

IMPLEMENTATION OF ACTIVE KNOWLEDGE SHARING STRATEGY TO IMPROVE STUDENT LEARNING ACTIVITIES IN ISLAMIC EDUCATION

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Abstract :

The purpose of this study was to examine whether implementing an active knowledge sharing strategy can improve students' learning activities in Islamic religious lessons at SMA Batik 1 Surakarta. This research method uses descriptive techniques. Data collection methods include documentation, interviews, and observations. Data analysis was carried out using a non-statistical approach in which data were analyzed in the form of collected interviews, observation notes, and document results. The results of the study concluded that the active knowledge sharing strategy can improve student activity. This strategy will always use opinions and answers from others. However, teachers do not routinely use the use of active knowledge exchange because they rely on the material presented. So, a more optimal application is needed to improve learning activities for students in Islamic Religious Education subjects. The active knowledge sharing strategy in Islamic Religious Education learning can also improve learning effectiveness by optimizing student participation, building mutual respect and empathy, and promoting a deeper understanding of the learning material.

Keywords : *Active knowledge sharing, activities, Islamic religious education*

Abstrak :

Tujuan dari penelitian ini adalah untuk memeriksa apakah menerapkan strategi active knowledge sharing dapat meningkatkan kegiatan pembelajaran siswa dalam pelajaran agama Islam di SMA Batik 1 Surakarta. Metode penelitian ini menggunakan teknik deskriptif. Metode pengumpulan data meliputi dokumentasi, wawancara, dan observasi. Analisis data dilakukan dengan menggunakan pendekatan non-statistik di mana data dianalisis dalam bentuk wawancara yang dikumpulkan, catatan pengamatan, dan hasil dokumen. Hasil penelitian yang dilakukan ditarik pada kesimpulan bahwa strategi active knowledge sharing dapat meningkatkan aktivitas siswa. Strategi ini akan selalu menggunakan pendapat dan jawaban dari orang lain. Namun, guru tidak secara rutin menggunakan penggunaan pertukaran pengetahuan aktif karena mereka bergantung pada materi yang disampaikan. Maka, aplikasi yang lebih optimal diperlukan untuk meningkatkan kegiatan pembelajaran bagi siswa dalam mata pelajaran PAI. strategi active knowledge sharing dalam pembelajaran PAI juga dapat meningkatkan efektivitas belajar dengan mengoptimalkan partisipasi siswa, membangun rasa saling menghormati dan empati, dan mempromosikan pemahaman yang lebih dalam tentang materi belajar.

Kata Kunci: *active knowledge sharing, aktivitas, pendidikan agama islam*

INTRODUCTION

Islamic Religious Education still faces learning problems. Teachers in Islamic religious education still use rigid and stagnant teaching strategies. Various programs have been implemented to improve education standards, including curriculum updates, learning approaches, teaching and learning activities, and assessment. One of the factors commonly associated with student learning activities and learning success is the way teachers use methods in school learning activities. Students' ability to think rationally, critically and imaginatively should be facilitated by the learning methods they choose. Such learning problems can be addressed by changing the selection of learning strategies.

The selection of learning methods is very important. Developing children's ability to think critically, rationally, and imaginatively is one of the bases for selecting methods (Assingkily & Hardiyati, 2019). By deciding on the right strategy, students can respond to the thoughts of other friends to express their opinions and increase their activities in the learning process to interact with other friends (Assingkily & Miswar, 2020). Choosing the right strategy is an advantage not only for students, but also for teachers to make teaching learning concepts simple and convenient (Lie, 2008).

The active knowledge strategy is one type of learning technique that can increase student engagement, especially when responding to friends' ideas. The basis of this approach is asking each other questions and anticipating responses from other students. This method allows students to think fast, collaborate to solve challenges, and find answers as a group.

The very basic principle or foundation of the relationship between teaching and learning is activity (Sardiman, 2011). While learning activities are efforts by students to build knowledge in themselves in the learning process (Yamin, 2007). The quality of skills such as asking questions, delivering comments, paying close attention to the teacher's explanation, and completing tasks on time all change and improve during the learning process. The principles essential to the relationship between teaching and learning are realized in learning activities. In other words, learning is almost impossible without activity. Because learning, in theory, is doing. Engaging in activities is one way to change behavior (Sardiman, 2011).

One of the learning methods that allows educators to provide Islamic religious education is active knowledge sharing. Students can easily read the Active Knowledge Exchange plan. This approach encourages teamwork while identifying students' skills (Djamarah, 2010). According to Silberman (2009), this method is suitable for introducing the teacher's subject in class. This method can also be used by teachers to measure student understanding during group information exercises. Students are encouraged to actively share knowledge and information with each other through a proactive learning approach known as "active knowledge sharing". Undoubtedly, this will improve student activity and learning outcomes.

Based on these findings, the author is interested in examining the use of active knowledge sharing strategies to improve student learning activities in

learning Islamic Religious Education at SMA Batik 1 Surakarta. The purpose of this study is to find out whether the active knowledge sharing strategy at SMA Batik 1 Surakarta has increased students' learning activities in the Islamic Religious Education course.

RESEARCH METHOD

This research uses descriptive methodology and is classified as qualitative research. The focus is to describe natural phenomena or conditions without utilizing data in the form of numbers, but with words, sentences, and narratives (Sugiyono, 2018). this research aims to explain the state of natural objects based on the reality found in the field (Abdussamad, 2021), with research conducted at SMA Batik 1 Surakarta.

This research uses data collection methods in the form of documentation, interviews, and observation (Sugiyono, 2018). Data reduction is one of the three main phases of the Miles and Huberman approach referred to as data analysis which is used as a process of selecting relevant information, then presenting the data in a systematic form to make it easier to understand, as well as drawing conclusions and verification to interpret and formulate findings based on the data that has been analyzed in order to obtain a more accurate understanding (Walidin et al., 2015). observations and interviews were conducted with PAI teachers to obtain in-depth information related to the application of active knowledge sharing strategies in improving student learning activities in PAI subjects at SMA Batik 1 Surakarta.

FINDINGS AND DISCUSSION

Application of active knowledge sharing (AKS) strategy in PAI learning

The fundamental purpose of Active Knowledge Sharing, part of which is active knowledge sharing, is to activate students' roles throughout learning (Fatmawatri, 2020). Based on the results of interviews with PAI teachers, the active knowledge sharing strategy has been applied in PAI learning at SMA Batik 1 Surakarta even though it is not done regularly. In an interview with the PAI teacher, he said that the active knowledge sharing strategy can help students recognize their skills and form teamwork. There is interaction between fellow students when they work together to solve problems given by the teacher to exchange knowledge to complement each other's answers. Most students begin to familiarize learning conditions with the active knowledge sharing strategy so that they are happy and enthusiastic when learning.

Applying active knowledge sharing techniques makes teachers and students more involved, if teachers and students are active, students can easily realize their own possibilities. Since many consider the activities between teachers and students to experience poor quality Islamic religious education, many consider it because they come from the development of the wage body of students participating in learning, which also means that the quality of Islamic religious education will increase.

According to Silberman (2009), the following are the steps for the active knowledge sharing strategy: (1) Create a list of questions about the material to be

covered. (2) Students are instructed by the teacher to provide answers to the questions based on their abilities. (3) Students ask each other about the answers they cannot give. Students are inspired to support each other through encouragement and motivation from the teacher. (4) Students return to their seats and talk about the solutions they have prepared. (5) All questions are explained by the teacher.

Islamic Religious Education (PAI) learning aims to not only provide religious knowledge but also help students develop moral character (Rahmasari et al., 2024). To do this, it requires a creative approach that actively involves students in the educational process. One of the teaching strategies for Islamic Religious Education is active knowledge sharing (Hanum, 2020). This strategy emphasizes collaboration, interaction and experiential learning in daily life to help improve understanding and practical application of religious teachings.

Obstacles in implementing active knowledge sharing strategy in PAI learning

Although the concept of active knowledge sharing has the potential to improve the quality of learning, its application in PAI often faces various obstacles. The obstacles that can hinder the effectiveness of the Active Knowledge Sharing strategy in PAI learning include: (1) One of the main obstacles to the implementation of AKS is the lack of teachers or teacher preparation to implement this strategy. Many PAI teachers are still accustomed to traditional learning methods that provide more material in one direction. Such teaching does not encourage students to actively share knowledge and experiences. In addition, educational skills when using technology is also a limited factor. AK often involves the use of digital platforms. B. Online Discussion Forums, Video Learning Videos, and other applications with cooperation that require technical skills. If teachers do not have sufficient skills, it is difficult to enable AKS-based learning. (2) Student passivity The aim of AKS is to actively involve students in the educational process, but not all students are interested or willing to engage in discussions and knowledge exchange. In some cases, students prefer to listen to the teacher's declarations without actively participating in the interaction or discussion. This can lead to awkwardness, lack of confidence and even indifference to the material they have learned. This passive attitude is an important obstacle, as the knowledge process is not optimal without active participation by students. In addition, some students may have a sense of lack of knowledge, especially if they understand religion. (3) Limited learning time PAI learning in schools often has limited time and is dense with material that must be completed based on the applied curriculum. Therefore, not all materials can be delivered with an active approach as desired. The Active Knowledge Sharing strategy requires sufficient time for discussion, reflection, and collaboration between students. If the time available is limited, AKS learning will be difficult to implement optimally, because students cannot be fully involved in sharing knowledge in depth (Khotimah et al., 2020). (4) Lack of learning materials that support AKS PAI learning relies heavily on understanding religious concepts that are difficult to understand without clear and comprehensive references. Teaching the materials used in PAI learning may

not support the AKS approach that promotes the exchange of interaction and knowledge. Rigid theoretical textbooks and educational materials can make it difficult for students to develop critical thinking and share their findings.

Improving the Effectiveness of Islamic Religious Education Learning through the Implementation of Active Knowledge Sharing Strategy

Learning activity is a physical and mental activity Sardiman (2011). Both are connected to learning activities. (Hamalik, 2014) explains that learning activities are tasks completed by students as part of their educational journey. Learning activities are a very important principle for the interaction between teaching and learning. Or it can be said, learning is almost impossible without activity (Sardiman, 2011).

According to an interview with Islamic Religious Education teacher Mrs. Tuti Hernaningsih at SMA Batik 1 Surakarta, she said that students are actively involved in various understandings of the material studied during learning with active strategies for knowledge exchange, and teachers always give time. Before implementing the active knowledge sharing strategy, the teacher will first run an initial test. The initial test is carried out in the form of learning using conventional strategies, followed by a research result test. The purpose of this initial test is: (1) to find out how well students learn Islamic religious education (2) to find out how the active knowledge sharing approach affects the subject of Islamic religious education.

Based on the initial test results, it is known that student learning activities, namely 18.75% in the sufficient category and 59.37% in the less category, are the initial conditions of the appropriate category. In this case, the average score of students in the initial condition is 68.00. The conclusion is that these data indicate that students in Islamic religious education are in the less category. During this first cycle, students are accustomed to learning using active knowledge sharing and seem willing to participate in the learning activities carried out. In this case, students seem to be increasingly active in learning activities. Observations on learning management after implementing the active knowledge sharing strategy in the first cycle received a score of 28 with a percentage of 63.64%. This means it is in the good category. From the results of observations and evaluations, it is known what happened during the first cycle: (1) Instructors began to get used to fostering a learning environment that supports the Active Knowledge Sharing methodology. This was obtained from the results of observations of teacher activities during learning activities. (2) The majority of students feel satisfied and enthusiastic about learning now because they are accustomed to the environment created by Active Knowledge Sharing. The results of observations of student actions during the teaching and learning process show that this is improving. (3) Students participate in learning activities more actively and more seriously.

One of the factors that affect student activities and learning outcomes is learning strategies. According to Sanjaya (2010) strategy in the context of education is a plan consisting of various activities to achieve certain learning objectives. The explanation above means that learning activities change and improve students' skills, knowledge, and abilities. If students have curiosity, they may gain abilities, leading to experience and encouragement to learn new things.

Using the right method is very effective because it shows how important it is to use strategies for teacher lessons that affect student activities. This leads to the conclusion that learning students with very good and comfortable strategies makes it easier to understand the lesson. Students who understand the right learning will be good, because the material determined by the teacher will be better understood by these students using modern and interesting strategies. So, it can be said that using active strategies for knowledge exchange and traditional strategies has important implications between student learning activities.

CONCLUSION

The implementation of active knowledge sharing strategy in Islamic Religious Education subject is a positive learning strategy for teachers in the teaching and learning process. So that students do not feel bored and are more likely to voice their opinions, teachers will adjust their teaching methods to the material being taught. In addition, Islamic Religious Education learning can benefit from the active knowledge sharing approach, thereby increasing the effectiveness of learning by optimizing student involvement, building mutual respect and empathy, and encouraging a deeper understanding of the material being taught. The findings conducted by the author concluded that using active knowledge exchange can improve student learning activities in Islamic Religious Education subjects, as evidenced by the increase in student learning activities when using this strategy. The active knowledge sharing strategy can provoke and encourage student motivation to respect student differences and increase student interaction at SMA Batik 1 Surakarta.

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