

Improving Student Learning Outcomes in Islamic Education Learning by Using Learning Videos at State Elementary School 29 Tamparungo

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Abstract: This study aims to increase students' faith in the prophets and apostles in Islamic religious education learning by using video. 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 outcomes 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 learning video can increase faith in the prophets and apostles in Islamic 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 49.61%, the first cycle 67.29% and in the second cycle it increased to 84.76%. Thus, the use of learning video can be used as an alternative to improve student learning outcomes in Islamic education learning.

Keywords: Learning videos, learning outcomes, Islamic educations, elementary school.

Received August 15, 2024; **Accepted** September 29, 2024; **Published** December 31, 2024

Citation: Darena. (2024). Improving Student Learning Outcomes in Islamic Education Learning by Using Learning Videos at State Elementary School 29 Tamparungo. *Jurnal Profesi Guru Indonesia*. 1(4). 1–8.

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INTRODUCTION

One of the basic competencies of Islamic Religious Education subjects in grade IV at the elementary level is to mention the names and attributes of the Messenger of Allah. Among the factors that support the understanding related to the Faith in the Prophet and the Messenger, the first step taken is that students can memorize the names of the prophets and apostles mentioned in the Qur'an as well as know their attributes. However, the reality on the ground is not so. Many students in grade IV do not memorize their prophets, let alone are competent in understanding the Faith in the Prophet and the Messenger, which number 25. Students are not interested in understanding Faith in the Prophet and Messenger only by the lecture method, let alone being told to memorize without the presence of learning videos, students will find it difficult. It is considered difficult and takes a long time. Thus, the problem of mastery of the competence of Faith in the Prophet and Messenger has become a problem of Islamic education and learning at SD Negeri 29 Tamparungo which is important in.

Faith in the Prophet and Messenger referred to in this Basic Competency is to memorize the number of prophets and apostles as many as 25. The names of the prophets

and apostles are important to memorize because most of the fourth grade students have not been able to remember the prophets and apostles, even though in the Competency Standards students are required to be able to increase faith in the prophets and apostles. How can they increase their faith if the prophet does not know. Thus, students' ability to understand Faith in the Prophet and Messenger through the Learning Video is able to increase their understanding of the Prophet and his Messenger. For this reason, it is important to memorize 25 prophets and apostles through the Learning Video.

So far, students' ability to have the competence of Faith in the Prophet and the Messenger is relatively low. Of the 11 students in grade IV, only 40% (students) had a complete score on the daily test about Faith in the Prophet and Messenger. The low score is caused by the difficulty of memorizing the number of prophets and apostles who must be believed. From interviews conducted with several students, it is known that they find it difficult to memorize the 25 prophets and apostles, especially by memorizing their order. In addition, teachers' methods in learning so far are still limited to lectures, questions and answers, and assignments. The use of Learning Videos that are appropriate to the age of the child has not been carried out.

The world of children is synonymous with the world of playing, storytelling, and singing and watching plays. Therefore, learning efforts that are in accordance with children's interests and ages need to be continuously tested so that learning becomes fun and exciting. Students will feel comfortable and happy to learn the Learning Video show, Learning that has characteristics like this is what is encouraged in Active, Creative, Effective and Fun Learning (PAKEM).

Learning Videos with Islamic nuances are often seen, but those related to Faith in the Prophet and Messenger, especially in the Basic Competence of the meaning of faith in the Prophet and Messenger and its traits are still not many, if it can be said that there has never been, as well as an effort to introduce the Prophet and Messenger that must be known to children as early as possible. So that children are expected to be willing to emulate, emulate and implement their teachings in their daily lives. So far, lessons related to faith have felt boring because they are related to beliefs that are difficult for students to understand. This reality requires the creativity of teachers to handle learning professionally in order to build a positive attitude of children towards the lessons of Faith in the Prophet and the Messenger. It is hoped that students will like the material of Faith in the Prophet and Messenger and have implications for the pleasure of practicing it in daily life.

The enlightenment of learning Faith to the Prophet and the Messenger for children depends on the professionalism of the teacher and the method used. For this reason, teachers are required to understand the characteristics of their students and have special skills in teaching according to their field of expertise. Among them are skills in choosing materials and applying learning methods that are in accordance with the character of students, so that the teaching and learning process can run in interesting and fun situations. Thus, without realizing it, children are expected to obtain what is the goal of the learning. Among the interesting and fun methods for children is watching learning videos. Therefore, this Class Action Research is carried out.

This research was carried out related to still, (a) the low ability of grade IV students in the competence of Faith in the Prophet and Messenger. (b) low motivation of students in learning Faith in the Prophet and Messenger; (c) the importance of using Learning Videos in learning; (d) the compatibility of the Learning Video of 25 prophets and apostles with the age of grade IV children; (e) the Learning Video of 25 prophets and apostles has not been implemented for Islamic religious learning; (f) Learning Video of 25 prophets and apostles as an easy-to-do medium, (g) there has not been a classroom action research related to the application of Learning Videos on the material Faith in the Prophet and Messenger.

The application of the Learning Video to the basic competency of mentioning 25 prophets and apostles in this learning process is proposed to be applied in order to

increase students' faith in the prophet and his messenger, especially in the aspect of knowing the number of prophets and apostles who must be believed in learning Islam in, with the hope that after this research is held all grade IV students will be able to mention the 25 names of prophets and messengers of Allah who must be believed and practiced the traits that exist in the prophet and the apostle in daily life.

METHODS

In the method section, it is explained about the subjects/participants, study procedures, materials/instruments, and data analysis. It can be written using subheadings with a maximum of 3 levels. This study uses a classroom action research design. It is said that this is because of (1) the intervention carried out by researchers in learning Faith to the Prophet and Messenger to change the learning situation, (2) the concepts used to improve learning are situational and contextual, (3) the involvement of researchers in learning Faith to the Prophet and the Messenger, (4) self-evaluation is carried out on an ongoing basis. PTK is a process of assessment through cycles in various learning activities (Ardiana, 2004; Hopkins, 1992; Mills, 2003). Using the framework of thought put forward by Raka Joni et al. (1998), it can be recognized that there are 5 (five) stages of PTK implementation, including the initial stage in the form of an appreciation process regarding the existence of problems that need to be handled (development of research problem focus). The stages are (1) development of the focus of the research problem, (2) planning of improvement actions, (3) implementation of improvement actions, observation, (4) analysis and reflection, (5) follow-up planning.

In the action planning step, observation and observation were carried out on students' interests and responses about PAI learning through questionnaire and interview methods with the conclusion that students were less interested in learning Faith in the Prophet and Messenger and had difficulty understanding Faith in the Prophet and Messenger using the lecture method. They want fun learning methods and media. Based on the initial study, then a Learning Video was created that already existed and was liked by children. Furthermore, students are divided into several groups to apply the method in learning. To find out the attitude and interest of students in learning Faith in the Prophet and Messenger, a questionnaire with scoring is used as in the following table. Table 1, Instruments of Students' Attitudes and Interests in Learning through the Learning Video of 25 Prophets and Messengers.

The subjects in this study are students of SD NEGERI 29 Tamparungo grade IV which totals 11 students, namely 2 male students and 9 female students. This research consists of two cycles each consisting of 4 stages, namely action planning, action implementation, observation (observation), and reflection. The results of the first cycle reflection are used as a foothold for the implementation of the second cycle. This means that the implementation of actions in cycle I is based on the process of increasing understanding of Faith in the Prophet and apostle through Video in front of the class. Meanwhile, in cycle II, it is based on the results of the competency test through a written test about understanding Faith in the Prophet and Messenger in an effort to improve the quality of Islamic religious learning at SD NEGERI 29 Tamparungo better.

Implementation of Cycle I (November 1, 2024). After it was known that students' understanding and interest in the lesson of Faith in the Prophet and the Messenger was low, the lesson plan was prepared to fulfill the goal, namely the process of increasing students' understanding of the Faith to the 25 Prophets and Apostles through creating videos and singing them. In addition, several instruments needed for observation were also prepared, namely: instruments of activity, participation and cooperation in groups to create a video and sing it together. Video learning and watching 25 prophets and apostles were carried out in accordance with the lesson plan that had been prepared. At the same time, observations are also carried out. The results of the first cycle are observed and reviewed for improvement in the next cycle. Teachers and partner teachers carried out

observations on the activeness, participation and cooperation of students in the video and watched Faith to 25 prophets and messengers, and discussed the results. In the observation sheet, there are three categories of activeness, namely: less, moderate, and good. Students are categorized as "less" if they are unwilling or appear lazy, students are categorized as "moderate" if they do it mediocrally, without enthusiasm; Students are categorized as "good" if they have high enthusiasm and enthusiasm for the video of learning and watching Faith in the Prophet and Messenger. After that, an evaluation was carried out through a test whether the level of students' understanding of the Faith in the Prophet and the Messenger had increased. In the first cycle, reflection was carried out on the learning that had taken place. At that time, it was found that there were some children who were not fully involved, or even some children were too long to watch the video they were watching so it took a long time.

Implementation of Cycle II (January 10, 2025). The lesson plan was prepared to fulfill the goal, namely learning Faith to 25 Prophets and Apostles based on the results of cycle I. Weaknesses in the action in cycle I in the form of time used to determine the learning video is too long and there are some children who have not been fully involved in watching the Video of Faith to 25 Prophets and Messengers. The learning to create a Video of Faith to 25 prophets and apostles and sing it was carried out in accordance with the lesson plan that had been prepared. At the same time, observations are also carried out. Students are asked to watch a simple and quite popular video. The results of the second cycle were watched with the group and to add enthusiasm, they could be accompanied by musical instruments, photographed and recorded. Teachers and partner teachers carried out observations on the activeness, participation and cooperation of students in creating videos and watching Faith to the Prophet and Messenger, and discussing the results. After that, an evaluation was carried out through daily tests whether the level of students' understanding of the Faith in the Prophet and the Messenger had increased from cycle 1. The results of the reflection showed that students were more active, participated and cooperated, and made better use of their time. In the end, all observation results are tabulated and recapped so that there are three types of recap. (1) student activity, participation and cooperation; (2) the creation of Vidio; (3) students' understanding of Faith in 25 prophets and apostles through competency tests.

RESULTS

The results of the study were presented based on the assessment of each learning cycle carried out in the 2024/2025 school year in grade IV of SD NEGERI 29 Tamparungo by taking data on the level of memorization ability of 25 Prophets and Messengers. In this study, it starts from the initial stage to the final stage. What is meant by the initial stage of action is the stage before using learning with the Singing Method, while what is meant by the final stage is the stage of improving learning by using learning with learning videos which include; cycle 1 is learning using learning with the Singing Method, and cycle 2 is learning using learning with learning videos by referring to the reflection of cycle 1, so that there is a scenario improvement. The research activity began by recording the results of the learning implementation test on Saturday, December 26, 2024 at 10.10 - 11.30 (2 x 35 minutes) by giving an initial test (memorizing 25 Prophets and Messengers) to grade IV students totaling 11 children, the results of the data obtained are as follows.

From the results of the analysis in the initial test of the initial ability with the student lecture method, data was obtained, the number of children who completed was 5 children or equal to 45%, while the children who did not complete were 6 children or 55%. Based on various descriptions, actions and theoretical studies in this PTK, a conclusion can be drawn that. 1. We can see an increase in student learning outcomes which is also indirectly influenced by the increase in learning motivation. We can see the results through the scores obtained by students starting from the first and second cycle stages. In Cycle I, an average of 65 was obtained with classical completeness of 45 % and in Cycle II an average

of 86 was obtained with classical completeness of 90 %; 2). Learning using learning videos can improve the process of understanding faith in the prophet and apostle for grade IV students of SD NEGERI 29 Tamparungo; 3) Some of the obstacles or obstacles that may be faced in the use of learning video media in Islamic religious education learning include that the learning video method can improve the results of the ability to understand faith in the prophet and the apostle of grade IV students of SD NEGERI 29 Tamparungo.

DISCUSSION

The use of learning videos as a tool in teaching the concept of faith to prophets and apostles at SD NEGERI 29 Tamparungo is an effective solution to improve student learning outcomes. Learning videos are able to present information in an interesting and interactive way so that students can understand the material more easily. By presenting visualizations and audio, videos provide a more real and enjoyable learning experience for students, especially in understanding the often abstract concept of faith. The application of learning videos begins with the selection of materials that are in accordance with the theme of faith in the prophet and messenger. The video is designed to showcase the stories of prophets and apostles, their role in conveying God's teachings, and moral messages that are relevant to students' lives. Presenting stories with engaging images, animations, and narratives helps students connect more with the material being taught. During the learning process, videos are used as the main medium to introduce students to the material. The teacher gives a brief introduction before playing the video to explain the learning objectives and direct the students' focus. After the video has finished playing, the teacher invites students to discuss the content of the video, encourages them to ask questions, and answers questions related to the material. This approach ensures students not only watch the video, but also understand the message being conveyed. Learning videos allow students to understand the context of the lives of prophets and apostles in more depth. With the help of visualization, students can imagine what life was like in the time of the prophets, the challenges they faced, and how they conveyed God's teachings to their people.

This provides a more concrete understanding of the values of faith that must be applied in daily life. In addition, learning videos make it easy for students to relearn the material. Videos can be played repeatedly so that students who do not yet fully understand the material have the opportunity to improve their understanding. The ability to re-access this material is very helpful for students who have different learning speeds. The use of videos has also been proven to increase students' interest and motivation in learning. Engaging visual media and lively narratives make students more enthusiastic about learning. They are more focused during the learning process because videos are able to convey information in a way that is not boring. This high motivation has a positive impact on improving student learning outcomes.

In the learning process, videos also provide opportunities for teachers to integrate technology in the classroom. By using devices such as projectors or computer screens, teachers can present a more modern and relevant learning experience to today's student world. The use of this technology not only improves the quality of learning, but also introduces students to the use of digital media in a positive way. Learning videos can be adjusted to the needs of students at SD NEGERI 29 Tamparungo. For example, younger students may prefer simple animations with easy-to-understand stories, while older students may be provided with videos with more in-depth content. This flexibility allows teachers to tailor learning to the level of student understanding. One of the main strengths of video learning is its ability to convey a strong moral message. In the context of faith in the prophet and the apostle, the video can show how the prophets are exemplary in carrying out God's commandments and maintaining their faith. These messages help students internalize religious values and apply them in their daily lives. Learning videos also help students who have visual and auditory learning styles. Students who have

difficulty understanding written text can more easily understand the material through images and sounds.

This ensures that all students, regardless of their learning style, have the same opportunity to understand the material well. Through discussions conducted after the video screening, students are invited to develop critical thinking skills. They can evaluate the content of the videos, ask questions, and look for connections between what they learn and their lives. This process not only improves their understanding of the material, but also develops analytical and reflective skills. Teachers also play an important role in ensuring the effective use of learning videos. Teachers must choose videos that are in accordance with the curriculum, relevant to the material, and in accordance with the level of student development. In addition, teachers must be able to guide students to connect the content of the video with the religious teachings being taught. Although learning videos have many advantages, challenges remain in their implementation. One of the challenges is the availability of technology devices in schools. Teachers must ensure that the required facilities, such as projectors and computers, are available and can be used properly. Support from the school in providing these facilities is very important for learning success. The successful implementation of learning videos also requires the active involvement of students. Teachers should encourage students to actively participate in discussions and activities after watching the video. Thus, students not only become passive spectators, but also active participants in the learning process.

In addition to classroom learning, videos can also be used as an independent learning tool for students. Teachers can provide students with a link to the learning video so that they can study the material at home with their parents. This approach helps to strengthen students' understanding and involve families in the learning process. The application of learning videos at SD NEGERI 29 Tamparungo has shown positive results in increasing students' understanding of faith in the prophet and messenger. Students not only understand the material better, but also show improvements in attitudes and behaviors that reflect the values of the faith. This is proof that innovative learning media can have a significant impact on learning outcomes.

With the use of technology in learning, students are also introduced to a more modern way of learning and relevant to the times. They learn to use technology positively and productively, which is an essential skill in this digital age. The use of learning videos also provides opportunities for teachers to develop their creativity in presenting material. Teachers can create their own learning videos that suit the needs of students, or take advantage of resources that are already available online. Thus, teachers can continue to improve the quality of learning. Overall, the application of learning videos in PAI teaching at SD NEGERI 29 Tamparungo has had a significant impact on improving student learning outcomes.

With the support of technology, the right teaching strategies, and the active involvement of students, learning becomes more interesting, meaningful, and effective in shaping students' understanding and character. This success shows that the use of innovative learning media, such as videos, is one of the best ways to overcome challenges in education. By continuing to develop creative and relevant learning methods, Islamic religious education can become more interesting and have a profound impact on the younger generation.

CONCLUSION

The implementation of video-based learning in teaching the concept of faith in prophets and messengers at SD NEGERI 29 Tamparungo has proven to be highly effective in improving students' learning outcomes. The use of videos enhances the teaching process by making abstract concepts more concrete and engaging, thereby fostering better understanding and retention of the material. Through vivid visualizations and compelling narratives, students are able to connect deeply with the stories and moral lessons of the

prophets and messengers, making the learning process more meaningful. Moreover, video learning significantly boosts students' motivation and participation in class. It provides an interactive and modern approach to education that aligns with their interests and needs in a digital era. By incorporating technology and active discussions into the learning process, students not only develop a deeper comprehension of religious values but also cultivate critical thinking and collaborative skills. The success of this method highlights the importance of integrating innovative educational tools to enhance the quality and relevance of religious education for young learners.

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