Utilization of Learning Video Media to Improve PAI Learning Outcomes in Elementary School IT Baitul Quran Panti

Hermi Yusnita[1]

*Correspondence:
Email : auhtors@ac.id

Authors Affiliation:

[1]Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, *Indonesia*

Abstrac

This study aims to determine the effect of using video learning media on students' learning outcomes in Islamic Religious Education (PAI) at SD IT Baitul Quran Panti. This research uses a classroom action research (CAR) approach with two cycles. In Cycle I, it was found that students' learning outcomes were still not optimal, with some students not reaching the Minimum Mastery Criteria (KKM). However, after conducting reflection and improvements in Cycle II, students' learning outcomes showed significant improvement, with 81.2% of students achieving mastery. More structured learning activities and more effective use of video learning media in Cycle II contributed to the improvement in students' learning outcomes. This study will continue into Cycle III to achieve more optimal results.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media video pembelajaran terhadap hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam di SD IT Baitul Quran Panti. Penelitian ini menggunakan pendekatan penelitian tindakan kelas (PTK) dengan dua siklus. Pada Siklus I, ditemukan bahwa hasil belajar siswa masih belum optimal, dengan beberapa siswa belum mencapai Kriteria Ketuntasan Minimal (KKM). Namun, setelah melakukan refleksi dan perbaikan pada Siklus II, hasil belajar siswa mengalami peningkatan yang cukup signifikan, dengan 81,2% siswa mencapai nilai tuntas. Kegiatan pembelajaran yang lebih terstruktur dan penggunaan video pembelajaran yang lebih maksimal pada Siklus II memberikan kontribusi terhadap peningkatan hasil belajar siswa. Penelitian ini akan dilanjutkan pada Siklus III untuk mencapai hasil yang lebih optimal.

INTRODUCTION

Education is one of the main pillars in national development, which plays an important role in educating people's lives and improving the quality of human resources (HR). Education is not just a teaching process, but also a means to preserve, transfer and transform cultural values to the next generation. An effective education process can shape individuals who have quality knowledge, skills and character, so that they can make a positive contribution to the progress of the nation.

However, one of the biggest challenges in education today is low student learning outcomes, which are often caused by a lack of diversity in teaching methods and ineffective use of media. Students who lack interest or difficulty in understanding the material tend to have low learning outcomes. Therefore, the use of effective media, such as video-based media, can be a solution to improve the quality of learning and student learning outcomes.

Video-based learning media has the potential to attract students' attention as it allows them to see and hear the concepts being taught visually and audibly. By utilizing video, students not only obtain information passively, but can also interact with the learning material through clearer and more interesting visualizations. This makes the learning process more effective and makes it easier for students to understand and remember the material presented.

Education is also inseparable from technological developments. In this digital era, students who are familiar with modern technology, such as smartphones and the internet, really need a learning approach that is relevant to the times. Therefore, educators are required to adapt technology as part of learning media that can support the success of the teaching and learning process. Technology provides convenience in creating more interesting and interactive learning materials, so that students are more motivated to learn.

In the context of Islamic education, one way to improve learning outcomes is to use the right learning media. Video media, which utilizes the power of visual and audio, can help students to more easily understand the materials in Islamic Religious Education (PAI) subjects. As explained in QS. An-Nahl (16): 78, where Allah gives hearing, sight, and heart to humans to facilitate them in acquiring knowledge. Learning media that involves the senses of hearing and vision can improve the quality of learning.

The quality of learning depends not only on the methods used, but also on how educators design and deliver learning materials. Educators who are able to choose and use methods and media that are appropriate to the characteristics of students will be more successful in creating effective learning. Therefore, choosing the right media, such as videos, will greatly affect student learning outcomes.

The importance of video-based learning media can be seen from the many advantages it offers. One of them is the ability to save time and provide more flexible access to learning. Students can access the material anytime and anywhere, and can repeat the learning material if needed. Thus, video media can provide a more realistic and enjoyable learning experience for students.

In addition, video media can also increase students' motivation in learning. In the digital era, video sharing platforms such as YouTube are very popular among students, which makes it a fun means of acquiring information. By utilizing this platform in the learning process, students will be more motivated to learn as they are already familiar with this type of media in their daily lives.

At SD IT Baitul Quran Panti, the use of video-based learning media has been applied in learning, especially in Islamic Religious Education (PAI) subjects. This shows that the school has tried to utilize technology in improving the quality of learning. However, further evaluation needs to be done regarding the extent to which the use of video media has an effect on student learning outcomes in PAI.

Based on the above background, the author is interested in conducting a class action research entitled "Utilization of Learning Videos to Improve PAI Learning Outcomes at SD IT Baitul Quran Panti". This study aims to examine the effectiveness of using video media in improving student learning outcomes in PAI subjects and provide recommendations for educators in designing more interesting and interactive learning using technology.

METHODS

This research uses a type of classroom action research that is carried out with a combined approach between quantitative and qualitative. The quantitative approach was used to describe existing phenomena related to the utilization of video media in Islamic Religious Education (PAI) learning at SD IT Baitul Quran Panti, especially to assess its effect on student learning outcomes. This quantitative research focuses more on collecting numerical data that can be analyzed statistically to obtain a clear picture of the effectiveness of using video media. Meanwhile, the qualitative approach was applied to describe existing phenomena and provide a deeper understanding of the learning process with video media as well as students' and teachers' views on this method.

In this study, quantitative data will be collected through student learning outcomes tests before and after the use of video media in learning. This test will be designed to measure students' understanding of the PAI material taught, as well as to compare the changes that occur after the use of video media. The data collected will be analyzed descriptively to describe the changes in students' learning outcomes, as well as to determine whether the use of videos has a significant effect on students' academic achievement in the classroom.

Meanwhile, qualitative data will be obtained through observations and interviews with students and teachers involved in the research. Observations will be conducted during the learning process to find out how the use of videos can affect the interaction between teachers and students, as well as how students respond to learning with video media. Interviews will be conducted with several informants, including students, teachers, and school officials, to explore their views on the advantages and challenges of using video as a learning medium.

This research will be conducted at SD IT Baitul Quran Panti, which has utilized technology in PAI learning, especially the use of video media. This school was chosen because it has implemented the use of technology-based media in the learning process and has adequate facilities to support the research. The research subjects consisted of students of certain classes who participated in PAI learning with video media, as well as teachers who taught the subject.

The research steps begin with the preparation of data collection through the preparation of student learning outcomes test instruments and interview guidelines. The learning outcomes test will be adjusted to the material to be taught using video media, while the interview guidelines will focus on the experiences and perceptions of teachers and students related to learning using video media. After the instruments were prepared, the research continued with the implementation of learning using video media in several meetings.

During the learning process, the researcher will conduct observations to document how video media is applied in learning activities. This observation aims to see the interactions that occur in the classroom and record students' reactions to the use of video media. These observations will also help researchers to assess the extent to which video media can increase students' engagement in learning and better understand PAI materials.

After the learning is complete, the researcher will evaluate the students' learning outcomes through a post-test to see the development that occurs after the use of video media. The data from this test will be compared with the pre-test conducted earlier to assess significant improvement. In addition, interviews with students and teachers will be conducted to gain further insight into their perceptions of the use of video media in learning.

Data obtained from observations, interviews, and learning outcome tests will be analyzed quantitatively and qualitatively. Quantitative data will be analyzed using descriptive statistics to describe changes in student learning outcomes, while qualitative data will be analyzed using the thematic analysis method to identify key themes related to the use of video media in learning. The results of these two approaches are expected to provide a comprehensive picture of the effectiveness of video media in improving PAI learning outcomes at SD IT Baitul Quran Panti.

RESULT AND DISCUSSION

RESULT

In cycle I of this class action research, lesson planning began with the preparation of teaching modules and test instruments to measure student learning outcomes. Researchers designed learning with the theme "Living Well by Sharing" and the subtheme "Infaq," using learning video media. Preparations were made to select relevant and interesting videos, as well as ensuring that the required technological devices were ready to use. Researchers also

prepared evaluation instruments in the form of LKPD (Learner Worksheets) that would be used to measure students' understanding of the material taught.

The implementation of learning in cycle I was carried out on Tuesday, January 7, 2024, for two lesson hours, divided into introductory, core, and closing activities. In the preliminary activities, the researcher invited students to pray together, checked attendance, and explained the learning objectives and materials. Then, the researcher motivated students by linking the material to be learned with their daily experiences, and gave an overview of the use of video media in learning.

In the core activity, students sat in groups and watched a learning video about infaq. After that, students were asked to fill in the group LKPD and create mind mapping about infaq based on the video and other teaching sources. The researcher guided students in group discussions to understand the material more deeply and directed them in completing the task. Each group was asked to present the results of their discussion in front of the class, which was followed by an assessment of the mind mapping and presentations made by the students.

In the closing activity, researchers and students summarize the material that has been learned and provide reinforcement of the results of discussions and student understanding. The researcher gave an evaluation in the form of individual LKPD on infaq which aims to assess student learning outcomes individually. After that, the researcher reflected on the learning that had taken place, closed the lesson with prayer, and said greetings.

Observations were made by observers, whose role was to observe teacher and student activities during learning. The results of teacher activity observations showed that the learning went well with a score of 79.4%, which is included in the good category. Nevertheless, there are some aspects that need to be improved, such as strengthening the conclusions that have been conveyed by students, as well as classroom management that still needs to be improved. Student activity was also observed with a percentage of 69.11%, which is in the sufficient category. This shows that students still need to be more active and enthusiastic in participating in learning.

During the implementation of cycle I, the researcher noted several obstacles that needed to be improved in the next cycle. For example, there were some students who were less active and had difficulty in presenting the results of group work. Some students also had difficulty in summarizing the learning material, which might be caused by the less detailed explanation and the less interesting learning video. Therefore, in cycle II, the researcher plans to display a learning video that is more interesting and in accordance with the needs of students, as well as provide a more in-depth explanation so that the material is easier to understand.

Student learning results in cycle I showed that there were 10 students who reached the KKM with the highest score of 90 and the lowest score of 50. Although most students managed to reach the KKM, there were 6 students who had not reached the KKM, which indicated that there were some students who needed more attention in understanding the material. The researcher plans to improve the learning process by focusing more on strengthening the material and guidance for students who have not reached the KKM in the next cycle.

Overall, cycle I provided an initial picture of the effectiveness of using video media in PAI learning. Although there were some aspects that needed to be improved, such as classroom management, student motivation, and difficulties in understanding the material, the use of video media proved to increase student engagement in learning. The videos provided a variety of ways to deliver the material, but the quality of the videos that are more interesting and in line with students' interests will greatly affect their level of understanding.

The researcher also noted the important role of reinforcement and motivation in learning. Some students who had difficulty in summarizing the material indicated that there needed to be more time to ensure they understood the concepts taught. Therefore, in cycle II, the

researcher will focus more on providing clearer reinforcement and providing more intensive guidance to students who need it.

The reflection conducted at the end of cycle I led to an improvement in the quality of learning in cycle II. Researchers designed improvements by selecting more interesting and relevant learning videos, improving time management, and increasing student involvement in group discussions and presentations. By making these improvements, it is expected that student learning outcomes in cycle II can be more optimal and more students will reach the KKM.

Based on the reflection analysis, the researcher realized that the success of using video media in learning is highly dependent on the quality of the media chosen, effective classroom management, and providing adequate guidance to students. Therefore, the improvements made in cycle II are expected to create more interactive learning and can better meet students' learning needs.

In cycle II, the results of observations, reflections, and tests showed that students' learning outcomes had improved even though there were still some students who had not achieved a complete score. Based on the results of the first cycle reflection, information was obtained that most students had not considered the learning video as an activity that could improve their learning outcomes. Therefore, in cycle II, researchers tried to maximize the use of video media so that students could be more active in learning and achieve better learning outcomes. Improvements were made by preparing more thoroughly, as well as paying attention to the results of the first cycle reflection.

The action plan in cycle II included the reuse of learning video media displayed with more maximum steps. The implementation of cycle II was carried out in one meeting with a duration of two lessons. At the beginning of the lesson, the researcher invited students to pray, greeted them, and checked attendance. Then, the researcher explained the learning objectives and the material to be learned, made apperception by linking the material to students' experiences, and motivated them to learn by asking several questions related to the material. In the core stage, students were divided into groups, then watched a learning video accompanied by group discussions.

During the core activities, researchers gave students the opportunity to summarize the material from the learning videos they watched. Furthermore, students were given tasks to do based on the video and other teaching resources. The researcher monitored and guided students in groups, and asked each group to present the results of their discussions. After that, in the closing activity, the researcher together with students summarized the material that had been learned and provided reinforcement. The researcher then gave an evaluation by distributing LKPD to measure student learning outcomes.

Student learning outcomes in cycle II showed a significant improvement compared to cycle I. Of the 16 students, 13 students managed to achieve a complete score with a percentage of 81.2%, while the other 3 students did not reach the KKM score. This shows that the use of learning video media has a positive impact on improving student learning outcomes. Nevertheless, this research will be continued to cycle III to achieve more optimal results, with the hope that all students can achieve a complete score.

Observations of teacher and student activities during the implementation of cycle II showed that both parties showed significant improvement. Based on the observation results, the teacher's activity scored 60 with a percentage of 88.2%, which shows that the learning process went well. The teacher managed to carry out each learning step optimally, starting from starting the learning to providing a good closing. Likewise with student activities, which obtained a similar score with a percentage of 88.23%, indicating that they were actively involved in learning.

Although the observation results showed that the activities of teachers and students were quite good, researchers still tried to improve performance in cycle III to be more optimal. Some of the problems identified in cycle II included students who were less active in group discussions and difficulties in presenting the results of the discussion. To overcome this, the researcher plans to motivate students more and provide extra guidance so that they are more courageous in presenting the results of their group work at the next meeting.

Reflection on cycle II showed a significant increase in test results and observations. The number of students who achieved a complete score increased from 10 students in cycle I to 13 students in cycle II. This shows that the learning video media has succeeded in improving students' understanding of the material taught, especially the material about almsgiving in Islamic religious education. The researcher also assessed that students were more active and involved in learning compared to the first cycle.

However, although the results were quite good, researchers still found some problems. Some students were still less active in group work and needed more encouragement to be more courageous in front of the class. In addition, there are students who have not been able to summarize the material properly. For this reason, in cycle III, the researcher plans to provide more positive affirmations to students, improve the way the material is delivered, and increase guidance to students who are still struggling.

Cycle II also illustrates that the use of videos as learning media can increase students' interest and understanding of the material. However, researchers realize that only using learning media is not enough, and motivational factors and a more personal approach to students are needed. Therefore, researchers are committed to continuing to improve the quality of learning in cycle III in order to achieve maximum results.

DISCUSSION

The Based on the results of cycles I and II, there was a significant improvement in student learning outcomes, although some challenges still need to be overcome to achieve optimal results. In cycle I, the majority of students had not managed to achieve a complete score, and some students were also less active in learning. However, in cycle II, researchers managed to improve several aspects, particularly in the use of learning video media, which had a positive impact on student learning outcomes. This reflects the importance of media in learning that can effectively influence student understanding.

One of the relevant theories to understand the improvement of learning outcomes in cycle II is the constructivism learning theory developed by Piaget and Vygotsky. Both argue that effective learning occurs when students actively interact with materials and their environment, and build their own understanding through direct experience. In the context of this research, the use of learning videos provides opportunities for students to observe, analyze and construct their knowledge of almsgiving material, which improves their understanding.

During cycle II, students' activities were more structured and directed, thanks to the utilization of video media that can stimulate students' interest. According to the multimedia theory proposed by Mayer, learning that uses visual and audio media can accelerate students' understanding because the media presents information in two different channels (visual and verbal), increasing the effectiveness of learning. In this study, the learning video allows students to see real examples related to the material of almsgiving, which helps them understand the concept better than just listening to verbal explanations from the teacher.

However, despite the positive improvement in cycle II, there were still students who did not fully understand the material or were less active in group activities. This leads to Albert Bandura's social learning theory, which states that learning is also influenced by social interactions between individuals. In this case, although video media is used, social interaction

between students in the group and with the teacher is also very important in building a deeper understanding. Therefore, researchers need to focus more on improving group dynamics and providing greater motivation to less active students.

In addition, the theory of project-based learning (PBL) is also relevant in the context of this study. PBL emphasizes on real task-oriented learning that engages students in meaningful activities. In cycle II, students engaged in group tasks that allowed them to discuss, analyze and present their findings. This improved students' communication and collaboration skills, which is in line with PBL principles that facilitate the development of social and cognitive skills.

Cycle II also showed the importance of implementing a more structured and reflective evaluation. Evaluation in learning, according to formative assessment theory, should serve as a tool to provide feedback that helps students understand the extent to which they have mastered the material. In cycle II, the researcher provided LKPDs to evaluate students' learning outcomes individually, which could provide a clear picture of each student's understanding. Feedback from these evaluation results allowed the researcher to know which areas needed to be improved in the next cycle.

On the other hand, although the use of learning videos can improve students' understanding, some students still have difficulty in presenting the results of their group work. This is in accordance with constructivism learning theory which emphasizes the importance of students' active involvement in the knowledge sharing process. According to this theory, students not only need to understand the material, but also be able to communicate and discuss their understanding with others. Therefore, in cycle III, researchers need to pay more attention to improving students' presentation skills.

In addition, Deci and Ryan's motivation theory in Self-Determination Theory (SDT) also provides an important perspective in analyzing the results of this study. SDT emphasizes that students are more motivated to learn when they feel competent, have autonomy, and get social support. In cycle II, although many students were already more active, some students who had not yet completed their learning may have felt less confident in expressing their opinions or presenting their work. Therefore, providing more positive affirmation and encouragement to the less confident students was essential to increase their motivation.

Although students' learning outcomes in cycle II showed a good improvement, researchers still saw the need to improve group dynamics and give more attention to students who were struggling. According to Johnson & Johnson's cooperative learning theory, good interaction between students in the group can improve learning outcomes. Therefore, researchers need to further optimize group learning strategies by paying attention to the balance of participation between group members so that all students feel valued and involved in the learning process.

CONCLUSION

Based on the results obtained from Cycle I and Cycle II, the use of learning video media in learning Islamic Religious Education (PAI) is proven to improve student learning outcomes. In Cycle I, although there was an increase, a number of students still did not reach the Minimum Completion Criteria (KKM) set. However, after improvements were made in planning and implementation in Cycle II, student learning outcomes showed significant progress, with 81.2% of students achieving a complete score. In addition, student and teacher activities during learning also improved. Nevertheless, this research will be continued to Cycle III to achieve more optimal completeness, with the hope that more students can achieve the set KKM.

References

Bandura, A. *Social Learning Theory*. Prentice Hall, 1977.

Deci, E L, and R M Ryan. "The 'What' and 'Why' of Goal Pursuits: Human Needs and the Self-Determination of Behavior." *Psychological Inquiry* 11, no. 4 (2000): 227-68.

Johnson, D W, and R T Johnson. *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. 4th ed. Prentice Hall, 1994.

Mayer, R E. *Multimedia Learning*. 2nd ed. Cambridge University Press, 2009.

Piaget, Jean. *The Psychology of Intelligence*. Routledge & Kegan Paul, 1976.

Schunk, D H. *Learning Theories: An Educational Perspective*. Pearson, 2012.

Vygotsky, Lev S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press, 1978.