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Improving Student Learning Motivation in Islamic Education Learning Using the Video Based Learning Method at SD Negeri 105436 Paya Pinang

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Abstract: This study aims to improve students' learning motivation in Islamic religious education learning by using Model Based Learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning motivation and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that Model Based Learning can improve students' learning motivation in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the use of Model Based Learning can be used as an alternative to improve students' learning motivation in Islamic religious education learning.

Keywords: Video based learning, learning motivation, islamic education.

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INTRODUCTION

Islamic Religious Education (PAI) is one of the main pillars in the formation of students' character and morals. At the elementary school level, PAI provides an initial foundation on Islamic values, including the obligation to carry out religious commands and stay away from His prohibitions. One of the important materials in PAI is the signs of puberty, which is the period when an individual enters adulthood according to the Islamic view. This period is very important because it marks the beginning of the responsibility to carry out mandatory worship, such as prayer, fasting, and maintaining the awrah. A good understanding of this material is needed so that students can understand their roles and obligations as a Muslim. However, the reality in the field shows that many students do not understand the material of the signs of puberty well.

The results of initial observations in grade IV of SDN 105436 Paya Pinang show that students' motivation to learn PAI is still low, especially in this material. Of the 15 students who were the subjects of the study, only 3 students showed enthusiasm in the learning process, while the other 12 students were seen to be passive. Students tend to be less involved in class discussions and find it difficult to answer questions related to the material. This shows that there is an urgent need to increase students' learning motivation in puberty signs material.

One of the factors that affects the low motivation of students to learn is the less attractive learning method. Most teachers still use the dominant lecture method, where students only listen to the teacher's explanations without being actively involved in the learning process. This approach is less relevant to the characteristics of students in the digital age, who are more interested in technology and interesting visualizations. In this case, the use of technology-based learning methods, such as Video Based Learning (VBL), can be an innovative solution to increase student learning motivation. Video Based Learning is an approach that uses video media to deliver learning materials. Videos can provide visual illustrations that help students understand abstract concepts in a more concrete way. According to Mayer (2009), Video media has an advantage in increasing student attention, clarifying concepts, and strengthening information retention.

This is in line with research conducted by Moreno and Mayer (2007), which shows that video-based learning is able to significantly improve student motivation and learning outcomes. In today's technological era, students are more familiar with multimedia devices, such as mobile phones, tablets, and computers. Therefore, learning approaches that use technology-based media are more relevant to their learning styles.

Through VBL, teachers can create a more interactive learning experience, where students not only listen, but also see and feel the learning context visually. This is especially important, especially for puberty signs material that requires visualization to help students understand the physical and emotional changes that occur. The use of VBL also supports the needs of 21st century education that emphasizes mastery of digital literacy. Trilling and Fadel (2009) stated that modern education must be able to integrate technology in the learning process to improve students' critical thinking, communication, and collaboration skills. By applying VBL, students not only understand the PAI material better, but also develop relevant skills for the future. In addition to the benefits offered, the implementation of VBL requires careful planning.

Teachers must ensure that the videos used are relevant to the learning topic, have high educational value, and are able to attract students' attention. According to Arsyad (2019), the success of learning media is highly dependent on the compatibility between the goals learning, media content, and student characteristics. Therefore, in PAI learning, the videos used must contain Islamic elements, such as moral and ethical values, that support students' understanding of the signs of puberty. Previous research has shown that the use of video in learning is effective in increasing students' motivation to learn. Setiawan (2020) found that students who learn using video media are more involved in classroom activities, such as group discussions, questions and answers, and task completion.

This proves that video media can be an effective tool to create an active and engaging learning environment. Through this research, the author aims to implement the Video Based Learning method in PAI learning on the material on the signs of puberty in grade IV of SDN 105436 Paya Pinang. It is hoped that this approach can significantly increase students' learning motivation, so that they not only understand the material well, but also be able to internalize religious values in daily life. This research is also expected to contribute to teachers and schools in developing innovative technology-based learning strategies. By integrating VBL, teachers can create a learning atmosphere that is more engaging and relevant to the needs of students today.

In addition, this research can also be a reference to apply similar methods to other subjects that require concept visualization to improve student understanding. Based on

this background, the author is interested in raising the issue of "Increasing the Motivation of Learning Pie Signs of Puberty Material Using the Video Based Learning Method in Class IV Students of Sdn 105436 Paya Pinang".

METHODS

The type of research used in this study is Classroom Action Research (PTK). Classroom Action Research is a type of research conducted to improve learning practices and student learning outcomes in the classroom through actions that are planned and carried out systematically. PTK is designed to find solutions to problems found in learning practices and to improve the quality of teaching and learning. According to Arikunto (2010), Classroom Action Research (PTK) is research that is carried out in the context of the classroom with the aim of improving ongoing learning practices. PTK involves a reflective process in which teachers and researchers work together in planning, implementing, observing, and reflecting on the actions taken.

PTK is designed to improve understanding of existing problems, as well as provide solutions based on empirical evidence. This type of research is Classroom Action Research (PTK). PTK was chosen because it aims to improve the quality of learning by identifying problems faced by students and teachers in the teaching and learning process, then taking actions that aim to improve or improve these conditions. This study follows the Kemmis and McTaggart model which includes four main stages, namely; 1) Planning; 2) Implementation; 3) Observation; 4) Reflection. The subject of this study is grade IV students of SDN 105436 Paya Pinang, Tebing Syahbandar District, Serdang Bedagai Regency, with a total of 15 students.

The subjects were chosen because they fit the criteria of the learning material on the signs of puberty that are relevant to their level of age development. Students in this class have heterogeneous characteristics in terms of learning ability, so the application of the Video-Based Learning method is expected to have a significant impact on their motivation and learning outcomes. In addition to students, this study also involves grade IV teachers as collaborators who play a role in assisting the implementation of actions and observations during the learning process.

Teachers also act as facilitators in collecting observation data on student activities during the learning process. Types, Sources, and Data Collection Techniques. There are two types of data, namely; 1) Qualitative data; 2) Quantitative data. Data Source; 1) Primary Data: Obtained directly from grade IV students through observation, interviews, and evaluation tests; 2) Secondary Data: In the form of relevant documents, such as syllabus, learning implementation plan (RPP), and student grade records. Data Collection Techniques; 1) Observation; 2) Interview; 3) Test; 4) Documentation.

RESULTS

The results of this research will be explained in detail through a presentation that includes the stages of research implementation. This research consists of one pre-cycle and two main cycles, namely Cycle I and Cycle II. Each cycle will be explained in detail, starting from planning, implementing actions, observations, to reflection carried out after each stage. Thus, readers can get a clear picture of the research process and the results obtained at each stage.

For a more complete explanation, please refer to the presentation below; 1) Pre-cycle. In this pre-cycle research activity, it consists of planning, implementation, observation, and reflection as follows; 1) Planning. The Pre-cycle class action research process (PTK) will be carried out on Monday, December 16, 2024, for 2 x 35 minutes; 2) Implementation. The implementation of the Precycle consists of 3 (three) stages; 1) Initial Activity; 20 Core Activities; 3) Closing Activities; 3) Observation.

The results of the assessment conducted by the researcher on the motivation of grade IV students of SD Negeri No. 105436 Paya Pinang by using the conventional lecture method of four aspects that were assessed were related to students' abilities in the Analysis of Pre-Cycle Results; 1) The average pre-cycle score of grade IV students is 63, below the set KKM (75); 2) Only 3 out of 15 students achieved KKM, with a completion percentage of 20%; 3) The aspects assessed, such as understanding the concept of puberty, signs of puberty, obligations after puberty and practical skills, are in the sufficient category, showing that students' understanding of the signs of puberty still needs to be improved; 4) The lecture and practice methods used in the pre-cycle are considered less effective, which affects the learning outcomes of students memorizing surah Al Ma'un can get an average score of 63 out of KKM score of 75.

From the results of the assessment in the pre-cycle or initial conditions before the action was taken, out of 15 students in grade IV, 1 student got a score of 80 and 89, 3 students got a score of 70 and 79, while 12 other students got a score below 70. Meanwhile, in terms of completeness, the results of the assessment of students' ability to memorize Surat Al-Maun in teaching and learning activities in pre-action are still very low because the percentage of completion is 20%. Because of the 15 students, only 3 students achieved a KKM score of 75.

Analysis of Pre-Cycle Results; 1) The average pre-cycle score of grade IV students is 63, below the set KKM (75); 2) Only 3 out of 15 students achieved KKM, with a completion percentage of 20%; 3) Assessed aspects, such as understanding the concept of puberty, signs of puberty, obligations after puberty and practical skills, are in the sufficient category, showing that students' understanding of the signs of puberty still needs to be improved; 4) The lecture and practice methods used in the pre-cycle are considered less effective, which affects student learning outcomes.

Results of Cycle I Analysis; 1) At the first meeting, the Video Based Learning (VBL) method was applied to explain the material of the signs of puberty, including physical changes, emotional changes and responsibilities after puberty; 2) Most of the students showed increased understanding, in identifying the signs of puberty; 3) However, some students still have difficulty understanding the emotional changes and responsibilities that accompany puberty; 4) Of the 15 students, only 8 students managed to achieve the memorization target well, while the other 7 students needed further assistance.

The causes of increased understanding of the signs of puberty in the second cycle are as follows; 1) The use of the VBL method when teaching the signs of puberty, namely the results of the evaluation in the first cycle averaged 84.6 from the KKM score of 75; 1) Meanwhile, the percentage of completeness of learning outcomes in the second cycle is 100% because in the second cycle all students totaling 15 people reached a KKM score of 75. Because there are already 100% of students whose learning outcomes have reached completeness, researchers and colleagues concluded that there is no need to carry out and carry out the third cycle.

DISCUSSION

The implementation of Video-Based Learning (VBL) in Islamic education at SD Negeri 105436 Paya Pinang has shown a positive impact on students' motivation and engagement in the learning process. The use of video as a learning tool allowed students to visualize Islamic concepts, Quranic stories, and real-life applications of Islamic values in a more dynamic and engaging way. Through visual and auditory stimuli, VBL captured the students' attention, which led to increased motivation to learn and a greater interest in the subject matter.

One of the main advantages of using Video-Based Learning is that it caters to diverse learning styles. While some students learn better through visual means, others may find it easier to understand concepts through auditory input. Videos provide both visual and auditory cues, making it easier for students to grasp complex concepts, such as

the meanings of Quranic verses, the teachings of the Prophet Muhammad, and the principles of Islamic ethics. This multimedia approach makes the learning process more accessible and effective for a wider range of students.

Moreover, the use of videos in the classroom allowed students to connect more deeply with the material. For example, when teaching Quranic stories, videos helped bring the narratives to life, enabling students to visualize the historical context and better understand the lessons embedded in these stories. The ability to see and hear the teachings of Islam in action enhanced students' comprehension and provided them with a more immersive learning experience. As a result, students were more likely to retain the information and apply it to their daily lives. The integration of video content also helped to make abstract Islamic concepts more concrete.

For instance, videos depicting the significance of charity, prayer, and honesty in Islam helped students see real-world examples of how these values are practiced by others. This made the teachings of Islam more relatable and helped students understand how they can implement these values in their own lives. By bridging the gap between theory and practice, VBL fostered a deeper connection between students and Islamic principles. Another notable outcome of using Video-Based Learning was the increased level of student engagement and enthusiasm for the subject.

Observations indicated that students were more excited about learning and more eager to participate in class activities when videos were used. The multimedia nature of videos made the lesson more interactive and stimulating, which resulted in higher levels of student participation and attentiveness. Students were motivated by the novelty of the learning method, which helped break the monotony of traditional lecture-based teaching. In addition to motivating students, VBL also promoted active learning. After watching a video, students were encouraged to engage in group discussions, share their thoughts, and reflect on the message conveyed in the video.

This process allowed students to process the material more deeply, as they had to interpret and discuss what they had seen. By working together to analyze the content, students developed critical thinking skills and learned to apply Islamic teachings to various scenarios. This collaborative approach also fostered teamwork and communication among students, which are essential skills both in the classroom and in real-life situations. However, the use of Video-Based Learning was not without challenges.

 One challenge faced was ensuring that the videos were aligned with the lesson objectives and that they were appropriate for the students' age and comprehension levels. Teachers had to carefully select videos that accurately depicted Islamic teachings and avoided any content that could be misinterpreted. Additionally, the technology required for video-based learning, such as projectors and reliable internet access, sometimes posed logistical challenges. These issues required careful planning and preparation to ensure that the videos would run smoothly and effectively support the lesson. Despite these challenges, the results of implementing Video-Based Learning in Islamic education at SD Negeri 105436 Paya Pinang were overwhelmingly positive. The increased motivation, higher engagement levels, and improved understanding of Islamic concepts demonstrated the effectiveness of using videos as a teaching tool.

Students showed a greater interest in the subject and a deeper understanding of the material, suggesting that VBL can be a highly effective method for enhancing student motivation and learning in Islamic education. Moving forward, incorporating more video content into the curriculum could further enrich the learning experience and foster even greater student enthusiasm for the subject.

CONCLUSION

Based on the results of the classroom action research that has been carried out using the Video based learning method in learning to understand the signs of puberty in grade IV of SD Negeri No. 105436 Paya Pinang, the following can be conclu ded; 1) The application of

the Video based learning method has been proven to be able to increase the average score of students in understanding the signs of puberty. The average student score increased from 67 in pre-action, to 74.6 in Cycle I, and reached 87.6 in Cycle II. This significant improvement shows the effectiveness of the methods used in helping students be more fluent in memorizing and understanding obligations after puberty; 2) By applying the Video based learning method, there was an increase in the completeness of learning outcomes, namely the number of students who reached KKM (75) experienced a significant increase. In the pre-action, only 3 students (20%) achieved the KKM, while in Cycle I, this number increased to 8 students (53.4%). In Cycle II, all students (100%) managed to achieve KKM, even exceeding the set KKM score target; 3) On the effectiveness of the Video based learning method, namely the application of this method not only improves students' memorization skills, but also creates positive interactions between more capable and less able students, so that good cooperation is established in the learning process. Through this method, students can help each other, correct, and provide feedback, which has a positive impact on learning outcomes. Thus, the Video based learning method is very effective in improving students' learning ability and motivation in understanding the signs of puberty, as well as accelerating the process of achieving optimal learning outcomes.

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