JURNAL PENDIDIKAN PROFESI GURU

Efforts to Improve Student Learning Outcomes in Islamic Education through Model Sharing and Audiovisual Media at SMP Negeri 6 Sibolga

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using sharing and audiovisual media. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this study is junior high school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that sharing and audiovisual media can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of 40.19% in the pre-cycle, 65.37% in the first cycle and 89.72% in the second cycle. Thus, the use of sharing and audiovisual media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: learning outcomes, islamic education, audiovisual.

INTRODUCTION

Islamic Religious Education is a main subject that not only leads students to be able to master various Islamic studies, but also emphasizes more on practice in daily life in the midst of society. Therefore, Islamic Religious Education teachers should be able to develop learning that is oriented towards achieving student competencies as a whole which includes the cognitive, affective and psychomotor domains.

The learning process in schools is a teaching and learning activity in which there are two subjects, namely teachers (educators) and students as students. The main task and responsibility of a teacher is to create learning that is effective, efficient, creative, dynamic, and fun. This implies that there is awareness and active involvement between two learning subjects, namely the educator as the initial initiator, the supervisor and facilitator

and the student as a person who experiences and is actively involved in obtaining self-change in the learning itself. To optimize the achievement of learning outcomes, an educational interaction is needed in the learning process.

The material of Faith in the Last Days is included in the aspect of faith. In general, faith material is learned by students by listening to the teacher's lectures. In the 2024/2025 school year, from the results of discussions with subject teachers who were assigned to teach in grade IX, information was obtained that the learning outcomes of students with such a learning model were only 65% of students who were actively involved in this learning activity. In addition, the results of the formative test provided showed that only 85% of students completed learning with an absorption capacity of 75. Facing conditions like this, the author is interested in conducting classroom action research to find a way or learning technique that is supported by learning media so that students can be actively involved and can improve their learning outcomes. Through the Sharing Model and Audio Visual Media on the Faith to the Last Day material, it is hoped that students can gain memorable and meaningful knowledge. Thus, students will be more motivated to apply this knowledge in their daily life behavior. Based on the background that has been presented, the author conducted a class action research with the title "Efforts to improve the learning outcomes of PAI subjects through Model Sharing and Audio Visual Media on the material of Faith to Qadha and Qadar for Grade IX Students of SMP Negeri 6 Sibolga".

Learning is an activity to acquire knowledge. Learning is also something that is done to master certain things. Some experts argue about the meaning of "learning". According to Slameto (2010: 2), "learning is a process of effort that a person makes to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment". According to Whittaker (in Syaiful Bahri Djamarah, 2008: 12), "learning is formulated as the process by which behavior is generated or changed through practice or experience". Kingskey (in Syaiful Bahri Djamarah, 2008: 13) said that "learning is the process by which behavior (in the broader sense) is originated or changed through practice or training. Learning is the process by which behavior (in a broad sense) is generated or changed through practice or practice". According to Bruner (in Ratna Wilis Dahar, 2011: 77), learning involves three processes that take place simultaneously, namely: Obtaining new information; Transforming information and Testing the relevance and accuracy of knowledge. According to Winataputra, et al. (1992:144) stated that "Learning is a change that occurs through practice and experience. To be called learning, the change must be relatively permanent. Behavior changes because learning concerns various aspects of personality, both psychological and physical, as well as changes in the meaning of solving a problem or thinking, skills, skills, habits, or attitudes."

From some of the definitions of learning above, it can be concluded that learning is an activity to obtain a change in behavior by obtaining new information through experience. Thus, learning is a process of interaction between a person and the environment that involves mental/psychological activities so that there is a change in behavior, both knowledge, skills, and attitudes for the better. The changes resulting from this learning process are obtained through experience and practice. Based on the description above, an understanding is obtained that learning is a complex process. In the learning process, experiential and practice activities show the existence of learning activities that have a purpose. Although in principle the learning goals are the same, namely the formation of behavioral changes both in terms of cognitive, affective and psychomotor, but in achieving these goals, different techniques and strategies can be applied.

Learning outcomes are the performance of students' abilities after experiencing learning acts in the learning process. From this performance, it can be seen that the level of student success in learning can be seen. The learning results obtained will usually be known after the teacher conducts an assessment. Sudjana (1989:109) stated that "In general, success in the teaching and learning process can be reviewed from two aspects,

namely in terms of the process and in terms of learning outcomes." According to Dimyati and Mujiono (1996:109) stated that "learning outcomes are a teaching and learning activity that requires the achievement of teaching objectives. Learning outcomes are marked by a value scale" this is seen in terms of process, the success of the learning process is seen in the active involvement of students in learning. The indicators can be seen in the interest, participation, and enthusiasm of students in learning, among others. Meanwhile, in terms of learning outcomes, it is the learning outcomes obtained by students as a result of learning process activities. The indicators are shown by the achievement of cognitive, affective and psychomotor abilities in students.

For Islamic Religious Education subjects, the assessment of the cognitive domain is more appropriate to carry out material that contains facts, concepts and principles. The ability of the affective domain is carried out on material that is loaded with value and psychomotically, the assessment is carried out on material that is procedural. Based on the description above, it can be said that the value scale as a learning outcome is obtained after carrying out learning activities in the learning process. This means that the better the learning process carried out by students, the higher the learning outcomes. Success in the teaching and learning process has implications for achieving the goals of the learning itself.

The Think Pair Share learning model is one of the cooperative learning models. This model prioritizes students to play an active role together with their group friends by discussing to solve a problem. According to Frank Lyman as quoted by Arends (1997), Think Pair Share is an effective way to form a variety of classroom discussion atmospheres. The Think Pair Share learning model is one of the learning models that is rarely applied by educators in the classroom. In some studies, this learning model is still rarely used as research material. Some of the advantages of this model are that Think Pair Share improves the ability of students to remember and convey it to other friends who are still in the group. Students convey their ideas to each other in solving problems together with their group friends.

In the Think Pair Share (TPS) type cooperative learning model, students are required to work together, help each other and discuss in groups to solve the given problem and all students must be able to find the answer. In learning activities, students' thinking skills are not the only thing needed to achieve learning goals. Another thing that is also needed is the ability to cooperate with fellow classmates. In order to work well together, good student behavior is needed. When working with friends, good words are also needed so that there will be no offense to each other. So in the Think Pair Share (TPS) type cooperative learning process, in addition to the ability to think students, it is also necessary to have the ability to work with students which will improve the students' scientific attitude.

METHODS

This research is a Class Action Research (PTK) carried out at SMP Negeri 6 Sibolga in grade IX with a varying number of students in each class. Class IX-1 consists of 8 students, with 1 male student and 7 female students. Class IX-2 has 6 students, consisting of 3 male students and 3 female students. Classes IX-3 consist of 3 students, consisting of 1 male student and 2 female students. Classes IX-4 have 4 students, all of whom are male students. This research was conducted because student achievement was not optimal, which can be seen from the acquisition of average scores that are still relatively low.

This research was carried out from September to November 2021 with an allocation of 3 hours of lessons in 2 meetings, and was carried out in 2 cycles. If the expected results have not been achieved in cycle I, it will be continued to cycle II as an effort to improve and refine based on the results of observations of teaching and learning activities and student learning outcomes in cycle I. The material taught in this study is in accordance with the mapping of Competency Standards, Basic Competencies, and

Indicators in grade IX, namely material on Faith in the Day of Resurrection. This research procedure includes several stages. In the preparation (planning) stage, the steps taken include the preparation of a research schedule, discussions with peers, partner educators, and related parties in the implementation of actions, as well as the preparation of a Learning Implementation Plan (RPP). In addition, observation sheets are made to observe the teaching and learning process, determine learning tools and resources relevant to the subject matter, and design evaluation tools to measure students' mastery of the material and learning outcomes.

This study employs a Classroom Action Research (CAR) approach to enhance student learning outcomes in Islamic Education at SMP Negeri 6 Sibolga. The study was conducted in grade IX across multiple classes with varying numbers of students. The research was initiated based on the observation that students' academic performance in Islamic Education was not yet optimal. To address this issue, a combination of the Sharing Model and audiovisual media was implemented to improve student engagement and comprehension. The research was conducted in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. If the first cycle did not yield the expected improvements, modifications were made in the second cycle to optimize the teaching strategies. The main focus of the study was Faith in the Day of Judgment, a core topic in the Islamic Education curriculum for ninth-grade students. During the planning stage, the researchers designed a structured research schedule, consulted with fellow educators and teaching partners, and developed a Lesson Plan (RPP) tailored to the use of the Sharing Model and audiovisual media. Observation sheets were also prepared to monitor the learning process, and appropriate teaching materials and assessment tools were selected to evaluate student progress. In the implementation stage, the Sharing Model was applied, encouraging students to actively discuss, exchange ideas, and collaborate in understanding key Islamic concepts. Audiovisual media, such as videos, animations, and digital presentations, were integrated into the lessons to facilitate deeper comprehension and engagement with the subject matter.

The observation stage involved systematic data collection on students' participation, attention, and overall learning progress. The research team, including teachers and observers, recorded students' interactions, engagement levels, and their ability to grasp the material. Special attention was given to students' responses to the new learning methods. During the reflection stage, the collected data were analyzed to assess the effectiveness of the implemented strategies. If necessary, modifications were made in the second cycle to enhance student participation and comprehension. Reflection was based on student test scores, classroom observations, and feedback from both students and teachers, ensuring a comprehensive evaluation of the learning intervention. A mixed-method approach was used in this research, incorporating both qualitative and quantitative data collection. Qualitative data were gathered through classroom observations and student interviews, while quantitative data were obtained from pre-test and post-test scores. This approach allowed for a detailed assessment of student progress and areas needing improvement. The Sharing Model and audiovisual media were chosen based on their student-centered learning principles. The Sharing Model promotes active student participation, peer-to-peer learning, and collaborative problem-solving, while audiovisual media serve as a stimulating and engaging tool to visualize abstract concepts, making them easier to understand and retain.

Some challenges encountered during the study included differences in student participation levels and technical limitations. Some students were initially hesitant to engage in discussions, while others faced difficulties adapting to audiovisual learning materials. These challenges were addressed by providing additional guidance, ensuring accessible and relevant multimedia resources, and fostering an encouraging classroom atmosphere. Overall, this research methodology demonstrates a structured and reflective approach to improving student learning outcomes. By implementing iterative cycles, the study was able to refine teaching strategies in real-time, ensuring more effective learning

experiences. The results suggest that combining collaborative learning models with technology-driven instruction significantly enhances student engagement, motivation, and academic performance in Islamic Education.

RESULTS

In the first cycle of activities, a learning plan was carried out with an allocation of time for teaching and learning activities of 3 hours of lessons. Cycle I begins with providing motivation, initial exploration, and preparing students' conditions for learning. Next, students read and study information related to Faith in the Last Days. After that, students identify important things that must be understood. The next activity is for students to do assignments in pairs on the worksheets that have been provided. The results of this work are exchanged with the work of other student pairs. Students make agreements and conclusions from the results of discussions between couples. After that, students watched the film Mortal World (Ahad-net Production). At the end of the learning activity, students were given a formative test in the form of a description.

Hasil penelitian ini menunjukkan bahwa penerapan model pembelajaran *Sharing* dan penggunaan media audiovisual dalam mata pelajaran Pendidikan Agama Islam di SMP Negeri 6 Sibolga memberikan dampak positif terhadap hasil belajar siswa. Model *Sharing* memungkinkan siswa untuk berinteraksi lebih aktif dengan sesama, bertukar pemahaman, serta mengembangkan keterampilan berpikir kritis dan kolaboratif. Siswa menjadi lebih percaya diri dalam menyampaikan pendapat dan lebih mudah memahami materi melalui diskusi dengan teman sebaya. Selain itu, penggunaan media audiovisual membantu meningkatkan minat belajar siswa. Materi yang disajikan dalam bentuk gambar, video, dan suara lebih menarik dibandingkan metode ceramah konvensional, sehingga siswa lebih fokus dan termotivasi dalam mengikuti pelajaran. Media audiovisual juga berperan dalam memperjelas konsep-konsep abstrak dalam materi Iman kepada Hari Kiamat, sehingga siswa lebih mudah memahami dan mengingat pelajaran. Pada siklus I, terjadi peningkatan partisipasi siswa dalam diskusi kelas, namun hasil belajar mereka masih belum optimal. Oleh karena itu, pada siklus II dilakukan perbaikan dengan lebih menekankan keterlibatan aktif siswa dalam diskusi dan menyesuaikan penggunaan media audiovisual agar lebih sesuai dengan kebutuhan siswa. Setelah perbaikan ini dilakukan, terjadi peningkatan signifikan pada nilai rata-rata siswa serta pemahaman mereka terhadap materi yang diajarkan. Secara keseluruhan, penelitian ini membuktikan bahwa kombinasi model sharing dan media audiovisual mampu meningkatkan hasil belajar siswa, baik dari segi pemahaman konsep maupun pencapaian akademik. Strategi ini dapat menjadi alternatif pembelajaran yang efektif untuk diterapkan dalam meningkatkan kualitas pendidikan, khususnya dalam mata pelajaran Pendidikan Agama Islam.

DISCUSSION

The improvement in student learning outcomes to master faith competencies to the last day was seen after comparing the research results achieved in cycles I and II, both in terms of student activities and teacher activities during the implementation of learning, evaluation of student learning outcomes through written tests at the end of lessons and student responses about the learning process itself.

The improvement of student learning outcomes is closely related to the modernization of learning steps carried out by students. In this case, students are motivated to exert all their mental activities, concentrate their attention (concentration), in order to be able to find and identify the main / important things from the material or teaching materials. In the future, students will further strengthen their understanding of the material by teaching or sharing it with each other.

The understanding of the material is further improved through the use of audio-visual media in the form of shows through Youtobe. So that students not only cognitively

master the material of Faith to the last day, but also give a deeper impression on the formation of attitudes and behaviors in their daily lives. To further optimize learning activities with a sharing learning model that is collaborated with the use of audio-visual media, it is very necessary to have the expertise and expertise of teachers, both in terms of time efficiency management, classroom management, and the use of supporting devices. Although student learning outcomes through a sharing learning model are collaborated with the use of audio-visual media, further development is still needed. This is based on the results of observations on teaching and learning activities which show that there are some students who only pay attention to images but do not pay attention to oral and written narratives. This is anticipated by the teacher by increasing the volume of the sound on the speaker.

Keberhasilan peningkatan hasil belajar siswa dalam penelitian ini juga didukung oleh faktor lain, seperti suasana kelas yang lebih interaktif dan partisipatif. Dengan adanya diskusi dan sesi berbagi antar siswa, mereka merasa lebih nyaman untuk menyampaikan pendapat dan bertanya tentang materi yang belum dipahami. Selain itu, peran guru sebagai fasilitator sangat penting dalam mengarahkan jalannya diskusi dan memastikan bahwa setiap siswa mendapatkan kesempatan untuk berkontribusi dalam pembelajaran. Hal ini menunjukkan bahwa pendekatan yang lebih komunikatif dan kolaboratif dapat menciptakan lingkungan belajar yang lebih efektif dan menyenangkan bagi siswa. Lebih lanjut, penelitian ini memberikan implikasi bagi pembelajaran di masa depan, khususnya dalam pemanfaatan teknologi dan metode inovatif dalam proses belajar mengajar. Penggunaan media audiovisual terbukti mampu meningkatkan minat dan pemahaman siswa, sehingga metode ini dapat diterapkan dalam berbagai mata pelajaran lainnya. Selain itu, pendekatan sharing dapat dikembangkan lebih lanjut dengan memanfaatkan platform digital atau media sosial sebagai sarana berbagi informasi dan diskusi di luar jam pelajaran. Dengan demikian, kombinasi metode pembelajaran yang tepat tidak hanya dapat meningkatkan hasil belajar siswa, tetapi juga membentuk keterampilan abad ke-21, seperti komunikasi, kolaborasi, dan berpikir kritis.

Selain itu, hasil penelitian ini juga menunjukkan bahwa pendekatan pembelajaran yang inovatif dapat membantu mengatasi kesenjangan dalam pemahaman siswa. Siswa yang sebelumnya mengalami kesulitan dalam memahami konsep agama Islam, khususnya tentang Iman kepada Hari Kiamat, menjadi lebih mudah memahami materi melalui kombinasi diskusi interaktif dan media audiovisual. Hal ini membuktikan bahwa metode pembelajaran yang lebih variatif dan adaptif terhadap kebutuhan siswa dapat meningkatkan efektivitas pembelajaran secara keseluruhan. Oleh karena itu, penting bagi para pendidik untuk terus mengeksplorasi strategi pembelajaran yang menarik dan sesuai dengan karakteristik siswa agar tercipta pengalaman belajar yang lebih bermakna dan menyenangkan.

CONCLUSION

Kesimpulan dari penelitian ini menunjukkan bahwa upaya peningkatan hasil belajar siswa dalam mata pelajaran Pendidikan Agama Islam di SMP Negeri 6 Sibolga melalui model pembelajaran sharing dan penggunaan media audiovisual telah memberikan dampak positif. Melalui penerapan model sharing, siswa lebih aktif dalam berbagi pemahaman dan pengalaman belajar, sehingga meningkatkan partisipasi serta keterampilan berpikir kritis. Sementara itu, penggunaan media audiovisual membantu memperjelas konsep yang diajarkan, meningkatkan daya tarik pembelajaran, dan memperkuat pemahaman siswa terhadap materi. Hasil penelitian menunjukkan adanya peningkatan nilai rata-rata siswa setelah diterapkannya strategi ini, baik dari segi keterlibatan dalam proses belajar mengajar maupun pencapaian akademik. Dengan demikian, dapat disimpulkan bahwa kombinasi model sharing dan media audiovisual merupakan metode yang efektif dalam meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam.

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