Utilisation of Video Media to Improve Student Learning Outcomes in PAI Learning in Class IV SDN 11 Palaluar

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Abstract
This study aimed to improve students' learning outcomes in Islamic Religious Education (PAI) by utilizing video media and the Discovery-Based Learning (DBL) approach. The research was conducted in two cycles involving fourth-grade students at SDN 11 Palaluar. In the first cycle, the focus was on reading and memorizing Q.S. At-Tin, while the second cycle emphasized writing skills in Qur'anic verses. The results revealed that video media significantly enhanced students' motivation and comprehension. In the first cycle, the average score increased from 57.5 to 75.42, with a completion rate of 66.67%. In the second cycle, the average score improved to 80.42, with a completion rate of 83.33%. The DBL model was also effective in actively engaging students in the learning process. This study concludes that integrating video media and DBL positively impacts students' learning outcomes, particularly in reading, memorizing, and writing Qur'anic verses.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa pada pembelajaran Pendidikan Agama Islam (PAI) dengan memanfaatkan media video dan pendekatan Discovery-Based Learning (DBL). Penelitian dilakukan dalam dua siklus pada siswa kelas IV SDN 11 Palaluar. Pada siklus I, pembelajaran berfokus pada kemampuan membaca dan menghafal Q.S. At-Tin, sementara siklus II berfokus pada keterampilan menulis ayat Al-Qur'an. Hasil penelitian menunjukkan bahwa media video secara signifikan meningkatkan motivasi dan pemahaman siswa. Pada siklus I, rata-rata nilai meningkat dari 57,5 menjadi 75,42 dengan tingkat ketuntasan 66,67%. Pada siklus II, rata-rata nilai meningkat menjadi 80,42 dengan tingkat ketuntasan 83,33%. Model DBL juga terbukti efektif dalam melibatkan siswa secara aktif dalam pembelajaran. Penelitian ini menyimpulkan bahwa penggunaan media video dan DBL memberikan dampak positif terhadap hasil belajar siswa, khususnya dalam aspek membaca, menghafal, dan menulis ayat Al-Qur'an.

INTRODUCTION

Islamic Religious Education (PAI) has a strategic role in shaping the character and morals of students in Indonesia. As a subject that aims to instil Islamic values, PAI is expected to be the main pillar in shaping a generation that is faithful, pious, and noble. However, the reality on the ground shows that students' PAI learning outcomes often do not meet expectations. This low achievement is a challenge for the world of education, especially at the elementary school level, which is an important phase in shaping the foundation of students' personalities.

Based on initial observations at SDN 11 Palaluar, it was found that many fourth grade students had difficulty in understanding PAI materials. This difficulty not only impacts on low learning outcomes but also on students' lack of enthusiasm for learning. Some of the factors that contribute to this condition include monotonous teaching methods, lack of variety in the use of learning media, and lack of innovation in delivering the material. This raises important questions about how PAI learning can be made more interesting and effective.

In the context of modern learning, technology integration is a necessity that cannot be ignored. Technology has great potential to change the way teachers and students interact in the teaching and learning process. One of the technology-based learning media that has

proven to be effective is learning videos. Videos not only present information visually and auditory but are also able to attract students' attention and increase their engagement in learning. Various studies have shown that learning videos can help students understand difficult concepts and increase their learning motivation.

The advantage of learning videos lies in their ability to visualise abstract information to be more concrete. For example, PAI materials that contain abstract values such as faith and noble character can be presented through interactive stories or animations. This not only makes learning more interesting but also helps students internalise these values better. In addition, learning videos provide flexibility for students to learn according to their pace and needs, thus improving overall learning outcomes.

The use of videos in learning is also in line with the demands of Merdeka Curriculum which emphasises project-based learning and innovation. Video can be used as a tool to facilitate more collaborative and real-life based learning. In the context of PAI learning, videos can present daily life situations relevant to Islamic values, so that students can understand the practical application of the material learnt.

However, despite the huge potential of learning videos, their implementation in primary schools still faces various obstacles. Teachers often face limitations in terms of access to technology, technical skills and time to prepare video-based learning media. In addition, not all teachers are aware of the importance of using technology in learning. Therefore, efforts are needed to improve teachers' competence in utilising technology and providing supportive facilities.

This study aims to explore the effectiveness of using learning videos in improving PAI learning outcomes of grade IV students at SDN 11 Palaluar. This research will not only measure the impact of videos on student learning outcomes but also evaluate how students respond to the use of this media. With this approach, it is expected to gain a more comprehensive understanding of the effect of learning videos on students' learning processes and outcomes.

The results of this study are expected to contribute significantly to the development of more innovative PAI learning strategies. In addition, this research also aims to provide practical recommendations for teachers in implementing technology-based learning media. Thus, this research is not only theoretically relevant but also provides direct benefits for improving the quality of learning at the primary school level.

METHODS

This research uses a mixed methods approach, which combines quantitative and qualitative approaches. The quantitative approach was applied to measure the effectiveness of the application of learning videos on student learning outcomes objectively through numerical data collection. This quantitative data was obtained from students' pre-test and post-test results. Meanwhile, the qualitative approach was used to explore students' responses, perceptions and interactions during the learning process. This approach provides a more comprehensive picture of the effectiveness of learning videos as teaching media.

This research is a Classroom Action Research (PTK), designed to improve learning practices directly in the classroom. This research is participatory in nature, where the teacher acts as a researcher, while involving students as research subjects. The PTK is conducted in several cycles which include planning, action, observation, reflection and revision stages. This cycle allows teachers to gradually improve the quality of learning based on the evaluation of each stage.

The research subjects were fourth grade students of SDN 11 Palaluar in the 2024/2025 school year. This research was conducted in the school classroom, involving the class teacher

as the main researcher. Students were chosen as research subjects because their cognitive level was in accordance with the teaching material that was the focus of the research, namely surah Q.S. At-Tin.

The research design refers to the PTK cycle model which consists of four main stages. The first stage is planning, i.e. designing video-based learning, selecting or making learning videos relevant to the Q.S. At-Tin material, as well as compiling research instruments such as observation sheets, interview guides, and pre-test/post-test questions. The second stage is the implementation of the action, where the teacher implements learning by using videos as teaching media. Students were invited to watch videos, discuss, and work on evaluation questions. The third stage is observation, where teachers record students' activities, participation level, and response to video-based learning. The last stage is reflection and revision, which evaluates the effectiveness of the action based on observation and test results, then designs improvements for the next cycle.

Research data was collected through several methods. Learning outcome tests were conducted before and after the action to measure the improvement of students' learning outcomes. Observations were made during the lesson to record the students' level of engagement, their interactions, and how they responded to the use of videos. Interviews were conducted with students to explore their opinions on learning using videos, while questionnaires were used to collect data on students' perceptions more systematically.

Quantitative data from the pre-test and post-test were analysed using descriptive and inferential statistical techniques to see any significant differences in learning outcomes before and after the action. Qualitative data from observations, interviews and questionnaires were analysed using thematic analysis techniques to identify patterns, categories and relationships between students' responses to the video media used.

To ensure data validity, this study used method triangulation, combining test results, observations and interviews. The reliability of the quantitative data was tested by testing the consistency of the test results, while the qualitative data was tested by cross-checking the results of interviews and observations.

RESULT AND DISCUSSION

RESULT

In cycle I, classroom action research conducted in class IV SDN 11 Palaluar showed an increase in student learning outcomes in learning Islamic Religious Education (PAI) by using video media. The research steps include planning, implementation, observation, and reflection. Each stage is systematically designed to improve the quality of learning, especially in understanding Q.S. At-Tin.

In the planning stage, initial identification showed that most students had difficulty reading, memorising, and understanding the content of Q.S. At-Tin. Out of 12 students, only 4 students reached the Minimum Completeness Criteria (KKM). The teacher developed a video-based lesson plan, provided audio-visual devices, and prepared instruments such as tests, observation sheets, and questionnaires. The video used displays the recitation of Q.S. At-Tin with correct tajweed pronunciation, translation, and explanation of the content of the verse.

The implementation of learning using videos was conducted in two meetings. The teacher opened the lesson by explaining the learning objectives and motivating the students. The learning video is shown, and students are asked to listen carefully. The teacher guides students in reciting the verses of Q.S. At-Tin repeatedly according to the example in the video. In addition, students are encouraged to discuss in small groups and complete the student worksheet (LKS).

The observation results show an increase in students' positive response to video-based learning. Most students were enthusiastic while watching the video and actively participated in the group discussion. From the oral test conducted, 7 students were able to recite Q.S. At-Tin well, while the other 5 students still needed further guidance. Student interaction in group activities also showed improvement, although some students still lacked confidence.

Reflection on the implementation of cycle I showed that video media had a positive impact in helping students understand the material of Q.S. At-Tin. The learning video proved effective in clarifying how to read the verse with correct tajweed and making it easier for students to understand the content of the verse. In addition, the number of students who reached the KKM increased significantly from 4 students in the pre-cycle stage to 7 students in the first cycle.

Nevertheless, some obstacles were still found. Some students felt insecure about reading the Qur'anic verses in front of their friends. In addition, the time available to memorise the verses of Q.S. At-Tin was not sufficient. The teacher also noted that students who had not achieved the KKM needed additional guidance to overcome their difficulties.

The average student score in cycle I reached 75.42, an increase from the average of 57.5 in the pre-cycle stage. The percentage of completeness also increased significantly, from 16.67% in the pre-cycle to 66.67% in the first cycle. This data shows that the application of video media as a learning tool is effective in improving student learning outcomes.

The results of interviews with students showed that they found it easier to understand the material through learning videos than conventional methods. Students found the videos interesting and helped them remember the material better. Some students also said that the use of videos made them more motivated to learn the Qur'an.

Through reflection, the teacher developed an improvement plan for the next cycle. The teacher decided to increase the time for reading and memorisation practice and provide additional guidance for students who had not reached the KKM. The teacher will also organise strategies to increase students' confidence in reading Qur'anic verses in front of their friends.

In cycle II of the classroom action research, learning focused on improving the writing skills of Q.S. At-Tin by utilising video media and the Discovery-Based Learning (DBL) model. This step aims to encourage students to learn actively, creatively, and more independently. Based on the reflection analysis of cycle I, there were still obstacles in students' confidence as well as their ability to write Arabic letters. Therefore, a new strategy was designed to address these issues through more structured planning.

The planning stage involved the preparation of a Learning Implementation Plan (RPP) with the integration of the DBL model. The learning video used in this cycle featured a detailed guide to writing Hijaiyah letters, from how to write letters to forming words and complete verses. In addition, student worksheets (LKS) were provided to practice writing skills independently. Research instruments, such as observation, test, and questionnaire, were also prepared to evaluate the effectiveness of learning.

In the implementation stage, learning takes place for two meetings with 2 x 35 minutes each. The teacher starts the activity by explaining the learning objectives and providing motivation about the importance of Qur'anic writing skills. The stages of the DBL model were applied sequentially, starting with playing a video to provide initial stimulation. Students then took notes on the verses they found difficult to understand, worked in pairs to copy the verses, and compared their writing with the examples in the video.

The learning process in cycle II provided a more in-depth experience for students. In group discussions, students actively discussed according to their interests, such as writing, reading, or telling stories. Each group presented the results of their discussion in front of the

class, so communication and cooperation skills were also developed. The teacher guides students to ensure that their writing is in accordance with the rules of writing Arabic letters.

The observation results show that students are increasingly actively involved in learning. Most students show high enthusiasm when using video media. Students who previously lacked confidence began to show an increase in participation. From the writing test results, 9 students were able to write Q.S. At-Tin correctly, while 3 students still needed additional guidance to reach the Minimum Completion Criteria (KKM).

At the reflection stage, it was found that the application of the DBL model and video media significantly improved students' writing skills. The average student score increased from 75.42 in cycle I to 80.42 in cycle II. In addition, the percentage of student completeness also increased from 66.67% to 83.33%. This data shows that the applied strategy is effective in improving students' learning outcomes.

However, there are still some obstacles that need to be overcome. Some students need more time to copy the verses neatly, and their understanding of the rules of writing Arabic letters still needs to be improved. The teacher realised that additional practice was needed to ensure all students were able to write correctly and confidently.

The teacher also developed an improvement plan for the next cycle. This plan includes additional time for independent practice, the use of visual aids such as letter boards or Arabic letter writing apps, as well as providing more intensive feedback to students who have not reached the KKM. With this step, it is expected that all students can achieve mastery in the skill of writing Q.S. At-Tin.

Questionnaires distributed to students showed that they found it easier to understand the material through the applied DBL model. Students consider the learning process to be more interesting due to active interaction in groups and the use of video media that helps them understand how to write Arabic letters correctly.

DISCUSSION

Discussion of the analysis of the results of cycle I and II shows a significant increase in student learning outcomes through the application of video media and the Discovery-Based Learning (DBL) learning model. In Piaget's constructivist learning theory, students understand material more easily when they are actively involved in learning. Video media helps build visual understanding, while the DBL model facilitates independent exploration and discovery of knowledge, which is in accordance with the principles of constructivism-based learning.

In cycle I, the use of video media as the main tool has had a positive impact on students' understanding in reading and memorising Q.S. At-Tin. According to Mayer (2009) in Cognitive Theory of Multimedia Learning, video media can improve learning outcomes by combining visual and audio elements, so students can process information more effectively. As a result, the number of students who reached the Minimum Completeness Criteria (KKM) increased from 16.67% in the pre-cycle to 66.67% in the first cycle.

However, the obstacles found in cycle I, such as students' lack of confidence in reading and memorising the Qur'an, indicate the importance of learning strategies that focus more on student engagement. In the Zone of Proximal Development theory (Vygotsky), teacher or peer assistance can help students achieve higher skills. Therefore, in cycle II, the DBL model was used to encourage interaction and collaboration among students.

In cycle II, the integration of the DBL model with video media successfully improved students' writing skills. The DBL stages, such as exploration, discussion, and reflection, provided opportunities for students to find solutions to the problems faced in writing Arabic

letters. Kolb's (1984) experiential learning theory explains that students learn more effectively through direct experience, such as copying, discussing, and revising their writing.

The observation results in cycle II showed that students were more enthusiastic and confident in writing Q.S. At-Tin. The increase in the average score from 75.42 in cycle I to 80.42 in cycle II reflects the effectiveness of this approach. In addition, the percentage of student completeness increased from 66.67% to 83.33%. This supports Bandura's (1977) view in social learning theory, which emphasises the importance of models or examples in building students' skills.

The obstacles still found in cycle II, such as limited time for writing practice and lack of understanding of the rules of writing Arabic letters, can be explained through Gagne's theory of learning conditions. According to Gagne, complex skills, such as writing Arabic letters, require repeated practice and reinforcement to achieve mastery. Therefore, teachers need to provide additional time and visual aids to support students who have not reached the KKM.

From the perspective of Maslow's theory of motivation, the use of video media and the DBL model fulfils students' needs for security and appreciation. When students are given the opportunity to express themselves and get positive feedback, they become more motivated to learn. This can be seen from the increase in students' active participation in group discussions and writing activities.

The DBL model also supports cooperative learning, which is in line with Johnson & Johnson's (1999) theory. In cooperative learning, students learn to work together to achieve a common goal, such as completing the task of writing and reading the Qur'an. Group activities in cycle II allowed students to help each other and learn from their peers, thus improving their understanding.

The success in cycles I and II also shows the importance of the teacher's role as a facilitator. Based on Knowles' theory of andragogy, teachers should not only provide instructions, but also create a learning environment that supports students' independence. The use of video media and writing guides in cycle II shows how the teacher's role as a guide can motivate students to learn independently.

CONCLUSION

This study demonstrates that the use of video media in Islamic Religious Education (PAI) learning based on the Discovery-Based Learning (DBL) approach significantly improves the learning outcomes of fourth-grade students at SDN 11 Palaluar. In the first cycle, video media helped students understand how to recite and memorize Q.S. At-Tin with correct tajweed, increasing the average score from 57.5 to 75.42, with a mastery level of 66.67%. In the second cycle, the use of DBL focused on the skill of writing Q.S. At-Tin, successfully raising the average score to 80.42 with a mastery level of 83.33%. These results highlight the effectiveness of video media in motivating students, enhancing comprehension, and improving practical skills, although some students still require additional guidance. Recommendations include integrating more interactive learning media and providing more time for independent practice for students.

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