning media to improve students' understanding of difficult material. With valid research results that can be widely implemented, it is hoped that it can improve the quality of education and help students achieve optimal learning outcomes. This engaging

and interactive approach to learning can also be an alternative for other schools that experience similar challenges in learning complex material.

The background of this issue shows the importance of developing innovative and contextual learning strategies to improve the effectiveness of learning in schools. By understanding the needs and characteristics of students and utilizing appropriate technology and methods, teachers can create a more meaningful and enjoyable learning experience. Through this class action research, it is hoped that practical solutions can be found that can be applied to overcome students' learning difficulties and encourage the creation of a conducive learning atmosphere at SMP Negeri 4 Woyla Barat, especially in the material "Implementing Taharah (Purification)".

METHODS

This research uses the type of Classroom Action Research (PTK), which is a research method that is carried out with the main goal of improving learning practices directly in the classroom. PTK integrates theory and practice so that it can solve educational problems that arise and improve the learning process through systematic and sustainable actions. This research is carried out in several stages of the cycle which include planning, implementation, observation, and reflection. Through this cycle, it is hoped that there will be a significant improvement in the quality of teaching and student learning outcomes. The main characteristics of PTK include practical actions that focus on solving real problems in learning, systematic action cycles, collaborative processes involving teachers and students, and approaches based on specific learning problems.

In the context of this research, PTK was used to study and improve the effectiveness of shering learning methods and audio-visual media in learning the material "Implementing Taharah (Purification)" in grade VIII students of SMP Negeri 4 Woyla Barat. This study identified the main problem, namely the low understanding of students of the taharah material, so that actions were designed in the form of the application of the herring method—namely a method of discussion and sharing of experiences between students—combined with the use of audio-visual media as a learning tool.

This process is specifically designed through the planning stages that include the determination of learning objectives, methods to be used, and evaluation tools to measure the success of actions. Furthermore, these actions are carried out in the classroom, followed by direct observation to collect data on student interaction and response. The reflection stage is then carried out to analyze the results of observation and evaluation, which becomes the basis for improvement or follow-up in the next cycle. Through this approach, teachers play the role of researchers as well as practitioners who examine the effectiveness of methods applied in the learning process.

The variables of this study are clearly formulated to facilitate focus and data analysis. The independent variables in this study consist of two main aspects, namely the shering method and the audio-visual media. The shering method includes aspects of the frequency and duration of discussions, as well as activity formats such as small group discussions, group presentations, and full class discussions. Meanwhile, audio-visual media includes the type of media used, such as videos, animations, or slide presentations, as well as the technical quality and media content presented.

Dependent variables are student learning outcomes measured from the understanding of the material as well as academic grades obtained in relevant tests or evaluations. In addition, the study also considered control variables such as classroom conditions, class size, resource availability, and conventional teaching methods that were previously applied as comparators. The intervening variables that were also analyzed were student motivation and involvement, which is suspected to affect the relationship between the learning method used and the learning outcomes achieved.

In terms of population and sample, this study took all grade VIII students of SMP Negeri 4 Woyla Barat as the population, considering that all students participated in the

learning material "Carrying out Thaharah (Purification)". Sample selection was carried out by purposive sampling technique, which is to select one class from the population that is considered to represent the characteristics of students in general and facilitate the implementation of the research. The sample taken amounted to 9 students in one class, which then became the focus of observation and evaluation of the learning methods applied. The systematic determination of samples aims to ensure that the results of the research can be considered valid and relevant to be applied in grade VIII of SMP Negeri 4 Woyla Barat.

The data collection in this study uses various types of data, data sources, and comprehensive collection techniques. Quantitative data is obtained through tests and assessments that measure students' abilities and learning outcomes numerically, such as pre-test and post-test test scores and assignment scores related to taharah material. Qualitative data were collected from observations of students' interactions during learning, their responses to the methods used, and the results of interviews or questionnaires describing the experiences and perceptions of students and teachers. The primary data sources are students and teachers, where students provide data through tests, observations, and questionnaires, while teachers provide data related to the implementation of learning methods and observations on the effectiveness of these methods. Secondary data sources are in the form of school documentation such as syllabus, lesson plans, and notes of previous learning outcomes as well as relevant literature as theoretical references.

Data collection techniques include tests and assessments to measure learning outcomes objectively, structured and participatory classroom observations to observe the learning process and student interactions, questionnaires and interviews to obtain data on the attitudes and subjective experiences of students and teachers, as well as documentation in the form of written notes, worksheets, and relevant assignment results. This combination of techniques allows for in-depth and accurate data collection, both from the quantitative and qualitative sides, so that the results of the evaluation of learning methods can be carried out comprehensively.

Data analysis was carried out using qualitative and quantitative approaches. For qualitative data, thematic analysis is used to identify themes and patterns in interviews and observations, as well as narrative analysis to understand students' stories and experiences in depth. The steps include collecting interview transcripts, reading and coding data, grouping the code in key themes, and analysis to gain insights into the effectiveness of learning methods. Quantitative data were analyzed using descriptive statistics to describe learning outcomes, as well as inferential statistical tests such as t-paired sample tests to compare student learning outcomes before and after interventions, independent sample t-tests or ANOVA to compare learning outcomes between groups using new methods and control groups, and regression analysis to determine the relationship between learning methods and learning outcomes.

The hypothesis test in this study aims to determine whether the application of the shering method and audio visual media has a significant influence on student learning outcomes. The zero hypothesis states that there is no significant difference in learning outcomes before and after the application of the method, while the alternative hypothesis states that there is a significant difference. The test was carried out using a t-paired sample test with a significance level of 0.05. In addition, the sub-component hypothesis was also tested to see the influence of each method, both shering and audio-visual media, as well as the combination of the two compared to conventional methods, using an independent sample t-test or ANOVA as needed.

RESULTS

Based on the results of observations made by the author and information obtained from peers regarding the results of daily tests and pre-action tests, it is known that the majority

of grade VIII students of SMP Negeri 4 Woyla Barat for the 2024/2025 Academic Year have not reached the Minimum Completeness Criteria (KKM) that have been set, namely a score of 70. The data shows that more than 75% of students have learning absorption that has not met these standards, with an average daily test score of 68 and an average standard deviation of 4. This condition illustrates the imbalance of abilities among students in the classroom (Arikunto, 2013).

This phenomenon is also supported by less conducive learning climate conditions and low student interest in learning. This is dominated by class VIII which consists of 9 students, namely 5 males and 4 females. Based on the results of the questionnaire and the use of Shering Media, several factors were found to cause students' low understanding of the subject matter, especially Islamic Religious Education and Ethics. Most students stated that the learning process carried out was less interesting and less varied, the material delivered was considered less interesting, and the learning environment was not supportive, including inadequate facilities and infrastructure (Djamarah & Zain, 2012).

The results of observations through Media Shering with colleagues on the material "Carrying out Thaharah (Purification)" show that the conventional learning applied has not been able to motivate students' learning interests optimally. Therefore, it is important to implement more interactive and audio-visual media-based learning methods to increase students' understanding and interest in learning. The application of the media aims to help students achieve the Minimum Completeness Criteria (KKM) that have been determined, namely a score of 70 for learning outcomes and activities (Sanjaya, 2011).

Untuk melakukan evaluasi terhadap nilai hasil belajar siswa, dilakukan perbandingan antara nilai yang diperoleh setiap siklus pembelajaran dengan Kriteria Ketuntasan Minimal (KKM) yang telah ditetapkan oleh guru Pendidikan Agama Islam SMP Negeri 4 Woyla Barat, yaitu 70. Siswa dianggap tuntas apabila memperoleh nilai minimal 70, dan dinyatakan belum tuntas apabila nilainya kurang dari 70. Hal ini sesuai dengan prinsip evaluasi pembelajaran yang menekankan pentingnya pencapaian standar kompetensi minimal sebagai indikator keberhasilan proses pembelajaran (Nitko & Brookhart, 2014).

Based on the data obtained, efforts to improve student learning outcomes through the application of Audio Visual Shering Media are carried out as a learning intervention. This research began with an observation of the learning of Islamic Religious Education (PAI) in grade VIII, which found that the learning process still uses conventional methods, namely lectures. This method causes students to tend to be passive and less focused so that the classroom atmosphere becomes unlively and interest in learning decreases (Slavin, 2018).

Based on these problems, a learning action is planned using the Problem Based Learning (PBL) approach that utilizes audio-visual media. The purpose of this action is to increase students' interest in learning and achieve the predetermined KKM, so that the learning outcomes of Islamic Religious Education in particular can increase significantly (Barrows, 1996). The implementation of actions is carried out in a duration of 2 x 45 minutes by following scenarios and teaching modules that have been prepared beforehand. The material presented was about "Carrying out Thaharah (Purification)". Learning activities consist of several stages arranged based on the PBL model, namely: first, in the first 20 minutes the teacher gives an introductory activity by reading a prayer as an opening to learning. Second, the core activity lasted for approximately 50 minutes, where the teacher provided material interactively using Audio Visual Media. Third, students are given the opportunity to discuss or share with their peers about the material that has been studied (Hmelo-Silver, 2004).

The results of the application of this method show a significant increase in students' interest and learning outcomes. The audio-visual media used helps students understand difficult material concepts and makes the learning atmosphere more fun and interactive. This is in accordance with previous research which stated that the use of audio-visual

learning media can effectively increase students' understanding and motivation to learn (Mayer, 2009).

In addition, problem-based learning (PBL) that prioritizes discussion and collaboration between students is able to stimulate cognitive activity and increase student involvement in the learning process (Hmelo-Silver, 2004; Savery, 2006). Thus, the combination of audio-visual media and the PBL approach can be used as a strategic alternative to overcome the problem of low student absorption in Islamic Religious Education subjects. This research emphasizes the importance of innovation in learning methods as an effort to overcome the problem of learning completeness. Along with the development of technology and the learning needs of the 21st century, teachers need to optimize digital learning media in order to be able to present more interesting and effective learning (Prensky, 2010). In addition, the condition of the environment and school facilities must also be improved to support a conducive learning process (Brophy, 2004).

DISCUSSION

Based on the results of research and data analysis, it is clear that the use of conventional learning methods, especially lectures, has limitations in improving student learning outcomes, especially in the subject of Islamic Religious Education (PAI) in grade VIII of SMP Negeri 4 Woyla Barat. This condition is in accordance with the opinion of Slavin (2018) who states that teacher-centered learning methods tend to make students passive and less actively involved in the learning process, thus negatively impacting interest and understanding of the material. This can be seen from the low average score of students' daily tests which are below the Minimum Completeness Criteria (KKM) set.

The problem of low interest and learning outcomes is exacerbated by a less conducive learning climate and limited facilities and infrastructure. Less supportive learning environment conditions can reduce students' motivation to actively participate in learning (Brophy, 2004). This requires innovation in learning approaches that not only focus on information transfer but also on empowering students to be more active and creative. The application of audio-visual media as part of a learning strategy has proven to be effective in improving students' understanding of learning materials. Mayer (2009) emphasized that audio-visual-based learning media can improve students' cognitive processes because they are able to integrate visual and auditory channels simultaneously so as to facilitate the understanding of abstract concepts. In the context of this study, the use of Audio Visual Shering Media with the material "Carrying out Thaharah (Purification)" helps students understand the steps of implementing taharah in a more concrete and interesting way.

In addition, the Problem Based Learning (PBL) approach applied in the learning cycle also has a major contribution to improving learning outcomes. PBL encourages students to actively identify problems, seek information, discuss, and find solutions independently (Hmelo-Silver, 2004). This method also improves critical thinking skills and collaboration between students, which are important competencies in 21st century education (Bell, 2010). Through PBL, students not only passively receive the material but also engage in a meaningful and contextual learning process.

The combination of the use of audio-visual media and the PBL method has a significant positive impact on students' learning motivation. Ryan and Deci (2000) in self-motivation theory state that giving students the opportunity to actively participate in learning, including through engaging media, can increase intrinsic motivation. Intrinsically motivated students tend to show better learning performance because they learn with full awareness and a desire to understand the material.

Furthermore, the results of this study also show the importance of the role of teachers as facilitators in the learning process. Teachers no longer play the role of the only source of information, but rather as mentors who support students in finding knowledge

through various media and innovative learning methods (Prensky, 2010). The use of teaching modules and learning scenarios that have been prepared helps teachers in directing the learning process in a systematic and structured manner.

However, there are still obstacles that need to be considered, such as the limited number of inadequate school facilities. According to Barak and Dori (2005), the effectiveness of the use of learning media is highly dependent on the support of adequate facilities and the readiness of teachers and students to operate the technology. Therefore, schools need to strive to improve the quality of facilities and infrastructure as well as training for teachers in order to optimize the use of digital learning media.

The improvement of learning outcomes through this approach is in line with the theory of constructivism which emphasizes that the best learning occurs when students actively build knowledge based on experience and interaction with the learning environment (Bruner, 1996). Thus, learning that integrates audio-visual media and PBL provides a more meaningful learning experience and is able to improve overall learning outcomes. In general, the results of this study provide an idea that innovation in learning methods and media is needed to overcome the problem of low learning outcomes and students' interest in learning, especially in the subject of Islamic Religious Education. An effective strategy not only increases the achievement of KKM but also builds students' character and competencies holistically. Therefore, the implementation of varied learning methods and the use of interesting learning media must be the main concern in efforts to improve the quality of education (Sanjaya, 2011).

CONCLUSION

The initial activities of the planning cycle were carried out based on the results of observations on the learning process of Islamic Religious Education (PAI). From this observation, various problems were found that hindered the effectiveness of learning. Based on these problems, then an action is planned that aims to improve student learning outcomes. This action is based on the results of identification and determination of problems through observation and survey activities conducted by researchers. As an alternative to problem solving, the researcher proposes the application of learning media as an effort to increase students' understanding and interest in learning. The implementation of the planned learning actions went well and was carried out for 2 x 45 minutes. This learning is carried out by following scenarios and teaching modules that have been systematically prepared by teachers and researchers. The teaching module is a guide in the learning process so that each stage of activities can be carried out in a structured manner and in accordance with the expected goals, so that it is expected to significantly improve the learning outcomes of Islamic Religious Education.

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