

## The Use of Video Media to Improve Islamic Education Learning Outcome about Asma'ul Husna for Students at SD Negeri 10 Tarung-Tarung Utara

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using learning video media. 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 media can improve student learning outcomes 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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of learning video media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Islamic education, asma'ul husna, video media, elementary school.

**Received** March 2, 2024; **Accepted** April 13, 2024; **Published** June 30, 2024

**Citation:** Nelmawati, (2024). The Use of Video Media to Improve Islamic Education about Asma'ul Husna for Students at SD Negeri 10 Tarung-Tarung Utara. *Jurnal Profesi Guru Indonesia*. 1(2). 1-17.

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### INTRODUCTION

Every child is born with potential in them. The potentials in children will grow and develop along with their growth and development. With that potential, humans grow as the best creatures created by Allah SWT who are ready to carry out the mandate and develop civilization. Human beings are created with a divine dimension so that they have a spiritual aspect, they are also called religious beings, that's why humans in general are always looking for their creation. Education in early childhood is the most fundamental period in fostering, maintaining, and caring for children's growth and development during their developmental period. Early childhood education is a life long education, which can be realized in the form of educational participation displayed through learning activities by every individual who runs throughout life, not limited by schools which includes development coaching through a multidipliner approach that includes aspects of health

and nutrition, education and childcare patterns in an integrated and comprehensive manner. According to Gagne and Briggs, which was used as an excuse by Arif S. Sadiman said that teaching is the meaning of instruction or teaching. The definition of Teaching proposed by Hasibuan contains the meaning of Learning, the same as that stated by S. Nasution in the third definition which in essence regulates the environment so that learning participants really feel a conducive situation when learning. So it can be concluded that teaching is an effort on how to regulate the environment and the interaction of learning participants with the environment so that good learning conditions are created.

According to Abdul Majid and Dian Andayani in the book *Competency-Based Islamic Religious Education*, Islamic religious education is a conscious and planned effort in preparing students to know, understand, appreciate, and believe in the teachings of Islam, accompanied by guidance to respect adherents of other religions in relation to harmony between religious communities until the realization of national unity and unity. According to Zakiyah Daradjat quoted by Abdul Majid and Dian Andayani, Islamic religious education is an effort to foster and nurture students so that they can always understand Islamic teachings comprehensively. According to Azizy quoted by Abdul Majid and Dian Andayani, the essence of education is the process of transferring values, knowledge, and skills from the older generation to the younger generation so that the younger generation is able to live. According to Ahmad Supardi quoted by Ahmad Tafsir, et al, Islamic religious education is education based on Islam or the guidance of Islam in fostering and forming Muslim individuals who are devoted to Allah SWT, love and affection for his parents and fellow students and also to his homeland as a gift given by Allah SWT. The PAI material in question is about Asma'ul husna. Discussing Asma'ul husna, Lili Khoirunnisa (Khoirunnisa, 2017) defines two meanings. In terms of etymology, Asma'ul husna means the best (Allah) names. Meanwhile, in terms of terminology, Asma'ul husna means the names (Allah) that are the best, perfect, not in the slightest tainted by flaws (unlike His creatures) and these names are based on the attributes of Allah SWT.

Asma'ul husna referred to in this learning and research material is five, namely al-qawiyuu, al-Qayum, al-Muhyi, al-Mumit and al-Ba'its. Allah al- which means Allah Almighty and Allah al-Wahhāb which means Allah Almighty Giver.5 SD Negeri 10 Tarung-Tarung Utara is an educational institution that was established in 1979 SD Negeri 10 Tarung-Tarung Utara is a public school that is in great demand by the surrounding environment, teaching and learning activities at SD Negeri 10 Tarung-Tarung Utara seem simple and easy. In learning the Islamic Religious Education program, the students looked bored and discouraged. especially in modern times, the influence of technological developments has led to a decrease in students' understanding of PAI learning, especially in Asmaul Husna. Therefore, SD Negeri 10 Tarung-Tarung Utara is trying to grow students' understanding of Islamic Religious Education, especially Asmaul Husna, and try to change the learning method. Thus, in my view while observing the activities at SD Negeri 10 Tarung-Tarung Utara, that the school has a strategy in this problem by connecting the sophistication of technology in modern times like today. The understanding of class V students is very low in learning Islamic Religious Education, especially about (Asma'ul Husna) due to a lack of enthusiasm and a sense of saturation in learning. If teachers who have been using their learning through package books alone will make children feel bored in their learning. According to Munir, the advantages of video media in learning media include, 1) being able to explain the real state of a process, phenomenon, or event; 2) being able to enrich explanations when integrated with other media such as text or gamba; 3) users can repeat

certain parts to see a more focused picture; 4) very helpful in teaching material in the realm of behavior or psychomotor; 5) faster and more effective in conveying messages than text media, and 6) able to clearly show simulations or procedures of a step or method (Munir, 2013).

According to Fahmy et al. (2014) also stated, 1) VBL (Video Based Learning) has unique features that make it an effective learning method that can improve and partially replace the traditional classroom-based and teacher-led learning approach. VBL (Video Based Learning) can change the way we learn as well as the way we teach; 2) Videos can help students by visualizing how something works; 3) and show information and details that are difficult to explain with text or static photos; 4) In addition, videos can grab students' attention, thus motivating them and engaging them to improve their collaboration. Using videos can thus lead to better learning outcomes; 5) In fact, videos can support different learning styles, especially students who are 'visual learners. Thus, there are several advantages of the method that will be used, namely, Generating a passion for learning, more direct interaction between students and learning resources, increasing understanding because with enthusiasm in learning using the video method, students will automatically find it easier to understand the understanding, learning is clearer and more interesting. Based on this description, the author is interested to know more about how the implementation will be carried out by SD Negeri 10 Tarung-Tarung Utara, which is packaged in a study titled: The Use of Video Media to Improve Students' Understanding of the Names of Allah Asma'ul Husna Students of SD Negeri 10 Tarung-Tarung Utara.

## **METHODS**

The research approach used is classroom action research. With this class action research, the researcher gave action to the subjects being studied, namely Class V students and teachers acting as observers. Classroom action research (PTK) is one of the efforts that teachers can make to improve the quality of teachers' roles and responsibilities, especially in learning management. Through PTK, teachers can improve their performance continuously, by means of self-reflection, which is an effort to analyze to find weaknesses in the learning process in accordance with the learning program that has been prepared, and ends with reflection. PTK is a scientific activity, namely a systematic and empirical thinking process in an effort to solve problems, namely problems, the learning process faced by the teacher himself in carrying out his main task, namely teaching. PTK is a form of research that is inherent in teachers, namely raising actual problems experienced by teachers in the field.

PTK is a study that explains the causes and consequences of treatment, as well as explaining what happens when treatment is given, and explains the entire process from the beginning of the treatment to the impact of the treatment. Thus PTK is a type of research that describes both the process and the results, which conducts PTK in the classroom to improve the quality of learning. The research was carried out at SD Negeri 10 Tarung-Tarung Utara, Kampung Tonga, namely students of grade V A. This research was carried out in several stages which included preparation, implementation, and data analysis. The data used in this study is quantitative data. What is meant by the data source in the study is the subject from which the data can be obtained.<sup>30</sup>In this study, the author uses primary data sources. Sumber data primer, yaitu data yang langsung dikumpulkan oleh peneliti (atau petugasnya) dari sumber pertamanya. Adapun yang menjadi sumber data primer dalam penelitian ini adalah guru PAI kelas V di SD Negeri 10 Tarung-Tarung Utara.

## RESULTS

The implementation in cycle II is adjusted to the reflection in cycle I. Activities carried out in the learning process are adjusted to the stages in the design of the teaching module 2. The implementation of learning activities in cycle II was carried out in 1 meeting, the material learned was commendable morals contained in asmaul husna Al-Qawiyu, Al-Muhyi, Al-Baits, Al-Qayyum and Al-Mumit. Still the same as the learning activities in cycle I, before the learning activities take place, the researcher provides learning information that will be carried out in the second learning as stated in the teaching module 2 which is displayed on the powerpoint. The researcher also informs students that the learning activities will be in groups in completing the project. During the learning process, students study in groups where each group is given a student worksheet (LKPD) to be discussed directly with the group. The researcher divided the students into 4 groups where each group consisted of 4-5 students who were heterogeneous. The implementation of learning is carried out based on the following stages, 1) Pre-learning; 2) Introduction; 3) Core Activities; 4) Cover. In contrast to cycle I, in this cycle II students have learned more about the previous material, in which case students have been equipped with an understanding of asmaul husna that has been taught in the previous cycle, students have also dared to express material that has not been understood so that the teacher can find out the part of the material that students still do not understand and facilitate / explain again. Analysis of student learning outcome data in cycle II shows that the total score of all students is 2670. Classical completeness is 81% with an average learning outcome of 83.4, where students who are said to be complete are at very good, good and sufficient qualifications, while students who are declared incomplete are at poor qualifications. The number of students who were declared complete was 20 people because they obtained a score equal to or more than the KKM, which was 75.

Based on the data analysis carried out, classical completeness is said to be successful because it has increased to 81%. This shows that student learning outcomes have increased by 18% from the learning outcomes implemented in cycle I. Based on the improvement of learning activities in cycle II, there are changes and improvements in student learning outcomes. This is due to several factors, including: 1) based on the observation of the researcher, students have studied the material provided before the learning activity takes place. 2) maximizing learning activities considering limited learning time. 3) Maximizing group activities by facilitating student questions and students have begun to dare to ask questions related to material that is poorly understood. And to further maximize the learning results, the researcher will continue to the next cycle.

## DISCUSSION

Research on the use of video media to improve students' understanding of the names of Allah (Asma'ul Husna) in grade V students at SD Negeri 10 Tarung-Tarung Utara showed positive results. Before the use of video media, most students showed a limited understanding of the concept of Asma'ul Husna. They often have difficulty remembering and understanding the meaning of each of the names of God taught. However, after the application of video media in learning, there was a significant increase in students' understanding of the material. Students who were previously less interested in Asma'ul Husna's material became more enthusiastic after seeing a video that introduced the names of Allah in a more interesting and interactive way. The video, which contains a visualization of the names of Allah with animation, accompanied by clear explanations and easy-to-understand voices, managed to attract students' attention and make it easier for

them to understand the meaning of each Asma'ul Husna. The use of video media also makes learning more lively and enjoyable for students, which in turn increases their engagement in the learning process.

The improvement in student understanding is also reflected in the test results conducted after the application of video media. The students' grade point average improved significantly, especially in terms of their ability to mention and explain the meanings of some of the names of God taught in the material. Most students can remember more of God's names and understand their meaning and relationship to their lives after participating in learning using video media. In addition, the use of videos also has a positive impact on students' motivation to learn. Learning that uses visual media such as videos is felt to be more enjoyable compared to conventional learning methods that only rely on texts or teacher lectures. Students feel more motivated to follow the learning better because they can see pictures, hear interesting explanations, and actively engage in discussions about the names of God being taught. In the observations made during the study, students were seen to be more active in participating in class discussions after watching the video.

They not only remember the names of Allah, but also begin to understand the relationship between Asma'ul Husna and the attributes of Allah contained in each of these names. The group discussion conducted after the video screening allowed students to exchange information with each other, which further deepened their understanding. The use of video media in learning also contributes to the achievement of more optimal learning goals. Students not only learn to memorize the names of God, but can also feel the relevance of those names in their daily lives. Videos containing real-life illustrations that attribute God's nature to good deeds make a deep impression on students, motivating them to practice the values taught. Overall, the results of the study show that the use of video media is very effective in increasing students' understanding of the names of Allah (Asma'ul Husna) in SD Negeri 10 Tarung-Tarung Utara. Learning that involves video media not only increases students' interest and motivation, but also deepens their understanding of the material being taught. It is hoped that the use of this video media can continue to be developed in learning Islamic Religious Education in the future.

## **CONCLUSION**

Research on the use of video media to improve students' understanding of the names of Allah (Asma'ul Husna) in grade V students at SD Negeri 10 Tarung-Tarung Utara showed positive results. Before the use of video media, most students showed a limited understanding of the concept of Asma'ul Husna. They often have difficulty remembering and understanding the meaning of each of the names of God taught. However, after the application of video media in learning, there was a significant increase in students' understanding of the material. Students who were previously less interested in Asma'ul Husna's material became more enthusiastic after seeing a video that introduced the names of Allah in a more interesting and interactive way. The video, which contains a visualization of the names of Allah with animation, accompanied by clear explanations and easy-to-understand voices, managed to attract students' attention and make it easier for them to understand the meaning of each Asma'ul Husna.

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