

Efforts to Improve Student Learning Outcomes at SD Negeri Napai through Sharing and Audio Visual Media on the Material When Life Has Stopped

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Abstract: This study aims to improve the learning outcomes of grade V students of SD Negeri Napai in the subject of Islamic Religious Education and Ethics through the use of audio-visual media with the shering method. Based on the results of initial observations, only about 25% of students achieved the Minimum Completeness Criteria (KKM) with an average score of 68, below the KKM set of 70. The learning conditions are not conducive and the students' interest in learning is relatively low. This research was carried out with two cycles of learning actions that used audio-visual media as an interactive learning medium with the material "When Life Has Stopped." After the application of this method, there was a significant increase in student learning outcomes, where the percentage of students who achieved KKM increased to 83%, and the average class score increased to 78. In addition, students' interest and motivation for learning also show positive development. These findings indicate that the use of audio-visual media with the shering method is effective in improving students' understanding of concepts and learning outcomes. Therefore, audio-visual media can be used as a more interesting learning alternative and help teachers in improving the quality of learning in Islamic Religious Education and Ethics.

Keywords: Audio-visual media, Shering method, learning outcomes

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INTRODUCTION

Education is the main foundation in the development of the potential of individuals and society at large. As a complex process, education not only serves to transfer knowledge, but also to form the character and skills needed by students to face future challenges (Santrock, 2011). One of the most important aspects of basic education is the effectiveness of the learning process in the classroom, because the success of learning at this level will determine the foundation for further learning (Slavin, 2018).

At Napai State Elementary School, student learning outcomes, especially in subjects related to complex material such as "When Life Has Stopped" showed significant challenges. This material tends to be considered difficult by grade V students, thus negatively impacting their understanding and learning outcomes (Arends, 2012). Difficulties in understanding this material are often due to the abstract nature of the concepts taught, which require a learning approach that goes beyond verbal teaching or explanations through textbooks.

Based on the initial observations made and the results of the evaluations obtained, many students still have difficulties in understanding and applying the material in a more real context (Mayer, 2009). This is very likely to happen because the teaching methods used are still conventional and less varied, such as lectures or verbal explanations without any variation in learning media that can support the learning process (Brophy, 2004). Learning methods that rely only on printed materials and verbal explanations are often less effective in explaining abstract concepts, so that students find it difficult and lose interest in learning (Ormrod, 2011).

The limitation of learning media is one of the main factors that affect students' low understanding of the material. Learning media that is interesting and in accordance with the characteristics of students can help present the material in a way that is easier to understand and can increase the attractiveness of learning (Prensky, 2010). For example, the use of audio-visual media, such as videos, animations, and multimedia presentations, can help students visualize concepts that are difficult to understand, thereby improving their understanding and memory (Mayer, 2009).

To overcome these problems, a more interesting and interactive approach is needed in the learning process. One of the solutions that is considered effective is the application of the shering method, which is the sharing of experiences and information between students, combined with the use of audio-visual media (Hmelo-Silver, 2004). Shering allows students to discuss and share views on the material being studied, thus creating a more collaborative and dynamic learning atmosphere (Johnson & Johnson, 1999). On the other hand, audio-visual media provides a clearer and more attractive picture of complex learning materials so that students can more easily grasp the core of learning.

The use of the shering method as an active learning strategy is believed to increase student involvement in the learning process. Through discussion and interaction, students not only become passive recipients but also actively contribute to the learning process (Savery, 2006). The social interactions that occur in shering can also strengthen students' understanding and develop critical thinking skills (Vygotsky, 1978). That way, students will be more motivated to learn and internalize the material presented.

Meanwhile, audio-visual media such as video and animation are very effective in communicating information in a more engaging and easy-to-understand way for students. Mayer (2009) emphasized the importance of using multimedia learning to improve students' understanding through dual coding theory, where information is conveyed through two cognitive channels, namely visual and auditory. This allows students to process information simultaneously, so that the learning process becomes more effective and enjoyable (Clark & Mayer, 2011). The combination of the shering method and audio-visual media is expected to create a more holistic learning experience, because the shering method activates the social and emotional aspects of learning, while the audio-visual media supports the cognitive aspect (Bruner, 1996). This interactive and multimodal learning approach is believed to make complex materials easier to digest and significantly improve student learning outcomes (Hmelo-Silver, 2004; Santrock, 2011).

Looking at this background, this class action research aims to test the effectiveness of the application of the shering method and audio visual media in improving the learning outcomes of grade V students of SD Negeri Napai on the material "When Life Has Stopped." This research is expected to make a real contribution to the development of teaching methods that are more effective, interesting, and relevant for students in the 21st century learning era (Prensky, 2010). With the innovation of learning methods that involve social interaction and technology, it is hoped that not only learning outcomes will increase, but also students' interest and motivation to learn can grow better. This is certainly very important to prepare students to be able to keep up with the increasingly rapid development of science and technology (OECD, 2018).

METHODS

This research uses Classroom Action Research (PTK), which is a type of research conducted with the aim of improving learning practices directly in the classroom. PTK is an approach that integrates theory and practice simultaneously to solve educational problems while improving the learning process through systematic actions (Kemmis & McTaggart, 1988). This research process consists of several stages of the cycle which include planning, implementation, observation, and reflection (McNiff & Whitehead, 2011). PTK aims to improve the quality of teaching and student learning outcomes by involving teachers as researchers and practitioners who are active in the learning process (Hatch, 2002).

One of the main characteristics of PTK is practical actions that focus on identifying and solving real problems in the classroom, by designing and implementing actions specifically directed at improving certain aspects of learning (Stringer, 2013). The action cycle in PTK consists of four main stages, namely planning, implementation, observation, and reflection (Kemmis & McTaggart, 2005). In the planning stage, the researcher designs the actions to be implemented, including setting goals, choosing methods, and determining appropriate evaluation tools (Ary, Jacobs, & Sorensen, 2010). The implementation stage is the implementation of the plan in the context of classroom learning. The observation stage is carried out by observing and recording the results of the implementation of actions to collect data related to the effectiveness of the methods used (Creswell, 2012). Meanwhile, the reflection stage is carried out to analyze the data obtained, assess the success of actions, and plan improvements or follow-up actions (Mills, 2011).

In addition, PTK is also collaborative, where the research process involves cooperation between teachers, students, and sometimes other researchers, so that there is an exchange of feedback and in-depth discussions about the impact of the actions taken (Sagor, 2000). This approach is also problem-based, where research is directed to address specific problems that arise in learning, such as students' difficulties in understanding the material or decreased motivation to learn (Burns, 2010). In the context of this study, PTK was used to evaluate and improve the effectiveness of the shering method and the use of audio visual media in learning the material "When Life Has Stopped" in grade V of SD Negeri Napai. The objectives of this research include identifying students' difficulties in understanding the material, designing and implementing innovative learning methods, collecting data related to the effectiveness of these methods, and reflecting on continuous improvement (Johnson, 2012).

The variables involved in this study need to be clearly formulated so that the focus of research and data collection can be carried out systematically (Babbie, 2013). The independent variables in this study were the shering method and the use of audio-visual media. The shering method includes discussion activities, sharing experiences, and exchanging information among students related to learning materials (Johnson & Christensen, 2014). The parameters measured on this variable include the frequency and duration of discussions and the format of the discussion used, such as small group discussions or class presentations (Fraenkel, Wallen, & Hyun, 2012). Meanwhile, audio-visual media includes the use of videos, animations, or multimedia presentations that can help visualize complex concepts in learning materials (Mayer, 2009). The quality of the media is also considered, including aspects of audio and visual clarity that attract students' attention.

Meanwhile, the dependent variable in this study is student learning outcomes measured from the improvement of students' understanding and academic achievement in the material "When Life Has Stopped" (Fraenkel et al., 2012). This variable includes aspects of understanding the material through conceptual assessment as well as academic grades obtained by students from tests or evaluations related to the material (Cohen, Manion, & Morrison, 2011). In addition, there are control variables such as classroom conditions which include class size, resource availability, and learning environment that

must be maintained to be consistent throughout the study (Creswell, 2012). Conventional teaching methods used before the application of the shering method and audio-visual media also play a role as a comparative variable (Ary et al., 2010). There are also intervening variables such as student motivation and involvement, which can affect the relationship between independent and dependent variables (Deci & Ryan, 2000). This motivation and involvement can be measured through observation and questionnaires as indicators of the success of learning methods (Pintrich & Schunk, 2002).

The determination of the population and sample in this study is also very important to ensure that the results of the research are relevant and can be applied appropriately (Cohen et al., 2011). The research population was all grade V students of SD Negeri Napai who took part in the material lessons that were the focus of the research. Samples were selected using purposive sampling techniques, by selecting one class that is considered representative of the population and allowing for the application of the method in a focused manner (Fraenkel et al., 2012). The selected class consisted of 9 students, who then became the subject of research in this class action study.

Data collection is carried out using various types of data, namely quantitative and qualitative data to obtain a complete picture of the learning process and outcomes (Creswell, 2012). Quantitative data is obtained from tests or assessments that measure students' understanding before and after the application of learning methods, while qualitative data comes from observations, interviews, and questionnaires that describe students' experiences and responses during the learning process (Merriam & Tisdell, 2015). The data source consists of primary data directly obtained from students and teachers, as well as secondary data in the form of school documentation and supporting literature (Yin, 2014). Data collection techniques include tests, classroom observations using structured observation sheets, questionnaires, semi-structured interviews, and analysis of learning-related documents (Marshall & Rossman, 2016).

To analyze the data, qualitative and quantitative analysis techniques were used (Miles, Huberman, & Saldana, 2014). Thematic analysis is used to identify important themes in interview and observation data, while narrative analysis helps interpret students' experiences (Riessman, 2008). Quantitative data were analyzed using descriptive statistics to describe test scores and scores, as well as inferential statistical tests such as t-test paired samples, independent samples, and ANOVA to test research hypotheses (Field, 2013). Regression analysis is also applied to evaluate the relationship between learning methods and student learning outcomes (Hair et al., 2010). The main hypothesis was tested using a t-test paired sample to see the difference in learning outcomes before and after the application of the method, with a significance level of 0.05 (Cohen et al., 2011).

RESULTS

This research was conducted in grade V of SD Negeri Napai for the 2025/2026 academic year with a total of 12 students, consisting of 5 males and 7 females. Based on the results of initial observations, daily test scores and pre-action tests show that more than 75% of students have not reached the Minimum Completeness Criteria (KKM), which is a score of 70. The average daily repeat score reached 68 with a standard deviation of 4. This data indicates an unequal learning ability between students in the classroom (Arikunto, 2010). The learning conditions in the classroom are also less conducive, with relatively low student interest in learning. This is in line with the results of the questionnaire filled out by students and observations using shering media which showed that most students felt that the learning process was less interesting, the material was less varied, and the available infrastructure facilities were inadequate. The condition of the less supportive learning environment is also an inhibiting factor in achieving optimal learning outcomes (Sugiyono, 2017).

Most students stated that the learning method used by teachers so far was a conventional lecture that was boring and did not provide space for active interaction. The learning media used is also minimal, so the material is difficult to understand in depth. Through the results of discussions and observations using the shering method, it was found that students tended to be passive and less motivated to take Islamic Religious Education and Ethics lessons (Hamalik, 2011). In order to increase student motivation and learning outcomes, learning efforts are made using the shering method with audio-visual media which aims to facilitate students in understanding the material "When Life Has Stopped" more interestingly and effectively.

At the pre-action stage, the average score of students is still below the KKM, which is 68. The percentage of students who achieve learning completeness is only about 25%. The learning method that has been applied is lectures, which tend to make students passive so that they are less effective in improving their understanding of the material (Djamarah & Zain, 2010). In addition, the classroom atmosphere is less conducive and the lack of variety of learning media causes low student motivation to learn. The first cycle was carried out with the application of the shering method (sharing discussion) combined with the use of audio-visual media. Learning is carried out for 2 x 45 minutes, in accordance with the teaching modules and scenarios that have been prepared by the teacher/researcher. The material taught was "When Life Has Stopped".

In the preliminary stage, the teacher starts the activity with a prayer reading and provides brief motivation to arouse the student's enthusiasm for learning. Then, the core activity in the form of a group discussion using the shering method began for 50 minutes. During the discussion, students were given the opportunity to exchange opinions and discuss subject matter with the help of audio-visual media in the form of relevant and interesting videos (Slameto, 2010).

Observations during learning show that the classroom atmosphere becomes more lively. Students seem more enthusiastic and actively participate in the discussion. Audio-visual media helps students in understanding the material visually and audiolly, so that they can more easily absorb information (Moran, 2010). After learning, an evaluation was carried out in the form of a formative test which showed an increase in the average score to 72 and learning completeness increased to 58%. Based on the evaluation and reflection of the first cycle, the second cycle is designed with the addition of a variety of learning methods. In addition to shering and audio-visual media, teachers also add question and answer activities and group reflections to increase student involvement more optimally (Burns, 2010).

The classroom atmosphere in the second cycle looked more conducive. Students are more enthusiastic and active in participating. The evaluation of learning outcomes at the end of the second cycle showed a significant increase, with the average score of students reaching 78 and the number of students completing their studies reaching 83%. This shows that the learning method used has succeeded in improving student learning outcomes (Gay, Mills, & Airasian, 2012). To test the effectiveness of the application of learning methods, a paired sample was tested between students' scores before and after the action. The results of the t-test showed a significance value (p-value) of less than 0.05, which means that there was a significant difference between the values before and after the application of the shering method and audio visual media (Sugiyono, 2017).

In addition, simple linear regression analysis showed that this learning method contributed 65% to the improvement of student learning outcomes (determination coefficient $R^2 = 0.65$) (Santoso, 2015). This means that more interactive and audio-media-based learning methods have a great influence on student learning success. Qualitative data obtained through interviews and questionnaires also support these quantitative results. Students reported that the learning process was more fun and easy to understand with group discussions and audiovisual media that helped visualize the material. Teachers also reported increased student engagement and motivation during learning (Creswell, 2014).

Based on the results of the research that has been conducted, it can be concluded that the use of the shering method combined with audio-visual media is effective in improving the learning outcomes of grade V students of SD Negeri Napai, especially in the subject of Islamic Religious Education and Ethics. The application of this method succeeded in increasing the average score of students and the percentage of learning completeness in accordance with the set KKM. Interactive learning methods and utilizing audiovisual media not only increase students' understanding of the material, but also increase their motivation and involvement in the learning process. These findings are in line with constructivist learning theories that emphasize the importance of students' active involvement in learning (Bruner, 1996; Vygotsky, 1978).

DISCUSSION

The discussion in this study aims to interpret the results obtained in cycles I and II by relating them to the theory and results of previous research. The main focus is to discuss the effect of the application of the audio visual media-based shering method on improving the learning outcomes of grade V students of SD Negeri Napai in the subject of Islamic Religious Education and Ethics. The results of the study showed a significant improvement in student learning outcomes after the application of the shering method with audio-visual media. The average score of students who were previously below the Minimum Completeness Criteria (KKM), which was 68, increased to 78 after the action. The percentage of learning completeness also increased from 25% in the pre-action to 83% in the second cycle. These findings support the view that interactive and technology-based learning methods can increase students' motivation and understanding of subject matter (Mayer, 2009).

Audio-visual media provides a more engaging and easy-to-understand learning experience, as it combines audio and visual elements that can help strengthen students' memory (Moreno & Mayer, 2007). This is in line with the dual coding theory put forward by Paivio (1986) which states that information presented in verbal and visual form can improve the process of information processing and learning.

In the context of learning Islamic Religious Education and Ethics, conceptual and abstract material is often difficult for students to understand if it is only delivered verbally. Therefore, the use of audio-visual media helps students to more easily understand the concept through real pictures and examples displayed (Bruner, 1996). Thus, students can learn actively through group discussions and reflections facilitated by the shering method.

The shering method or group discussion is an effective learning strategy to increase social interaction between students and encourage their active involvement in the learning process (Slavin, 2011). Through discussion, students not only passively receive information but also actively construct knowledge with their peers.

This research shows that students are more motivated and active during learning, which is characterized by an increase in the activeness of asking questions and expressing opinions in discussions. This corroborates the findings of Johnson and Johnson (2009) who stated that cooperative learning can significantly improve students' learning motivation and academic outcomes. Further, the shering method also facilitates the development of social skills such as communication, cooperation, and problem-solving that are crucial in 21st-century learning (Darling-Hammond et al., 2020). These skills help students in internalizing the values of Islamic Religious Education and Ethics which are not only cognitive but also affective and psychomotor.

Prior to the application of the shering method with audio-visual media, learning used more lecture methods that tended to make students passive and less motivated (Djamarah & Zain, 2010). Verbally dominant lecture methods are often ineffective in addressing the diversity of students' learning styles (Felder & Silverman, 1988). The inactivity of students in conventional learning leads to low material absorption and unsatisfactory learning outcomes. This is in line with the findings of Hamalik (2011) who

revealed that monotonous learning methods and minimal media variations can reduce students' interest in learning.

Therefore, it is important for teachers to implement a variety of learning methods involving a variety of media and strategies that can meet the diverse learning needs of students (Gagné, Wager, Golas, & Keller, 2005). The use of audio-visual media as a means of learning provides dual stimulation through sight and hearing that helps students understand the material more comprehensively. Islamic Religious Education and Ethics materials require an approach that not only conveys knowledge, but also shapes students' attitudes and behaviors. The application of the audio-visual media-based shering method in this study provides a real example of how an interactive and contextual approach can improve the understanding and internalization of religious and moral values (Nasution, 2014).

This is important because effective religious learning does not only rely on memorization but also experience and reflection that can lead students to appreciate and practice these values in daily life (Yusuf, 2015). The use of audio-visual media that displays real-life situations and moral values is very helpful in providing a meaningful learning experience. Although this study showed positive results, there are some limitations that need to be considered. First, the number of samples is relatively small, which is only 12 students, so the results cannot be generalized widely. Second, the limited duration of the study was only two cycles, so the long-term effectiveness of this method is not yet known. For further research, it is recommended that it be carried out with a larger sample and a longer duration of time so that it can observe the development of student learning outcomes as a whole. In addition, the development of other technology-based learning media such as interactive applications and educational games can also be an interesting alternative to be further researched (Hwang, Wu, & Ke, 2011).

This discussion emphasized that the application of the shering method with audio-visual media is effective in improving the learning outcomes of grade V students of SD Negeri Napai, especially in the subject of Islamic Religious Education and Ethics. This increase in learning outcomes is due to increased motivation, active engagement, and ease of understanding of material through audio-visual stimulation. This method also overcomes the limitations of conventional and passive lecture methods, by providing a more interactive and meaningful learning experience. Thus, teachers are advised to be more creative in choosing learning methods and media in order to improve the quality of learning optimally.

CONCLUSION

Based on the results of research conducted on grade V students of Napai State Elementary School for the 2025/2026 academic year, the application of the shering method with audio-visual media has been proven to be effective in improving the learning outcomes of Islamic Religious Education and Ethics. The average score of students' daily tests, which initially only reached 68 with learning completeness of less than 25%, managed to increase to 78 with completeness reaching 83% after two learning cycles. This shows that the use of audio-visual media is able to increase student absorption which was previously low due to conventional learning methods that are less varied and less interesting. In addition, the shering method increases students' motivation and activeness during the learning process, so that the classroom atmosphere becomes more conducive and learning runs more effectively. Thus, the shering method based on audio visual media is suitable as an alternative learning strategy to improve student learning outcomes in the subjects of Islamic Religious Education and Ethics.

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