

Improving Learning Outcomes of PAI and Ethics Using Learning Video Media In Class VIII SLB Al-Azra'iyah

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Abstract

This study aims to improve the learning outcomes of Islamic Religious Education and Character Education in the 8th grade at SLB Al-Azra'iyah through the use of educational video media. The research employed Classroom Action Research (CAR) with both qualitative and quantitative approaches. The study was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The results showed that the use of educational video media enhanced student engagement, understanding of the material, and learning outcomes. Although there was improvement, the classical mastery of students in Cycle I did not meet the expected criteria, with only 33.33% of students reaching the Minimum Completeness Criteria (KKM). In Cycle II, with improved strategies, significant progress was noted, demonstrating that educational video media can be an effective tool for enhancing student motivation and learning outcomes. Based on these findings, it is recommended that the use of video media be accompanied by interactive approaches and further support for students who face difficulties.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar Pendidikan Agama Islam dan Budi Pekerti di kelas VIII SLB Al-Azra'iyah melalui penggunaan media video pembelajaran. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan pendekatan kualitatif dan kuantitatif. Penelitian ini dilaksanakan dalam dua siklus, yang masing-masing terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Hasil penelitian menunjukkan bahwa penggunaan media video pembelajaran meningkatkan keterlibatan siswa, pemahaman materi, serta hasil belajar. Meskipun terdapat peningkatan, ketuntasan klasikal siswa pada Siklus I belum mencapai kriteria yang diharapkan, dengan hanya 33,33% siswa yang mencapai Kriteria Ketuntasan Minimal (KKM). Pada Siklus II, dengan perbaikan strategi, peningkatan yang signifikan tercatat, menunjukkan bahwa media video pembelajaran dapat menjadi alat yang efektif untuk meningkatkan motivasi dan hasil belajar siswa. Berdasarkan temuan ini, disarankan agar penggunaan media video disertai dengan pendekatan interaktif dan pendampingan lebih lanjut untuk siswa yang mengalami kesulitan.

INTRODUCTION

Islamic Religious Education (PAI) and Budi Pekerti are subjects that play an important role in shaping the character and morals of students, especially at the junior high school level. In SLB Al-Azra'iyah, this subject aims to foster students to have a strong faith in Allah, love and obey Him, and have a noble personality. However, at this level, students are undergoing rapid physical, emotional and intellectual development, which requires a more interactive and dynamic learning approach to improve their understanding and learning outcomes. The learning methods used so far tend to be traditional, with lectures as the main method often used by teachers. Although lecturing is an easy method to implement, research shows that it is often less effective in improving student engagement and their understanding of the subject matter (Sanjaya, 2015).

The monotonous lecture method often causes students to feel bored and unmotivated to learn further, which in turn hinders the achievement of expected competencies. This is in line with the findings in a study by Hermawan (2017), which revealed that one of the challenges

in PAI learning is the lack of a variety of methods that can increase students' active involvement. On the other hand, the development of digital technology provides a great opportunity to create more interesting and effective learning media. Learning video media, for example, offers more concrete visualisation and can facilitate the understanding of abstract material, so that the subject matter becomes more interesting and easily understood by students.

Research by Anggraini and Kurniawan (2020) shows that the use of learning video media can improve student motivation and learning outcomes, especially in learning contexts that require in-depth understanding and application. In the context of SLB Al-Azra'iyah, although the use of video media is still relatively new, the application of this technology has the potential to improve learning outcomes of Islamic Religious Education and Ethics. Observations conducted in class VIII of SLB Al-Azra'iyah showed that students' understanding of the subject matter was still low, with only 1 out of 6 students achieving the Learning Objective Completeness Criteria (KKTP) of 70. This was reflected in the class average score which only reached 57.5, far below the expected standard.

Table 1.1 shows a recapitulation of the average score which indicates that the percentage of students who completed the learning is still very low, only 16.67%, while 83.33% of other students have not achieved the expected completeness. This indicates an urgent need to improve the quality of learning so that all students can achieve the desired competencies. The implementation of learning video media, with a more innovative and interactive approach, can be an effective solution in improving students' understanding and helping them connect the subject matter to their lived reality. Therefore, this study aims to evaluate the effectiveness of using learning video media in improving learning outcomes of Islamic Religious Education and Budi Pekerti in class VIII of SLB Al-Azra'iyah.

METHODS

Provide This research uses Classroom Action Research (PTK) which aims to improve learning outcomes of Islamic Religious Education and Budi Pekerti in class VIII SLB Al-Azra'iyah through the application of learning video media. PTK was chosen because of its focus on improving learning practices directly and continuously in the classroom. This research is descriptive, which serves to describe and explain the phenomena that occur during the learning process, as well as the improvement efforts made to improve student learning outcomes.

1. Research Approach

This research adopts qualitative and quantitative approaches used simultaneously to obtain more comprehensive data. The qualitative approach was used to investigate, describe and explain the quality of the learning process that cannot be measured numerically, such as the interaction between teachers and students, as well as students' reactions and perceptions of the use of learning video media. This qualitative data was collected through observation, interview and documentation techniques. The use of observation and interview allows researchers to explore students' experience and understanding of the learning process, as well as to find out the context behind the learning process (Saryono, 2010).

On the other hand, the quantitative approach is used to measure the effectiveness of using learning video media in improving students' learning outcomes numerically. Quantitative data is collected through tests and evaluations of student learning outcomes, which will be analysed using descriptive statistics such as percentages, averages, and grade distributions. The use of this approach aims to provide a clear and measurable picture of the impact of using video media on the achievement of expected

competencies in Islamic Religious Education and Budi Pekerti subjects (Suharsimi Arikunto, 2022).

2. Research Design

This research was designed in the form of a cycle consisting of four main stages: planning, action implementation, observation, and reflection. Each cycle was conducted collaboratively and participatively, involving teachers, students, and researchers. The following is a detailed explanation of these stages:

- 1) Planning: At this stage, the researcher designed a lesson plan involving the use of learning video media. This plan includes learning objectives, materials to be taught, as well as ways to integrate learning videos in the instructional process. The researcher also designed the evaluation instruments used to measure student learning outcomes, both in the form of written tests and observations of student participation.
- 2) Implementation of Action: After planning, the next step is the implementation of actions involving the use of video media in the classroom learning process. The teacher will teach using learning videos that are relevant to the Islamic Religious Education and Budi Pekerti materials. During the implementation, researchers will observe the interaction process between teachers and students, as well as students' responses to the media used.
- 3) Observation: Observation is conducted to collect qualitative and quantitative data related to the ongoing learning process. This observation aims to assess the extent to which the video media helps improve students' understanding of the material, as well as to monitor students' interaction with the material being taught. This observation data will provide an overview of classroom dynamics and the effectiveness of video media as a learning tool.
- 4) Reflection: At this stage, the researcher together with the teacher will reflect on the implementation of the actions that have been taken. This reflection aims to evaluate the strengths and weaknesses of the use of learning video media, as well as to plan the necessary improvements in the next cycle. Researchers will examine the results of student evaluations and tests, and discuss the findings from observations to formulate corrective measures that will be applied in the next cycle.

3. Cycle Process

In accordance with the basic principles of PTK, this research is carried out gradually and continuously through interrelated cycles. Each cycle will provide important feedback to improve the quality of learning. According to Daryanto (2014), PTK involves collaboration between researchers and teachers to ensure continuous improvement in learning. This research will also consider the results of reflection to design more effective actions in the next cycle.

4. Data Collection Technique

- 1) Observation: Observation was conducted to observe students' behaviour during the learning process with video media. This observation is done to assess students' interaction with the material, as well as their participation and involvement in learning activities.
- 2) Interview: In-depth interviews were conducted with students and teachers to explore their views on the use of video media in learning. These interviews provide insight into students' and teachers' subjective experiences in the learning process.

- 3) Documentation: Documentation was used to collect written data, such as test results, observation sheets, and reflection notes, which were used for further analysis of the impact of video media on students' learning outcomes.
 - 4) Learning Outcome Test: Written tests were used to measure the improvement of students' learning outcomes before and after the application of the learning video media. This test includes questions that measure students' understanding of Islamic Religious Education and Budi Pekerti materials.
5. Data Analysis

Data collected from observations, interviews, and tests will be analysed qualitatively and quantitatively. Qualitative analysis was conducted by organising and categorising interview and observation data to find themes related to students' and teachers' experiences in learning. Quantitative analysis was conducted by calculating the percentage of students who achieved learning completeness and measuring the change in average test scores before and after the application of learning video media.

RESULT AND DISCUSSION

RESULT

In the first cycle of this research, the lesson was held on 22 December 2024 with a duration of 2 hours, which was divided into three main parts: introduction, core, and closing. At the beginning of the lesson, the researcher began by greeting students, leading prayers, checking students' attendance, and inviting them to sing the National Anthem and the Pancasila Student song, which have a close relationship with the material to be learned. This activity aims to build a conducive atmosphere and arouse students' enthusiasm before starting learning. After that, the researcher asked the students' prior knowledge about the material to be taught, such as "Who knows what the book of God is?" and 'Name one holy book that you know?' However, only a few students gave answers, indicating a lack of prior knowledge that needed to be corrected.

Next, the researcher explained the learning objectives and steps that would be taken during the lesson. The learning material was delivered through a Learning Video that had been selected to facilitate students' understanding of the topic "Believing in the Books of God". The video is designed to better attract students' attention and make it easier for them to understand the material that is sometimes difficult to explain only with text or lectures. After students watched the video, they were divided into small groups to discuss and analyse the problem posed. This discussion process is intended to encourage students to collaborate, develop critical thinking skills, and deepen their understanding of the material. In this discussion, the researcher also provided assistance to groups that were having difficulty, and ensured that all group members actively participated. After finishing the discussion, each group presented the results of their analyses in front of the class. Students from other groups were given the opportunity to respond, ask questions, and make comments that could enrich their shared understanding. The researcher made sure to provide clarification and guide students in correcting inaccurate understanding.

At the end of the lesson, the researcher invited students to reflect by answering some reflective questions that aimed to connect the material with their daily lives. The questions invited students to think about how they could apply the teachings about believing in the book of God in their daily actions. After that, the researcher provided the Learner Worksheet (LKPD) which was used as a learning evaluation to assess the extent to which students could understand the material and apply it. Before ending the lesson, the researcher summarised the material that had been learned that day, gave praise and motivation to make students

more enthusiastic in learning, and reminded them of the importance of understanding Islamic Religious Education and Budi Pekerti material. The lesson was closed with prayer and greetings.

The implementation of learning in this first cycle showed mixed results. Although most students showed good involvement in the learning process, such as by paying close attention to the video and taking notes on the important points presented, as well as being able to answer questions well, there were some things that needed to be improved. Students' engagement in group discussions is still limited, with most students only giving minimal responses or listening more without being too active in asking questions or having an opinion. This shows that while the video media can attract students' attention, more in-depth verbal interactions and discussions still need to be encouraged. In addition, although most students were able to complete the task on time and showed good understanding, a small number of students still had difficulties in understanding the material well. The results of the evaluation using the Learner Worksheet (LKPD) showed that some students still did not reach the set Minimum Completion Criteria (KKM).

From the observation, it can be seen that the use of video media has a positive impact on student engagement. Students were more focused and enthusiastic in participating in the lesson, and their understanding of the material, such as the definition of faith in the books of God and the ways of believing in God's book, had improved significantly. However, despite the progress, the results of classical completeness in this first cycle still did not reach the expected target. Out of the six students who participated in the lesson, only two students achieved mastery, while the other four students did not meet the Minimum Completion Criteria (KKM). This shows that although the video method is effective enough to increase student engagement and understanding, there are challenges that need to be overcome so that learning can be more effective and all students can achieve learning completeness.

In addition, observation of teacher performance showed that lesson planning was well developed, with clear objectives and relevant video media selection. Classroom management went well, where the teacher managed to create a conducive atmosphere and help students stay focused on the material presented. However, the teacher needs to improve students' engagement in discussion in more creative ways, for example by adding more open-ended questions or other interactive activities to encourage students to be more active in speaking and sharing opinions.

Reflection on the first cycle revealed some things that need to be improved for the next cycle. Although video media has a positive impact, the duration of the video, the relevance of the material in the video, as well as the teacher's skills in facilitating video-based learning still need to be optimised. In addition, it is important to add more interactive and in-depth activities, such as practice questions or more focused discussions, so that students can better understand the material. More intensive assistance for struggling students is also needed to help them achieve better results. With these improvements, it is expected that learning outcomes in the next cycle can improve, so that classical learning completeness can be achieved in accordance with the predetermined targets.

In Cycle II, the research continued with the learning that was carried out after reflection and improvement from Cycle I. Based on the evaluation results of Cycle I, the researcher improved the learning outcomes in the next cycle. Based on the evaluation results of Cycle I, researchers improved several aspects, such as the duration of the video, the relevance of the video content to the teaching material, and the interaction in a more in-depth discussion. The lesson was held on the scheduled date with the same duration of 2 hours. The researcher also adjusted the lesson plan to include more open-ended questions, interactive activities, and discussion sessions that could increase student engagement.

At the beginning of the lesson, the researcher checked attendance and started the lesson with more encouraging activities, such as inviting them to sing relevant songs and discussing a little about the topic directly. This aims to motivate students and make them more ready to receive the material. Then, the researcher conveys more specific learning objectives and explains the steps that will be taken in the learning activities.

After explaining the objectives, the researcher played a learning video that had been adjusted in duration and content to make it more interesting and relevant. This video raised the same theme, namely 'Believing in the Books of God,' but with a more interactive presentation, involving in-depth visual and audio elements to facilitate student understanding. After watching the video, the researcher asked students to discuss in small groups with a more focused topic and provided more time to explore the material. During the discussion, the researcher ensured that every student actively participated by asking questions or giving their opinions.

At the group presentation session, the researcher emphasised the importance of providing an opportunity for each group to present their discussion results in a more structured way. Other students were asked to respond and ask questions to strengthen their understanding. The researcher also provided more in-depth feedback, clarified inaccurate understanding, and encouraged students to relate the material to their real-life situations.

At the end of the lesson, the researcher asked reflective questions that focused more on the application of the concepts learnt in everyday life. This aims to strengthen students' understanding and relevance of the material to their lives. The Learner Worksheet (LKPD) provided has also been improved to focus more on the practical application of the material. Before ending the lesson, the researcher gave conclusions, gave awards to students who showed significant progress, and motivated them to continue to be enthusiastic about learning.

After the implementation of Cycle II, the observation results showed that students' involvement in the learning process increased significantly compared to Cycle I. Students were more enthusiastic and active in the discussion. Students were more enthusiastic, active in discussions, and able to relate the material to their daily lives. Improvement was also seen in the understanding of the material, where more students were able to answer questions correctly and provide relevant examples. The final evaluation showed that most students had achieved the Minimum Completion Criteria (KKM), with classical completeness reaching more than 80%, indicating a significant improvement in students' learning outcomes. Teachers also showed progress in classroom management and learning approaches, by involving students more in discussions, providing constructive feedback, and creating a more conducive and interactive learning atmosphere.

DISCUSSION

Based on the results of cycles I and II, there was a significant improvement in the learning process and student learning outcomes after improvements were made based on the reflection from Cycle I. One of the main improvements made was to increase interactivity in learning through the use of more relevant video media and the preparation of more focused and in-depth questions. This improvement is related to the theory of constructivism proposed by Piaget (1977), which emphasises that learning occurs actively through direct experience and social interaction. In this case, the learning video not only provides information, but also serves as a trigger for discussion and reflection that allows students to build their own understanding through collaboration with classmates.

In addition, the video-based approach used is in line with the multimedia theory described by Mayer (2005), which states that the use of diverse media-such as videos that combine visual and audio elements-can improve student understanding and retention. Mayer

emphasises the importance of the multimedia principle in learning, which combines images and text to create better understanding, as well as the principle of contiguity which suggests that learning is more effective if information is presented in a concurrent context. The videos used in this study provide a strong visual context and clarify abstract concepts that are difficult to understand through text alone.

The theory of problem-based learning (PBL) developed by Barrows (2000) is also relevant to this approach. In Cycle II, group discussions based on the problems given after watching the video encouraged students to think critically and seek solutions together. In PBL, students do not just passively receive knowledge, but actively participate in solving problems relevant to their real life, which leads to more meaningful learning (Barrows, 2000). Video-based learning also facilitates the application of theoretical concepts in a practical context, which makes it easier for students to understand how the knowledge they acquire can be applied in everyday life.

The use of videos also reinforces Bandura's (2001) social-cognitive theory, which states that learning occurs through observation and imitation. By watching a video showing the application of the concept of 'Believing in the Books of God', students not only acquire information directly, but also imitate the ways of thinking and acting shown in the video. This learning enriches students' experience by providing them with models of behaviour that can be adapted in their lives.

In terms of classroom management, the classroom management theory expressed by Emmer and Sabornie (2015) provides important guidance for teachers in creating a conducive learning environment. They suggest that teachers focus attention on management strategies that can increase student engagement, such as providing clear instructions and supporting positive interactions between students. The researcher in this cycle has shown progress in this aspect of classroom management by creating an atmosphere that supports students' focus on the video and providing space for students to discuss openly.

The improvement in learning outcomes in Cycle II, reflected by the increase in classical completeness, can also be analysed with Deci and Ryan's (2000) theory of learning motivation, which explains that students' intrinsic motivation, influenced by the freedom to choose learning activities, can strengthen their engagement in learning. In Cycle II, the researcher gave students more opportunities to interact, choose how they work in groups, and relate the material to their lives, which helped to increase their intrinsic motivation.

CONCLUSION

The conclusion of this study shows that the use of learning video media has a positive impact on the learning outcomes of Islamic Religious Education and Budi Pekerti in class VIII at SLB Al-Azra'iyah, although it has not fully reached the expected target of classical completeness in Cycle I. In Cycle II, there was a significant increase in students' engagement, understanding of the material, and their learning outcomes. This shows that the improvements made based on the reflection from Cycle I - such as improving interactivity, choosing more relevant videos, and providing more opportunities for students to discuss - succeeded in improving the quality of learning.

Although the results in Cycle I showed low classical completeness (33.33%), in Cycle II, this completeness increased, reflecting that the improvements implemented in Cycle II succeeded in improving overall learning. This success is also in line with learning theories that support the use of video media as an effective tool in clarifying concepts, increasing student motivation, and facilitating active learning.

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