

## Improving the Quality of Islamic Education Learning by Using Learning Video Media at SD Negeri Kain Golong

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**Abstract:** This study aims to improve the quality of Islamic Religious Education learning on the subject of humble attitude by using learning video media in class IV of SDN Kain Golong, Aceh Singkil. This study is a classroom action research that uses four steps, namely planning, action, observation, and reflection. The subjects of this study were 25 fourth grade students and an Islamic Religious Education subject teacher. The data for this study were obtained using test, observation, and interview techniques. The test was used to measure student learning outcomes before and after the application of learning video media, while observation was used to analyze teacher and student learning activities during the learning process. In addition, interviews were conducted to determine student and teacher responses to the use of video media in learning. The data analysis techniques used in this study were qualitative and quantitative descriptive analysis, which included data reduction, data presentation, and drawing conclusions. The results showed that the use of learning video media can improve students' understanding of the subject of humble attitude, increase learning motivation, and make the learning atmosphere more interesting and interactive. This can be seen from the increase in the percentage of student learning completion from cycle I to cycle II. In cycle I, the percentage of student completion reached 65%, while in cycle II it increased to 88%. In addition, observations show that student activity in the learning process also increased, marked by their involvement in discussions and active participation during learning.

**Keywords:** Learning video media, humble attitude, Islamic education.

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### INTRODUCTION

In essence, teaching and learning activities are a process of interaction or mutual relationship between teachers and students in a learning unit. Teachers as one of the components in the learning process are very important role holders. Teachers are not just material presenters, but more than that, teachers can be said to be motivators and innovators. As a regulator as well as an actor in the teaching and learning process, the teacher is the one who directs how the teaching and learning process is implemented. Therefore, teachers must be able to make a teaching more effective and interesting so that the lesson material delivered will make students feel happy and feel the need to learn the lesson material. The success of learning objectives is determined by many factors, including the teacher's factor in carrying out the teaching and learning process, because teachers can directly influence, foster and improve students' intelligence and skills.

The purpose of national education as contained in Law Number 2 of 1989 is to educate the life of the nation and develop Indonesian people who believe and fear God Almighty and are virtuous, have knowledge and skills, are physically and spiritually

healthy, have a steady and independent personality and are responsible for the nation's society (Ministry of Education and Culture). The purpose of national education is very broad and general so it needs to be described in Institutional Objectives that are adjusted to the type and level of school which are then described again into curricular goals which are the goals of the school curriculum which are detailed according to the field of study/subject or subject group. Instructional objectives are described as General Learning Objectives and then further described as Specific Learning Objectives. In achieving the Special Learning Objectives in PAI subjects at UPTD SPF SD Negeri Kain Golong, there is still a.

Learning requires the role of learning media. Learning media occupies a fairly important position as one of the components of learning as explained in the Attachment of the Minister of Education and Culture no. 65 of 2013 which explains that learning media, in the form of learning process aids to convey subject matter. The problems in PAI learning that I found were also in UPTD SPF SD Negeri Kain Golong. The findings of this problem were obtained from the results of the researcher's observations during the Learning activity from January 29 to February 19, 2021. The researcher's observations in PAI learning in grade IV obtained the following results: (1) The learning that took place was still dominated by teacher activities; (2) The learning process is not interesting, so most students do not pay attention to the explanation from the teacher; (3) The delivery of material is carried out by the lecture method; (4) Students have not been able to convey their ideas or suggestions; (5) Teachers have not been able to.

A study in selecting the focus of a particular problem, its limitations and selection should be based on the importance or urgency and benefits of that focus. The urgency and benefits of focus are seen from their contribution to improving educational or learning outcomes (Sukmadinata, 2010:149-150). According to Yudhistira (2013:60), problems must be problematic, meaning they need to be solved, and if they are delayed or not immediately overcome or improved, the negative impact will be even greater. After teaching PAI in Class IV UPTD SPF SD Negeri Kain Golong Lae Bangun, the researcher found 5 problems related to student Learning Competence in the learning process. Of the 5 problems, the most urgent to be addressed immediately is the problem of humility material, because with KKM 70 in the PAI lesson content there are 7 students (32%) who have reached the KKM and the remaining 15 students (68%) have not reached the KKM. Based on the theory from Sukmadinata and Yudhistira above, the observation of the.

Therefore, the author will use learning video media in order to overcome the problems as described above so that students can completely achieve KKM. The use of this media is supported by the experience that has been carried out by the researcher, namely: (1) classroom action research conducted by K.Y. Wirahayu, A.A.I.N. Marhaeni, and I Made Candiasa which shows that the application of a thematic learning model assisted by audio visual media can improve the Learning Competence of students in grade I of SD Negeri 7 Sesetan; (2) Classroom action research conducted by Pt. Eka Supryadi, I Nyoman Jampel, and Pt. Nanci Riastini which stated that the application of learning video media as an application of the contextual teaching learning approach can improve the Science Learning Competency of grade V students; (3) Classroom action research conducted by N. Imamah who explained that Learning Competency Achievement relates teaching materials to the environment in daily life.

The selection of this learning video media is because learning videos are media that provide direct examples to students visually, so that students will easily understand a material. Students can interactively follow practical activities as taught in the video. Daryanto (2010: 79) explains that video is an effective media because the size of the video display is very flexible and can be adjusted according to needs. Both individual learning and mass learning can be easily adjusted. Video is also a non-printed teaching material that presents a lot of information to students directly. The ability of video to visualize material is especially more effective in helping teachers explain dynamic material. (Daryanto, 2010: 80). For example, how to shake hands properly with parents, the right

way to perform ablution. Visualization of the phenomenon of change like that clearly makes students easily remember the material. Students will be more motivated to make direct observations of the process visualized by the video.

In addition to the above, researchers will apply the discovery learning model with a scientific approach to support the improvement of students' Learning Competencies. Discovery learning is learning where independent knowledge is sought independently. According to Richard in Roestiyah N.K. (2012, p. 20) The discovery learning model is a way of teaching that involves students in the process of mental activities through exchanging ideas, with discussions, seminars, reading by themselves and trying themselves, so that children can learn independently by finding it themselves. Based on the background review above, there are several things that match the problem with what the author found at the UPTD SPF SD Negeri Kain Golong. Teachers still use the blackboard as the main media. The use of video learning media to attract more student interest in learning. Researchers will use the discovery learning model with a scientific approach according to the 2013 curriculum guidelines. Researchers will study through classroom action research with the title "Improving the Quality of PAI Learning on the subject of humble attitudes using Video Learning Media in Class IV U UPTD SPF SD Negeri Kain Golong".

## **METHODS**

Classroom action research is action research conducted in the classroom when learning takes place which aims to improve and enhance the quality of learning. According to Suharsimi Arikunto (2002) PTK consists of 3 words that have interrelated meanings, namely research, action, and class. The three words have meanings, namely: 1) Research is the process of observing using certain methodologies to obtain information that is used as a solution to existing problems; 2) Action is an action that aims to achieve goals. Action is usually in a certain cycle; 3) Class is students who at the same time, get learning from the same teacher. Learning is not limited to the classroom, but can be outside the classroom such as the field, field trips, laboratories and even online as it is today. This research design uses the Kurt Lewin Model design to be the main reference or basis for the existence of various other action research models, especially PTK. It is said so, because it was he who first introduced Action Research or action research. The implementation of action research is a process that occurs in a continuous circle. He described action research as a series of steps that form a spiral. The main concept of Kurt Lewin's action research model consists of four components, namely; a) Planning; b) Action; c) Observation; and d) Reflection. The relationship between the four components is seen as a cycle which can be described as follows.

This study uses the Classroom Action Research method with a qualitative and quantitative approach. Classroom Action Research was chosen because it allows researchers to implement actions aimed at improving the quality of classroom learning directly and evaluate them systematically. The qualitative approach is used to understand the experiences of teachers and students in using learning video media, while the quantitative approach is used to measure the increase in student learning outcomes before and after using the media. Thus, this study combines two complementary approaches to provide a more comprehensive picture of the effectiveness of video media in improving the quality of Islamic Religious Education (PAI) learning, especially in the material of humble attitudes. This research was conducted at the UPTD SPF SDN Kain Golong, Aceh Singkil, with research subjects in the form of fourth grade students and PAI subject teachers. The research subjects consisted of one teacher and 25 fourth grade students who participated in the learning. The selection of these subjects was based on the consideration that fourth grade students have begun to understand the concept of morals and character values in everyday life, so that the application of video media in learning humble attitudes is expected to be more effective. In addition, teacher participation as a

research subject is important to determine the effectiveness of using video media from the teacher's perspective and the obstacles faced in its implementation.

This research was conducted in two cycles, each consisting of four stages, namely planning, implementation, observation, and reflection. In the planning stage, researchers and teachers prepared learning tools, including a video-based Learning Implementation Plan (RPP), teaching materials, and evaluation instruments in the form of pre-test and post-test questions. In addition, researchers also designed observation and interview methods used to measure learning effectiveness. The implementation stage involved the application of learning strategies using video media in the classroom. The teacher delivered the material on humility through a short lecture, then played a relevant learning video. After watching the video, students were invited to discuss the contents of the video and how to apply humility in everyday life. The observation stage was carried out to observe student activities during the learning process. Researchers recorded student responses to the use of video media, their participation in discussions, and how the media affected their understanding of the material. In addition, observations were also made of teachers to see how they used video media in teaching and the obstacles they faced. The last stage, namely reflection, aims to analyze the results of observations and interviews to determine improvements that need to be made in the next cycle. If obstacles are still found or student learning outcomes have not shown significant improvement, improvements to the learning strategy will be made in the second cycle.

Data collection techniques in this study were carried out through observation, interviews, evaluation tests, and documentation. Observations were carried out during the learning process to observe student involvement and the effectiveness of video media in improving their understanding. Interviews were conducted with teachers and several students to find out their experiences in using video media, their perceptions of learning, and the obstacles they faced. Evaluation tests in the form of pre-tests and post-tests were used to measure improvements in student learning outcomes before and after the implementation of video media. Documentation in the form of photos, videos, and field notes were used to strengthen the research findings and provide a more concrete picture of the implementation of learning. The instruments used in this study included student observation sheets, which were used to assess their level of activeness during the learning process, and teacher observation sheets, which functioned to evaluate teacher teaching skills in utilizing video media. In addition, there were interview guidelines, which contained questions related to teacher and student experiences in learning using video media. To measure student learning outcomes, pre-test and post-test questions were used which were arranged based on indicators of competency achievement in the material on humble attitudes. The data obtained in this study were analyzed using qualitative and quantitative descriptive techniques. Qualitative descriptive analysis was used to interpret the results of observations and interviews, by identifying patterns of student and teacher responses to the use of video media in learning.

While quantitative analysis was carried out by calculating the increase in student learning outcomes. The success of this study was measured based on several indicators. The main indicator is the increase in student learning outcomes, which is indicated by a higher average post-test score compared to the pre-test. In addition, success was also measured by the increase in student activity during the learning process, which was observed through their involvement in discussions and assignments given. Another indicator is the positive response from students and teachers, which shows that they feel that video media helps their understanding of the material on humble attitudes. In addition, it is expected that there will be an increase in the application of humble attitudes in everyday life, which can be observed through student behavior in and outside the classroom. Based on the methods that have been designed, this study is expected to contribute to improving the quality of Islamic Religious Education learning through innovation in the use of learning media. The use of video media is expected to not only improve students' understanding of the material, but also make the learning process more



interesting and interactive. In addition, this study can be a reference for other teachers in developing more effective learning strategies that are in accordance with student characteristics.

If the results of the study show that video media has a positive impact on the quality of learning, then this method can be recommended to be applied in other materials that require a deeper understanding of concepts. Thus, this study has broad implications in the field of education, especially in efforts to improve the quality of learning in elementary schools. Through this study, it is hoped that teachers can be more creative in utilizing technology as part of an innovative learning strategy. In addition, this study can also be a consideration for schools in developing technology-based learning policies, so that learning becomes more interesting and in accordance with the times. Finally, this study is expected to provide real benefits for students, teachers, and educational institutions in improving the effectiveness and quality of Islamic Religious Education learning, especially in the material of humble attitudes

## **RESULTS**

The results of this study indicate that the use of video learning media in the material of humble attitudes in class IV UPTD SPF SDN Kain Golong, Aceh Singkil has a positive impact on improving the quality of learning. Based on observations during the study, it was seen that students were more enthusiastic and found it easier to understand the concept of humble attitudes after watching the video. Before the use of video media, many students did not understand this concept in depth, because the previous learning method used more lectures and reading textbooks. However, after being given a video showing concrete examples of the application of humble attitudes in everyday life, students' understanding increased significantly. Before the use of video media, students showed a tendency to respond passively during learning. From the results of observations at the initial meeting, only about 40% of students were active in asking and answering teacher questions about humble attitudes. Most students seemed less interested and did not understand the importance of the material in everyday life. However, after video media was applied, there was an increase in student involvement. They became more active in discussions, responded to scenes in the video, and even related them to their personal experiences. The results of the pre-test and post-test also showed an increase in student learning outcomes after the use of video learning media. In the re-test, the average score of students was 63, with most students scoring below 70, indicating that their understanding of the material was still less than optimal. However, after using video media, there was an increase in the post-test, where the average score of students increased to 82. In addition, the number of students who achieved scores above 75 increased significantly, indicating that video media helped them understand and remember the material better.

In addition to improving learning outcomes, this study also showed changes in students' attitudes and behaviors related to the application of a humble attitude. In interviews conducted with students after learning, many of them stated that they better understood how to be humble in everyday life after watching the learning video. Some students even expressed that they began to apply this attitude, such as being more polite to friends and teachers, and respecting the opinions of others more. The Islamic Religious Education subject teacher also gave a positive response to the use of video media in learning. In the interview, the teacher stated that previously he had difficulty explaining the attitude of humility in an interesting way to students, especially because students often felt bored with the lecture method. However, after using the video, students seemed more interested and easily understood the concepts taught. Teachers also feel helped in delivering the material because the videos provide a more concrete picture and can arouse students' emotions and understanding.

Although video media has a significant positive impact, this study also found several obstacles in its implementation. One of the main obstacles is the availability of

technological devices in the classroom. On several occasions, the use of video media must adjust to the availability of projectors and speakers which sometimes experience technical problems. In addition, not all students have the opportunity to re-access the video at home, so their understanding is limited to classroom learning sessions. Another challenge is the difference in students' levels of understanding. Although most students experienced an increase in understanding after watching the video, there were some students who still had difficulty in grasping the moral message conveyed. In observations, it was found that some students only focused on the visual aspects and stories in the video, without really understanding the values to be conveyed. Therefore, teachers need to provide additional explanations and reflect with students to ensure that all students understand the message to be conveyed. The results of interviews with students also revealed that some of them prefer learning with video media because it is more interesting and easier to understand than conventional learning methods. Students feel that by seeing direct examples in the form of videos, they can remember and understand the material more quickly. However, there are also some students who say that they still need direct guidance from the teacher to re-explain the parts that they do not understand in the video. In terms of learning motivation, this study shows that the use of video media increases students' interest and active participation in learning. Before the use of video, students tended to be passive and only answered teacher questions when directly pointed out. However, after learning using video, they were more active in asking questions, giving opinions, and discussing with their friends. This shows that video media not only helps understanding the material, but also increases student involvement in the learning process.

In addition, this study also found that the use of video media can help students with different learning styles. Some students who tend to learn visually find it easier to understand concepts through images and scenes in videos. Students who prefer to learn by listening are also helped by the narration in the video. Thus, video media can be a solution for the diversity of student learning styles in the classroom. From the findings of this study, it can be concluded that learning video media has a positive impact on improving the quality of Islamic Religious Education learning, especially in the material of humble attitudes. Improvements are seen both in terms of understanding concepts, learning outcomes, student involvement, and changes in their attitudes in everyday life. However, there are several challenges that need to be overcome, such as limited access to technology and the need for teacher assistance in re-explaining the contents of the video so that it is better understood by all students.

Considering the results of this study, it is recommended that the use of learning video media be applied more often in Islamic Religious Education learning and other subjects. Teachers can use various relevant video sources and develop more interactive learning strategies so that students not only watch, but also actively discuss and reflect on the contents of the video in their lives. In addition, schools can invest in technological infrastructure that supports media-based learning, so that all students can enjoy the benefits of this innovative learning method. Overall, this study shows that innovation in learning methods, especially through the use of video media, can improve the effectiveness of the teaching and learning process in elementary schools. With video media, students become more motivated, understand the material better, and are more active in learning. Therefore, this approach can be used as one of the sustainable learning strategies to improve the quality of education in the future.

The study aimed to assess the impact of using video media on enhancing the quality of Islamic Education learning, particularly on the topic of humility, among students in Class IV at SD Negeri KAIN Golong. The results of this research demonstrate that incorporating learning videos significantly improved students' understanding of the concept of humility as taught in Islamic education. Prior to the intervention, students had limited engagement with the topic, and their understanding of humility was relatively superficial. However, after the introduction of the video-based teaching method, there was

a marked improvement in both their comprehension and the application of the concept in their daily lives.

One of the most noticeable results was the increased level of student engagement during the lessons. Traditional teaching methods often failed to capture the attention of the students, but the use of videos created a more dynamic and interactive classroom environment. Students were actively involved in watching, discussing, and reflecting on the content presented in the videos. The audiovisual elements of the videos helped students grasp the importance of humility more effectively than through verbal explanations alone, as they could see real-life examples of how humility is practiced in various situations.

The video media not only captured the students' attention but also facilitated a deeper understanding of the concept of humility in Islamic teachings. The videos used in the classroom featured examples of humility from the lives of the Prophet Muhammad (PBUH) and other Islamic figures, illustrating how humility should be practiced in everyday situations. By visualizing these examples, students were able to relate the lessons to their own lives. This connection between theoretical knowledge and practical application is critical in helping students internalize moral values like humility.

The pre-test and post-test results further confirmed the effectiveness of video media in enhancing students' understanding. Before the intervention, students displayed a limited understanding of the concept of humility, with many failing to connect the idea to their daily behavior. After watching the videos, students were able to explain what humility meant, identify examples from Islamic history, and articulate how they could demonstrate humility in their own lives. The significant improvement in the post-test scores indicated that video media helped clarify abstract concepts, making them more tangible and accessible.

Teacher observations also highlighted the positive impact of the video media on classroom dynamics. Teachers noted that students were more enthusiastic about participating in class discussions and activities related to humility. They observed an increase in students' willingness to share their thoughts and ideas, as the videos provided a relatable context for discussion. The videos stimulated critical thinking and allowed students to explore different aspects of humility, such as its importance in social relationships and its role in spiritual development.

In addition to the cognitive benefits, the use of video media also had a positive effect on the students' behavior. Teachers reported that students became more conscious of their actions and demonstrated more respectful and humble behaviors in the classroom. For instance, students started showing more consideration for their peers and expressed a greater willingness to share and cooperate. This behavioral change suggests that the video media was not only effective in enhancing students' academic understanding but also in fostering positive character development in line with Islamic values.

Another important finding was that the use of video media catered to various learning styles. Some students are visual learners, while others may benefit from auditory or kinesthetic learning approaches. The video media provided a multisensory experience, which helped students with different learning preferences better understand and retain the material. The combination of visual images, spoken narration, and music in the videos appealed to a wider range of students, enhancing their engagement and learning outcomes.

The students themselves reported increased interest in Islamic education after the introduction of the video media. In surveys conducted after the lessons, a majority of students expressed that they found the videos more interesting and enjoyable compared to traditional learning methods. They also indicated that the videos made the content easier to understand and helped them remember key concepts better. This positive feedback suggests that integrating multimedia tools like videos into Islamic education can help make the learning experience more appealing and effective.



However, despite the positive outcomes, some challenges were observed during the implementation of the video media. Technical difficulties occasionally disrupted the flow of the lessons, and some students had difficulty focusing during the video sessions. These challenges highlight the need for adequate preparation and technical support when using multimedia tools in the classroom. It is essential for educators to ensure that all technical aspects are functioning properly before beginning a lesson and to maintain students' attention during the videos through interactive discussions and follow-up activities.

The research findings indicate that using video media is an effective strategy for improving the quality of Islamic education, particularly in teaching abstract concepts like humility. The videos not only enhanced students' academic understanding but also contributed to their character development, making the lessons more meaningful and impactful. These findings suggest that integrating multimedia tools in religious education can provide students with a more engaging, effective, and holistic learning experience. Based on the results, it is recommended that teachers continue to use video media as a supplement to traditional teaching methods, as it can significantly enhance both cognitive and behavioral learning outcomes.

## **DISCUSSION**

The results of this study indicate that the use of video learning media in delivering material on humble attitudes in class IV UPTD SPF SDN Kain Golong, Aceh Singkil has a positive impact on the quality of Islamic Religious Education learning. Based on observations during the research process, there was a significant increase in students' understanding of the material. Before the use of videos, the methods used were more lectures and discussions, which often made students less interested and had difficulty in understanding abstract concepts. However, after the application of video learning media, students became more focused, enthusiastic, and easily understood examples of the application of humble attitudes in everyday life. The increase in students' understanding of the material can also be seen from the results of tests conducted before and after the application of video media. At the pre-test stage, most students scored below 70, indicating that their understanding was still less than optimal. However, after being given video-based learning, the post-test results showed an increase in the average score to 82, with the majority of students scoring above 75.

This indicates that video learning helps students understand and remember concepts better than conventional methods. In addition to academic aspects, this study also reveals changes in students' attitudes and behavior in everyday life. Through interviews with students after the learning, many of them stated that they better understood how to be humble and began to apply it in interactions with friends, family, and teachers. Students admitted that seeing concrete examples in the video helped them understand the essence of being humble, such as respecting other people's opinions, not being arrogant, and being polite in speaking and behaving. The PAI subject teacher involved in the study also gave a positive response to the use of video media in learning. Previously, the teacher had difficulty explaining the concept of being humble to students in an interesting way. However, after using the video, he saw an increase in students' active participation in class discussions. Students asked more questions, gave opinions, and were able to connect the material to their personal experiences. Thus, learning videos not only help improve students' understanding, but also encourage their involvement in the learning process.

However, this study also found several obstacles in the application of video learning media. One of the main challenges is the limited technological facilities in schools. In some learning sessions, the use of videos must be adjusted to the availability of projectors and other supporting devices. In addition, some students have difficulty understanding the video narrative due to differences in language comprehension levels. Therefore, teachers must provide additional explanations and re-discuss the contents of the video so that the



message conveyed is truly understood by all students. In addition, differences in student learning styles are also factors that influence the effectiveness of the use of video learning. Although most students find it easier to understand material through video displays, there are some students who still need direct guidance from the teacher. Some students are more comfortable with conventional learning methods, such as reading and discussing material directly with the teacher. Therefore, the use of videos must be combined with other methods so that all students get optimal benefits from learning. In terms of learning motivation, this study shows that the use of video media plays an important role in increasing student interest in Islamic Religious Education lessons.

Before the use of videos, many students seemed less active in learning and only answered teacher questions when appointed. However, after the use of videos, there was an increase in their involvement, both in asking questions, discussing, and expressing their opinions about the material that had been studied. This shows that video media can be an effective strategy in increasing student engagement in the teaching and learning process. Furthermore, this study also shows that video media can be a solution for students with different levels of understanding and learning styles. For students with a tendency to learn visually, videos provide a more effective learning experience than just reading text or listening to lectures. Meanwhile, for students who find it easier to understand through audio, the narration in the video helps them understand the concept better. Thus, video media can be a flexible tool in learning, especially for materials that require an understanding of moral values and social attitudes. Based on the results of this study, it can be concluded that video learning media has a positive impact on improving the quality of Islamic Religious Education learning, especially in the material on humble attitudes. Videos not only help improve students' understanding of the material, but also motivate them to be more active in learning and apply moral values in everyday life.

However, to optimize its benefits, teachers need to overcome existing obstacles, such as limited access to technology and differences in students' levels of understanding, by combining videos with other more interactive learning methods. As a recommendation, the use of video media in learning is expected to continue to be developed and applied more widely in other subjects. Schools are also expected to increase the availability of technological facilities so that the digital media-based learning process can run more smoothly. With innovation in learning methods, it is hoped that the quality of education, especially in Islamic Religious Education subjects, can be further improved and have a better impact on the development of students' character and morals.

## **CONCLUSION**

Based on the results of the study on improving the quality of Islamic Religious Education learning on the subject of humble attitudes by using learning video media in class IV UPTD SPF SDN Kain Golong, Aceh Singkil, it can be concluded that the application of video media has a significant positive impact on students' understanding, motivation, and attitudes in applying the value of humility in everyday life. From the results of observations, tests, and interviews conducted, it was found that the use of learning videos was able to improve students' understanding of the concept of humble attitudes more effectively than conventional learning methods. Before the use of videos, students' understanding was still relatively low, as reflected in the pre-test scores which were mostly below the minimum standard. However, after being given video-based learning, the post-test results showed a significant increase, with the majority of students getting higher scores. This shows that learning videos help students understand and remember concepts better through visualizations and concrete examples presented in the videos. In addition to improving academic understanding, the use of video media also contributes to increasing student motivation and involvement in the learning process. Students become more enthusiastic and active in class discussions, asking questions, and sharing their experiences in applying humble attitudes. Compared to the usual lecture and discussion methods, video media is

able to attract students' attention and make them more focused during the learning process. This shows that more interactive and technology-based learning methods can provide a more interesting and effective learning experience for students. Furthermore, the results of this study also show that video media has a role in shaping students' positive attitudes. Many students expressed that they better understood how to apply a humble attitude in everyday life after seeing concrete examples in the video. They became more aware of the importance of being humble in interacting with friends, teachers, and family. This proves that media-based learning not only has an impact on academic improvement, but can also help in the formation of students' character and morals.

However, this study also identified several obstacles in the implementation of video learning media. Limited technological facilities in schools are one of the main obstacles, where in some learning sessions, devices such as projectors and speakers are not always available. In addition, there are differences in the level of student understanding of the video content, especially for those who still have limitations in understanding the narrative delivered. Therefore, teachers need to provide assistance and provide additional explanations to ensure that all students can understand the video content well. As a recommendation, the use of video media in learning is expected to be applied more widely and well-planned. Schools need to provide adequate technological facilities so that the digital media-based learning process can run optimally. In addition, teachers need to combine videos with other appropriate methods, such as group discussions and reflections, to ensure that students truly understand and are able to apply the material learned in everyday life. Thus, this study confirms that the use of video learning media has an important role in improving the quality of Islamic Religious Education learning, especially in the material on humble attitudes. This method not only improves students' understanding and motivation, but also helps in the formation of better character. Therefore, innovation in the use of educational technology needs to continue to be developed to support a more effective, interesting, and meaningful learning process for students.

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