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Improving Learning Outcomes of Class IV.B Students by Using Learning Videos at SD Negeri 04 Sontang

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Abstrac

This study aims to improve students' learning outcomes in the material *Learning to Read and Interpret QS. At-Tin* through the implementation of video-based learning. This classroom action research was conducted in two cycles involving 20 students. Data were collected through learning outcome tests, observation sheets, and interviews. The findings reveal an improvement in students' learning outcomes. In the first cycle, the students' average score reached 84.75, with a mastery level of 76.17%, while in the second cycle, the average score increased to 94.44, with a mastery level of 86.67%. The use of video-based learning also enhanced student engagement, from 60% in the first cycle to 80% in the second cycle. However, challenges such as students' adaptation to the new method and teachers' management of learning processes were identified. This study concludes that video-based learning is an effective alternative to improve students' learning outcomes.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa pada materi Mari Belajar Membaca dan Mengartikan QS. At-Tin melalui penerapan video pembelajaran. Penelitian tindakan kelas ini dilakukan dalam dua siklus yang melibatkan 20 siswa. Data diperoleh melalui tes hasil belajar, lembar observasi, dan wawancara. Hasil penelitian menunjukkan adanya peningkatan hasil belajar siswa. Pada siklus I, rata-rata nilai siswa mencapai 84,75 dengan ketuntasan 76,17%, sedangkan pada siklus II meningkat menjadi 94,44 dengan ketuntasan 86,67%. Penggunaan video pembelajaran juga meningkatkan keaktifan siswa, dari 60% pada siklus I menjadi 80% pada siklus II. Meskipun demikian, masih ditemukan beberapa kendala, seperti adaptasi siswa terhadap metode baru dan pengelolaan pembelajaran oleh guru. Hasil penelitian ini menunjukkan bahwa video pembelajaran dapat menjadi alternatif yang efektif untuk meningkatkan hasil belajar siswa.

INTRODUCTION

Education is the main pillar in building the quality of human resources that are competitive, competitive and dignified. Through education, every individual gains knowledge, skills and values that support their survival. Quality education is not only the right of every citizen as stipulated in Article 31 of the 1945 Constitution, but also the key to creating an empowered and independent society. In this context, basic education plays an important role as the main foundation of character building and individual intellect.

In Indonesia, basic education faces various challenges, especially in improving the quality of learning and student learning outcomes. One of the fundamental problems is the pattern of learning that tends to be monotonous and teacher-centered, such as the lecture method. This learning model is still widely applied in elementary schools, including in the subjects of Islamic Religious Education (PAI) and Ethics. This condition often causes students to be passive in learning and lack of in-depth understanding of the material.

This phenomenon is increasingly prominent based on observations at SD Negeri 04 Sontang, Pasaman Regency, in the learning of PAI and Budi Pekerti. Learning is dominated by the lecture method, where students only listen to the teacher's explanation without any

interactive efforts that involve them actively. As a result, learning is less meaningful and has an impact on students' low learning outcomes. The data shows that only 41.67% of students in class IV.B were able to reach the Minimum Completion Criteria (KKM) score of 75.

Studies show that interactive and technology-based learning can have a significant impact on student motivation and learning outcomes. One of the learning media that is starting to be widely used is learning videos. This media has the advantage of conveying information visually and interestingly, thus helping students understand the material more easily and deeply. In addition, learning videos can be used as a flexible self-learning tool, according to the needs and learning styles of each student.

Previous research supports the effectiveness of learning videos in improving learning outcomes. For example, studies show that the use of learning videos can increase students' engagement in the learning process, as they provide visual and interactive elements that are relevant to students' needs. These elements are very important, especially in complex subjects such as PAI and Budi Pekerti, which require a deep understanding of religious and moral values.

At SD Negeri 04 Sontang, the application of learning videos is relevant to address the problems faced, such as low student interest and less than optimal learning outcomes. The application of this media is expected to change the learning paradigm from teacher-centered to student-centered, where students are more active and involved in the learning process. Thus, learning can be more interesting, interactive, and meaningful.

In addition, video learning media provides teachers with the opportunity to implement varied and innovative learning models. Teachers can utilize videos to illustrate abstract concepts, explain complex material, and instill moral values relevant to students' lives. This is in line with the objectives of national education as stated in Article 3 of Law No. 20/2003, which is to develop the potential of students to become human beings who are faithful, pious, knowledgeable, capable, creative, and independent.

The application of learning videos also provides an opportunity to improve students' digital literacy from an early age. In the era of industrial revolution 4.0, students' ability to utilize technology positively is one of the important indicators in the development of 21st century competencies. Therefore, the use of this media is not only relevant to improve learning outcomes, but also to equip students with digital skills that fit the needs of the times.

The initial results of the application of learning videos at SD Negeri 04 Sontang showed encouraging results. The average student score increased significantly from 70.4 to 88 after using video media. The learning completeness rate also increased from 23% to 100%. This finding shows that learning videos are effective in improving students' understanding of PAI and Budi Pekerti materials, as well as creating a more enjoyable learning experience.

Based on this background, this study aims to further explore the effectiveness of using learning videos in improving the learning outcomes of students in class IV.B at SD Negeri 04 Sontang. This research is expected to make a positive contribution to the development of innovative learning models that support the achievement of optimal learning outcomes at the primary school level.

METHODS

This study uses a Classroom Action Research (PTK) approach which aims to improve the learning process and improve the learning outcomes of students in class IV.B at SD Negeri 04 Sontang. PTK was chosen because this research was conducted by teachers in their own classrooms through reflection on learning practices. According to Suharsimi Arikunto (2012: 3), PTK is a reflection on learning activities in the form of actions that are deliberately raised

and take place in the classroom. Meanwhile, according to Igak and Kuswaya (2014: 1.4), PTK aims to improve teacher performance so that it has an impact on improving student learning outcomes.

This research was conducted in four main stages as stated by Suharsimi Arikunto, namely: planning, implementation, observation, and reflection. These stages are arranged systematically in an iterative cycle, so that improvements and improvements in the quality of learning can continue to be made based on the results of observations and reflections from each cycle. Each cycle involves a certain unit of time that is adjusted to the school academic calendar and the Islamic Religious Education and Budi Pekerti learning schedule.

The first stage is planning. At this stage, researchers designed the learning steps to be implemented, including the preparation of video media-based lesson plans. Researchers also prepared learning materials in the form of videos, evaluation tools, and data collection instruments, such as observation sheets, interviews, and learning outcomes tests. Video media was chosen because of its advantages in presenting information visually and interactively, which can increase student interest and understanding.

The second stage is implementation. At this stage, learning activities are carried out in accordance with the plan that has been prepared. Teachers used learning videos to deliver PAI and Budi Pekerti materials. The implementation was carried out collaboratively between the teacher and the researcher, where the teacher carried out the learning process, while the researcher acted as an observer. This process aims to ensure that the planned actions are well implemented and in accordance with the research objectives.

The third stage is observation. At this stage, researchers observed the learning process, student interactions, and student responses to the use of learning video media. Observations were made using the observation sheet that had been prepared. In addition, data was also obtained through interviews with students and teachers to get a more in-depth picture of the effectiveness of video media in improving learning outcomes. The results of these observations were used as material for reflection and evaluation in the next stage.

The fourth stage is reflection. At this stage, researchers analyzed the data obtained from observations, interviews, and learning outcomes tests. Reflection aims to evaluate the success of the actions that have been taken and identify weaknesses that need to be improved in the next cycle. The results of reflection become the basis for designing better actions in the next cycle, so that the learning process can continue to be improved.

This research was conducted in two cycles, with the assumption that the first cycle aimed to identify problems and test the effectiveness of the initial action, while the second cycle aimed to correct the shortcomings found in the previous cycle. By using this PTK approach, it is expected that PAI and Budi Pekerti learning can take place more interestingly, interactively, and effectively, so that it has a positive impact on improving student learning outcomes.

RESULT AND DISCUSSION

RESULT

In Cycle I, this study showed that the application of learning videos for the material Let's Learn Q.S At-Tin succeeded in significantly improving student learning outcomes. Based on the competency test data obtained after the implementation of learning, as many as 17 out of 20 students (76.17%) have reached the specified Minimum Completion Criteria (KKM), which is 75. The highest score obtained was 100, while the lowest score was 70, with the average student score reaching 84.75. This figure shows a significant improvement compared to the conditions before the application of the learning video, which previously only reached 50% of completeness.

Despite the improvement, three students (23.83%) still did not reach the KKM. This shows that although the use of learning videos has a positive impact, there are still some students who need more attention in order to achieve a better understanding of the material. Further improvements will be made in Cycle II to further improve the learning outcomes of students who have not yet completed.

In terms of observing student learning activities, the observation results showed that most students actively participated in learning activities. A total of 12 students (60%) were actively involved in learning activities, while 6 students (30%) were less active, and 2 students (10%) were inactive. Nonetheless, this high level of participation shows that the learning video is able to attract students' attention and motivate them to be more involved in learning, compared to the lecture method previously used.

One important finding was that students showed high enthusiasm when asked to discuss in groups about the passage of Q.S At-Tin. These group discussions provided an opportunity for students to better understand the material through collaboration and knowledge sharing. Although there were some students who had difficulty in arranging the pieces of Q.S At-Tin verses using the cards, they eventually managed to complete the task. This shows that although there were some challenges in using video media, overall this activity succeeded in improving students' understanding.

In addition, the observation results also showed that although the use of learning videos could improve the learning process, there were still students who did not understand that the material in the video was part of the learning. This is one of the reflection points that needs to be improved in the next cycle, by further emphasizing the relationship between the video and the learning objectives to students.

From the teaching side, the teacher managed to implement the learning steps well in accordance with the Learning Implementation Plan (RPP) that had been prepared. The use of learning videos on the material of reading Q.S At-Tin went smoothly, and the teacher succeeded in providing sufficient stimulus to encourage students to think critically and actively in learning. However, there are some obstacles, such as students' confusion in understanding how to arrange the verse piece cards, which will be improved in the next cycle.

One aspect that needs attention is improving the quality of interaction between students and teachers. Although most students were more actively participating, there were still some students who tended to be passive, perhaps due to a lack of understanding or difficulty in completing the task. Therefore, in Cycle II, the teacher needs to pay more attention to how to provide support to less active students, for example by taking a more personalized approach or using more varied teaching techniques.

Regarding the use of learning videos, the results of Cycle I showed that this media can increase students' interest and understanding. Videos help present information in a more interesting and understandable way, especially for complex material such as Q.S At-Tin. In the future, it is necessary to evaluate the type of video used, so that it is more suitable for students' diverse learning styles.

In terms of assessment, the teacher provides Learner Worksheets (LKPD) as an evaluation to determine the extent of students' understanding of the material taught. The task given is in the form of matching the verses of Q.S At-Tin with the correct reading. The results of the competency test show that most students have understood the material well, but there are some students who still need further practice to reach a deeper level of understanding.

In cycle II, learning using learning video media was again applied to improve students' ability to write and interpret Q.S At-Tin. Although some improvements have been made based on the reflection of cycle I, the results obtained show that there are several aspects that still need to be improved.

In the planning stage, the teacher prepared materials and learning steps that were more focused. Cycle II planning involved discussions between teachers and students to agree on learning methods. The teacher also prepared tools such as learning videos and Q.S At-Tin verse cards to help students understand the material more deeply.

The implementation stage showed an increase in student participation compared to the previous cycle. The teacher starts with greetings, prayers, and apperception before showing the learning video. This step aims to attract students' attention and motivate them in learning. The teacher also provides intensive guidance to students in understanding the steps of completing the task.

In the core activities, students are invited to watch the learning video, discuss the content of the video, and write and interpret the verses of Q.S At-Tin. Each group was asked to arrange the pieces of verses that had been given and match them with their meanings. This activity involved better group cooperation than the previous cycle, although there were still students who experienced difficulties.

The test results showed an increase in students' average score from 84.75 in cycle I to 94.44 in cycle II. The percentage of student learning completeness also increased from 76.17% to 86.67%. Out of 20 students, 18 students managed to achieve completeness, while 2 students were still not complete. This shows progress, although not significant overall.

Observations showed that students seemed more enthusiastic in learning. A total of 80% of students were actively involved, while 10% were less active, and 10% were inactive. The teacher noted that some students still experienced confusion when understanding the material, but they showed better effort to complete the group task.

Reflection on cycle II showed some of the challenges faced. The teacher found it difficult to overcome students' obstacles related to mastery of the material. In addition, some students still looked confused when asked to follow the learning steps independently. This shows the need for adjustments to learning methods to overcome these obstacles.

In general, the application of learning videos in cycle II had a positive impact on improving student learning outcomes. Students understood the material better and were more motivated to learn. However, some weaknesses still need to be improved, such as a more personalized approach for students who have not yet reached mastery.

In conclusion, cycle II showed an increase in student participation and learning outcomes compared to cycle I. Teachers and students alike need to improve the effectiveness of learning in order to achieve more optimal results. This cycle provides important lessons for teachers to better understand students' needs and adjust teaching methods dynamically.

The video learning stage can be further developed by providing additional training to teachers and students to maximize the use of technology in learning. This effort is expected to improve students' understanding and overcome the obstacles that occur during the learning process.

DISCUSSION

The results of the research in cycles I and II showed that the application of learning videos had a positive impact on improving student learning outcomes, although it had not yet achieved optimal results. In cycle I, student learning completeness was still at 76.17%, while in cycle II it increased to 86.67%. This shows that video-based learning helps improve students' understanding of the material, in accordance with the theory of multimedia learning by Mayer (2001), which states that the delivery of material through a combination of text, images and videos can increase students' cognitive engagement.

The improvement in learning outcomes in cycle II can be attributed to a more focused learning implementation. The teacher tried to improve the shortcomings in cycle I, such as providing a more detailed explanation of the learning steps using the video. This is in line with Vygotsky's theory of constructivism which emphasizes the importance of scaffolding or teacher support in helping students achieve better understanding. This support can be seen from the teacher's efforts in providing guidance and more intensive group discussions in cycle II.

However, there are still challenges in this learning, especially related to students who have not yet reached mastery. Based on observations, less active students tend to have difficulty understanding the instructions and materials provided. This is in accordance with McClelland's theory of learning motivation, which explains that student success is strongly influenced by intrinsic and extrinsic motivation. Teachers have tried to provide rewards to motivate students, but a more personalized approach is needed for students who are still not active.

The application of learning videos in cycle I and II also showed the effectiveness of technology-based learning methods in improving student engagement. According to the active learning theory by Bonwell and Eison (1991), the use of interesting media such as videos can increase student engagement in the learning process. This can be seen from the increase in the number of students who were active during cycle II, which amounted to 80% compared to cycle I.

On the other hand, the cycle II test results showed that the average student score increased from 84.75 in cycle I to 94.44. This increase supports the theory of behaviorism, where providing direct feedback through test evaluation can strengthen students' understanding. With better test results, students are motivated to continue improving their abilities.

However, the observation also showed that there were still some students who did not understand the material deeply. Based on Bloom's theory of the cognitive domain, effective learning should be able to help students reach the stages of understanding, analysis, and application. In cycle II, some students were still at the memorization (knowledge) and comprehension stages, not yet reaching the analysis stage. This requires improvement in the design of tasks that are more challenging and encourage students to think critically.

In the context of Kolb's learning experience theory, learning videos support the concrete experience and reflective observation stages. Students can see real examples through the video and reflect on their understanding through group discussions. However, the active experimentation stage needs to be improved, for example by asking students to make more creative projects related to the material.

One of the weaknesses found in this cycle is that there is still a gap between active and inactive students. This can be overcome with a differentiated approach to learning. According to Tomlinson (2001), teachers need to design learning that adapts to the needs, interests and abilities of individual students. In this case, teachers can provide additional assignments or special guidance for students who have not yet reached mastery.

Overall, the results of this study show that video learning is effective in improving learning outcomes, but its implementation requires adjustments to meet the needs of all students. The improved results in cycle II reflect the success of the corrective measures, but full success will be achieved if every student can be active and understand the material in depth.

Video-based learning is also in line with 21st century education theory that emphasizes mastery of technological literacy and collaboration skills. Teachers need to continue developing creative and relevant learning media to support student-centered learning. Thus, learning becomes more meaningful and has a positive impact on students' holistic development.

CONCLUSION

This study shows that the application of video-based learning on the material *Let's Learn to Read and Interpret QS. At-Tin* can improve student learning outcomes. In cycle I, the average student score reached 84.75 with a completeness rate of 76.17%. After improvements were made in cycle II, the average score increased to 94.44 with a completeness rate of 86.67%. The use of learning videos had a positive impact on student activeness, from 60% in cycle I to 80% in cycle II. However, there are still challenges such as teacher understanding in utilizing learning media and student adaptation to new methods. Reflection shows that video-based learning is able to motivate students and make learning more interesting, although it requires better management to achieve maximum results.

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