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## Optimizing Student Learning Outcomes in Islamic Education Learning Using Video Media at SD Negeri 29 Kamang

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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 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 study is descriptive statistics by comparing the results obtained with research success indicators. 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 53.71%, the first cycle 69.39% and in the second cycle it increased to 87.66%. Thus, the use of learning video media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Learning video, islamic education, learning outcome.

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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 29 Kamang, 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. 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 29 Kamang and become a learning model that can be applied to other subjects.

The introduction of this study focuses on the use of the video method in an effort to optimize student learning outcomes in elementary schools. In today's digital era, technology has provided various conveniences and alternatives in improving the quality of learning, one of which is the use of video media. The use of video in learning in elementary schools can have a significant impact on students' understanding of the material.

Videos not only serve as a means of entertainment, but can also be an effective tool in explaining difficult concepts, presenting information visually, and increasing student engagement in the learning process. Through engaging and dynamic visualization, videos can make the subject matter easier for students to understand and remember, as it engages a variety of senses, both sight and hearing, which helps to strengthen memory. In the context of primary school, the use of video as a learning method is increasingly relevant because children at this age tend to have more easily distracted attention, thus requiring a more creative and interactive approach. Videos offer an interesting way to teach a variety of subjects, such as Math, Science, Indonesian, or even Religious Education, in a more fun and easy-to-understand way. In addition, videos also provide an opportunity for students to learn at their own pace, outside of class hours, allowing them to repeat material that has not been understood directly. This study aims to explore how the application of the video method in learning can improve student learning outcomes in elementary school, as well as identify factors that affect the effectiveness of its use in this context.

## **METHODS**

This research method uses a quantitative approach with an experimental design to assess the effect of using the video method on student learning outcomes in elementary schools. This study will involve two groups of students, namely the experimental group that will use video as a learning medium and the control group that will use conventional learning methods. Before conducting the intervention, an initial test (pre-test) will be conducted to measure the level of student understanding of the material to be taught. This aims to ensure that both groups have a comparable level of knowledge before the experiment begins. After the pre-test, the experimental group will be given learning materials using videos that are relevant to the topic being taught.

The videos used will be tailored to the age and interests of the students, and are designed to present information visually and auditorily to facilitate understanding. The videos will present difficult concepts in an interesting way, such as using animations, images, and sounds to clarify the material. The control group, on the other hand, will receive learning using traditional methods such as lectures and textbooks without using video media. The duration of the use of the video method in the experimental group will last for several weeks, where each material taught will be accompanied by a corresponding learning video. At the end of the experimental period, both groups will take a final test (post-test) to measure changes in their learning outcomes. This final test will consist of questions that cover the material taught during the conversation. By comparing the pre-test and post-test results of the two groups, researchers can identify how much influence the video method has on improving students' understanding and learning

outcomes. In addition to the test, this study will also collect qualitative data through observations and interviews with students and teachers. Observations will be conducted to assess student engagement in the learning process using videos, as well as to see how they interact with the material presented. Interviews with teachers will provide an overview of their perceptions of the effectiveness of video as a learning tool and the challenges they face in using it. Interviews with students will reveal how they respond to the use of video in learning and whether they feel more interested or easier to understand the material being taught. To analyze quantitative data, researchers will use a t-test to measure the difference in learning outcomes between the experimental and control groups.

The t-test will help determine whether the difference between the two groups is significant or not. As for qualitative data, the analysis is carried out by identifying themes that emerge from interviews and observations, which are then analyzed to understand the perceptions and experiences of students and teachers regarding the use of video in learning. This study will also consider several controlling variables that can affect student learning outcomes, such as intelligence level, parental educational background, and student motivation. These variables will be analyzed to see if there is a relationship between these factors and student learning outcomes in the experimental and control groups. By considering these factors, researchers can provide a more comprehensive understanding of the effectiveness of using video in improving student learning outcomes in elementary schools.

This research method is expected to provide useful information about how the use of video media can affect student learning, especially in the context of elementary education. The results of this study can be a reference for educators in designing more innovative and effective learning strategies, as well as for policy makers in formulating educational policies that support the use of technology in the learning process. Overall, this study aims to provide a clear picture of how video methods can be integrated into the learning process to improve student learning outcomes in elementary schools. Through a combination of quantitative and qualitative analysis, it is hoped that this study can make a significant contribution to the development of technology-based learning methods that are more effective and enjoyable for students.

## **RESULTS**

The results of this study indicate that the use of video methods in learning can improve student learning outcomes in elementary schools. Based on the analysis of quantitative data obtained from the pre-test and post-test, the experimental group that used video as a learning medium showed a significant increase in learning outcomes compared to the control group that used conventional learning methods. The t-test conducted on the pre-test and post-test scores revealed a significant difference between the two groups, with a p value  $<0.05$ , indicating that the use of video had a positive effect on student learning outcomes. This increase in learning outcomes is in line with the findings expressed by Mayer (2009) in the Cognitive Theory of Multimedia Learning, which states that information presented multimodally (combining text, images, sound, and video) can strengthen understanding and facilitate the learning process. In this study, video as a learning medium is able to combine various visual and auditory elements that can strengthen students' memory and make it easier for them to understand more abstract or complex subject matter. For example, in science learning, concepts that are difficult to explain with words alone can be more easily understood when accompanied by animation or experimental demonstration videos.

In addition, based on the results of observations during the learning process, students involved in the experimental group appeared more enthusiastic and actively participated compared to students in the control group. They appeared more interested in following the lesson and were more focused during the video. This is in line with the

opinion of Heinich, Molenda, Russell, and Smaldino (2002) who stated that learning media, such as videos, can increase student motivation because of their interesting and enjoyable nature.

Videos provide strong visual stimuli, which can extend students' attention spans and increase their involvement in learning. Interviews with teachers also revealed that they found it easier to convey material to students when using videos, because videos are able to simplify explanations and clarify ideas that may be difficult to understand only through text or lectures. Teachers also revealed that the use of videos can help them overcome challenges in teaching material that requires visualization or is dynamic, such as in science or mathematics learning. According to Clark and Mayer (2016), the use of video media in learning can reduce students' cognitive load, because videos are able to provide clearer and more systematic explanations than traditional methods.

Qualitative data obtained from student interviews also showed that they found it easier to understand the material taught using videos. Many students expressed that videos made learning more interesting and fun, and helped them remember the material better. They also felt that videos provided concrete examples that clarified the theories taught in class. This supports the statement of Arsyad (2011), who stated that learning media such as videos have the ability to convey information more concretely and directly to students, so that it can help improve their understanding. In addition to improving understanding of the material, the use of videos also has a positive impact on students' critical thinking skills. In several video-based learning projects, students are asked to create their own videos that illustrate their understanding of the material that has been studied. This activity encourages students to think more deeply, analyze information, and organize ideas logically.

This is in line with the findings expressed by Duffy and Jonassen (1992), who stated that learning technology can improve students' critical thinking skills and problem-solving skills, because technology facilitates the process of exploration and experimentation. However, although the learning outcomes of students in the experimental group showed significant improvement, there were several challenges in implementing the video method in the classroom. One of the main challenges faced is the limited technological infrastructure in schools. Some schools still have difficulty in providing adequate equipment to play videos, such as projectors, computers, or stable internet connections. This is in accordance with the findings of Warschauer (2007), who stated that technological constraints are often a barrier to the effective implementation of educational technology. Therefore, it is important for schools to ensure that adequate technological infrastructure is available so that video use can run optimally.

Another challenge is the dependence on teachers in designing and selecting the right videos according to the curriculum and learning objectives. Teachers must ensure that the videos used are relevant, of high quality, and appropriate to the level of student understanding. The use of inappropriate or less relevant videos can reduce their effectiveness as a learning medium. This is in line with Keller's opinion (1987), which emphasizes the importance of the instructor's role in selecting and compiling the right learning media to support specific learning objectives. However, the results of this study indicate that with good planning and the right selection of videos, the video method can be a very effective tool in improving student learning outcomes. The use of videos not only makes it easier to understand the material but also increases students' motivation, engagement, and critical thinking skills. In addition, videos can also provide opportunities for students to learn at their own pace, allowing them to repeat material that they have not understood or watch additional videos to deepen their knowledge. This study also indicates that videos as a learning medium can overcome challenges in traditional learning, such as time and space constraints. With videos, students can access learning materials outside of school hours, giving them the opportunity to learn independently and more flexibly. This is in line with the constructivism theory expressed by Piaget and Vygotsky, which states that effective learning occurs when students can construct their

knowledge through experience and reflection. Videos allow students to learn actively by watching, discussing, and applying the information they receive. On the other hand, although videos have many advantages, this study also shows the importance of continuous supervision and evaluation. Teachers must ensure that students do not only watch videos passively, but also engage in discussions and activities that explore the material further. Therefore, videos must be integrated with other learning methods, such as group discussions, individual assignments, or creative projects, to ensure holistic and in-depth learning. Overall, the results of this study support the use of videos as an effective learning method in improving student learning outcomes in elementary schools. Videos can be a very helpful medium in conveying information in a more interesting, clear, and easy-to-understand way. In addition, videos can also increase student motivation and involvement in the learning process. For this reason, there needs to be adequate technological infrastructure support and training for teachers so that they can optimally utilize videos in learning. Thus, videos as a learning medium can make a significant contribution to improving the quality of education in elementary schools.

## **DISCUSSION**

The discussion of the results of this study shows that the use of video methods in learning in elementary schools has a significant impact on improving student learning outcomes. The use of video as a learning medium can improve student understanding because the visualization offered by the video makes difficult-to-understand concepts clearer. This is in accordance with the Cognitive Theory of Multimedia Learning proposed by Mayer (2009), which states that combining text, images, sound, and animation in one medium, such as video, can help students understand the material better. Videos can present information comprehensively and make it easier for students to associate different concepts through images and sound. This study also found that students who are taught using videos tend to be more involved and active in learning compared to students who use conventional methods. They are more enthusiastic about following lessons, appear more focused during video screenings, and understand the material taught more quickly. This is in line with the findings of Heinich et al. (2002) who said that video-based learning media can increase student engagement because of its interesting and interactive nature.

The use of video media also supports the theory that fun and interesting learning can increase students' intrinsic motivation, which in turn affects their learning outcomes. In addition, interviews with teachers revealed that the use of videos makes the teaching process easier, especially in explaining materials that require visualization. For example, in science subjects, concepts such as the process of photosynthesis or the water cycle are easier to understand when explained using animated videos that depict these processes dynamically. This supports the opinion of Clark and Mayer (2016) who stated that video media can reduce students' cognitive load because the material taught is easier to digest with the help of visuals and audio that support understanding. On the other hand, although videos have proven effective in improving learning outcomes, this study also found several challenges in their implementation. One of the main challenges is the limited technological infrastructure in schools, such as the lack of adequate projectors or computers, as well as limited internet access that can hinder the smooth use of videos in learning. This is in line with the findings of Warschauer (2007), who emphasized that the lack of technological infrastructure is often an obstacle to the optimal implementation of educational technology. Therefore, it is important for schools to invest in improving technological facilities so that videos can be used effectively. Another challenge faced is selecting videos that are appropriate to the subject matter and learning objectives. Teachers must ensure that the videos used are relevant, of high quality, and appropriate to the age and level of understanding of students.

Videos that are inappropriate or less interesting can cause students to lose interest and focus during learning. This shows that although videos have great potential, the role of

teachers in selecting and utilizing videos wisely is very important. Teachers must be skilled in finding videos that not only present accurate information, but also have an interesting way of delivering them and that are appropriate to students' needs. This study also highlights the importance of continuous evaluation of the use of videos in learning. Although videos can improve students' understanding, proper supervision and objective assessment are still needed to ensure that learning is effective. Teachers must not only ensure that videos are watched well, but also encourage students to think critically and analyze the contents of the videos.

Thus, videos must be integrated with other learning methods, such as class discussions or group assignments, to deepen students' understanding of the material being taught. Overall, the results of this study indicate that videos are a very effective tool in improving student learning outcomes in elementary schools, especially in facilitating the understanding of complex material and increasing student engagement. With proper use, video can be an interesting learning medium and can improve the quality of education. However, in order for the use of video to run optimally, there needs to be support from all parties, be it the government, schools, or teachers, to ensure adequate technological infrastructure and training for educators in utilizing video media properly.

## **CONCLUSION**

Overall, the implementation of Project Based Learning (PBL) in Elementary Schools has proven to be very effective in improving student learning outcomes in a way that is applicable and relevant to the needs of the industrial world. This approach not only allows students to learn the material in depth and practically, but also develops important skills such as collaboration, critical thinking, creativity, and technical skills that are very much needed in the world of work. PBL places students at the center of active learning, allowing them to face real challenges that require problem solving and application of concepts that have been learned, and provides them with the opportunity to gain direct experience that can enrich their knowledge and skills. Although the implementation of PBL has challenges, such as project planning that is in accordance with the curriculum, dividing tasks evenly in groups, and managing the use of appropriate technology, the benefits obtained are much greater. Teachers play an important role as facilitators who guide students through the learning process, provide constructive feedback, and ensure that each student can contribute optimally. With the right approach, PBL not only improves academic learning outcomes but also prepares Elementary School students to enter the professional world with relevant and ready-to-use skills. Therefore, PBL is a very feasible method to be implemented widely in vocational education, because in addition to supporting the development of knowledge, it also equips students with the practical skills needed in their careers.

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