

IMPROVING AL-QUR'AN AND HADITH LEARNING OUTCOMES THROUGH THE IMPLEMENTATION OF THE ACTIVE KNOWLEDGE SHARING STRATEGY AT MAN SOLOK CITY

Pebriyan¹, Divalpa Rego², Khadijah³

¹ Universitas Islam Negeri Imam Bonjol Padang, Indonesia

² Universitas Islam Negeri Imam Bonjol Padang, Indonesia

³ Universitas Islam Negeri Imam Bonjol Padang, Indonesia

Email : muhammadfebriyan100204@gmail.com¹, divalpa.rego@uinib.ac.id²

khadijahmpd@uinib.ac.id³

E-Issn: 3063-8313

Received: Juli 2026

Accepted: Juli 2026

Published: Juli 2026

Abstract :

This study aims to analyze the improvement of students' learning outcomes through the implementation of the Active Knowledge Sharing strategy in the Al-Qur'an Hadith subject at MAN Kota Solok. The study employed a quantitative approach using a quasi-experimental method with a Pretest-Posttest Control Group Design. The research involved two classes consisting of an experimental class and a control class, each comprising 30 students. Data were collected through learning outcome tests and analyzed using descriptive statistics and the Independent Sample t-Test. The findings revealed that the experimental class achieved a higher posttest mean score (85.53) than the control class (76.87). The mean increase in the experimental class was also greater (19.93 points) compared to the control class (11.67 points). Furthermore, the hypothesis testing showed a significance value of 0.000 (<0.05), indicating a significant difference in learning outcomes between the two groups. The study concludes that the Active Knowledge Sharing strategy is effective in improving students' learning outcomes and can be used as an innovative and collaborative learning strategy in Al-Qur'an Hadith learning at the madrasah level.

Keywords : Active Knowledge Sharing, Learning Outcomes, Al-Qur'an Hadith, Islamic Education, Quasi-Experimental Research

Abstrak :

Penelitian ini bertujuan untuk menganalisis peningkatan hasil belajar peserta didik melalui penerapan strategi Active Knowledge Sharing pada mata pelajaran Al-Qur'an Hadis di MAN Kota Solok. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen semu (quasi experimental) dan desain Pretest-Posttest Control Group Design. Penelitian melibatkan dua kelas, yaitu kelas eksperimen dan kelas kontrol yang masing-masing berjumlah 30 peserta didik. Data dikumpulkan melalui tes hasil belajar dan dianalisis menggunakan statistik deskriptif serta Independent Sample t-Test. Hasil penelitian menunjukkan bahwa rata-rata nilai posttest kelas eksperimen (85,53) lebih tinggi dibandingkan kelas kontrol (76,87). Peningkatan rata-rata nilai pada kelas eksperimen juga lebih besar, yaitu 19,93 poin, sedangkan kelas kontrol sebesar 11,67 poin. Hasil uji hipotesis menunjukkan nilai signifikansi sebesar 0,000 (<0,05), yang berarti terdapat perbedaan hasil belajar yang signifikan antara kedua kelompok. Penelitian ini menyimpulkan bahwa strategi Active Knowledge Sharing efektif dalam meningkatkan hasil belajar peserta didik dan dapat dijadikan sebagai alternatif strategi pembelajaran yang inovatif dan kolaboratif dalam pembelajaran Al-Qur'an Hadis di tingkat madrasah.

Kata Kunci: Active Knowledge Sharing, Hasil Belajar, Al-Qur'an Hadis, Pendidikan Islam, Penelitian Eksperimen Semu.



INTRODUCTION

Education is a consciously designed process aimed at developing students' potential in cognitive, affective, and psychomotor aspects. In the context of Islamic education, the learning process is not merely oriented toward the transfer of knowledge but also toward character building and the internalization of Islamic values in students' lives. Therefore, effective learning requires active interaction among teachers, students, learning materials, and a supportive learning environment to achieve educational objectives (Nurhasanah & others, 2019). The success of a learning process can be measured through the learning outcomes achieved by students after participating in instructional activities.

Learning outcomes are important indicators for determining the level of students' mastery of the material they have studied. Learning outcomes are influenced by various factors, both internal and external, one of which is the learning strategy implemented by teachers (Rosidah & Mustafa, 2020). The selection of appropriate learning strategies can create an active and enjoyable learning atmosphere and encourage students to participate optimally in the learning process. In the subject of Al-Qur'an Hadith, learning is still often dominated by conventional teacher-centered approaches. This condition causes students to become passive, less engaged in the learning process, and experience difficulties in understanding the material being studied. Preliminary observations conducted at MAN Kota Solok revealed that the learning process in Al-Qur'an Hadith is still dominated by lectures and ordinary discussions. Most students have not demonstrated active involvement in learning and still experience difficulties in reading and understanding Qur'anic verses related to the learning material. Consequently, the learning process becomes less effective and leads to low student learning outcomes.

One learning strategy that can encourage students' active involvement is the Active Knowledge Sharing strategy. This strategy emphasizes the active sharing of knowledge among students through cooperation, discussion, and mutual assistance in understanding learning materials (Fitria & others, 2020a). The Active Knowledge Sharing strategy provides students with opportunities to construct their own knowledge through social interaction and the exchange of ideas, making the learning process more meaningful.

Philosophically, the concept of knowledge sharing in learning is in line with the principles of Islamic education, which emphasize the importance of conveying knowledge wisely and dialogically, as explained in Surah An-Nahl verse 125. The verse teaches the importance of inviting others to goodness through wisdom, good advice, and courteous dialogue. In the context of learning, these values can be implemented through learning strategies that encourage students to discuss, exchange opinions, and actively share knowledge.

Previous studies have shown that the Active Knowledge Sharing strategy contributes positively to the learning process and outcomes. Research conducted by Fitria et al. (2020a) found that the Active Knowledge Sharing

strategy could improve students' participation and understanding in learning. Other studies have demonstrated that active learning significantly affects the improvement of learning outcomes and students' critical thinking skills (Hanim & others, 2022). In addition, studies on cooperative learning have proven that students' active involvement in learning can enhance motivation and academic achievement (Shoimin, 2014).

Learning strategies play a crucial role in determining the success of the educational process and students' learning outcomes. According to Asrori (2013), a learning strategy is a planned and systematic effort designed to achieve educational objectives effectively and efficiently. This view is reinforced by Ramayulis (2012), who explains that learning strategies in Islamic education should not only facilitate the transfer of knowledge but also promote the development of students' attitudes, values, and religious practices. Likewise, Majid (2013) emphasizes that effective learning strategies are those that integrate cognitive, affective, and psychomotor aspects in a balanced manner, enabling students to develop comprehensive competencies and Islamic character.

One of the student-centered learning strategies that has attracted considerable attention is the Active Knowledge Sharing strategy. Amin and Sumendap (2022) define Active Knowledge Sharing as a learning strategy that encourages students to actively exchange information, assist one another in solving problems, and collaboratively construct knowledge through discussion and interaction. This concept is consistent with the social constructivist theory proposed by Vygotsky (1978), which argues that knowledge is constructed through social interaction and collaboration. Empirical studies conducted by Fitria et al. (2020b) and Sariyanti et al. (2024) further demonstrate that the implementation of Active Knowledge Sharing significantly improves students' participation, motivation, and academic achievement. These findings indicate that active and collaborative learning environments can foster deeper understanding and enhance students' learning outcomes.

In the context of Islamic education, particularly in Al-Qur'an and Hadith learning, the application of Active Knowledge Sharing becomes increasingly relevant because the learning objectives extend beyond cognitive mastery to include the internalization and implementation of Islamic values in daily life. According to Muhaimin (2005), successful Islamic education is reflected not only in students' academic performance but also in their ability to integrate religious knowledge, values, and practices. Similarly, Zakiah Daradjat (2014) argues that learning outcomes in Islamic education should encompass intellectual, spiritual, and behavioral development. Therefore, implementing Active Knowledge Sharing in Al-Qur'an and Hadith instruction provides a meaningful opportunity for students to collaboratively understand the content of the Qur'an and Hadith, develop communication and cooperation skills, and strengthen their religious attitudes and character.

Nevertheless, most previous studies have focused on the implementation of the Active Knowledge Sharing strategy in general subjects, such as Social

Sciences, Mathematics, and the Indonesian language. Studies examining the implementation of this strategy in the Al-Qur'an Hadith subject at the Madrasah Aliyah level are still relatively limited. Moreover, previous studies have mainly investigated aspects of learning activities and learning motivation, while studies specifically examining the improvement of Al-Qur'an Hadith learning outcomes through the Active Knowledge Sharing strategy remain scarce. This condition indicates a research gap that needs further investigation.

Based on this research gap, the present study offers novelty by examining the implementation of the Active Knowledge Sharing strategy in the Al-Qur'an Hadith subject at the Madrasah Aliyah level, focusing on improving students' learning outcomes. This study is important because it provides empirical evidence regarding the effectiveness of active learning strategies in the context of Islamic education, particularly in Al-Qur'an Hadith learning. Therefore, this study aims to analyze the improvement of Al-Qur'an Hadith learning outcomes through the implementation of the Active Knowledge Sharing strategy among students at MAN Kota Solok. The findings are expected to provide an innovative and effective alternative learning strategy for teachers in improving the quality of Al-Qur'an Hadith instruction in madrasahs.

The low learning outcomes of students who have not yet achieved the Minimum Learning Achievement Criteria (KKTP) constitute a problem that requires immediate attention. Learning outcomes are one of the indicators of the success of the learning process and reflect the effectiveness of the strategies implemented by teachers. This condition encourages efforts to find solutions that can improve students' learning outcomes, particularly in the Al-Qur'an Hadith subject for Grade XI students at MAN Kota Solok. One effort that can be undertaken is the implementation of learning strategies that actively involve students in the learning process. Active student involvement is expected not only to improve their understanding of the learning material but also to encourage them to apply the knowledge they acquire in their daily lives. Student-centered learning provides more meaningful learning experiences and positively impacts learning outcomes.

Learning strategies play an important role in helping teachers deliver learning materials effectively. According to Marno (2010), a learning strategy is an approach selected and utilized by teachers in delivering learning materials to facilitate students in receiving, understanding, and mastering learning objectives at the end of the instructional process. Therefore, systematic efforts are needed to improve students' understanding and mastery of learning materials through the selection of learning strategies that are appropriate to students' characteristics and capable of overcoming various learning difficulties they encounter. Based on these considerations, the Active Knowledge Sharing strategy is considered a relevant alternative to be implemented in Al-Qur'an Hadith learning. This strategy positions students as active subjects in the learning process through knowledge sharing, discussions, and collaboration among students, thereby improving learning outcomes and the quality of classroom learning.

Based on the problems and research gaps described above, this study aims to analyze the improvement of students' learning outcomes in the Al-Qur'an Hadith subject through the implementation of the Active Knowledge Sharing strategy at MAN Kota Solok. In addition, this study aims to analyze the differences in learning outcomes between students who learn using the Active Knowledge Sharing strategy and those who receive conventional instruction, as well as to examine the effectiveness of the Active Knowledge Sharing strategy in improving students' learning outcomes. Through this study, empirical evidence regarding the effectiveness of active learning strategies in the context of Islamic education, particularly in Al-Qur'an Hadith learning at the Madrasah Aliyah level, is expected to be obtained, thereby providing an innovative and effective alternative learning strategy for teachers to improve the quality of instruction and students' learning outcomes.

RESEARCH METHOD

This study employed a quantitative approach using a quasi-experimental research method aimed at determining the improvement of students' learning outcomes through the implementation of the Active Knowledge Sharing strategy in the Al-Qur'an Hadith subject at MAN Kota Solok. The research design used was the Pretest-Posttest Control Group Design, which involved two groups: an experimental class that received treatment through the implementation of the Active Knowledge Sharing strategy and a control class that received conventional instruction.

FINDINGS AND DISCUSSION

Findings

This study aimed to analyze the improvement of students' learning outcomes through the implementation of the Active Knowledge Sharing strategy in the Al-Qur'an Hadith subject at MAN Kota Solok. The study employed a Pretest-Posttest Control Group Design involving two classes, namely an experimental class and a control class, each consisting of 30 students.

Description of Students' Learning Outcomes

Tabel : 1 Descriptive Statistics of Pretest and Posttest Scores

Class	Test	N	Minimum	Maximum	Mean	Standard Deviation
Control	Pretest	30	52	84	65.20	10.56
Control	Posttest	30	64	96	76.87	8.59
Experimental	Pretest	30	56	84	65.60	7.83
Experimental	Posttest	30	72	96	85.53	7.42

Table 1 shows that the mean pretest scores of the control and experimental classes were relatively similar, at 65.20 and 65.60, respectively. This finding indicates that the initial abilities of both groups were relatively equivalent before the treatment was administered. After the treatment, the mean posttest score of the control class increased to 76.87, while the mean posttest score of the experimental class increased to 85.53. Therefore, the

improvement in learning outcomes achieved by the experimental class was higher than that of the control class.

Tabel : 2 Comparison of Mean Scores between Experimental and Control Classes

Class	Pretest Mean	Posttest Mean	Mean Increase
Control	65.20	76.87	11.67
Experimental	65.60	85.53	19.93

Based on these data, it can be seen that the implementation of the Active Knowledge Sharing strategy resulted in a greater improvement in students' learning outcomes compared to conventional instruction.

Hypothesis Testing

The hypothesis was tested using an Independent Samples t-Test. The results of the analysis are presented in the following table.

Tabel : 3 Independent Sample t-Test Results

Variable	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Posttest Scores	-4.181	58	0.000	-8.667	-12.816	-4.517

Based on Table 2, the significance value (2-tailed) was 0.000, which is lower than the significance level of 0.05 ($0.000 < 0.05$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. These findings indicate that there was a statistically significant difference in the learning outcomes between students in the experimental class and those in the control class. In other words, the implementation of the Active Knowledge Sharing strategy made a significant contribution to improving students' learning outcomes in the Al-Qur'an Hadith subject at MAN Kota Solok.

Discussion

The findings of this study indicate that the implementation of the Active Knowledge Sharing strategy significantly improved students' learning outcomes in the Al-Qur'an Hadith subject. This is evidenced by the higher mean posttest score of the experimental class (85.53) compared to the control class (76.87), as well as the greater mean increase achieved by the experimental class (19.93 points) relative to the control class (11.67 points). These findings suggest that students who learned through the Active Knowledge Sharing strategy demonstrated a better level of understanding and mastery of the learning material than those who received conventional instruction.

The improvement in learning outcomes indicates that students' active involvement in the learning process contributes substantially to the achievement of educational objectives. In the Active Knowledge Sharing strategy, students are not merely passive recipients of information but become active participants through questioning, discussing, exchanging information, and sharing knowledge with their peers. Such activities create a more dynamic learning environment and enable students to construct their understanding independently through meaningful social interactions.

From a theoretical perspective, these findings can be explained by the social constructivist theory proposed by Lev Vygotsky. According to this theory, learning occurs most effectively when students interact with their social environment and receive assistance from individuals who possess a greater understanding of the subject matter. Such interactions enable learners to reach the Zone of Proximal Development (ZPD), a level of development that can be achieved through collaboration and social guidance. Therefore, knowledge-sharing activities within the Active Knowledge Sharing strategy provide opportunities for students to support one another and collaboratively construct new knowledge.

The findings are also consistent with the concept of active learning proposed by Mel Silberman, who emphasized that learning becomes more effective when students are directly involved in the process of acquiring knowledge. Students tend to remember and understand learning materials more effectively when they discuss, explain, and teach the material to others. Consequently, the Active Knowledge Sharing strategy not only enhances students' remembering abilities but also develops their understanding, application, and analytical skills.

From the perspective of educational psychology, the improvement in students' learning outcomes can also be explained through social learning theory, which highlights the importance of interpersonal interactions in shaping learning behavior. When students interact and share knowledge with their peers, they gain broader learning experiences, improve their self-confidence, and develop communication and collaborative skills. These conditions indirectly enhance students' learning motivation, which ultimately contributes to better academic achievement.

Empirically, the results of this study support the findings of Fitria et al. (2020), who concluded that the Active Knowledge Sharing strategy enhances students' participation and learning outcomes. This study also reinforces the findings of Sariyanti et al. (2024), which demonstrated that the implementation of the Active Knowledge Sharing strategy positively influences students' learning activeness and academic achievement. Furthermore, previous studies have consistently shown that active and collaborative learning approaches can improve critical thinking skills, communication abilities, and academic performance across various subjects.

Nevertheless, this study contributes differently from previous research. Most earlier studies examined the implementation of the Active Knowledge Sharing strategy in general subjects, such as Mathematics, Indonesian Language, and Social Studies. In contrast, the present study specifically investigated the application of this strategy in the Al-Qur'an Hadith subject at the Madrasah Aliyah level. Therefore, this study provides new empirical evidence that active learning strategies are also effective in the context of Islamic religious education.

In the context of Al-Qur'an Hadith learning, the Active Knowledge Sharing strategy is particularly relevant because this subject is not only oriented

toward cognitive achievement but also toward character building and the internalization of Islamic values. Through knowledge-sharing activities, group discussions, and the exchange of ideas, students not only gain conceptual understanding but also learn to appreciate others' opinions, collaborate effectively, and implement the values contained in the Al-Qur'an and Hadith.

The findings can also be viewed from the perspective of Islamic education, which emphasizes the importance of collective learning processes (ta'lim and ta'allum). The concepts of sharing knowledge and engaging in discussion are in line with the principles of consultation (musyawarah) and mutual encouragement toward truth, as reflected in The Quran, particularly in Surah Al-'Asr verse 3 and Surah An-Nahl verse 125. Therefore, the Active Knowledge Sharing strategy possesses not only pedagogical foundations but also normative foundations within Islamic teachings.

Based on these findings, several practical implications can be drawn for Al-Qur'an Hadith teachers. Teachers need to transform the learning paradigm from teacher-centered learning to student-centered learning by providing broader opportunities for students to participate actively in the learning process. They should also develop collaborative learning strategies that enhance interactions among students and create a conducive learning environment in which students feel comfortable expressing opinions, asking questions, and sharing knowledge.

Overall, this study demonstrates that the Active Knowledge Sharing strategy is an effective instructional approach for improving students' learning outcomes in the Al-Qur'an Hadith subject at MAN Kota Solok. The success of this strategy indicates that learning environments that position students as active participants provide more meaningful learning experiences and positively influence academic achievement.

CONCLUSION

This study concludes that the implementation of the Active Knowledge Sharing strategy is effective in improving students' learning outcomes in the Al-Qur'an Hadith subject at MAN Kota Solok. The findings revealed that the experimental class obtained a higher posttest mean score (85.53) than the control class (76.87), with a greater mean increase of 19.93 points compared to 11.67 points in the control class. Furthermore, the hypothesis testing showed a significance value of 0.000 (< 0.05), indicating a significant difference in learning outcomes between students who learned through the Active Knowledge Sharing strategy and those who received conventional instruction. These findings demonstrate that active and collaborative learning strategies provide meaningful learning experiences by encouraging students to participate actively in discussion, knowledge sharing, and collective knowledge construction. Therefore, the Active Knowledge Sharing strategy can be considered an innovative and effective alternative for improving the quality of Al-Qur'an Hadith learning and students' academic achievement in madrasah settings. Future studies are recommended to examine the implementation of

this strategy in different educational contexts and its relationship with other variables, such as learning motivation, critical thinking skills, and collaborative abilities.

REFERENCES

- Amin, M., & Sumendap, L. Y. S. (2022). *Model dan Strategi Pembelajaran Kontemporer*. Pusat Penerbitan.
- Asrori, M. (2013). *Pengertian, Prinsip dan Aplikasi Strategi Pembelajaran*. Wacana Prima.
- Daradjat, Z. (2014). *Ilmu Pendidikan Islam*. Bumi Aksara.
- Fitria, M. & others. (2020a). Penggunaan Strategi Active Knowledge Sharing terhadap Keaktifan Belajar Sejarah Siswa Kelas XI IPA di SMA Negeri 4 Aceh Barat Daya. *Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 5(2), 87-98.
- Fitria & others. (2020b). Penerapan Strategi Active Knowledge Sharing dalam Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan*, 5(2), 89-97.
- Hanim, I. & others. (2022). *Psikologi Belajar*.
- Majid, A. (2013). *Strategi Pembelajaran*. Remaja Rosdakarya.
- Marno & others. (2010). *Strategi dan Metode Pengajaran*. Ar-Ruzz Media Group.
- Muhaimin. (2005). *Pengembangan Kurikulum Pendidikan Agama Islam*. RajaGrafindo Persada.
- Nurhasanah, S. & others. (2019). *Strategi Pembelajaran*. Edu Pustaka.
- Ramayulis. (2012). *Metodologi Pendidikan Agama Islam*. Kalam Mulia.
- Rosidah, A., & Mustafa, T. (2020). Pengaruh Penerapan Model Pembelajaran Numbered Heads Together (NHT) terhadap Hasil Belajar Siswa pada Mata Pelajaran Aqidah Akhlak MI Al-Wasthiyah Kota Karawang. *Jurnal Intelektualita: Keislaman, Sosial dan Sains*, 9(2), 288-290.
- Sariyanti & others. (2024). Pengaruh Strategi Active Knowledge Sharing terhadap Keaktifan dan Hasil Belajar Peserta Didik. *Jurnal Pendidikan Islam*, 9(2), 295-302.
- Shoimin, A. (2014). *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Ar-Ruzz Media.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.