

Improving PAI Learning Outcomes Through Sharing Models and Audiovisual Media on Shu'abul Iman Material

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Abstrac

This study aims to improve students' learning outcomes in the *Shu'abul Iman* competency through the application of the sharing learning model combined with audio-visual media. This classroom action research (CAR) was conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. Data were collected through learning outcome tests, observation sheets, and interviews. The findings revealed that the integration of the sharing model and audio-visual media significantly enhanced students' learning outcomes. In the first cycle, the mastery level reached 81.25%, which increased to 100% in the second cycle. This method also improved student engagement during the learning process, as evidenced by active participation in discussions and interactions. These results align with constructivist theory, multimedia learning, and active learning, emphasizing the importance of active student involvement and the use of relevant media to create meaningful learning experiences. Thus, implementing the sharing model and audio-visual media is effective in improving student learning outcomes while fostering a deeper understanding of *Shu'abul Iman* material.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa pada kompetensi Syu'abul Iman melalui penerapan model pembelajaran sharing yang dipadukan dengan media audio visual. Penelitian tindakan kelas (PTK) ini dilaksanakan dalam dua siklus yang masing-masing terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Data diperoleh melalui tes hasil belajar, lembar observasi, dan wawancara. Hasil penelitian menunjukkan bahwa penggunaan model sharing dan media audio visual dapat meningkatkan hasil belajar siswa secara signifikan. Pada siklus I, tingkat ketuntasan belajar mencapai 81,25%, sedangkan pada siklus II meningkat menjadi 100%. Kombinasi metode ini juga meningkatkan aktivitas siswa dalam pembelajaran, yang dibuktikan dengan partisipasi aktif selama diskusi dan interaksi. Temuan ini sejalan dengan teori konstruktivisme, pembelajaran multimedia, dan pembelajaran aktif, yang menekankan pentingnya keterlibatan siswa secara aktif dan penggunaan media yang relevan untuk menciptakan pembelajaran yang bermakna. Dengan demikian, penerapan model sharing dan media audio-visual efektif dalam meningkatkan hasil belajar siswa sekaligus membangun pemahaman yang mendalam terhadap materi Syu'abul Iman.

INTRODUCTION

Islamic Religious Education (PAI) is the main subject in the education curriculum that not only aims to deliver students to master various Islamic studies, but also to instill the values of practice in everyday life. According to Zuhdi (2006), religious education has a strategic function in building the nation's character through the internalization of moral and spiritual values applied in social life. Therefore, PAI teachers have a great responsibility to design learning that develops learners' competencies holistically, including cognitive, affective, and psychomotor aspects.

The learning process in schools involves two main subjects, namely teachers as educators and students as learners. According to Djamarah (2011), the success of learning is largely determined by the teacher's ability to create an effective, efficient, and enjoyable learning atmosphere. Teachers not only act as teachers, but also as facilitators, mentors, and

motivators. In Hamalik's view (2004), effective learning requires educational interaction between teachers and students, so that students can be actively involved in the learning process and obtain behavioral changes as a result.

The Shu'abul Iman material, which is one part of the faith aspect, is often taught through the lecture method. This approach, although providing cognitive mastery, is often less effective in encouraging students' active involvement. Based on the results of discussions with the X grade PAI teacher at SMK Negeri 2 Payakumbuh in the 2023/2024 academic year, it was found that only about 35% of students were active in learning, while the formative test results showed that the level of learning completeness only reached 75% with an average absorption of 65. This finding is in line with Arends' (2008) view, which emphasizes that passive learning tends to inhibit student engagement and has an impact on low learning outcomes.

In an effort to overcome this problem, learning innovations are needed that can motivate students and increase their involvement. One relevant approach is the implementation of Sharing Model supported by Audio Visual Media. According to Dale (1969) in the Cone of Experience, learning with audio-visual media helps students understand concepts more deeply because it involves various senses and provides a memorable experience. In addition, the Sharing Model creates a space for students to share experiences and ideas, which can strengthen understanding and collaboration among them.

By applying the Sharing Model and Audio Visual Media on Shu'abul Iman material, it is hoped that students can gain more meaningful knowledge and be motivated to internalize it in their daily lives. This is in line with the opinion of Rusman (2012), which states that meaningful learning motivates students to connect the knowledge they acquire with the reality of life.

METHODS

This research is a class action research (PTK) conducted at SMK Negeri 2 Payakumbuh in class X TITL 2, with a total of 31 students, all of whom are male. This study was motivated by student learning outcomes that were not optimal, as seen from the relatively low average student scores. This research was conducted for two months, from December 2024 to January 2025, with a time allocation of three lesson hours per meeting, with two meetings for each cycle. This research was conducted in two cycles, where each cycle included preparation, action implementation, observation, evaluation, and analysis and reflection stages. If in cycle I the expected results have not been achieved, the action will be continued with improvements in cycle II based on the results of previous analysis and reflection.

The first stage is preparation, which involves developing a structured learning plan. Researchers made a research schedule, held discussions with peers and partner educators, compiled lesson plans, designed observation sheets, determined relevant learning tools and resources, and made evaluation tools to measure students' mastery of the material and learning outcomes.

The second stage is the implementation of the action, where learning begins with educators conditioning students to be ready to learn, conveying learning objectives, and making apperceptions. During the learning process, the educator uses the Sharing Model and audio-visual media, such as the movie "Iman" (produced by An-Ni'mah TV), to help students understand the material about Shu'abul Iman. Learners are actively involved by reading, analyzing information, and filling in the worksheets that have been provided.

The third stage is observation and evaluation, where student activities during learning are monitored by educators or peers using observation sheets that have been prepared previously. In addition, evaluation is carried out through giving description questions to measure students' cognitive understanding of the material taught.

The fourth stage is analysis and reflection, where the results of observations and tests are analyzed descriptively to evaluate the achievement of minimum completeness criteria (KKM). Reflection was carried out to identify shortcomings in cycle I which then became the basis for improvement in cycle II.

Data sources in this study include Islamic Religious Education (PAI) teachers who act as observers during the learning process and students who are subjected to action. The types of data collected consisted of observation data on student activities in learning and data on student learning outcomes obtained from cognitive tests. Data collection techniques involved observation to monitor the learning situation and student activities, as well as cognitive tests to measure student understanding of the material taught.

The collected data were analyzed descriptively. Cognitive test results were analyzed to assess the achievement of KKM by students, while observation results were used to understand the situation and dynamics of learning. With this approach, the research aims to improve student learning outcomes as a whole through the application of the Sharing Model supported by audio-visual media.

RESULT AND DISCUSSION

RESULT

This study was conducted to improve student learning outcomes on the material of Shu'abul Iman through sharing-based learning models and audio-visual media in class X SMK Negeri 2 Payakumbuh. Before the action was taken, at the pre-cycle stage, the average student score was 70.47. Of the 32 students, 16 students (50%) achieved learning completeness, while the other 16 students (50%) had not yet achieved completeness. These results indicate that there is a need for improvement in the learning process to improve student learning outcomes.

In the first cycle stage, the researcher made several preparations, such as preparing a lesson plan (RPP), preparing learning materials and media in the form of the film "Iman" produced by An-Ni'mah TV, preparing student worksheets, making observation sheets, and preparing formative questions. The implementation of cycle I began with providing motivation, initial assessment, and preparing students' conditions for learning. Students read and reviewed the information, identified important points from the material, and worked on the tasks in pairs on the worksheets provided. After that, students discuss the results of their work in pairs and make conclusions together. The lesson is continued by watching a video related to the material taught. At the end of the lesson, students take a formative test in the form of description questions.

The evaluation results in cycle I showed an increase in the students' average score to 74.53. A total of 23 students (77.2%) achieved learning completeness, while 9 students (28%) were still not complete. Student absorption in this cycle reached 77.2%. Despite the improvement, there were still some obstacles found based on reflection on the implementation of cycle I. These obstacles include inefficiency in the implementation of the first cycle. These constraints include inefficiencies in the use of Picture and Picture, brainstorming, and discussion methods during the learning process. In addition, despite the increase in student activeness, some students were still confused with the flow of learning, especially during the use of audio-visual media.

This reflection is the basis for improvement in the next cycle, focusing on optimizing the learning methods used, increasing student activeness, and simplifying the guidelines for using learning media to make it easier for all students to understand.

In the planning stage of cycle II action, the researcher compiled a Learning Implementation Plan (RPP), prepared learning tools such as VCDs containing short films about

faith produced by An-Ni'mah TV, made student worksheets, observation sheets, and compiled formative questions II.

Learning activities in cycle II began by motivating students about the importance of applying faith in the last day. The learning process focused on improving the shortcomings in cycle I by showing learning videos related to faith. Students then worked on tasks on worksheets and shared through the sharing model with learning partners. Learning continued by showing a video about the Mortal World produced by Ahad-Net. After watching, students are asked to reflect and express the wisdom of faith and its parts.

The evaluation results showed significant improvement. The average score of students in cycle II reached 77.97, with all students (32 people or 100%) achieving learning completeness. Student absorption also reached 100%. In addition, observations showed that all students were active in learning, especially when watching audio-visual media and doing assignments.

Based on the reflection in cycle II, the researcher successfully implemented the sharing model and the use of audio-visual media well. The students' classical completeness rate increased to 100%, and students' activities during learning also improved, which could be seen from their active participation in discussions and presentations.

DISCUSSION

The improvement of learning outcomes in cycles I and II shows the effectiveness of learning that combines the sharing model and audio-visual media. This learning process is in line with constructivism learning theory which emphasizes the importance of learning experiences that actively involve students. According to Piaget, meaningful learning occurs when students construct knowledge through interaction with their environment (Santrock, 2020). In this case, the sharing model allows students to share knowledge and understanding with each other, resulting in deeper knowledge construction.

The use of audio-visual media in learning also supports Mayer's theory of multimedia learning. Mayer (2009) states that learning is more effective when information is delivered through verbal and visual channels simultaneously. The video footage used in cycle II provided a strong visual experience, which not only helped students understand the material cognitively but also provided an emotional impact that motivated them to reflect on the values of faith.

The increased student activities in cycle II, such as discussions and presentations, also reflect the principle of active learning which emphasizes the importance of student involvement in the learning process. Bonwell and Eison (1991) mentioned that active learning improves students' understanding and retention because they do not only passively receive information but also actively participate in the exploration and application of the material.

Learning outcomes that show improvement from cycle I to cycle II are also in accordance with the concept of formative assessment. According to Black and Wiliam (2009), formative assessment conducted to identify shortcomings in learning can provide feedback that helps teachers improve learning methods and strategies. In cycle II, feedback from cycle I evaluation was used to improve learning, such as media adjustments and more effective time management.

Although learning outcomes in cycle II reached 100% completeness, some obstacles such as students' lack of attention to the narrative show that attention to technical details in the use of media is very important. This supports the view of Reiser and Dempsey (2018) that the effectiveness of learning media depends on careful planning and implementation.

CONCLUSION

Based on the results and discussion in cycles I and II, improving student learning outcomes through a combination of sharing models and audio-visual media shows success in supporting an active and meaningful learning process. In cycle I, learning focused on the initial stages of implementing the sharing model and audio-visual media. Although the students' completion rate was already significant, at 84%, there were still some obstacles such as students' lack of attention to certain aspects of the learning, particularly the video narration. This shows that the first attempt at implementing a new strategy requires adjustments to achieve optimal results.

In cycle II, the results showed that student learning completeness increased to 100%, with all students successfully achieving the minimum completeness criteria (KKM). In addition, student activity also increased, where 100% of students actively participated in discussions, presentations, and sharing-based activities. This is in line with the principle of active learning, where active student engagement contributes to deeper understanding and better retention of the material.

The use of audio-visual media such as learning videos from An-Ni'mah TV and Ahad-Net provides a visual experience that attracts students' attention and helps them understand abstract concepts such as faith and its values. In accordance with the theory of multimedia learning, the combination of visual and verbal elements increases students' capacity to process information effectively, thus not only mastering cognitive aspects but also influencing their daily attitudes and behaviors.

Learning reflection also shows the importance of formative assessment in identifying and correcting shortcomings in the learning process. Through feedback from cycle I, teachers can optimize learning in cycle II by adjusting time management, improving media quality, and providing more effective motivation to students. This supports Black and Wiliam's (2009) view on the importance of formative assessment in improving learning quality in a sustainable manner.

However, although the results showed success, learning based on the sharing model and audio-visual media still requires careful management. For example, some students in cycle I and early cycle II only focused on visual impressions without paying attention to the narration. This can be anticipated by preparing more interactive media, increasing the volume of the narration, or including a discussion guide to help students comprehensively understand the content of the show. In addition, careful planning in organizing time and learning activities is important to ensure that each stage of learning runs optimally.

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