

Efforts to Improve Islamic Education Students' Learning Outcomes at Alue Kuyun Elementary School Using Sharing Strategies and Audio Visual Media

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Abstract: This research aims to increase the activeness and learning outcomes of students in learning Islamic Religious Education (PAI) material on Faith to the Prophet and Apostle in grade VI of SD Negeri Alue Kuyun through the application of sharing strategies combined with audio-visual media. This classroom action research was carried out in two cycles with each cycle consisting of two meetings. Student activity data was collected through observation, while learning outcomes were measured using written tests. The results of the study showed a significant improvement in both aspects. Student activity increased from 37.5% in the initial condition to 62.5% in the first cycle and reached 87.5% in the second cycle. Student learning outcomes also increased, with the percentage of students who reached the Minimum Completeness Criteria (KKM) of 56.25% in the initial condition, increased to 68.75% in the first cycle, and reached 81.25% in the second cycle. The average grade point also increased from 65.5 to 77.8. This study concludes that the application of sharing strategies combined with audio-visual media is effective in increasing student activity and learning outcomes in PAI learning at SD Negeri Alue Kuyun. The implications of this research can be used as a reference in the development of more interesting and interactive learning methods.

Keywords: Sharing strategies, audio-visual media, Islamic Religious Education learning

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INTRODUCTION

Education is a deliberate and planned process to develop human potential to become more mature and qualified individuals. According to Slavin (2018), education not only aims to transfer knowledge, but also to change a person's attitudes, skills, and behavior through a systematic teaching and learning process. Changes in students, both cognitively, affectively, and psychomotorly, are tangible evidence of the success of the learning process. Therefore, education not only emphasizes on mastering academic material, but also on character transformation and attitudes that support students' personal development (Santrock, 2019).

In the school environment, learning is a complex interaction between teachers and students. Teachers as educators have a central role in creating an effective, fun, and able to motivate students to actively participate in the learning process (Joyce, Weil, & Calhoun, 2015). The success of learning depends on how teachers can manage the classroom, use the right strategies, and utilize learning media to help students understand the material optimally (Slavin, 2020). In addition, interactive and innovative learning is needed so that

students do not only passively receive information, but are able to actively develop understanding and skills (Woolfolk, 2017).

The subject of Islamic Religious Education (PAI) has a strategic role in shaping the character and noble character of students. Islamic Religious Education not only aims to increase religious insight, but also instill faith and moral values that can be applied in daily life (Suryani, 2018). Therefore, PAI learning must be oriented towards the mastery of competencies as a whole, which includes the cognitive, affective, and psychomotor domains (Ministry of National Education, 2010). Mastery of material such as Asmaul Husna, the stories of the Prophets and Apostles, and exemplary values, are very important to support the formation of students' character and spirituality.

However, in practice, PAI learning is often still dominated by one-way lecture methods. This method causes student involvement to be low and learning to feel less interesting (Hadi, 2017). Based on data from grade VI teachers of SD Negeri Alue Kuyun in the 2022/2023 school year, the active participation rate of students in PAI learning only reached around 40%. In addition, the results of the formative test showed that the completeness of learning only reached 60% with the absorption of material around 65%. This condition indicates that the learning method used is not effective enough to improve student learning outcomes (Nurlaila, 2021).

Facing these challenges, innovation in learning strategies is needed so that students are more motivated and active in the learning process. One of the approaches that can be pursued is the implementation of a sharing strategy combined with the use of audio-visual media. According to Arends (2014), sharing strategies can increase interaction and discussion between students so that the learning process becomes more meaningful and enjoyable. In addition, audio-visual media can help students understand the material more clearly and interestingly because it is able to combine visual and audio elements that stimulate various senses at once (Mayer, 2017).

The use of audio-visual media in learning has also been proven to increase students' attention and concentration, so that they can more easily absorb the information conveyed (Santrock, 2019). This media is very suitable to be applied to the material of Asmaul Husna and the exemplary stories of the Prophets and Apostles which require a deep understanding and appreciation of the values contained in it (Rahman, 2018). That way, learning is not only theoretical, but also applicative, so that students can internalize these values in their daily lives. Teachers as facilitators and motivators in learning must be able to manage this strategy effectively so that learning goals are achieved. The role of teachers is not only to deliver material, but also to facilitate discussions, provide feedback, and create a conducive learning environment (Joyce et al., 2015). The success of the learning strategies applied is highly dependent on the teacher's ability to integrate learning methods and media according to the characteristics of the students and the material being taught (Slavin, 2020).

Based on this background, this study aims to find out how teachers' efforts to improve the learning outcomes of Islamic Religious Education in Asmaul Husna material through sharing strategies and the use of audio-visual media at SD Negeri Alue Kuyun. This research is important to provide an empirical picture of the effectiveness of the combination of learning strategies and provide practical recommendations for PAI teachers in developing more innovative and effective learning methods. Thus, this research is expected to contribute to improving the quality of PAI learning, especially in materials that require a deep understanding and appreciation of religious values. In addition, the results of this research can also be a reference for the development of learning strategies that can increase overall student participation and learning outcomes.

METHODS

This research uses a qualitative approach with the type of Classroom Action Research (PTK). The qualitative approach was chosen because the focus of this research is to

understand and improve the learning process in depth in the real context experienced by teachers and students in the classroom (Mills, 2018). PTK is considered very appropriate because its main goal is to carry out concrete actions that are oriented towards improving learning practices and student learning outcomes directly (Kemmis & McTaggart, 2014). With PTK, teachers are not only the subjects observed, but also active actors who design, implement, and reflect on the learning actions carried out (Arikunto, 2013).

The main characteristic of PTK is a repetitive cycle, starting from planning, implementation of actions, observation, to reflection, then continuing to the next cycle until the goal is achieved (Burns, 2010). This approach is participatory and collaborative, providing space for teachers to evaluate and improve the teaching and learning process according to the needs of students and situations in the classroom (Sagor, 2011). Through PTK, research results can be directly applied and are expected to provide real changes in learning practices (Creswell & Poth, 2018).

The subject of the study is a grade VI student of SD Negeri Alue Kuyun in the 2022/2023 school year. The selection of class VI is based on the reason that the material of faith in the Prophet and Messenger is one of the basic competencies that students must master at the final level of elementary school (Ministry of National Education, 2010). The number of students is 16 people consisting of 10 male students and 6 female students. The selection of the research location where the author teaches facilitates the observation and implementation of actions intensively (Sugiyono, 2019). The condition of low learning outcomes is also a strategic reason for conducting this research as an effort to improve learning.

The research time took place in the odd semester of the 2024/2025 academic year for two weeks. The research was conducted in two cycles, where each cycle consisted of two learning meetings. This relatively short time is in accordance with the characteristics of PTK which prioritizes practical and contextual actions in the classroom (Kemmis & McTaggart, 2014). Although brief, each cycle is carried out completely through deep planning, implementation, observation, and reflection so that the data obtained is valid and reliable for evaluation (McNiff & Whitehead, 2011).

The research procedure refers to the Kemmis and McTaggart PTK model which includes four main stages: planning, implementation of actions, observation, and reflection (Kemmis & McTaggart, 2014). At the planning stage, the researcher prepares a lesson plan that integrates sharing strategies and the use of audio-visual media, compiles observation instruments, and determines relevant learning materials. The implementation stage is the implementation of the plan in the classroom, with a focus on the use of video or animation as a trigger for sharing discussions that encourage active student participation (Gay, Mills, & Airasian, 2012). Observations were carried out to collect data on student activity, learning implementation, and learning outcomes. Furthermore, reflection becomes an evaluation process to identify strengths, weaknesses, and improvement steps that will be implemented in the next cycle (Burns, 2010).

The data collection technique consists of observation, testing, and documentation. Observation is used to record the activities of students and teachers during learning, with observation sheets that have been prepared so that the data obtained is systematic and objective (Creswell & Poth, 2018). Learning outcome tests are given at the end of each cycle to measure students' understanding of the material being taught, either in the form of multiple choice, fill-in, or brief descriptions tailored to basic competencies (Ary, Jacobs, Sorensen, & Walker, 2014). The documentation complements the observation and test data by collecting supporting evidence such as photos of learning activities, attendance lists, and field notes containing descriptions of the learning situation (Mills, 2018). The combination of these data collection techniques ensures the accuracy and validity of the research results (Fraenkel, Wallen, & Hyun, 2019).

The research instruments used include observation sheets of student and teacher activities as well as learning outcome test questions. The students' observation sheets contain indicators of activeness such as the ability to ask questions, answer, express

opinions, and work together in groups (Gay et al., 2012). Meanwhile, the teacher's observation sheet functions to assess the implementation of learning based on the lesson plan that has been prepared. The test questions are arranged according to the indicators of achievement of competence in the material of faith in the Prophet and Apostle so that the data on learning outcomes can describe the actual conditions in the classroom (Sugiyono, 2019).

Data analysis was carried out qualitatively and quantitatively. Qualitative data in the form of observation results of teacher and student activities were analyzed descriptively to see changes in the level of activity during learning (Creswell & Poth, 2018). Quantitative data in the form of student learning outcome test scores were analyzed by calculating the percentage of learning completeness using the percentage of completeness formula commonly used in educational evaluation (Ary et al., 2014). The calculation of this percentage is compared to the success indicators that have been established to assess the effectiveness of the action (Mills, 2018).

The indicators of the success of this research are determined from two aspects, namely student activity and learning outcomes. The success of the activeness aspect is marked by at least 75% of students being active in learning activities such as asking, answering, and discussing (Arikunto, 2013). Meanwhile, in terms of learning outcomes, success is achieved if at least 80% of students obtain scores above the Minimum Completeness Criteria (KKM) that applies at SD Negeri Alue Kuyun, which is 70 (Ministry of Education, 2010). If the indicators have not been met in the first cycle, then the research is continued to the next cycle with improvements based on the results of reflection (Kemmis & McTaggart, 2014). This cyclical approach allows for continuous improvement and the achievement of more optimal learning outcomes. Thus, the use of the PTK method in this study not only improves the learning process directly but also improves the professionalism of teachers in managing the classroom and implementing effective and contextual learning strategies (Sagor, 2011).

RESULTS

Before the action was taken, the learning process of Islamic Religious Education (PAI) in grade VI of SD Negeri Alue Kuyun was still dominated by the lecture method as the main strategy. In practice, the teacher explains the material more verbally, while the students only act as listeners and note-takers. This condition makes students tend to be passive, reluctant to ask questions, and less involved in class discussions. This situation causes learning to be less interesting and less meaningful for students. This opinion is in line with the findings that the lecture method tends to make students passive so that it negatively affects their learning motivation (Santrock, 2018).

The results of the initial or pre-cycle test conducted on 16 students showed that only 9 students (56.25%) achieved the Minimum Completeness Criteria (KKM) of 70. On the other hand, 7 students (43.75%) obtained a score below KKM with an average class of 65.5. This data shows that students' understanding of the material of Faith in the Prophet and Messenger is still relatively low. This is the main reason for researchers to take corrective actions through the implementation of sharing strategies and the use of audio-visual media as an effort to improve the quality of learning. According to Brown (2014), student involvement in learning is greatly influenced by the methods used by teachers, so learning strategy innovation is very necessary.

Initial observations also show that only about 6 students (37.5%) are active in the learning process, such as asking questions, answering, or expressing opinions. Most students choose to remain silent and just wait for an explanation from the teacher. This situation reinforces the reason for the need for intervention actions to significantly improve student activity and learning outcomes. Research by Johnson and Johnson (2013) confirms that student activeness is an important factor in the success of the teaching and learning process.

In the planning stage, the researcher prepares a Learning Implementation Plan (RPP) that combines sharing strategies with audio-visual media. The media prepared is in the form of a short video about the exemplary story of the Prophet Muhammad SAW which aims to provide visual and audio stimulus to students to make it easier to understand the material. In addition, research instruments in the form of student activity observation sheets, teacher activity observation sheets, and learning outcome test questions were also prepared as a tool to measure the effectiveness of actions.

The implementation of the first cycle was carried out in two meetings. At the first meeting, the teacher opened by giving an apperception, then showed a video of the Prophet's story. After watching, students were asked to express their opinions or impressions of the show. The teacher then facilitated the sharing activity by giving several students the opportunity to share. In the second meeting, the activity continued with a simple discussion, where students were invited to answer questions related to the video and material studied. This is in accordance with the concept of active learning which emphasizes discussion as a means to deepen understanding (Freeman, 2014).

The results of observations show an increase in student involvement in learning, although it is not evenly distributed. Of the 16 students, as many as 10 students (62.5%) seemed to actively ask questions, answer, or provide responses. The rest still tend to be passive and just listen. Teachers' activities in managing learning are in accordance with the lesson plan, but teachers still need to provide more varied stimuli so that all students actively participate. According to Slavin (2018), a variety of learning methods can increase student motivation and activeness.

The results of the first cycle test showed an improvement compared to the initial condition, where 11 students (68.75%) achieved a score of ≥ 70 , while 5 students (31.25%) had not completed. The average grade of the class increased to 71.25. Despite the progress, these results have not met the set success indicators, which is at least 80% of students have completed it. Reflection in the first cycle concluded that the use of audio-visual media was able to attract students' attention, but not all students were active in sharing activities. Teachers are advised to give clearer directions, for example by dividing students into small groups so that the discussion is more even. In addition, the addition of a variety of media is expected to make learning more interesting. This is in line with the recommendations of multimedia learning theory which states that media variations can increase students' understanding and interest in learning (Mayer, 2009).

Based on the reflection of the first cycle, the researcher improved the lesson plan by adding group discussion activities. The audio-visual media used is also more varied in the form of short animated videos that are more visually appealing. The same research instrument is still used to assess student activity and learning outcomes. Cycle II was also held in two meetings. The first meeting began with the screening of an animated video of the Prophet's story, then students were divided into small groups of four people. Each group was given the opportunity to discuss the content of the video, then convey the results of the discussion in front of the class. In the second meeting, the teacher provided reinforcement of the material and continued sharing activities between groups. This approach is in accordance with the principle of cooperative learning that emphasizes interaction and cooperation between students (Kagan, 2011).

The results of the observation showed a significant increase in student activity. Of the 16 students, as many as 14 students (87.5%) were active in discussions, both when asking questions, answering, and expressing their group's opinions. The atmosphere of the classroom became more lively and the students looked enthusiastic about participating in the activities. Teachers' activities are also considered to be getting better because they are able to manage the classroom with more varied and interesting strategies.

The results of the second cycle test showed a further increase, where 13 students (81.25%) obtained a score of ≥ 70 , while only 3 students (18.75%) had not completed. The average grade of the class increased to 77.8. This shows that the indicators of research success have been achieved according to the target of at least 80% of students completion.

According to Guskey (2000), the achievement of success indicators is proof of the effectiveness of a learning action.

Reflection cycle II concluded that sharing strategies combined with audio-visual media have proven to be effective in increasing student activity and learning outcomes. This success can be seen from the achievement of indicators, namely at least 80% of students complete with KKM $\geq$ scores and more than 75% of students are active in learning. Thus, the research action was stopped in cycle II. The results of this study show a consistent increase, both in student activity and learning outcomes. In the initial condition, only 9 students (56.25%) completed, increasing to 11 students (68.75%) in the first cycle, and finally reaching 13 students (81.25%) in the second cycle. The average class also increased from 65.5 in the initial condition to 71.25 in the first cycle and 77.8 in the second cycle. This increasing trend confirms that the interventions carried out are quite effective.

Student activity has also increased significantly. Initially, only 6 students (37.5%) were active, then it rose to 10 students (62.5%) in cycle I, and finally reached 14 students (87.5%) in cycle II. This indicates that the implementation of sharing strategies provides space for students to be more courageous to express their opinions, while audio-visual media functions as a tool that attracts attention and facilitates the understanding of the material. This is supported by the theory of constructivism which emphasizes the active involvement of students in building knowledge through interaction and real experience (Piaget, 1972).

The use of audio-visual media provides concrete visual and auditory stimulus so that students can more easily understand the concepts being taught. Sharing between students fosters an interactive learning environment and supports the development of communication skills. These findings are in line with the results of research by Mayer (2009) which shows that audio-visual media can improve learning effectiveness and student learning outcomes. In conclusion, the combination of sharing strategies and audio-visual media has proven to be effective in improving the quality of Islamic Religious Education learning in grade VI of SD Negeri Alue Kuyun. This intervention not only improves learning outcomes, but also fosters students' active attitude and enthusiasm in the teaching and learning process, so that learning becomes more meaningful and enjoyable.

DISCUSSION

This study shows a significant increase in student activity and learning outcomes after the implementation of a sharing strategy combined with audio-visual media in Islamic Religious Education (PAI) learning in grade VI of SD Negeri Alue Kuyun. These findings are in line with various theories and results of previous research that affirm the importance of active student involvement and the use of engaging learning media in the learning process. In the initial condition, learning is still dominant using the lecture method that makes students passive, less daring to ask questions, and less involved in class discussions. Lecture methods that are too dominant are often criticized because they tend to make students passive objects, not active subjects in learning (Santrock, 2018). This situation resulted in only 56.25% of students achieving the Minimum Completeness Criteria (KKM) with an average score of 65.5. This indicates the need for innovation in learning methods so that students are more actively involved so that their understanding of the material can increase.

The application of sharing strategies in this study plays an important role in encouraging students to dare to express their opinions and ask questions, so that the learning process becomes more interactive. The principle of cooperative learning prioritizes social interaction and discussion between students that can enrich knowledge and build mutual understanding (Johnson & Johnson, 2013). In addition, the use of audio-visual media is able to attract students' attention and provide concrete visual and auditory

stimuli. Mayer (2009) in his theory of multimedia learning asserts that the combination of visual and audio can increase the effectiveness of learning by facilitating the process of understanding and retaining material.

The results of the first cycle show an increase in student activity to 62.5% and the number of students who complete their studies increased to 68.75%, even though they have not met the success target of at least 80% of students completing their studies. This indicates that the use of audio-visual media and sharing has been effective, but the implementation still needs improvement, especially in terms of variety of methods and classroom management so that all students can participate equally. According to Slavin (2018), variations in learning strategies can help overcome differences in students' learning styles so that they can increase their motivation and involvement in learning.

Improvements made in cycle II, such as dividing students into small groups for discussion, as well as the use of more interesting animated videos, succeeded in increasing student activity to 87.5% and the percentage of students who achieved a score of ≥ 70 to 81.25%. This suggests that cooperative learning in small groups can create an atmosphere conducive for each student to participate more actively. Kagan (2011) emphasized that cooperative learning structures with small groups are effective in increasing student engagement and maximizing their learning potential.

The increase in the grade point average from 65.5 in the pre-cycle to 77.8 in the second cycle shows that the learning interventions implemented are effective in increasing students' understanding of the material of Faith in the Prophet and Apostle. Guskey (2000) stated that the evaluation of learning outcomes is an important indicator to measure the success of a learning action. With the achievement of the target of at least 80% of students completing their studies, it can be concluded that the strategies implemented have succeeded in meeting the learning objectives.

The successful implementation of this sharing strategy combined with audio-visual media is in line with the theory of constructivism which emphasizes the active involvement of students in building their own knowledge through social interaction and meaningful learning experiences (Piaget, 1972). Watching videos provides a concrete visual stimulus, while discussions in sharing encourage students to reflect and construct their understanding together. This is in accordance with the opinion of Vygotsky (1978) who stated that social interaction is very important in the learning process and cognitive development.

In addition, audio-visual media not only increases the attractiveness of learning but also helps make it easier for students to understand the abstract concepts being taught. This is supported by research that shows that visual and audio media can help improve students' attention and understanding of learning materials (Moreno & Mayer, 2007). The use of more engaging animated videos in cycle II also increases students' interest in learning and enthusiasm, which is an important factor in an effective learning process (Woolfolk, 2016). Teacher activities also showed a positive increase during the learning process. Teachers are able to manage the classroom with more varied and adaptive strategies according to the needs of students, so as to create a conducive and interactive learning atmosphere. This is in accordance with the view of Hattie (2009) who emphasizes the importance of the role of teachers in creating a supportive learning environment and stimulating students' active participation.

This study also shows that not all students are immediately active evenly at the beginning of the implementation of the strategy. Some students still tend to be passive and need more intensive stimulus to participate. This is in accordance with the opinion that adaptation to new methods requires time and a habituation process for students to get used to playing an active role in learning (Bransford, Brown, & Cocking, 2000). Overall, the results of this study underline that learning innovation by combining sharing strategies and audio-visual media can be an effective solution to improve the quality of PAI learning in elementary schools. This strategy not only improves learning outcomes but also fosters an active attitude and enthusiasm of students that are essential for long-term learning

success. These findings can be a reference for teachers and education practitioners to implement more varied and interactive learning methods.

CONCLUSION

Based on the results of the classroom action research carried out in two cycles in grade VI of SD Negeri Alue Kuyun, it can be concluded that the following things can be concluded: the application of sharing strategies with audio-visual media can increase student activity. In the initial condition, only 6 students (37.5%) were active, increasing to 10 students (62.5%) in the first cycle, and finally reaching 14 students (87.5%) in the second cycle. This shows that the strategies implemented have succeeded in creating a more interactive and participatory learning atmosphere. The sharing strategy with audio-visual media also improves student learning outcomes. In the initial condition, only 9 students (56.25%) reached KKM (≥ 70), then increased to 11 students (68.75%) in cycle I, and reached 13 students (81.25%) in cycle II. The average grade also increased from 65.5 in the initial condition, to 71.25 in the first cycle, and 77.8 in the second cycle. Thus, the application of sharing strategies combined with audio-visual media is effective in improving the quality of Islamic Religious Education learning, especially in the material of Faith in the Prophet and Apostle in grade VI of SD Negeri Alue Kuyun.

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