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Improving Student Learning Outcomes in Islamic Religious Education Learning through the Use of Learning Video Media

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Abstract: This research aims to improve students' learning outcomes in Islamic religious education learning using audio-visual media. This research uses a type of classroom action research. This research design uses the Kemmis & McTaggart design with four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. Data was obtained using test and observation techniques. The data obtained was then analyzed using descriptive statistical techniques. The research results show that audio visual media can improve learning outcomes of students in Islamic religious education learning by implementing audio visual media. This can be seen in the first cycle, the average percentage was 50% and in the second cycle it was 86%. So it can be stated that student activities develop in the second cycle. Improving student learning outcomes through the application of audio-visual media to Islamic religious education material at state elementary school 081228 Sibolga was carried out over two cycles. Learning outcomes in the first cycle were 66.67% and in the second cycle were 76.67%. So it can be stated that student learning outcomes have improved better in the second cycle. Based on this, audio visual media can be used as a medium that can be considered by teachers to overcome the problem of low learning outcomes, especially in learning Islamic religious education.

Keywords: Learning outcome, learning video, islamic education.

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INTRODUCTION

Islamic religious education and character education are character education subjects that aim to shape students' moral, spiritual, and social attitudes in accordance with religious and cultural values. This subject is very important in building students' personalities, by emphasizing aspects of faith, noble morals, and social responsibility. In the independent curriculum education unit, Islamic religious education and character education emphasizes the development of student competencies in aspects of knowledge, skills, and attitudes based on the material taught in accordance with the development of student character, starting with basic learning about manners and interacting with others, to instilling deeper moral values. There are many learning media that can be applied to improve student learning outcomes, such as applying video learning media to the teaching material "Believing in the Apostles of Allah". By utilizing various types of learning media,

teaching Islamic Religious Education and Character Education will be more interesting and effective, so that students can more easily understand and internalize the values taught in their daily lives.

The problems that arise are faced by students during the learning process in the subject of Islamic Religious Education in class IV of SDN 23 Kuamang, Panti District, Pasaman Regency, namely students appear passive during learning activities, with conventional delivery of learning materials in the form of lectures and questions and answers, teachers do not use innovative learning media, students pay less attention or are less focused, some students are not able to receive material messages if they only listen. By implementing learning video media designed by teachers, the senses of sight and hearing will be interconnected so that it will improve the quality of learning both online (online) and offline (offline). With such a teaching situation, the researcher intends to conduct research to improve the quality of student learning outcomes by implementing innovative learning media according to the times so that curriculum demands can be achieved.

METHODS

The type of research used is classroom action research, which is the interpretation of learning activities as deliberate actions. This research is carried out in the form of 2 cycles consisting of several main stages, namely planning, acting, observing, and reflecting. This cycle repeats until the learning problem can be adequately addressed, and the expected results are achieved. In this study, the classroom action approach is applied to analyze and improve learning practices by involving teachers in reflection and continuous improvement of the methods used, so that it is expected to improve the quality of student learning outcomes and encourage active student participation in learning activities. Learning Outcomes of pendidikan agama islam and Ethics of Grade IV students of SD Negeri 23 Kuamang Kec.Panti Kab.Pasaman, Video Media of learning material on faith to the messengers of Allah designed by teachers.

The population in this study is all students of SD Negeri 23 Kuamang Kec.Panti Regency Pasaman who study PAIdBP totaling 88 people. The research sample was grade IV students of SD Negeri 23 Kuamang Kec.Panti Regency Pasaman which amounted to 17 students. The types of data in this study are quantitative and qualitative data from primary and secondary data sources. Primary data is data collected directly from the first source through observation or field research. This data is obtained directly from the object or subject of the research, and is usually more actual and relevant to the focus of the research being conducted. Primary data collection can be done by various methods, such as interviews, observations, questionnaires, experiments, or case studies, the results of direct interviews with students about their experiences in learning, records of observation results about student behavior during learning activities, questionnaires filled out by respondents to find out their satisfaction with an educational program.

Secondary data is data that already exists or has been collected previously by other parties, be it the results of previous research, documents, reports, statistics, or data published in various sources. Secondary data is used to support or supplement primary data in research and is usually more accessible because it does not need to go through a direct data collection process, Textbooks or scientific articles that discuss educational theories, School annual reports that contain statistics regarding student achievement, Census data or surveys that have been conducted by government agencies or research organizations. The data analysis technique in this study is carried out systematically and in-depth to get the right understanding of the application of learning video media, the data collected through various techniques such as observation, learning outcome tests, interviews, documentation, then analyzed to provide a clear picture of student learning outcomes by applying the learning video media. Data analysis is carried out in two main stages, namely quantitative and qualitative data analysis.

For quantitative data, which comes from the results of student learning tests, descriptive statistical analysis is carried out to measure the improvement of student learning outcomes in each cycle. This process involves calculating the average value, standard deviation, as well as the comparison between the initial value (before the application) and the final value (after the application). This test data helps researchers to find out whether there is a significant increase in student results in the material "Faith in the Messengers of Allah". Qualitative data obtained from observations, interviews, documentation, thematic analysis was carried out. Researchers read and understand each data collected, then group the information based on themes that appear during the learning process. After the quantitative and qualitative data are analyzed separately, the researcher will combine these two types of data to obtain a more holistic understanding of students' learning outcomes towards the material "Faith in the Apostles of Allah" using the medium of learning videos.

RESULTS

In this classroom action research, the focus was on 17 students of grade IV of SDN 23 Kuamang, Panti District, Pasaman Regency. Students were participating in the teaching and learning process of Islamic Religious Education with the material of believing in the apostles of Allah. The researcher tried to apply video learning media that was considered capable of attracting and being of interest to students so that it would improve the learning outcomes of Islamic religious education. At the end of each cycle, an evaluation was carried out to determine the learning outcomes of students, and in the implementation of the action, a learning plan was prepared in accordance with the stages of the chosen technique. At the planning stage of this action, the researcher carried out the following activities, 1) Making a module (RPP); 2) Preparing material/information to be read by students and a display containing material on believing in the apostles of Allah, 3) Making Student Worksheets, 4) Making observation sheets, 5) Compiling formative questions I.

In the cycle I activities, a learning plan was implemented with a time allocation of 2 teaching hours. Cycle I began with providing motivation, initial exploration, and preparing student conditions for learning. Next, students read and study information related to believing in the apostles of Allah. After that, students identify important things that must be understood. The next activity is for students to work on assignments in groups on the worksheets that have been provided. The results of the work are presented in front of the class with the results of their group discussion work. Students make agreements and conclusions from the results of discussions between groups. After that, students watch a video of the learning. Then after the learning activity, students are given a formative test with several multiple-choice questions.

The achievement of learning Islamic Religious Education and Character Education of grade IV students of SDN 23 Kuamang, Panti District, Pasaman Regency in cycle 1 out of 17 students who obtained a score of >75 was 12 students or 70.6% with a class average of 75.29. In accordance with the research performance indicators that learning is said to be successful if student learning achievement reaches an average score of 60 and students who obtain a score of >75 (according to the minimum completion criteria) are at least 75%. So classically the learning carried out in cycle 1 still has not shown the expected results. However, it has been seen to be better than the learning carried out before using video media in Islamic religious education learning. The researcher's observations include students' readiness to participate in learning, focus on learning, active in participating in learning using video learning media, the ability to conclude material and all the facts that occur during the learning process.

In this activity, the researcher observed the implementation of the action to determine the extent to which the use of video learning media in improving the learning outcomes of class IV students in Islamic religious education subjects, with the following

details, In the implementation of cycle 1 learning all students can attend learning. All students enter the classroom before the teacher enters the room, but there are still students talking to their friends while learning is taking place so that the classroom atmosphere becomes a little noisy, In the implementation of cycle 1 there are still students who have not paid attention to the teacher's instructions. There are still students who have not worked on group assignments actively, there are still some children who do not want to cooperate and there are still some children who are embarrassed to ask and respond to the results of the discussion, In the implementation of cycle 1, students' understanding of the material taught has shown an increase, but not yet optimal. This is known from the results of the test conducted by the teacher. Students who get scores above the minimum completion criteria are 12 children and those who are still below the minimum completion criteria are 5 children. So the percentage is students whose scores are above the minimum completion criteria of 70.6% and students who are below the minimum completion criteria of 29.4%. Learning is still centered on the teacher and the teacher does not motivate students to be active in learning, The learning atmosphere is quite conducive as evidenced by some students being active in discussion activities. By looking at the weaknesses in the previous description, the researcher will take corrective action in cycle II.

The action planning stage carried out in cycle II includes, 1) Correcting deficiencies in cycle I by observing observer notes in cycle I., 2) Preparation of a learning implementation plan (teaching module 2) using learning video media on a scientific approach, Project Based Learning model and based on TPACK, which is in accordance with the material being taught, teaching materials, LKPD, power point in the form of canva about the material of faith in the apostles of Allah, assessment instruments, models and observation sheets. The preparation of teaching modules is carried out by improving them by adjusting them to input from the supervising lecturer and mentor teacher, 3) Providing direction to students to be active and work together in discussion activities and focus during learning, as well as motivating students to ask questions and respond in discussion activities, 4) Preparing student activity observation sheets designed to conduct observations and assessments of student involvement, student attention, student interest and teacher activities.

The actions taken in learning refer to the action plan that has been made. The implementation of cycle II was carried out for 1 meeting or two lesson hours, which was carried out on January 9, 2025 at SD Negeri 23 Kuamang with the theme of believing in the apostles of Allah and the main material of the purpose of sending the apostles, with the following steps: In the opening activity there are several stages; 1.) The teacher greets and asks how the students are today, 2.) The teacher asks the class leader to lead the prayer before carrying out the learning activity, 3.) The teacher and students read a short verse (Q.S At-Tin) together, 4.) The teacher checks the attendance of students and carries out class discipline in order to prepare them to take part in learning, 5.) The teacher conducts apperception (linking today's material with the previous lesson.), 6.) The teacher gives semantic questions such as: Who are the prophets and apostles?, What is the purpose of sending the apostles? Then, connect the students' answers with the material to be studied to build their curiosity, 7.) The teacher conveys the learning objectives and explains the learning model that will be used, namely PJBL (Project Based Learning) with group discussion methods, and conveys the scope of the material, and activities to be carried out, as well as the scope and assessment techniques, 8.) The teacher provides an initial assessment to students.

The closing activities are as follows; 1) The teacher gives a post-test to students, 2) The teacher and students make conclusions about the learning that has taken place, 3) The teacher asks reflection questions orally to strengthen students' understanding of the topics that have been discussed, 4) The teacher closes the learning by reciting hamdalah, and saying the closing greeting. For the evaluation stage, the researcher gave a post-test to students in the form of 10 multiple-choice questions with four optional questions.

The achievement of Islamic Religious Education learning of grade IV students of SDN 23 Kuamang in cycle II, out of 17 students who obtained a score of > 75 as many as 15 students or 88.2% with a class average of 89.4. In accordance with the agreed research agreement that learning is said to be successful if student learning achievement reaches an average score of 60 and students who obtain a score of > 75 (according to the minimum completion criteria) are at least 75%. So classically learning in cycle II has been successful. The researcher's observations include students' readiness to participate in learning, focus on learning, active in participating in learning and discussing, the ability to conclude material and all facts that occur during the learning process.

In this activity, the researcher observed the implementation of the action to determine the extent to which the use of learning video media in improving the learning outcomes of grade IV students in Islamic religious education subjects, with the following details; 1) Attendance, In the implementation of cycle II learning all students can attend learning. All students enter the classroom before the teacher enters the room and all students are already sitting in their respective chairs. 2) Activeness, Implementation of cycle II students have been active in learning, have been active in discussion activities and have been active in asking and responding when discussing. 3) Ability, In the implementation of cycle II, students' understanding of the material taught has shown good improvement. Students who get scores above the minimum completion criteria are 15 children and those who are still below the minimum completion criteria are 2 children. So the percentage is students whose scores are above the minimum completion criteria are 88.2% and students who are below the minimum completion criteria are 11.8%. The teacher has been very good at using video learning media in Islamic religious education lessons. The teacher has motivated students to be active in discussion activities and work together in discussion groups. The learning atmosphere can be conducive. This can be seen from the activeness of students during the learning process and the discipline of students when entering the classroom.

DISCUSSION

This research succeeded in improving students' learning outcomes and clean living behavior by using audio-visual media in Islamic education learning. Increased learning outcomes are obtained through student interest in learning media. This is in accordance with the findings of Lubis (2023) who stated that one of the benefits of using learning media is to attract students' attention to the learning process. Furthermore, (Gogahu & Prasetyo, 2020) stated that the presence of learning media in the learning process will have a psychological impact on students which makes them more enthusiastic or motivated to participate in the learning process. High motivation will make it easier to achieve learning goals (Ricardo & Meilani, 2017). Achieving learning goals will be directly proportional to increasing student learning outcomes (Lubis, 2019).

Increasing clean living behavior can be obtained from audio-visual media content that displays illustrations of the process of maintaining cleanliness. This provides students with an example of how to develop clean living behavior. Content content in the media is one way that can be used to convey values to readers (Lubis & Wangid, 2019). Furthermore, Fatimah & Maryani (2018) stated that character formation for elementary school students is much easier through learning media by inserting material about values in the media. The content of values in the audio visual media used in this research makes it easier for students to understand the concept of maintaining a clean life in everyday life. Apart from knowing the concepts or techniques, students are also motivated to maintain cleanliness by seeing the benefits gained from maintaining cleanliness. This is in accordance with the findings of Lubis et al. (2021) which states that students can be motivated to do something they see in learning media created by the teacher, so that they imitate it in their daily life.

CONCLUSION

This research succeeded in proving that audio visual media can improve students' learning outcomes and clean living behavior. Increasing students' clean living behavior through the application of audio visual media in Islamic religious education material at State Elementary School 081228 Sibolga in Sibolga city was carried out over two cycles. In the first cycle the average percentage was 50% and in the second cycle it was 86%. So it can be stated that student activities develop in the second cycle. Improving student learning outcomes through the application of audio-visual media to Islamic religious education material at State Elementary School 23 Kuamang was carried out over two cycles. Learning outcomes in the first cycle were 66.67% and in the second cycle were 76.67%. So it can be stated that student learning outcomes have improved better in the second cycle.

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