

Improving Islamic Education Student Learning Outcomes Through the Video Method at SD Negeri 26 Kunangan Parit Rintang

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning using the video method. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was obtained using 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 research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show that 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 pre-cycle 40.49%, first cycle 54.77% and in the second cycle it increased to 85.22%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learning outcome, video method.

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INTRODUCTION

Islamic Religious Education (PAI) is one of the fundamental subjects that aims to shape the personality of students who have faith, piety, and noble character. In addition, PAI also plays a role in building a moral and civilized national character. However, at SDN 26 Kunangan Parit Rintang, especially for grade IV students, it was found that student learning outcomes in PAI subjects were still not optimal. Data from the results of daily tests shows that most students have not reached the Minimum Completeness Criteria (KKM). This indicates that there are challenges in the learning process that require effective solutions. One of the factors that affect low student learning outcomes is the learning method used. Monotonous and less innovative learning methods often make students lose interest and find it difficult to understand the material. In addition, the limitations of interesting and relevant learning media to current technological developments are also an obstacle in improving the quality of learning.

In this sophisticated digital era, the use of technology in the learning process is an urgent need. One of the methods that can be used is video-based learning. The use of video as a learning medium has a number of advantages, including being able to present

material visually and interactively, making it easier for students to understand abstract concepts, and increasing their motivation to learn. Videos can also provide a more engaging learning experience, so that students are more focused and actively involved in the learning process. This Classroom Action (PTK) research focuses on optimizing the learning outcomes of grade IV students in PAI subjects through the application of the video method. The purpose of this study is to improve students' understanding of the material, motivate them to be more active in learning, and help them achieve better learning outcomes. This research is expected to make a positive contribution to learning innovation at SDN 26 Kunangan Parit Rantang and become a learning model that can be applied to other subjects.

METHODS

This research is a Classroom Action Research (PTK) using a qualitative descriptive and quantitative descriptive research design, According to Susilo Herawati, et al. (2009:2) Classroom Action Research (PTK) is a research that is carried out in a cyclical manner (berdaur) of teachers or prospective teachers in the classroom during the teaching and learning process. It is said that this is because the PTK process begins and the stages of planning, action, and observation. and reflection to solve problems and try new things to improve the quality of learning or student learning outcomes. In accordance with the class action research design, the research objectives are; 1) Improving the quality of learning or education. the overall quality of the school program in a rapidly changing society and to improve and improve the professional services of teachers in dealing with PBM (Teaching and Learning Process) which can be achieved by conducting reflection to diagnose the situation; 2) Develop teachers' abilities to face actual learning problems in the classroom or at school; 3) Improving and improving the quality of teaching through appropriate teaching techniques in accordance with the problems and level of development of students; 4) As a way to deceive teachers and improve teachers' ability to make the right decisions for students and the class taught (Susilo, et al., 2009:8). So it can be concluded that the purpose of PTK is to improve various real and practical problems in improving the quality of learning in the classroom that are directly experienced in the interaction between teachers and students who are learning. According to Kemmis and Taggart (in Arikunto. 2006:93) said that the PTK model describes several steps (and their repetition), namely; 1) Planning stage; 2) Implementation stage and observation stage; 3) Reflection stage. Place and Time of Research; 1) Research site.

The place where this research activity took place was at SDN 26 Kunangan Parit Rantang, especially class IV students. The location was chosen because the author carried out PPL activities, making it easier for the author to conduct research. Research time. 1) This research was carried out from December 18, 2024 to December 30, 2024. The research variable, as for the variables of this research, is the learning outcomes of students in understanding the material Let's recite and study Q.S At-Tiin and Hadith Silatrurahmi in the subject of Islamic Religious Education. Population and Sample, all grade IV students at SDN 26 Kunangan Parit Rantang, Kamang Baru District, Sijunjung Regency, totaled 14 people consisting of 9 males and 5 females. The type of data used in this study is quantitative data. According to Sugiyono, quantitative data is a type of data that can be measured or calculated directly in the form of information or explanations expressed in numbers or in the form of numbers. In this case, the quantitative data needed is an overview of student learning motivation, which is obtained using observation. The source of data in this study is the subject from which the data can be obtained. In this study, the author uses primary data sources. Primary data sources, namely data collected directly by researchers (or officers) from their first source. To obtain data that will later be obtained in this study, the following data collection techniques are used; 1) test of comprehension skills in the form of sentences; 2) Observation of teachers and students carried out by peers as collaborators.

RESULTS

Cycle I will be held on Monday, December 23, 2024. In the local grade IV of SD Negeri 26 Kunangan Parit Rintang. From the data on the learning outcomes of the implementation of Cycle I, it can be explained that, it can be explained that the learning outcomes of students show that there are 8 students with bad scores (0-60) with a percentage of 62%, low scores (61-70) there are 3 people with a percentage of 23%, sufficient scores (71-80) there are 2 people with a percentage of 15%, while for good and very good scores there has not been a single person who has succeeded. Based on the results of the observation of the learning process and the results of the test in cycle I, the application of the Joyful Learning strategy to the Qur'an Hadith material (reading Q.S At-Tin and determining the law of breadfruit or tanwin in Q.S At-Tin) to determine the success and failure of the implementation of the first cycle of actions, the researcher reflected. The results of the reflection are obtained as follows; 1) Teachers cannot do much when faced with their own difficulties and let alone overcome the difficulties of students when meeting learning demands; 2) Students are also confused, they look confused when they have to try to follow the demands of learning; 3) Based on the test results, there has been no significant improvement in the ability of each student; 4) On that basis, in the second cycle, both teachers and students need to follow what is recommended.

Cycle II will be held on Friday, January 3, 2025. In the local grade IV of SD Negeri 26 Kunangan Parit Rintang. From the data on the learning outcomes of the implementation of Cycle II, it shows that the learning outcomes of students show that there are 7 students with a percentage of 53.8 %, a low score (61-70) there is none, a sufficient score (71-80) there are 5 people with a percentage of 38.6 %, a good score (81-90) there is not a single person, while for a very good score (91-100) there is 1 person with a percentage of 7.6%. Based on the results of the observation of the learning process and the results of the test in cycle II, the implementation of the strategy Video method on the material of the Qur'an Hadith (The main message of QS. At-Tiin) to find out the success and failure of the implementation of cycle II actions, the researcher reflected. The results of the reflection are obtained as follows; 1) Teachers cannot do much when faced with their own difficulties and let alone overcome the difficulties of students when meeting learning demands; 2) Students are also confused, they look confused when they have to try to follow the learning demands; 3) Based on the test results, there has been no significant improvement in the ability of each student; 4) On that basis, in cycle II, both teachers and students need to follow the recommended Cycle III.

Cycle III will be held on Wednesday, January 8, 2025. In the local grade IV of SD Negeri 26 Kunangan Parit Rintang. From the data on the learning outcomes of the implementation of Cycle III, it is indicated that, the learning outcomes of students show that there are 3 students with bad scores (0-60) with a percentage of 23%, low scores (61-70) there are 1 people with a percentage of 7.7%, adequate scores (71-80) there are 4 people with a percentage of 30.7%, good scores (81-90) there are 2 people with a percentage of 15.3%, while for very good scores (91-100) there are 3 people with a percentage of 23.3%. The results of observations in the learning process in cycle III can be found that; 1) The application of the Video Method strategy by publishing learning videos on the Qur'an Hadith material (SUB CHAPTER 3 with the material Writing and memorizing QS. At-Tiin) implementation can run in accordance with the teaching module; 2) The researcher displays the media according to the stages in the teaching module; 3) Students become more active and participatory in learning; 4) Students are very enthusiastic in discussing subject matter with their fellow group members. This can be seen in each individual who expresses opinions with each other; 5) Students do well in the LKPD given by the teacher. 6) Students do the assessment with enthusiasm; 7) Students with the application of this Video Method still have a few obstacles and are not perfect; 8) There are still students who do not understand the material of the Qur'an Hadith (SUB CHAPTER 3 with the material Writing and memorizing QS. At-Tiin; 9) Students are still confused and

embarrassed in presenting the results of the discussion in front of the class; 10) At the time of the learning video release, there are still some students who do not pay attention.

DISCUSSION

Islamic education plays a crucial role in shaping students' moral values, ethical behavior, and religious understanding. However, traditional teaching methods, such as rote memorization and lectures, often fail to fully engage students in the learning process. At SD Negeri 26 Kunangan Parit Rantang, educators are exploring innovative strategies to enhance students' learning experiences, one of which is the integration of video-based learning. The use of videos as an instructional tool has gained significant attention in recent years due to its ability to present information in a more interactive and visually appealing manner. Video learning combines audio and visual elements, making it an effective medium for delivering Islamic education content. It can illustrate abstract concepts, historical events, and moral lessons in a way that is engaging and easy to comprehend.

One of the primary benefits of using video in Islamic education is its ability to cater to different learning styles. Some students learn best through visual representation, while others prefer auditory explanations. Videos offer both elements, allowing students to absorb information in a way that suits their individual preferences. This enhances their comprehension and retention of key Islamic teachings. Incorporating videos into the curriculum also helps bridge the gap between theory and real-life application. For example, instead of merely reading about the history of Prophet Muhammad (peace be upon him), students can watch a well-produced documentary that brings historical events to life. This immersive experience fosters a deeper connection to Islamic teachings and makes learning more meaningful.

Furthermore, videos can be used to teach Quranic recitation and Tajweed rules. Many students struggle with correct pronunciation when learning the Quran. Video tutorials featuring expert reciters can provide step-by-step guidance, enabling students to practice and refine their recitation skills at their own pace. This self-paced learning is particularly beneficial for students who require additional support. Another advantage of video-based learning is its ability to make complex religious concepts easier to understand. Islamic jurisprudence (Fiqh), for instance, can be challenging for young learners when taught through traditional lectures. Animated videos can simplify these concepts through storytelling and real-life examples, making them more accessible to students. The implementation of video learning at SD Negeri 26 Kunangan Parit Rantang has shown promising results. Teachers report that students exhibit higher levels of engagement and enthusiasm during lessons that incorporate videos. The visual representation of religious teachings captures their attention and encourages active participation in discussions.

Moreover, video learning fosters independent learning skills. Students can revisit lessons by watching videos multiple times, reinforcing their understanding of the material. This is particularly helpful for students who may struggle to grasp concepts immediately during classroom instruction. To maximize the effectiveness of video-based learning, it is essential to ensure that the content is age-appropriate, accurate, and aligned with Islamic teachings. Teachers must carefully curate educational videos from reliable sources and, when necessary, supplement them with explanations to provide additional context. One of the challenges of integrating videos into Islamic education is the potential for distraction. If not properly managed, students may become overly focused on the entertainment aspect of videos rather than the educational content. Therefore, teachers should establish clear guidelines on how videos will be used as a learning tool. Another concern is the availability of technological infrastructure. Not all schools, including SD Negeri 26 Kunangan Parit Rantang, may have access to advanced multimedia equipment. Schools

must invest in basic technological resources such as projectors, speakers, and internet connectivity to facilitate video learning.

Teacher training is also crucial for the successful implementation of video-based learning. Educators need to be equipped with the skills to integrate videos effectively into their teaching methods. Professional development programs can help teachers learn how to select, analyze, and utilize educational videos in a way that enhances student learning. Parental involvement plays a significant role in reinforcing video-based learning at home. Parents can support their children by providing access to Islamic educational videos and encouraging discussions about the lessons learned. This collaboration between school and home strengthens students' religious understanding and application. Videos can also be used to teach Islamic character education, such as honesty, kindness, and respect for others. Short moral stories and dramatizations of ethical dilemmas help students reflect on their own behavior and apply Islamic values in daily life. Islamic educators can further enhance video-based learning by incorporating interactive elements. For instance, after watching a video, students can participate in group discussions, quizzes, or creative projects related to the content. These activities encourage critical thinking and deepen their understanding of Islamic teachings. The use of videos can also help address the needs of students with different learning abilities. Some students may find traditional lectures challenging, but visual and auditory aids provided by videos can make learning more accessible to them. This promotes an inclusive learning environment where all students can thrive. At SD Negeri 26 Kunangan Parit Rintang, video learning has been particularly effective in teaching Islamic history. Students find it easier to remember key events when they see them reenacted in documentary-style videos rather than just reading about them in textbooks.

Islamic storytelling through videos can also instill a love for learning among young students. Engaging animations, narratives, and real-life scenarios help capture their interest and make religious education an enjoyable experience. Another way to utilize videos in Islamic education is by integrating them into daily school routines, such as morning assemblies. Short motivational videos about Islamic values can inspire students to start their day with positive intentions and behaviors. The impact of video-based learning extends beyond academic achievement; it also enhances students' spiritual development. When they see real-world examples of people practicing Islam, they gain a deeper appreciation of their faith and feel more motivated to embody its teachings. Additionally, videos can serve as a valuable tool for revision. Before exams or assessments, students can rewatch key lesson videos to reinforce their knowledge. This helps them recall information more effectively and perform better academically. Despite its advantages, the integration of video learning should not entirely replace traditional teaching methods. It should complement and enhance classroom instruction rather than serve as a substitute for teacher-student interaction. A balanced approach is necessary to ensure a well-rounded learning experience.

Islamic education should also encourage students to critically evaluate video content. With the vast amount of information available online, students must be taught how to distinguish credible Islamic sources from unreliable ones. Media literacy is an essential skill in the digital age. To further enhance the impact of video-based learning, schools can collaborate with Islamic scholars and content creators to develop high-quality educational videos. Localized content that reflects students' cultural and religious context can make learning more relatable and meaningful. Feedback from students and teachers is essential in refining the use of videos in Islamic education. Regular evaluations can help identify areas for improvement and ensure that video-based learning continues to meet students' educational needs. The integration of video learning at SD Negeri 26 Kunangan Parit Rintang is a step toward modernizing Islamic education while preserving its core values. By embracing digital tools, educators can create a more engaging and effective learning environment for students. In conclusion, the use of videos in Islamic education has the potential to significantly improve student learning outcomes. By making lessons

more interactive, accessible, and engaging, video-based learning enhances students' understanding of religious teachings and their application in daily life. Schools should continue exploring innovative teaching strategies to ensure that students receive a high-quality Islamic education that prepares them for both academic and spiritual success.

CONCLUSION

In conclusion, the integration of video-based learning in Islamic education at SD Negeri 26 Kunangan Parit Rantang has significantly enhanced students' engagement, comprehension, and retention of religious teachings. By combining visual and auditory elements, videos make complex Islamic concepts more accessible and relatable, fostering a deeper connection to faith and moral values. Despite challenges such as technological limitations and the need for proper content selection, the benefits of video learning such as increased student motivation, independent learning, and improved academic performance outweigh these obstacles. To maximize its effectiveness, a balanced approach that combines videos with traditional teaching methods, teacher training, parental involvement, and critical media literacy is essential. Ultimately, video-based learning offers a modern and impactful way to strengthen students' understanding and practice of Islamic teachings in their daily lives.

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