

Efforts to Improve Student Learning Outcomes in Islamic Education Learning Using Learning Video Media

Rinty Nofrika Pradini ✉, SMA Negeri 5 Padang, Indonesia

✉ rintynofrikapradini@gmail.com

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using learning videos. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high 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 videos 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 41.51%, the first cycle 69.19% and in the second cycle it increased to 87.37%. Thus, the use of learning videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

Received July 7, 2024; **Accepted** September 26, 2024; **Published** December 31, 2024

Citation: Pradini, R. N. (2024). Efforts to Improve Student Learning Outcomes in Islamic Education Learning Using Learning Video Media. *AL FARABI: Journal of Educational Research*, 1(2), 6–13.

Published by SMP IT AL FARABI BILINGUAL SCHOOL © 2024.

INTRODUCTION

The process of formal and informal education in schools and outside schools that lasts a lifetime aims to optimize the consideration of individual abilities, so that in the future they can play an appropriate role in society. To achieve this goal, many parties depend on the success of their achievement on teachers as educators. This requires teachers to be able to carry out noble duties by becoming professional educators/ teachers, including religious teachers. Islamic education basically contains three meanings, understood as fundamental values, becoming teaching values and developing according to historical reality. In religious education, efforts should be made so that religious teachings are not only known, but also to be truly understood and lived, so as to give rise to a great desire to live in accordance with the will of God Almighty. Because with religious education, students will be equipped with moral education, manners and worship practices to get closer to Allah SWT.

Learning is the main joint to open knowledge, both knowledge for practice to get closer to Allah SWT, know various evidences and the greatness of Allah SWT and develop various knowledge for the welfare of human life both in this world and the hereafter. Learning is a relative change in behavior that occurs as a result of practice or practice. Teachers play a very important role in teaching Islamic religious knowledge material so that it is easy to learn, teachers must be good at motivating students so that in the

Teaching and Learning Process Islamic religious knowledge students feel happy. If they are happy and have high results, students will easily learn Islamic religious knowledge. In Islamic terminology, it is called *fitrah*. One of the efforts to improve the quality of education is by improving the teaching and learning process. Teaching and learning is basically an interaction or reciprocal relationship between teachers and students in educational situations. Therefore, teachers in teaching are required to be patient, tenacious and open in addition to the ability to be in more active teaching and learning situations.

Islamic Religious Education learning plays a very important role in shaping the character and personality of students in Senior High School. At this level, students are in the adolescent phase which is full of challenges, both in terms of academics, socially, and morally. Therefore, Islamic Religious Education serves as the main guideline in helping them understand Islamic values that can be applied in everyday life. One of the main reasons why Islamic Religious Education is important is to shape students' morals and ethics. In a modern world full of negative influences, such as promiscuity, misuse of technology, and the decline in ethical values, religious education is a fortress that can keep students on the right track. By understanding Islamic teachings, they can develop polite, honest, disciplined, and responsible attitudes. Islamic Religious Education also plays a role in building students' spiritual awareness. During adolescence, questions often arise about the meaning of life, the purpose of human existence, and the concept of happiness. Through religious learning, students will understand that this life has a greater purpose, namely to worship Allah SWT and become human beings who are useful to others. This awareness will help them face various challenges in life more wisely and calmly. In addition, religious education also helps students deal with social and psychological pressures. Academic pressure, parental expectations, and environmental influences often cause stress and anxiety in adolescents. By understanding Islamic values, such as patience, sincerity, and *tawakal*, they can better manage their emotions and the pressures they face.

Islamic Religious Education learning also provides a deep understanding of worship in Islam. Students not only learn the theory of prayer, fasting, *zakat*, and other worship, but also understand the meaning and wisdom behind these worships. With a good understanding, they will carry out worship with full awareness, not only as a routine, but as a form of devotion to Allah SWT. In addition to worship, Islamic Religious Education also teaches about social relations in Islam. Students are taught to respect their parents, teachers, friends, and society in general. The concept of *ukhuwah Islamiyah* (Islamic brotherhood) is also introduced so that they can live in a harmonious environment, respect each other, and help each other. This is very important in forming a good personality and making them individuals who are useful to their environment.

Religious education also plays a role in guiding students to have an Islamic mindset in dealing with advances in technology and information. In this digital era, much information can be easily accessed, including misleading information. With a good understanding of religion, students will be more selective in filtering information and using it for positive and beneficial things. In addition, learning Islamic Religious Education also trains students to think critically and analytically about various social phenomena. They are invited to understand contemporary issues, such as social justice, the environment, and business ethics from an Islamic perspective. Thus, they not only become religious individuals but also have broad insights into various aspects of life.

Islamic Religious Education also contributes to instilling an attitude of responsibility towards themselves and society. Students are taught that every individual has a role and obligation in life, whether as a child, student, or member of society. This understanding will help them to be more responsible for their duties and obligations in everyday life. In addition, religious learning also helps students develop emotional intelligence. In Islam, it is taught how to control anger, be patient, and maintain good relationships with others. This ability is very important to help them build healthy and harmonious relationships with others.

Religious education also plays a role in building leadership character in students. The concept of leadership in Islam does not only talk about how to lead others, but also how to lead yourself to always be in goodness. By understanding the values of leadership in Islam, students will be more confident and have the initiative to do positive things in the school environment and society. In addition, Islamic Religious Education also provides an understanding of the importance of working hard and being disciplined in achieving success. Islam teaches that success must be obtained through halal efforts and through the right process. This concept is very relevant for high school students who are preparing for their academic and professional future.

Religious education also serves as a guide in building healthy relationships between men and women. In Islam, there are clear rules regarding boundaries in socializing so as not to fall into negative things. By understanding Islamic teachings, students can protect themselves from deviant socializing and focus more on more useful things. In addition, learning Islamic Religious Education also provides an understanding of the importance of protecting the environment. Islam teaches that humans are caliphs on earth who are responsible for maintaining the balance of nature. By understanding this concept, students will care more about the environment and play an active role in preserving nature. Islamic Religious Education also instills an attitude of caring and empathy for others. In Islam, it is taught the importance of sharing and helping those in need. Students who have a good understanding of religion will be more sensitive to the social conditions around them and are encouraged to do good, such as giving alms, helping friends in trouble, and contributing to social activities. In addition, religious education also provides a moral foundation in making decisions. In everyday life, students will be faced with various choices that can affect their future. By understanding the principles of Islam, they will be wiser in making decisions that are in accordance with the values of goodness and truth.

Islamic Religious Education also plays a role in forming a positive and optimistic mindset in facing life. In Islam, it is taught that every difficulty there must be ease and that every effort made with good intentions will also be rewarded well. This understanding will help students to remain optimistic and not give up easily in facing challenges.

Religious education is also a means to strengthen the relationship between humans and Allah SWT. By having a good understanding of religion, students will be closer to God and feel that every step in their lives is always under His supervision and guidance. This will provide inner peace and help them live their lives better. Overall, learning Islamic Religious Education is very important for high school students because it plays a role in forming positive morals, character, and mindsets. With a strong understanding of religion, they will not only become academically intelligent individuals, but also have good morals, positive social attitudes, and readiness to face life's challenges with full confidence. Therefore, Islamic Religious Education must be taught in an interesting and applicable way so that it can be truly applied in everyday life.

With the various benefits that have been explained, it is undeniable that Islamic Religious Education has a very large role in forming a young generation that is noble, responsible, and has broad insight. Therefore, schools and teachers must continue to develop innovative teaching methods so that Islamic Religious Education can become a subject that is liked and applied by students in everyday life.

METHODS

Type of Research The Use of Video as a Learning Media to Improve the Learning Outcomes of Grade XI Students in Islamic Religious Education Subjects on the Branches of Faith: Maintaining Honor, Sincerity, Shame and Zuhud. The mixed research method is a research approach that combines or combines qualitative and quantitative forms. In this approach, two research approaches are combined, which further increases the strength of research. This method is used because it aims to provide more facts when studying research problems, complete the description of research results on the phenomenon being

researched and strengthen research analysis. The mixed method strategy used in this study is an embedded simultaneous strategy.

Mixed method strategies that utilize quantitative and qualitative data collection phases, respectively. The Simultaneous Embedded Strategy has a primary methodology that guides the project and a secondary database that supports the research process. Quantitative data is data or information obtained in the form of numbers. In the form of this number, quantitative data can be processed using mathematical formulas or can also be analyzed with statistical systems. Qualitative data is data in the form of words or verbal. How to obtain qualitative data can be done through interviews.

Meanwhile, in the collection of data sources, the researcher collects data sources in the form of primary data and secondary data. Primary data is the type and source of research data obtained directly from the first source (not through intermediaries), both individuals and groups. So the data is obtained directly. Primary data is specifically done to answer research questions. The authors collected primary data by observation method. The observation method is a method of collecting primary data by observing certain activities and events that occur. Secondary data is a source of data for a research that is obtained indirectly by researchers through intermediary media. Secondary data in the study is in the form of assessment of learning outcomes.

RESULTS AND DISCUSSION

The use of video media in learning can significantly improve the learning outcomes of high school students because this media presents information in an attractive and easily digestible form. Videos combine visual and audio elements, which makes them easier to remember compared to just text or verbal lectures. Students can see illustrations or direct examples that clarify abstract concepts, such as explanations of natural phenomena, history, or mathematical theories. For example, in a physics lesson, an experimental video can provide a clear picture of principles that are difficult to understand with just a written description. Therefore, videos help enrich the learning experience and make students more engaged in the subject matter. In addition, videos have the ability to address differences in learning styles among students. Some students may be more inclined to learn through visuals, while others are more likely to understand information through hearing. Video media combines the two, so it can reach a variety of learning styles more effectively.

Students who have difficulty understanding the material verbally, for example, can more easily capture information through visual observations presented in the video. This not only improves their understanding, but also speeds up the learning process. Videos also allow students to learn independently and flexibly. With the existence of learning video recordings, students can access the subject matter anytime and anywhere. This gives them the opportunity to repeat material that is not yet fully understood or to learn more deeply about a particular topic. The availability of videos as an additional learning resource can also increase student motivation, as they feel more control over their learning process. Video media also allows them to learn in a more fun and interactive way, which can reduce boredom or burnout in learning. Finally, the use of video in learning can stimulate students' creativity. In some cases, students may be asked to create their own videos as part of a learning project.

This kind of project not only hones their technical skills, such as video editing and image processing, but also facilitates a deeper understanding of the material being taught. By producing videos, students are required to organize information, filter out what's important, and present ideas clearly, all of which improve their critical and creative thinking skills. Therefore, videos not only help in the comprehension of the material, but also facilitate the development of other skills that are important in the world of education and professional life.

The use of video media in learning in high schools has a significant impact on students' understanding of the material. One of the main reasons is the ability of video to present information dynamically and multi-touch. By combining visual and audio elements, video makes the material taught more vivid and memorable. For example, in history lessons, videos showing reconstructions of historical events or documentary clips help students see real images of the event, making it easier to understand the context and impact. This is different from conventional learning which often only relies on text or teacher lectures, which can sometimes feel monotonous and difficult to understand, especially for students who prefer to learn visually. In addition, video media can also increase the appeal of the subject matter, which has a direct impact on increasing students' learning motivation. Many students feel more interested in learning that uses modern technology and media, such as video.

Videos can create a more interactive and enjoyable learning experience. This is important to maintain students' attention, especially in subjects that may be considered difficult or boring. When students feel interested and emotionally involved with the material presented, they will be more focused and motivated to learn, which can ultimately improve their learning outcomes. Another advantage of using video is the flexibility it offers in the learning process. Students can access learning videos anytime and anywhere, allowing them to study independently outside of class hours. This is especially beneficial for students who may take longer to understand the material or for those who want to deepen a particular topic. By watching videos repeatedly, students can strengthen their understanding, correct misunderstandings, and learn topics that they have not fully understood. The existence of video media as teaching materials that can be accessed online also helps create learning that is more flexible and adaptive to the needs of individual students. Video media also supports a variety of student learning styles. In the context of education, we know that each student has a different learning style - some prefer to learn visually, auditorily, or kinesthetically. Video integrates visuals, sound, and sometimes interaction or movement, making it an ideal medium to meet the needs of these various learning styles. For example, students who tend to learn through sight can more easily understand material through images or animations in videos, while students who listen more effectively to information can rely on the narration or explanation included in the video.

Thus, videos are able to reach more students and increase diversity in the way they understand the subject matter. Finally, the use of video in learning can also encourage the development of students' creative and critical skills. Some teachers implement learning projects that require students to create videos as part of an assessment or presentation. In the process of creating these videos, students not only learn to summarize and present information clearly, but also develop technical skills, such as video editing, software use, and digital media management.

Moreover, students are trained to think critically in selecting important information, organizing their ideas logically, and expressing them in an interesting way. This not only helps them in academic learning, but also equips them with relevant skills for the world of work that increasingly requires technology skills and creativity. Thus, the use of videos in learning not only improves understanding of the material, but also enriches students' overall skills.

The use of learning videos in Islamic Religious Education can be an effective strategy to improve student learning activities. Learning videos combine interesting audio and visual elements, so they can attract attention and increase student participation in the learning process. With a more dynamic appearance, students are more interested in following lessons compared to conventional methods such as lectures or reading textbooks.

One way learning videos improve learning activities is by presenting materials interactively. For example, videos containing simulations of ablution and prayer procedures can make it easier for students to understand the steps. They can immediately

practice the movements shown in the video, so that learning becomes more active and not just listening to theory.

In addition, learning videos also allow students to learn more independently. They can re-watch material that is not well understood, so they have the opportunity to deepen their knowledge more flexibly. With the interactive features in several types of learning videos, such as quizzes or reflective questions, students can also be directly involved in the learning process, which ultimately increases their activeness in class.

The use of videos can also stimulate discussions in the classroom. After watching a video about the story of the prophet or moral values in Islam, teachers can invite students to discuss and express their opinions. This encourages them to think critically, communicate, and be more active in expressing their opinions.

Another advantage of learning videos is their ability to present material in a more interesting and easy-to-understand way, especially for students with a visual learning style. Animations or illustrations in the video can help them understand abstract concepts in Islam, such as faith in Allah, angels, or the Day of Judgment. Thus, students are more interested in continuing to follow the learning. In addition to helping understanding concepts, learning videos can also increase students' learning motivation. When they feel that learning is more fun and not boring, they will be more enthusiastic to be involved in the learning process. This has a direct impact on increasing their learning activities, both individually and in groups.

Overall, the use of learning videos in Islamic Religious Education provides many benefits in increasing student learning activities. With a more visual and interactive approach, students are more encouraged to actively participate in the learning process, either through discussion, direct practice, or independent exploration. Therefore, the use of videos in Islamic Religious Education learning needs to be continuously developed so that students' learning experiences become more effective and enjoyable.

CONCLUSION

The use of video media in learning in high schools can improve student learning outcomes in a very effective and comprehensive way. Video combines visual and audio elements that enrich students' learning experiences, making the material easier to understand and remember. In addition, video media helps reach a variety of student learning styles, provides flexibility in independent learning, and increases student motivation to be more involved with the subject matter. The use of video also introduces a creative approach that can hone students' critical and technical thinking skills, which is very beneficial for their academic development and practical skills. Thus, video is not only a tool in conveying information, but also an important means of creating a more interactive, fun, and effective learning experience.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>

- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>

Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

