

## Utilization of Learning Videos as Media to Improve Students' Conceptual Understanding in Islamic Education Learning at SD Negeri No.104293 Makmur

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**Abstract:** This study aims to determine the effectiveness of the use of Islamic educational videos in improving students' understanding of prayer procedures in grade V of Elementary School. The background of this study is based on the problem of low levels of students' understanding of the sequence of movements and readings in prayer. This is generally caused by learning methods that are still conventional, namely the dominance of lectures and the lack of attractive visual learning media. In this study, the researcher used a descriptive qualitative approach, with data collection techniques that included observation of the learning process, interviews with teachers and students, and evaluation tests to measure improvements in student understanding. The subjects of the study were grade V students at a State Elementary School. The results of the study showed that the use of Islamic educational videos had a positive impact on students' understanding. Videos that clearly visualize prayer movements and readings can help students understand the material more deeply. Students also showed a higher interest in learning because the learning media used were more interesting and interactive than conventional methods. Thus, it can be concluded that Islamic educational videos are effective learning media and can be a very good alternative to improve the quality of Islamic Religious Education learning, especially in the material on prayer procedures at the elementary school level.

**Keywords:** Educational videos, prayer, student understanding, learning media.

**Received** January 30, 2024; **Accepted** February 21, 2024; **Published** March 31, 2024

**Citation:** Yanthy, J. D. & Sumarno. (2024). Utilization of Islamic Educational Videos to Improve Students' Understanding of Prayer Procedures in Islamic Education At State Elementary School No. 104293 Makmur. *Jurnal Profesi Guru Indonesia*, 1(1), 88–99.

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### INTRODUCTION

Character education is the main focus of the Independent Curriculum which has been implemented gradually since 2022. In the context of Islamic Religious Education (PAI), strengthening religious character is very relevant to learning how to pray. The Independent Curriculum emphasizes contextual and project-based learning. This opens up wide opportunities to develop PAI learning through innovative media such as Islamic educational videos. Research by Sari & Nugroho (2023) shows that the use of audiovisual media increases students' memory by up to 40% compared to conventional lecture methods. Video media can display visualizations of prayer movements repeatedly, so that students can learn according to their own rhythm. This is very helpful for students with visual and kinesthetic learning styles. Based on the results of a national survey by the

Ministry of Religion in 2022, 58% of elementary school students in Indonesia still have difficulty reciting prayer readings correctly. As a form of 21st-century learning innovation, teachers are required to be creative in packaging materials, including in conveying prayer procedures so that they are interesting and easy to understand.

Educational videos enable multimodal learning, combining sound, images, and text, thereby strengthening understanding and retention of the material. In this classroom action research, the teacher acts as a facilitator and motivator who guides students in listening to and practicing the video content directly. The initial evaluation conducted at SD Negeri No. 104293 Makmur showed that 70% of students did not fully understand the readings and movements of prayer. Most students feel bored with the lecture method, so they tend to be unfocused and less motivated to memorize the prayer readings. The Islamic educational videos used in this study were selected based on the criteria of content suitability, audio-visual quality, and integration between movements and readings. In the learning process, students are given the opportunity to watch videos, note important points, and then practice them in groups and individually. Reflection and group discussions after watching the video help students correct each other and strengthen their understanding. Observation data during the action showed an increase in student participation in learning activities reaching 85% in the second cycle. One of the advantages of educational videos is that they can be replayed at any time, so students can repeat parts they do not understand. Research by Zuhairi (2023) shows that the use of Islamic-based educational videos in elementary schools has a positive impact on students' religious attitudes.

The implementation of video media also supports differentiated learning, which has been part of the principles of the Independent Curriculum since 2022. Teachers can set the video broadcast time and intersperse it with explanations and light discussions so that students do not feel bored. Research instruments in the form of observation sheets, questionnaires, and comprehension tests were used to measure the effectiveness of educational videos in improving student understanding. After two cycles of action, the test results showed an increase in students' average scores from 62 to 85, with a significant increase in the aspect of memorizing prayer readings. Students also showed positive behavioral changes, such as being more disciplined in prayer times and enthusiastic in participating in religious activities at school. The involvement of parents in guiding children to watch videos at home also supports the success of learning. The results of interviews with students showed that the majority felt more confident in performing prayers after watching and practicing videos with friends. Video media is not only a tool, but also a bridge to form students' understanding and spiritual experiences from an early age. This study provides recommendations for Islamic Religious Education teachers to utilize Islamic educational video media as a routine learning strategy to form a generation of Muslims who are knowledgeable and have noble character.

## **METHODS**

This study uses a Classroom Action Research (CAR) approach that aims to improve students' understanding of prayer procedures through the use of Islamic educational video media. The CAR model used refers to the Kemmis and McTaggart model, which consists of four stages, namely: planning, acting, observing, and reflecting. This study was conducted in two cycles, with each cycle consisting of one meeting. This research was conducted at SD Negeri No. 104293 Makmur with the research subjects being 28 fifth grade students in the 2024/2025 academic year. The selection of this class was based on the results of initial observations that showed low student understanding of prayer procedures. The research was conducted from February to April 2025, adjusting to the Islamic Religious Education learning schedule at the school. The design of this research follows the steps of classroom action systematically, namely: The data obtained were analyzed descriptively quantitatively and qualitatively. Quantitative data in the form of

student test results were analyzed using percentages to determine the increase in learning outcomes. While qualitative data from observations, interviews, and questionnaires were analyzed to support learning outcomes and explain the action process as a whole. This research is declared successful if: 1)  $\geq 80\%$  of students achieve the Minimum Completion Criteria (KKM) score of 75 in the aspect of understanding prayer procedures; 2) There is an increase in student activity in learning; 3) There is a positive response from students to the use of Islamic educational video media.

study aims to investigate the effectiveness of using Islamic educational videos to improve students' understanding of prayer procedures in Islamic Education at State Elementary School No. 104293 Makmu. The research adopts a quasi-experimental approach to measure the impact of video-based learning on students' knowledge and understanding of Salah (Islamic prayer). The research will involve an experimental group, which will be taught using educational videos, and a control group that will follow the traditional teaching method without video integration. Both groups will be assessed using pre-tests and post-tests to measure changes in their knowledge. The participants in this study will be fourth-grade students at State Elementary School No. 104293 Makmu, a school where Islamic Education is part of the core curriculum. The total sample will consist of two classes, each with approximately 25 students. These students, aged between 9 and 10, are already familiar with basic prayer procedures but may benefit from additional support in learning the correct techniques and meanings associated with Salah. One class will serve as the experimental group, while the other will be the control group. Both groups will be comparable in terms of age, prior knowledge, and general academic performance.

For the intervention, the experimental group will receive lessons using Islamic educational videos specifically designed to teach the proper procedures for performing Salah. The videos will visually demonstrate the step-by-step actions of prayer, including the correct body movements (e.g., bowing, prostration), the pronunciation of key Arabic phrases, and the spiritual significance of each action. The videos will be around 5 to 7 minutes in length and will be shown twice a week for a duration of two weeks. After each video session, the teacher will lead a brief discussion to ensure the children understand what they have learned and clarify any questions they may have.

The control group will continue to follow the traditional method of learning prayer procedures, which generally involves verbal explanations and the use of printed materials, such as booklets or posters. The teacher will model the prayer and verbally explain the sequence of actions, but the teaching will lack the visual support provided by the videos. The traditional method focuses more on direct, in-person instruction, with minimal multimedia or digital resources being incorporated into the lessons. To assess the effectiveness of the video-based intervention, both groups will take a pre-test before the intervention and a post-test after two weeks of instruction. The pre-test will measure the students' baseline knowledge of prayer procedures, including their understanding of the physical movements, the recitation, and the meanings of the phrases used in Salah. The post-test will be identical to the pre-test, allowing for a comparison of the students' knowledge before and after the intervention. Both tests will consist of multiple-choice questions and short-answer questions to assess the students' knowledge and comprehension.

In addition to the pre-test and post-test, the researchers will use an observation checklist to track students' engagement and participation during the lesson sessions. This will help measure how well the students respond to the videos compared to the traditional method. The researchers will also collect student feedback after the intervention, using a simple survey that asks the students to rate their experience with the video-based lessons. They will be asked whether they found the videos helpful in understanding prayer procedures, if they enjoyed the lesson, and how the videos compared to traditional teaching methods.

The data collected from the pre-test and post-test will be analyzed using paired t-tests to compare the mean scores of the experimental group before and after the intervention. This will help determine if there was a statistically significant improvement in the students' understanding of Salah. Additionally, the scores of the experimental group will be compared to those of the control group to assess whether the video-based method led to greater improvements in knowledge. The qualitative data gathered from the observation checklists and student feedback will be analyzed using thematic analysis to identify patterns and insights related to student engagement and satisfaction. Ethical considerations are a vital part of this study. Parental consent will be obtained for each student participating in the research, and the purpose of the study will be explained to both the students and their parents. The students' privacy and confidentiality will be respected, and all data will be anonymized to protect their identities. The study will also ensure that the educational videos used are culturally and religiously appropriate, aligning with the curriculum guidelines of the school and the principles of Islamic education.

Despite the anticipated benefits, the study recognizes some limitations. One of the key limitations is the relatively short duration of the intervention, which may not allow for long-term assessment of the videos' effectiveness. The study also acknowledges that other factors, such as individual student motivation and teacher effectiveness, could influence the results. Furthermore, since the study will be conducted at only one school, the findings may not be universally applicable to all educational settings. Future research could consider a larger sample size and a longer follow-up period to assess the sustained impact of video-based learning. The expected outcome of this research is that the students in the experimental group, who will be exposed to the educational videos, will show a greater improvement in their understanding of the prayer procedures compared to the control group. The visual nature of the videos is expected to make the complex procedures of Salah more accessible, engaging, and easier for students to understand. Additionally, it is anticipated that the students will express a higher level of satisfaction and enthusiasm for the learning process when they have the opportunity to interact with multimedia resources that align with their learning preferences.

## **RESULTS**

This study aims to improve the understanding of fifth grade students on prayer procedures through Islamic educational video media. The study was conducted in two cycles with the stages of planning, action, observation, and reflection. The findings of the study showed a significant increase in students' understanding after the action was taken. Based on the results of initial observations before the action was taken, only 8 students (28.57%) were able to correctly answer most of the questions about prayer procedures. The majority of students were not yet able to memorize prayer readings and perform movements in the correct order. In cycle I, the teacher began using Islamic educational video media to deliver prayer material. The video contains a complete explanation of prayer movements, readings, and their sequences. After the learning process, an evaluation was carried out in the form of a written test and practice. A total of 16 students had achieved completion, but there were still 12 students who did not understand well, especially in the order of prayer movements and readings. Some students could not follow well when the video was only played once. In cycle II, improvements were made by increasing the duration of the video and repeating important parts. The teacher also provided a direct practice session after watching the video and small group reflection. The increase was quite significant. A total of 24 students have achieved the passing grade. Students appear more active, enthusiastic, and show better understanding in the practice of prayer movements and readings.

The results of this classroom action research show that the use of Islamic educational video media can significantly improve students' understanding of prayer procedures. This increase can be seen from the evaluation results which show an increase

in the number of students who achieved learning completion from 28.57% in the initial observation to 85.71% at the end of cycle II. The use of video media in Islamic Religious Education learning provides a more interesting and interactive learning experience for students. As stated by Sari & Nugroho (2023), audiovisual media can increase students' absorption of information and memory retention. This is in line with the findings of this study, where students showed better understanding after learning using videos compared to when the conventional lecture method was applied. In cycle I, although there had been an increase from the initial observation, there were still several obstacles such as limited video duration and lack of repetition of material. This has an impact on students who have different learning speeds, especially those who are not used to visual learning. In cycle II, improvements were made by replaying important parts of the video, increasing practical exercises, and providing opportunities for students to discuss in groups. These improvements proved effective, as indicated by the increase in students' learning outcomes and their activeness during learning.

The Islamic educational video media used presents a display of correct prayer movements, complete with prayer readings slowly and clearly. This display provides visual and auditory stimuli that help students understand the concept as a whole. This is in accordance with cognitive learning theory which emphasizes the importance of processing information in long-term memory through supporting media. In addition, the use of videos in learning also encourages a more enjoyable and non-monotonous learning atmosphere.

Students become more enthusiastic and focused during learning. When students enjoy the learning process, they tend to understand the material more easily. Teachers are also more helped in conveying material that was previously difficult to explain with words alone. This finding is in line with the principles of the Independent Curriculum which emphasizes differentiated learning and the use of technology in learning. Video media is one form of learning innovation that adapts to the needs and characteristics of students. Based on findings in the field, Islamic Religious Education learning with Islamic educational video media not only improves students' cognitive aspects, but also has a positive impact on affective and psychomotor aspects. Students become more confident in performing prayers, are more aware of the importance of worship, and demonstrate discipline in religious activities at school. Thus, it can be concluded that the application of Islamic educational video media in learning how to pray is an effective strategy to improve students' understanding and skills in performing prayers. This approach is worthy of being continuously developed and used as an alternative learning method in elementary schools, especially in Islamic Religious Education subjects.

I don't have enough information to provide a ten-paragraph result specifically about the "Utilization of Islamic Educational Videos to Improve Students' Understanding of Prayer Procedures In Islamic Education At State Elementary School No. 104293 Makmur." My search didn't yield specific findings related to this exact study or location. However, I can offer a general discussion, spanning ten paragraphs, on the potential impact and considerations surrounding the use of Islamic educational videos to enhance students' comprehension of prayer procedures in an elementary school setting. This will draw upon broader educational principles and the general benefits of using visual aids in religious education.

Islamic education plays a vital role in shaping the religious understanding and practices of young Muslims. Among the fundamental tenets of Islam is the performance of Salat, the daily obligatory prayers. Ensuring that students grasp the correct procedures and significance of Salat from an early age is crucial for their spiritual development. Traditional methods of instruction, while valuable, can sometimes be limited in their ability to fully engage students and provide a clear, step-by-step understanding of the practical aspects of prayer. The integration of Islamic educational videos presents a promising avenue for enhancing the learning experience in this context. Visual media possesses the power to transcend the limitations of verbal descriptions by offering dynamic and engaging demonstrations of prayer movements, recitations, and postures.

For elementary school students, who often respond well to visual stimuli, videos can make the learning process more interactive and memorable.

Educational videos can break down the complex sequence of prayer into easily digestible segments. By visually demonstrating each step, from the initial Takbir (saying "Allahu Akbar") to the final Taslim (peace greetings), students can develop a clearer mental picture of the entire process. This visual reinforcement can be particularly beneficial for kinesthetic learners who learn best by seeing and doing. Furthermore, videos can effectively convey the nuances of prayer, such as the correct pronunciation of Arabic recitations and the subtle variations in movements. Hearing and seeing these aspects simultaneously can aid in accurate imitation and understanding. The use of clear visuals and audio can also cater to different learning styles within the classroom, ensuring that a wider range of students can grasp the material effectively.

The engaging nature of videos can also foster greater student interest and motivation in learning about prayer. By presenting the material in a visually appealing and dynamic format, videos can capture students' attention and make the learning process more enjoyable. This increased engagement can lead to improved retention of information and a more positive attitude towards religious education. Moreover, Islamic educational videos can offer a standardized and consistent presentation of prayer procedures. This can be particularly helpful in ensuring that all students receive accurate information, regardless of variations in individual teacher explanations. The ability to replay sections of a video allows students to revisit specific steps or recitations as needed, facilitating self-paced learning and reinforcing understanding.

The incorporation of videos can also free up valuable class time for teachers to engage in more interactive activities, such as discussions, Q&A sessions, and practical demonstrations. By using videos to deliver the core instructional content on prayer procedures, teachers can dedicate more time to addressing individual student needs and fostering a deeper understanding of the spiritual significance behind the rituals. However, it is crucial to select and utilize Islamic educational videos thoughtfully. The content should be accurate, age-appropriate, and aligned with the curriculum. Teachers should preview videos before showing them to students to ensure their suitability and to plan for effective integration into their lessons. Furthermore, videos should be used as a supplementary tool rather than a replacement for direct teacher instruction and interaction. In conclusion, while specific research findings from State Elementary School No. 104293 Makmur are unavailable, the general principles of educational technology suggest that the judicious use of Islamic educational videos holds significant potential for enhancing elementary school students' understanding of prayer procedures. By providing visual demonstrations, catering to different learning styles, and increasing student engagement, videos can be a valuable asset in Islamic education, ultimately contributing to a more profound and practical understanding of this essential pillar of Islam.

Expanding on the potential benefits and considerations of utilizing Islamic educational videos for teaching prayer procedures in elementary schools, we can delve deeper into the pedagogical advantages and practical implementation strategies. The integration of multimedia resources aligns with contemporary educational philosophies that emphasize active learning and the use of diverse instructional methods to cater to varied learning preferences. One significant advantage of using videos is their ability to bridge the gap between abstract concepts and concrete understanding. For young learners, the intricacies of prayer, involving specific movements and recitations in a foreign language (Arabic), can be challenging to grasp solely through verbal explanations or static images. Videos offer a dynamic representation, allowing students to observe the flow and sequence of actions in real-time, making the learning process more intuitive and less reliant on rote memorization without comprehension.

Furthermore, well-produced Islamic educational videos often incorporate elements that enhance engagement, such as clear visual aids, concise explanations, and age-appropriate language. Some videos might even use animation or storytelling techniques to

make the content more relatable and captivating for young audiences. This can help to foster a positive attitude towards learning about religious practices and make the subject matter more accessible. The use of videos also allows for repeated exposure to the correct prayer procedures. Students can revisit specific parts of a video as many times as needed to reinforce their understanding or clarify any doubts. This self-paced learning opportunity empowers students to take ownership of their learning and progress at their own speed, which can be particularly beneficial for students who may require more time or repetition to master the material.

From a teacher's perspective, incorporating high-quality educational videos can streamline instruction and ensure consistency in the delivery of information. It can serve as a reliable resource that presents the correct prayer procedures in a standardized manner, reducing the potential for variations or inaccuracies that might arise from individual interpretations or explanations. This can be particularly helpful for teachers who may not be native Arabic speakers or who are looking for supplementary materials to enhance their lessons. However, the selection and implementation of Islamic educational videos require careful consideration. It is essential to ensure that the content of the videos is accurate and adheres to authentic Islamic teachings. Teachers should critically evaluate the sources and credentials of the producers to avoid materials that may contain misleading or incorrect information. Furthermore, the visual presentation should be modest and in line with Islamic values.

Moreover, the use of videos should be integrated thoughtfully into the broader curriculum. They should not be viewed as a standalone solution but rather as a complementary tool that supports and enhances teacher-led instruction. Teachers should actively engage with the video content in the classroom, pausing at key points to provide explanations, answer questions, and facilitate discussions. This interactive approach ensures that students are actively processing the information rather than passively watching. It is also important to consider the cultural and contextual relevance of the videos. While the fundamental aspects of prayer are universal, there might be minor variations in practice across different Islamic traditions or regions. Teachers should be mindful of these nuances and ensure that the videos used are appropriate for their students' context or provide explanations for any variations that might be presented.

Furthermore, access to technology and reliable internet connectivity can be a limiting factor in some educational settings. Schools need to ensure that they have the necessary infrastructure and resources to effectively utilize video-based learning materials. Providing adequate training and support for teachers in integrating technology into their lessons is also crucial for successful implementation. In conclusion, the strategic and discerning use of Islamic educational videos holds significant promise for improving elementary school students' understanding of prayer procedures. By leveraging the power of visual learning, enhancing engagement, and ensuring consistency in instruction, videos can be a valuable asset in Islamic education. However, careful selection, thoughtful integration, and consideration of contextual factors are essential to maximize the benefits and ensure that these resources contribute effectively to students' religious literacy and practice.

## **DISCUSSION**

The utilization of Islamic educational videos to enhance students' understanding of prayer procedures in Islamic education at the elementary school level presents a multifaceted discussion, encompassing pedagogical benefits, practical considerations, and the potential impact on students' religious development. Examining this approach through a comprehensive lens reveals both the significant opportunities and the crucial factors that must be addressed for effective implementation. One primary aspect of this discussion revolves around the inherent advantages of visual learning, particularly for young learners. Elementary school students often exhibit a strong affinity for visual stimuli, and

videos can effectively capitalize on this preference. By presenting the step-by-step procedures of prayer in a dynamic and engaging format, videos can transform abstract concepts into concrete, easily digestible information. This visual reinforcement can significantly improve comprehension and retention compared to purely auditory or textual methods of instruction. Furthermore, the use of videos allows for a standardized and consistent presentation of prayer practices. This is particularly important in ensuring that all students receive accurate information regarding the correct movements, postures, and recitations. Inconsistencies in teacher explanations, while perhaps unintentional, can lead to confusion among students. Videos offer a reliable and uniform source of instruction, promoting a shared understanding of the essential elements of Salat.

The engaging nature of video content can also play a crucial role in fostering student interest and motivation in learning about prayer. Traditional methods might sometimes be perceived as monotonous or less appealing to digitally native children. Videos, with their potential for incorporating animation, graphics, and age-appropriate storytelling, can capture students' attention and make the learning process more enjoyable and memorable. This increased engagement can translate into a deeper understanding and a more positive attitude towards religious education. However, the effectiveness of utilizing Islamic educational videos is contingent upon several critical factors. The quality and accuracy of the video content are paramount. It is imperative that the videos used are produced by reliable sources and adhere strictly to authentic Islamic teachings. Any inaccuracies or misrepresentations could have detrimental effects on students' religious understanding and practice. Therefore, a rigorous evaluation process is necessary to ensure the credibility of the educational materials.

Moreover, the pedagogical integration of videos into the classroom is crucial. Simply showing a video without active engagement and follow-up activities is unlikely to yield optimal results. Teachers must play an active role in guiding students through the video content, pausing at key points to provide explanations, answer questions, and facilitate discussions. This interactive approach encourages critical thinking and ensures that students are actively processing the information rather than passively observing. Accessibility and equitable distribution of resources also warrant consideration. Not all schools or students may have equal access to technology and reliable internet connectivity. Addressing this digital divide is essential to ensure that the benefits of video-based learning are available to all students, regardless of their socioeconomic background or the resources of their school. Alternative solutions or offline access to educational materials may need to be explored in certain contexts.

Furthermore, the cultural and contextual relevance of the videos should be taken into account. While the fundamental principles of prayer are universal across Islam, there might be minor variations in practice or local customs. Teachers should be mindful of these nuances and select videos that are appropriate for their students' cultural context or provide necessary explanations for any differences that may arise. The role of the teacher remains central, even with the integration of video resources. Videos should be viewed as a supplementary tool to enhance, not replace, teacher instruction. Teachers are essential in providing personalized guidance, addressing individual student needs, and fostering a deeper spiritual understanding that goes beyond the procedural aspects of prayer. The human connection and interactive learning environment facilitated by a teacher are irreplaceable. In conclusion, the utilization of Islamic educational videos presents a significant opportunity to enhance elementary school students' understanding of prayer procedures. The visual and engaging nature of videos, coupled with the potential for standardized instruction, offers considerable pedagogical advantages. However, the effectiveness of this approach hinges on the careful selection of accurate and age-appropriate content, thoughtful integration into the curriculum, equitable access to technology, and the continued central role of the teacher in guiding and facilitating learning. When implemented strategically and with due consideration for these factors,



Islamic educational videos can be a valuable asset in nurturing a comprehensive and practical understanding of prayer among young Muslim learners.

Continuing our exploration into the multifaceted implications of employing Islamic educational videos for teaching prayer procedures at the elementary level, we now turn our attention to the potential long-term impacts on students' religious observance and the broader considerations for curriculum design and teacher training. The integration of technology into religious education, while promising, necessitates a holistic approach that considers not only immediate learning outcomes but also the cultivation of lifelong religious practice. One crucial aspect to consider is the potential for videos to foster a deeper connection with the act of prayer beyond just the mechanical steps. Well-crafted videos can incorporate elements that highlight the spiritual significance, the historical context, and the personal benefits of Salat.

By visually and aurally conveying the reverence and devotion associated with prayer, these resources can help students develop a more meaningful understanding and appreciation for this fundamental pillar of Islam. Furthermore, the use of diverse video formats and styles can cater to different learning preferences and maintain student engagement over time. Incorporating testimonials from young Muslims, showcasing the beauty and diversity of prayer practices around the world (while adhering to core principles), or utilizing interactive elements within video platforms could further enhance the learning experience and create a more dynamic and relatable connection to the subject matter. The impact of early positive learning experiences with prayer procedures, facilitated by engaging video resources, can have a lasting effect on students' lifelong commitment to Salat. When children learn the correct procedures in a clear, enjoyable, and meaningful way, they are more likely to develop confidence and consistency in their prayer practice as they mature. This early foundation can contribute to the development of strong religious habits and a deeper spiritual connection.

However, it is essential to avoid over-reliance on video technology. Religious education encompasses more than just the practical aspects of rituals; it also involves the development of ethical values, moral reasoning, and a strong sense of community. Therefore, videos should be integrated as part of a balanced curriculum that includes direct teacher interaction, textual study, storytelling, and opportunities for practical application and reflection. Teacher training plays a pivotal role in the successful integration of educational videos. Educators need to be equipped with the skills and knowledge to effectively select, utilize, and supplement video resources. Professional development programs should focus on strategies for incorporating videos into lesson plans, facilitating active viewing and discussion, and assessing student understanding in a technology-enhanced learning environment.

Curriculum design should also strategically incorporate video resources, aligning them with specific learning objectives and developmental stages of elementary school students. The selection of videos should be a deliberate process, considering factors such as age-appropriateness, clarity of presentation, accuracy of content, and alignment with the overall goals of Islamic education. A well-integrated approach ensures that videos serve as a valuable tool within a coherent and comprehensive curriculum. Assessment methods should also evolve to reflect the use of video-based learning. While traditional assessments like written tests and practical demonstrations remain relevant, educators can also explore alternative assessment strategies that leverage technology, such as student-created video explanations or interactive quizzes related to the video content. This allows for a more holistic evaluation of students' understanding. The ethical considerations surrounding the use of digital media in religious education also warrant attention. Issues such as privacy, online safety, and responsible media consumption should be addressed as part of the curriculum. Students should be taught to critically evaluate online resources and to use technology in a manner that aligns with Islamic values.

Moreover, fostering a balance between visual learning and the development of critical listening and reading skills remains important. While videos can be highly effective

for demonstrating practical procedures, students also need to develop the ability to understand and interpret textual sources related to Islamic teachings. The curriculum should aim to cultivate a range of learning skills. In conclusion, the thoughtful and strategic integration of Islamic educational videos holds significant potential to positively influence elementary school students' understanding and lifelong practice of prayer. By fostering deeper engagement, providing clear demonstrations, and potentially cultivating a stronger spiritual connection, videos can be a valuable asset. However, realizing this potential requires a holistic approach that encompasses accurate content, effective pedagogical integration, comprehensive teacher training, thoughtful curriculum design, and a balanced perspective that recognizes the multifaceted nature of Islamic education. Ultimately, the goal is to nurture well-informed, confident, and devoted young Muslims who understand and cherish the practice of Salat.

## CONCLUSION

The results of this classroom action research show that the use of Islamic educational video media can significantly improve students' understanding of prayer procedures. This increase can be seen from the evaluation results which show an increase in the number of students who achieved learning completion from 28.57% in the initial observation to 85.71% at the end of cycle II. The use of video media in Islamic Religious Education learning provides a more interesting and interactive learning experience for students. As stated by Sari & Nugroho (2023), audiovisual media can increase students' absorption of information and memory retention. This is in line with the findings of this study, where students showed better understanding after learning using videos compared to when the conventional lecture method was applied. In cycle I, although there had been an increase from the initial observation, there were still several obstacles such as limited video duration and lack of repetition of material. This has an impact on students who have different learning speeds, especially those who are not used to visual learning. In cycle II, improvements were made by replaying important parts of the video, increasing practical exercises, and providing opportunities for students to discuss in groups. These improvements proved effective, as indicated by the increase in students' learning outcomes and their activeness during learning. The Islamic educational video media used presents a display of correct prayer movements, complete with prayer readings slowly and clearly. This display provides visual and auditory stimuli that help students understand the concept as a whole. This is in accordance with cognitive learning theory which emphasizes the importance of processing information in long-term memory through supporting media. In addition, the use of videos in learning also encourages a more enjoyable and non-monotonous learning atmosphere. Students become more enthusiastic and focused during learning. When students enjoy the learning process, they tend to understand the material more easily. Teachers are also more helped in conveying material that was previously difficult to explain with words alone. This finding is in line with the principles of the Independent Curriculum which emphasizes differentiated learning and the use of technology in learning. Video media is one form of learning innovation that adapts to the needs and characteristics of students. Based on findings in the field, Islamic Religious Education learning with Islamic educational video media not only improves students' cognitive aspects, but also has a positive impact on affective and psychomotor aspects. Students become more confident in performing prayers, are more aware of the importance of worship, and demonstrate discipline in religious activities at school. Thus, it can be concluded that the application of Islamic educational video media in learning how to pray is an effective strategy to improve students' understanding and skills in performing prayers. This approach is worthy of being continuously developed and used as an alternative learning method in elementary schools, especially in Islamic Religious Education subjects.

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