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Improving Islamic Education Learning Outcomes for Students through Learning Videos at SD Negeri 11 Bahagia Padang Gelugur

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Abstract: This study aims to improve student learning outcomes in Islamic 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 elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure the improvement of student learning outcomes in Islamic education learning 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 through Learning Videos can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 47.56%, the first cycle 65.67% and in the second cycle increased to 88.77%. Thus, the use of Learning Videos can be used as an alternative to increase student activity in Islamic education learning in Islamic religious education learning.

Keywords: Learning videos, learning outcomes, islamic education.

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INTRODUCTION

The active role of students is needed in all subjects, including Islamic Religious Education and Ethics. In practice, the learning of Islamic Religious Education and Ethics that occurs in schools today emphasizes more on informative teaching methods, namely teachers explaining or lecturing, and students listening or taking notes. The lecture method is a method that can be said to be a traditional method, because since long ago this method has been used as a means of oral communication between teachers and students in the teaching and learning process. (Syaiful Bahri Jamarah, 2006 : 97) Learning with the lecture method is the most preferred by teachers because this method is the easiest to implement. The communication that occurs in this process is generally one-way, namely from the teacher to the student so that learning is centered on what is conveyed by the teacher (teacher-centered).

Learning in schools also tends to only emphasize intellectual ability and less emphasis on other aspects. One way that is applied to improve student learning outcomes during the classroom is the application of learning models in the teaching and learning process. The Learning Model is a pattern that is used as a guideline in planning classroom

learning. The application of varied learning models greatly affects student learning outcomes because of the use of learning models. The learning center is no longer located in the teacher but in the learning center for the students. Students are no longer objects in learning but as learning subjects. A learning model that can be applied by a teacher in training students to communicate and interact socially with their friends to achieve learning goals. With the learning model, teachers will be able to develop students' intellectual, social, and personal skills. Learning that involves students will make learning more meaningful so that it is hoped that the material can be conveyed optimally. Education in Indonesia, especially at the primary school level, faces significant challenges in improving student learning outcomes. One of the approaches that has begun to be widely applied is the use of learning video media.

Research shows that video media can be an effective tool to increase students' interest and understanding of subject matter, especially in the context of online learning that is increasingly common today. Based on the results of the researchers' observations at SDN 11 Bahagia Padang Gelugur, Pasaman Regency on the Learning of Islamic Religious Education and Ethics, which was previously not optimal. Students only listen and take notes on the explanation from the teacher. This happens because some students do not pay attention during learning. Learning is still teacher-centered, not student-centered. Teachers have also not implemented various learning models. The main reason is because with the conventional methods that are commonly used by teachers so far, it will make the learning process easier.

The application of a learning model that is not optimal results in students becoming bored. Students are only given textbooks that contain a variety of materials to study without using learning methods and models that stimulate students to be active and interested in participating in learning, especially Islamic Religious Education and Ethics subjects whose material coverage is very wide. So that from the Minimum Completeness Criteria (KKTP) score of 75, only 41.67% of students can achieve the KKTP score. The implementation of learning videos at SDN 11 Bahagia Padang Gelugur not only aims to improve learning outcomes but also to create a more interesting and interactive learning experience for students. By utilizing this technology, it is hoped that students can be more motivated and understand the subject matter better, so that they can achieve their academic potential optimally.

Learning video media offers various advantages, including: Videos can present information in a visual form that is more attractive and easy for students to understand. This is especially important for complex concepts, Videos are often equipped with interactive elements that can increase student engagement in the learning process and Students can access videos anytime and anywhere, allowing them to learn at their own pace. A study at SDN 11 Bahagia Padang Gelugur, shows that the application of learning video media has succeeded in significantly improving student learning outcomes. The average student score increased from 70.4 to 88 after using video as a learning medium In addition, the level of learning completeness also increased from 23% to 100%, showing the effectiveness of this media in increasing students understanding of the material being taught.

METHODS

This study uses Classroom Action Research (PTK) which focuses on classroom situations commonly known as Classroom Action Research (Wardhani, et al. 2007: 1.3). Each cycle consists of 4 main activities that are assembled into a unit, namely planning, implementation, observation, and reflection. The research site was carried out at SDN 11 Bahagia Padang Gelugur, Nagari Lubuk Gadang, Mapat Tunggul District, Pasaman Regency, West Sumatra Province. This research activity will be carried out in the even semester of the 2024/2025 academic year for three months, namely from December to February 2025, starting from the preparation stage to the preparation of the research report.

The subject of the study was grade IV students of SDN 11 Bahagia Padang Gelugur with a total of 10 students consisting of 2 male students and 8 female students. The data was collected by non-test and test. This study uses observation data collection tools and learning outcome tests. In this study, it was analyzed using qualitative and quantitative analysis. Classroom action research carried out in grade IV of SDN 11 Bahagia Padang Gelugur is carried out in 2 to 4 cycles with stages of planning, implementation, observation and reflection. The success of this classroom action research is seen from the number of students who are able to achieve the set Learning Goal Achievement Criteria (KKTP), which is 70.

This study uses the classroom action research method (PTK) with the aim of improving student learning outcomes in Islamic Religious Education (PAI) subjects in grade IV of SDN 11 Bahagia Padang Gelugur through the use of learning videos. This research was carried out in two cycles each consisting of planning, implementation, observation, and reflection. The first cycle is focused on the application of learning videos to introduce basic materials, while the second cycle focuses on improving and strengthening students' understanding based on the results of reflection from the first cycle. The subjects of this study are 30 grade IV students of SDN 11 Bahagia Padang Gelugur. Students are divided into several groups to follow a video-based learning process. In each cycle, teachers will choose PAI material topics that are in accordance with the curriculum, such as the history of the prophet's life, worship, and morals in Islam, and present related learning videos to introduce and deepen students' understanding of the topic.

Each video is designed to capture students' attention through engaging visuals and easy-to-understand narratives, making the PAI material more concrete and engaging. The learning process begins with the playback of learning videos that are relevant to the material being taught. After that, students are given the opportunity to discuss in small groups regarding the content of the video, followed by questions and answers between students and teachers to ensure student understanding. Students are also required to complete individual or group assignments related to the material that has been learned through videos. This task aims to measure the extent to which students can absorb information from the video and deepen it in group discussions. In this study, data was collected through two main instruments: observation and test. Observations were made to assess student engagement during learning with videos, both in terms of active participation during discussions and in terms of interaction with the videos played. This observation is also used to see if there is a change in students' attitudes and learning motivation after the implementation of learning videos.

Meanwhile, the test is carried out at the end of the cycle to measure students' understanding of the material that has been taught through videos. This test is in the form of multiple-choice questions and descriptions that test students' understanding of PAI material. Reflection is carried out after the first cycle to evaluate the extent to which the learning video has succeeded in improving students' understanding of the PAI material. This reflection It is also used to find out if there are any difficulties faced by students during learning, both in understanding the video material and in participating in discussions. Based on the results of the reflection, teachers will plan improvements that will be made in the second cycle to increase the effectiveness of learning using videos.

The second cycle is carried out by correcting aspects that were less effective in the first cycle. In the second cycle, the selection of videos will be more considered to better suit the characteristics of the students, such as using more interactive or animated videos to attract their attention. In addition, the duration of the video will also be adjusted so that it is not too long and boring for students, with enough time breaks for further discussion

and understanding. Teachers will also provide more intensive feedback to students, both individually and in groups, to ensure that all students can understand the material well. This study also uses quantitative and qualitative data analysis techniques. Quantitative data was obtained from the results of student evaluation tests after the first and second cycles, which were then analyzed to see the development of student learning outcomes over time. Qualitative data is obtained from observations during the learning process, which provides an overview of how students interact with learning videos and the extent to which videos can increase their interest and understanding of the material.

In addition, this study also noted the challenges faced during the implementation of learning videos, such as technical problems that can interfere with the learning process, including obstacles in terms of video playback or limitations of technology devices in the classroom. To overcome this, teachers will coordinate with the school to ensure adequate facilities, and if there are technical obstacles, teachers will prepare other learning alternatives that are still effective. The application of learning videos in this study is expected to provide a clearer picture of the potential of video as a learning medium that can improve student learning outcomes. In the context of PAI, The use of videos is expected to make it easier for students to understand material that is often abstract, such as the concept of morals or stories in Islam. Additionally, video media can optimize students' use of their sense of sight and hearing, which can improve their memory and understanding of the material being taught. By using learning videos, it is hoped that students can experience a more interesting and enjoyable learning experience.

Various visualizations in the video will help students to more easily understand the material presented and increase their interest in learning PAI lessons. This method is also expected to develop students' critical thinking skills and communication skills, as they will be asked to discuss the material in a group after watching the video. Overall, this study aims to provide empirical evidence regarding the positive influence of learning videos on student learning outcomes in PAI subjects. It is hoped that the results of this study can be a reference for teachers and other educators in implementing effective learning media, especially in the context of religious learning, to improve the quality of education in elementary schools.

RESULTS AND DISCUSSION

This research is included in the category of Classroom Action Research (PTK). By using qualitative and quantitative approaches. The PTK model used is a reflection-based cycle (Kemmis and Taggal). The research variables consisted of the application of learning videos and student learning outcomes at SDN 11 Bahagia Padang Gelugur. The results of the research are described in stages in the form of cycles carried out in the learning process in the classroom. However, before the researcher describes the results of the research starting from cycle I to cycle III, the researcher elaborates a little picture of pre-cycle observation which shows that the learning outcomes of students in the material of Let's Learn Q.S At - Tin are only around 41.67%, consisting of 6 students who complete the material of Let's Learn Q.S At - Tin out of 13 students.

This shows that the learning outcomes of PAI in grade IV students of SDN 11 Bahagia Padang Gelugur are still low in the material Let's Learn Q.S At - Tin. The efforts that will be made to improve student learning outcomes are by implementing learning video media. With the implementation of learning videos It is hoped that it can further improve student learning outcomes in the material Let's Learn Q.S At – Tin. In this study, learning is carried out in one cycle and four cycles. The results of the pre-cycle student competency test were able to obtain student learning outcome scores in the Let's Learn Q.S At-Tin material at the pre-cycle time, the average student learning score only reached 66.15, this shows that there has been no improvement.

The percentage of learning outcomes of pre-cycle students concluded by applying the lecture method at the pre-cycle time has not shown an increase because the students who get the learning completeness score are only 6 people (58.34%), while the students who have not completed 7 students or (41.66%), so classically students have not completed their studies. The results of learning activities in the learning process are still many who have not actively participated in learning, the students who are active are only 5 students (41.66%) who are less active there are 5 students (33.33%) and those who are not active reach 3 students (25.00%).

Cycle 1 will be held on January 10, 2025. In cycle 1, teachers prepare activities in the form of planning, implementation and observation. From the data of Cycle I, it shows that the learning process by applying learning videos to students in the material Let's Learn Q.S At - Tin has increased compared to the learning outcomes before the implementation of learning videos. From the results of the 1st cycle test, it is known that the students who completed the KKTP were 75 as many as 8 children (58.33%) out of 13 children with the highest score of 100 and the lowest 40 with an average score of 70.00.

The value of completeness of student learning outcomes showed an increase after the implementation of learning videos. Before the complete pre-cycle improvement, only 6 people (41.67%) and increased again to 8 people (58.33%) and classically has experienced an improvement slightly better than pre-cycle. Cycle II will be held on February 15, 2025.In cycle II, teachers prepare plans in the form of planning, implementation and observation. From the data of Cycle II, it shows that the learning process by applying learning videos to students in the material Let's Learn Q.S At - Tin has increased compared to the learning outcomes before the implementation of learning videos. From the results of the second cycle test, it is known that the students who completed the KKTP were 75 as many as 8 children (66.67%) out of 13 children with the highest score of 100 and the lowest 40 with an average score of 76.67.

The value of completeness of student learning outcomes showed an increase after the implementation of learning videos. Before the complete improvement of the first cycle was only 7 people (58.33%) and increased again to 8 people (66.67%) and classically has experienced a slight improvement compared to pre-cycle. Based on the results of the observation of the learning process and the results of the test in cycle II, the application of learning videos on the material let's learn Q.S At - Tin. To find out the success and failure of the implementation of the second cycle of actions, researchers and colleagues conducted a reflection.

CONCLUSION

Based on the results of research conducted at SDN 11 Bahagia Padang Gelugur, it can be concluded that the application of learning videos is effective in improving student learning outcomes in Islamic Religious Education (PAI) subjects in grade IV. Through the use of videos, students can more easily understand PAI material which is sometimes abstract and difficult to understand only through lectures. Videos help visualize important concepts in PAI, such as prophetic stories, religious teachings, and Islamic values, making it easier for students to remember and understand the material. In addition, the application of learning videos can also increase students' interest in learning. Previously, students tended to be less enthusiastic about participating in PAI learning, but after the learning videos were implemented, they showed greater interest and became more active in class discussions. Engaging and easy-to-understand videos make students feel more interested and involved in the learning process. This shows that the right use of media can increase student motivation and engagement in learning. The results of the evaluation through the test also showed a significant improvement in student learning outcomes after the implementation of learning videos. The average score of students after the first and second cycles shows a positive development in their understanding of the material that has been taught. The application of videos has been proven to help students absorb information better and

remember PAI material more effectively. This improvement in learning outcomes shows that video can be an effective tool in supporting the achievement of learning goals. However, there are several challenges faced during the implementation of this research, such as technical problems related to the learning tools used. Therefore, it is important for schools to ensure the availability of adequate devices so that the video-based learning process can run smoothly. However, this challenge does not reduce the effectiveness of video as a learning medium, and with improved device management, the application of learning videos can be more optimal. Overall, this study provides evidence that the use of learning videos can improve student learning outcomes in PAI subjects. The use of videos not only helps students understand the material better, but it also increases their motivation and engagement in learning. Therefore, it is recommended that this method be applied more widely in schools to improve the quality of education and facilitate more enjoyable and effective learning for students.

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