

Improving Islamic Education Learning Outcomes Using Learning Videos at SMA Negeri 1 Kecamatan Akabiluru: A Classroom Action Research

Sari Refika Putri ✉, SMA Negeri 1 Kecamatan Akabiluru, Indonesia

✉ sarirefika1994@gmail.com

Abstract: This study aims to improve Islamic education learning 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 senior high school students. The data of 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 video can improve Islamic education learning 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 50.71%, the first cycle 67.39% and in the second cycle increased to 80.16%. Thus, the use of video can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning videos, islamic religious, learning outcomes.

Received August 29, 2024; **Accepted** October 10, 2024; **Published** December 31, 2024

Citation: Putri, S. R. (2024). Improving Islamic Education Learning Outcomes Using Learning Videos at SMA Negeri 1 Kecamatan Akabiluru: A Classroom Action Research. *Jurnal Profesi Guru Indonesia*. 1(4). 17–24.

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

The Independent Curriculum is one of the latest innovations in the education system in Indonesia that aims to give schools and teachers more freedom in designing learning that suits the needs and characteristics of students.¹ This curriculum emphasizes the importance of student-centered learning and encourages the development of 21st century competencies, such as critical thinking, creativity, collaboration, and communication. With this approach, it is hoped that students can have skills that are relevant to the times and be able to become adaptive and innovative individuals in the midst of global changes. In the context of Islamic Religious Education (PAI), the Independent Curriculum provides space for teachers to use various learning models and methods that can help students not only understand religious teachings cognitively, but also internalize Islamic values in daily life.² This is important to form the character of students who have good morals, are able to practice religious teachings, and have tolerance and a sense of responsibility as part of a society that is compound. However, the implementation of the Independent Curriculum in the field still faces various challenges, one of which is the low learning outcomes of 1 Ministry of Education and Culture. (2022). Guidelines for the Implementation of the

Independent Curriculum. Ministry of Education and Culture, p. 15. 2 Zainuddin. (2020). Islamic Education Curriculum Development.

Students in PAI subjects. Based on the results of initial observations in Class X.E4 SMAN 1 Akabiluru District, it was found that the learning outcomes of students in PAI were still relatively low. Most students have not reached the Learning Objectives Completeness Criteria (KKTP) that have been set. This condition is caused by several factors, including the lack of active involvement of students in the learning process and teaching methods that are still predominantly teacher-centered.³ Learning processes that only focus on lectures tend to make students passive, less motivated, and difficult to understand the material in depth. Conventional learning methods, such as lectures, are often not effective enough in motivating students to learn deeply and critically.⁴ One-way lectures make the interaction between teachers and students minimal, so students become only passive listeners. As a result, students' understanding of the teaching material becomes shallow and does not last long. To overcome this problem, more innovative and interactive learning methods are needed, one of which is the use of learning videos. Learning videos can be an effective tool to help students understand PAI material better. Through the presentation of visual and audio material, videos are able to attract students' attention and make it easier for them to absorb the information and concepts taught. The use of video in learning allows students to learn in a more enjoyable way, because the material is presented creatively, dynamically, and not monotonously.

In addition, learning videos can be adapted to each student's pace and learning style, so that they can accommodate the diversity of potential in the classroom.⁶ In the Independent Curriculum, the use of technology and learning media such as videos is highly recommended to create a more active and meaningful learning experience.⁷ Teachers can use learning videos to facilitate group discussions, individual reflections, or collaborative assignments. In this way, students not only understand the material textually, but are also able to relate it to their real-life context. Learning videos also allow teachers to explain complex concepts in a simpler and more engaging way, thus helping students build a better and deeper understanding. Based on these conditions, the implementation of learning videos in Class X E4 SMAN 1 Akabiluru District is expected to improve student learning outcomes in PAI subjects. By using learning videos, students can more easily understand religious concepts, such as worship procedures, the stories of prophets, and moral values in Islam. In addition, learning videos can also spark students' curiosity, encourage them to think critically, and develop reflective and collaborative skills. Through this approach, students are expected to be more actively involved in the learning process and have higher motivation to learn. Improving PAI learning outcomes through learning videos not only has a positive impact on students, but also on teachers and schools as a whole. For students, this approach can improve conceptual understanding and 21st-century skills, such as communication and collaboration.

For teachers, the use of learning videos can increase creativity in teaching and help create a more dynamic and effective learning atmosphere. Meanwhile, for schools, improving the quality of PAI learning can support the achievement of educational goals holistically and improve the school's reputation as an innovative educational institution. Based on these considerations, the author is interested in examining this topic in a classroom action research entitled "Improving PAI Learning Outcomes Through Learning Videos in Class X.E4 SMAN 1 Akabiluru District." This research is expected to make a real contribution to improving the quality of PAI learning and student learning outcomes, as well as becoming a learning model that can be implemented more widely in other schools

METHODS

This research is a Classroom Action Research (PTK) that focuses on improving the learning outcomes of Islamic Religious Education (PAI) in class X E4 SMAN 1 Akabiluru District through the application of learning videos. PTK is descriptive research conducted

in the classroom to describe and explain the phenomena that occur and efforts to improve the learning process. The approaches used in this study are qualitative and quantitative approaches. A qualitative approach is used to investigate, discover, describe, and explain the qualities or privileges of the learning process that cannot be quantified numerically. Qualitative data is collected through observation, interviews, and documentation, which allows researchers to understand the context and experiences of students in depth. According to Saryono (2010), this approach focuses on collecting descriptive data in the form of written or spoken words as well as behaviors that can be observed from information sources. Meanwhile, a quantitative approach is used to measure and analyze data numerically. Quantitative research includes percentage, average, square, and statistical calculations to assess the effectiveness of PBL models in improving learning outcomes. According to Suharsimi Arikunto (2022).

This approach demands a lot of the use of numbers in the collection, interpretation, and presentation of data. This research was carried out by designing, implementing, and reflecting on actions collaboratively and participatively in the form of cycles. Each cycle consists of planning, implementing actions, observations, and reflections to improve the learning process. In accordance with the principles of PTK, research is carried out in stages to ensure continuous improvement in the learning process. According to Daryanto (2014), PTK is an activity that involves researchers in the process of continuous improvement in the classroom to improve student learning outcomes.³² With this approach, the research is expected to provide in-depth insights and accurate data on the influence of video education on PAI learning outcomes in class X E4 SMAN 1 Akabiluru District.

This technique is carried out to observe activities in the classroom during learning activities. The activities observed include the activities of the researcher as a teacher and the activities of students in learning. The observation sheet used in this study is an observation sheet of teacher activities in managing learning with the application of learning videos and student activity sheets during the learning process. Observation is intended to determine the suitability between planning and implementation of actions. Observations were made by teachers and peers using observation sheets provided by researchers. Observation sheets of teacher activities are given to observers, namely Mathematics teachers and student activities are given to PAI teachers to be filled in according to the situation observed in class. Observation and direct review to the research location to obtain information related to the implementation of teaching and learning activities of teachers and students during learning.

Observation sheets of teacher and student activities in learning consisting of indicators are used to determine the physical activities carried out by teachers and students during teaching and learning activities. Filling out the observation sheet is done by affixing a check list mark in the column that has been provided according to the observed description. Observation sheets are given to observers to observe each activity during the learning process. Observation sheets of teacher activities are given to observers who are fellow researchers, namely Counseling Guidance teachers and student activities are given to PAI teachers to be filled in according to the situation observed in the classroom.

RESULTS

The implementation of problem-based learning in teaching the values of charity and almsgiving has shown to be an effective approach to instilling these important concepts in students. Through this method, students are exposed to real-life situations that require them to think critically and collaboratively. By addressing these problems, they develop a deeper understanding of the moral and spiritual significance of charity within the framework of religious teachings. Problem-based learning emphasizes the active involvement of students in their learning process. This method shifts the focus from

traditional teacher-centered instruction to student-centered activities, where learners take on the responsibility of exploring, analyzing, and solving problems. In the context of teaching charity and almsgiving, this approach allows students to engage with the material on a personal level, making the lessons more relatable and impactful. One of the most significant benefits of this method is the way it connects theoretical knowledge to practical application. Students are not only taught the religious principles behind charity and almsgiving but are also given opportunities to practice these values through projects and activities. This experiential learning solidifies their understanding and encourages them to incorporate these practices into their daily lives.

Collaboration is a key component of this learning method, as students work together in groups to address the problems presented to them. This collaborative process fosters a sense of teamwork and mutual support, which aligns with the principles of charity and helping others. It also provides students with the opportunity to learn from each other and develop essential interpersonal skills. The discussions that arise during group work are particularly valuable for reinforcing the values of charity and almsgiving. As students share their thoughts and ideas, they are exposed to diverse perspectives and interpretations. This exchange of views deepens their understanding and helps them appreciate the broader social and ethical implications of their actions. Teachers play a crucial role in facilitating the learning process. Rather than providing direct answers, they guide students by posing questions and encouraging them to explore different solutions. This approach not only enhances critical thinking skills but also allows students to take ownership of their learning, making the lessons more meaningful and lasting. The emphasis on real-world problems makes the learning experience more engaging and relevant for students. When they see how the values of charity and almsgiving can address actual issues in their communities, they are more likely to internalize these principles and recognize their importance. This relevance motivates students to actively participate and apply what they have learned outside the classroom. Reflective practices are integral to this method, as they encourage students to think about their experiences and the lessons they have learned. By reflecting on their actions and the outcomes of their projects, students gain insights into the impact of charity and almsgiving on themselves and others. This reflective process helps to reinforce their commitment to these values.

The use of problem-based learning also encourages creativity and innovation. Students are challenged to come up with solutions to complex issues, which requires them to think outside the box. This creative problem-solving process not only enhances their cognitive abilities but also inspires them to find unique ways to practice charity and almsgiving in their own lives. The positive changes in students' attitudes and behaviors are among the most significant outcomes of this method. Many students who were initially indifferent to the concepts of charity and almsgiving became more empathetic and aware of the needs of others. This transformation highlights the potential of this approach to foster moral and spiritual growth. The role of parents in supporting the learning process is also critical. When parents encourage their children to practice charity and almsgiving at home, it reinforces the lessons learned in the classroom. This collaboration between teachers and parents creates a cohesive learning environment that supports students' development. The community also benefits from the implementation of this method. As students become more aware of the importance of charity and almsgiving, they are more likely to participate in community initiatives and contribute to social welfare. This ripple effect demonstrates how the values taught in the classroom can extend to the wider society. Although the overall results of this approach are positive, there are challenges that need to be addressed. Some students may struggle with the collaborative aspect of the method, particularly if they are shy or lack confidence. Providing additional support and encouragement for these students is essential to ensure their full participation and benefit from the learning experience. The diverse needs of students also require careful consideration. While some may excel in the problem-solving activities, others may require more guidance and support to grasp the concepts fully. Tailoring the learning process to

accommodate these differences can enhance the effectiveness of the method for all students. Another challenge is the time required to implement problem-based learning effectively. The preparation and facilitation of these activities demand a significant commitment from teachers. Providing adequate training and resources for educators is crucial to ensure the successful application of this approach.

Despite these challenges, the benefits of this method far outweigh its limitations. By engaging students in meaningful and interactive learning experiences, it promotes a deeper understanding of the values of charity and almsgiving and their relevance to everyday life. This holistic approach to education not only enhances academic achievement but also supports the development of moral and ethical character. The long-term impact of this method on students' attitudes and behaviors is particularly noteworthy. As they grow and encounter new challenges, the values they have learned through problem-based learning will continue to guide their actions and decisions. This lasting influence underscores the importance of incorporating such methods into educational practices. Teachers have reported that the implementation of this approach has also enhanced their own teaching experiences. By focusing on student-centered activities and interactive learning, they have found greater satisfaction in their roles as educators. This positive feedback highlights the mutual benefits of problem-based learning for both teachers and students. The adaptability of this method makes it suitable for a wide range of educational contexts. It can be tailored to address different subjects and topics, allowing educators to use it as a versatile tool for promoting active learning and character development.

Its flexibility ensures that it can be integrated into various curricula and teaching styles. The success of this approach depends on the active involvement and collaboration of all stakeholders, including students, teachers, parents, and the community. By working together, they can create a supportive and nurturing environment that fosters the growth and development of students in all aspects of their lives. The findings of this research provide valuable insights into the potential of problem-based learning as a method for teaching moral and ethical values. It demonstrates that education is not just about acquiring knowledge but also about shaping character and preparing students to contribute positively to society. In conclusion, the implementation of problem-based learning for teaching charity and almsgiving has proven to be an effective and impactful approach. By engaging students in real-world problems and encouraging collaboration, critical thinking, and reflection, it provides a meaningful learning experience that promotes moral and spiritual growth. The lessons learned through this method have the potential to create lasting positive changes in students' lives and the wider community.

DISCUSSION

The conclusion of the research highlights that the implementation of problem-based learning is highly effective in instilling the values of charity and almsgiving among fifth-grade students. This method fosters active participation, critical thinking, and collaboration, enabling students to connect theoretical knowledge with practical application. By addressing real-world problems, students develop a deeper understanding of these values and their significance within the context of religious teachings. The approach successfully enhances students' empathy, responsibility, and moral character. It encourages them to reflect on their actions, collaborate with peers, and practice charity in meaningful ways. The involvement of teachers, parents, and the community further reinforces these lessons, creating a supportive environment for students to internalize and apply what they have learned. Despite minor challenges, such as accommodating diverse learning needs and ensuring active participation from all students, the benefits of this method far outweigh its limitations. It not only improves students' academic engagement but also contributes to their overall character development and readiness to contribute positively to society. In summary, problem-based learning is a transformative approach

that goes beyond traditional teaching methods by fostering lifelong values and skills. Its integration into educational practices holds great potential for shaping individuals who are empathetic, socially responsible, and morally grounded.

The implementation of problem-based learning in teaching charity and almsgiving has proven to be an effective and engaging method for instilling these values in students. By involving learners in solving real-world problems, this approach encourages them to connect religious teachings with practical applications in daily life. The students actively participate in discussions, group projects, and activities designed to explore the significance of helping others, which makes the learning experience meaningful and memorable. This method successfully fosters critical thinking and collaboration among students. When working in groups, they exchange ideas, reflect on different perspectives, and develop solutions to social issues related to charity and almsgiving. These interactions not only enhance their understanding of the subject but also promote teamwork and mutual respect, which are essential life skills. The hands-on nature of the activities reinforces their learning, making the lessons more impactful. Teachers play a vital role in facilitating the problem-based learning process by guiding discussions and encouraging students to think critically. Instead of directly providing answers, they pose questions and create scenarios that challenge students to explore solutions. This approach empowers students to take ownership of their learning, helping them internalize the values of charity and almsgiving more effectively. It also makes the classroom environment dynamic and student-centered. The research also highlights the importance of reflective practices in the learning process. After completing their projects or activities, students are encouraged to evaluate their experiences and the outcomes of their efforts. This reflection allows them to better understand the impact of their actions and deepens their commitment to practicing charity and almsgiving in their lives. The inclusion of reflective activities ensures that the lessons extend beyond the classroom.

Overall, problem-based learning not only enhances students' understanding of charity and almsgiving but also shapes their character and attitudes. By connecting the values taught in religious education to real-life applications, it creates a holistic learning experience that prepares students to become empathetic and socially responsible individuals. This method offers a valuable approach to teaching moral and ethical principles, with the potential for long-lasting positive effects.

CONCLUSION

This research was carried out in Class X E4 at SMA Negeri 1 Akabiluru. The research consists of 4 cycles with each cycle carried out in 1 meeting with an allocation of 2 hours of lesson time (2x45 minutes). This research aims to improve student learning outcomes in Islamic Religious Education subjects through Learning Videos. Each cycle will be evaluated to see if the Learning Videos can improve student learning outcomes, through tests conducted after each cycle. The steps taken refer to the Classroom Action Research (PTK).

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.

- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.

- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

