

Efforts to Improve Islamic Education Students' Learning Outcomes Through Learning Video Media at SMA Negeri 5 Padang

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Abstract: This study aims to improve student learning outcomes in Islamic education learning with 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 high 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 Video Media 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 75.67% and in the second cycle increased to 88.77%. Thus, the use of Learning Video Media can be used as an alternative to increase student activity in Islamic education learning in Islamic religious education learning.

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

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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, into teaching values (way of life), and developing according to historical reality (Dr. Muhaimin, MA, 2010: 43). In religious education, it should be sought so that religious teachings are not only known, but also truly understood and lived, so that it gives rise to a great desire to live in accordance with the will of God Almighty (Drs, H Abu Ahmadi et al., 2005: 43).

Islamic religious education is very important to be given to all levels of education, both from Kindergarten (TK) to Higher Education (PT). 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 up knowledge, both knowledge for practice to get closer to Allah SWT, get to 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 (A.N. Djamal, 1995: 27) 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 (PBM) 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. AT SMAN 5 PADANG, there are several fundamental problems that are obstacles to the implementation of the learning process. The first problem found was problems related to media and learning facilities. The definition of media according to Briggs is all physical tools that can present messages and stimulate students to learn (Sadirman, 2009: 6). Media in learning plays an important role because it makes communication and interaction between teachers and students more effective in the educational process of teaching in schools so that it can stimulate students' thoughts, feelings, attention and interest as well as attention in such a way that the learning process occurs.

The second problem is related to students' concentration in following the learning process. According to Sardiman (2007:40), concentration is intended to concentrate all the power of attention on the learning situation. In learning, there may also be mere attention but not concentration, the meaning of the material that enters the mind has a tendency to be memorable but not strong enough to make a vivid and lasting impression. In addition to reduced concentration, students also have forgetfulness. The results of the initial observations show that the day after the students learn a lesson material or listen to a lecture they forget a lot of what they have gained during the lesson. The third problem found is related to teachers as one of the sources of teaching.

Basically, the learning process of PAI & BP at SMAN 5 Padang is still conventional. The learning carried out by teachers emphasizes more on the use of the lecture method. The lecture method minimizes student involvement in the learning process, so that teachers look more active compared to students. The habit of being passive in the learning process can result in most students being afraid and embarrassed to ask the teacher about material that is poorly understood. The learning atmosphere in the classroom became very monotonous and less interesting. This method is quite boring, so in its implementation it requires certain methods/strategies so that the presentation style is not boring but attracts the attention of students.

Student learning outcomes have not been maximized, although there are students who are active in the learning process and there are students who get high scores, but there are still many students who are less active and learning outcomes are still low. Number of students in grade XI, The results of the average initial observation of activities obtained by students during the initial observation were 23.59%. Paying attention to this, it is necessary to take action to improve the learning outcomes of grade XI students. Classroom action research is a scrutiny of learning activities in the form of an action, which is deliberately raised and occurs in a class XI of SMAN 5 PADANG Therefore, it is necessary to make improvements in the teaching and learning process with joint action research (Arikunto, 2009: 3).

By carrying out the stages in PTK, teachers will be able to improve the learning process through a deep study of what happens in their class. The actions taken by teachers are solely based on actual and factual problems that develop in the classroom. Thus, with

the development of technology, it will be easier for teachers and students through the use of video media will make children's interest in learning PAI increase. According to Munir, the advantages of video media in learning media include; 1) being able to explain the real state of a process, phenomenon, or event, 2) being able to enrich the explanation when integrated with other media such as text or images, 3) users can repeat certain parts to see a more focused picture, 4) very helpful in teaching material in the realm of behavior or psychomotor, 5) faster and more effective in conveying messages than text media, and 6) being able to clearly show the simulation or procedure of a step or method (Munir, 2013). According to Fahmy et al. (2014) also stated 1). VBL (Video Based Learning) has unique features that make it an effective learning method that can improve and partially replace the traditional classroom-based and teacher-led learning approach. VBL (Video Based Learning) can change the way we learn as well as the way we teach. 2). Videos can help students by visualizing how things work. 3) and show information and details that are difficult to explain with text or static photos 4). In addition, videos can grab students' attention, thus motivating them and engaging them to improve their collaboration. Using videos can thus lead to better learning outcomes 5). In fact, videos can support different learning styles, especially students who are 'visual learners'. (Rexy Dwipangestu, Afrizal Mayub, and Nyoman Rohadi, 2018:48-55).

Thus, there are several advantages of the method that will be used, namely, Generating a passion for learning, more direct interaction between students and learning resources, increasing understanding because with enthusiasm in learning using the video method, students will automatically find it easier to understand the understanding, learning is clearer and more interesting. Based on the description above, it can be concluded that the use of learning video media can be used as an effective and useful and influential media to increase student activities in PAI subjects, so the author is interested in conducting research using media with the title: "Efforts to Improve PAI Learning Outcomes through Class XI SMAN 5 Padang Learning Video Media".

From the explanation as explained in the background of the problem above, it can be identified that several learning problems have arisen, including that the learning process of PAI and BP has not used various models, methods, media and learning facilities; low concentration of students in following the learning process which results in low student learning outcomes; The learning process of PAI and BP at SMAN 5 PADANG is still conventional. The learning carried out by teachers emphasizes more on the use of the lecture method. Referring to the background of the problem above, the following research problems can be formulated: How to improve student learning outcomes in PAI and BP learning through the learning video media of class XI SMAN 5 PADANG.

Based on the formulation of the problem that has been described above, the researcher will provide problem limitations on the understanding of the material of the branches of faith: maintaining honor, sincerity, shame and zuhud of the independent curriculum by using the video learning media of class F.XI SMAN 5 PADANG. Based on the formulation of the problem, the purpose of the research to be achieved is to find out the improvement of student learning outcomes in PAI and BP learning through the video media of learning class F.XI SMAN 5 PADANG.

After carrying out temporary research with children and other teachers, it is hoped that learning using learning video media will be useful as; Theoretically, this research is useful in contributing to PAI and BP lessons in improving student activity and learning outcomes through learning video media. The practical benefits for students are to provide direct experience to students as research objects, so that students are expected to gain experience about freedom in learning PAI and BP actively, creatively, and fun. and for teachers, the results of this study are expected to provide input to teachers of PAI and BP subjects about learning video media so that it can be used as a reference in choosing effective and active learning alternatives. The benefits for schools The results of this study can be a source of information for schools about one of the learning strategies that can be used to increase student activity..

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 (PAI) 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. Research variables can be interpreted as a logical grouping of two or more attributes of the object being studied that have the properties or values of people, as well as acting as an object or an activity that has a certain variation to study and then the researcher can draw conclusions. After understanding the meaning of research variables in general, the researchers also have their own views on research variables. The following are the opinions of experts regarding the research variables. Sugiyono (2009),

According to Sugiyono, the meaning of research variables is everything in any form that a researcher determines to be studied, so that various information about it can be obtained, and then conclusions can be drawn. Hatch and Farhady (2015) argue that research variables are attributes or objects that have variations from each other. Juliansyah Noor, Juliansyah Noor revealed that the research variable came from two English words, namely 'vary; or which means to change and also 'able' which means to be able to. So it can be interpreted that variables or what is then referred to as variables are varied, so that each has differences.

From various understandings both in general and the opinions of experts, it is found that research variables are important in a scientific paper in research because research variables play a role as an attribute or a property or value of a person and also objects or activities that have certain variations and are then used to be studied in order to draw conclusions. In addition, research variables are also important because they have a clear function for conducting research and writing scientific papers as follows; Research variables are important to prepare tools and data collection methods in preparation for conducting research. This research variable then becomes a very important reference and must be prepared and also carefully considered so that the data and tools carried out and prepared are really mature for the smooth running of the research. Research variables are also important for researchers to be able to prepare one of the various appropriate research methods.

With the existence of research variables, the methods obtained and also chosen by the researcher can be exactly in accordance with the topic and also the variables found. In addition to preparing research methods, research variables are also important to prepare in terms of preparing data processing. Before processing the data, the researcher has certainly prepared various data in the form of selected, appropriate, and mature variables. Thus, research variables are an important step before researchers begin to enter the data processing process in a study. Finally, research variables are useful for testing a hypothesis made by the researcher.

In conducting research, researchers must have hypotheses as a reinforcing basis for conducting a study before drawing conclusions. In this case, important research variables are prepared to test whether the hypothesis prepared is appropriate or needs to be improved. The relationship is for the sake of the smooth running of research and for the research to produce something useful and useful for society in general, and authors in particular, and also for various sciences or research in the future.

Of course, in determining research variables, clear and mature knowledge or understanding is needed about how to determine research variables. Here is how to determine the right research variables for the smooth running of a research. The first thing that must be done in order to be able to determine the research variables is to find the main problem to be solved in the research. The problem will then be a variable called the Y variable (bound variable). An example of the main problem that then becomes a Y variable or a bound variable is for example "Evaluation of Direct Practice in Teaching High School Students". After finding the main problem, the second step to find the research variable is related to the X variable (independent variable). In the step of finding the problem factor or X variable or this independent variable, you have to look for various things that become or affect the occurrence of a major problem.

For example, if the Y variable is known to be "Evaluation of Direct Practice in Teaching High School Students", then the X variable or the independent variable is what factors affect the success of the practice methods carried out by teachers or teachers for the high school students studied, for example, test scores, daily scores, level of understanding, activity scores, and so on. Furthermore, what you can do in determining the research variables is to prepare various variable research theories as support for the free variables and bound variables that have been prepared earlier. In this case, usually this variable research theory will be supported by various data and references, be it various previous studies, theses, and various other supporting journals in order to determine the research variables. Then what you need to do to determine the research variables is to start preparing or preparing various needs in the research. It can start from preparing various plans, preparing documents, preparing the necessary funds, where the research will take place, and other supporting needs.

The last stage in finding research, you have to understand and find out how the research you are going to do. Please note that conducting research is not just about running and finishing, but you must have a deep understanding of the topic and also the problem to be solved. Therefore, you need to find and understand in advance how the research is relevant to the research you will conduct with the research theme and also the research objectives. In addition to comparing, reading and understanding previous research will also make it easier for you to uncover what problems will be studied further.

This means that the more previous research, the more references will be obtained and can be used to determine the right research variables. It is undeniable, in conducting research you also need to get guidance and help from experts who better understand the science or research, both seniors and lecturers. After everything is prepared, researchers can begin to find appropriate and useful research variables to be used in a research.

Research variables have various types or types that are divided based on their nature, urgency, and also the type of measurement scale: Based on their nature, there are two types of research variables, namely dynamic variables and static variables. Among others; Dynamic variables are a type of variable whose nature can change or go up and down according to their characteristics. Examples of variables in this type are reading interest, employee performance, student learning achievement, and so on; 2) Static variables, Static variables are the opposite of dynamic variables that are fixed and unchanging or if under normal conditions the properties in the variable are difficult to change. For example, gender, social status, regional origin, place of birth, and so on. Based on their urgency or importance, here are the various types of variables, among others; 1) Conceptual variables, variables based on urgency, the first is the conceptual variable

. Conceptual variables are variables that are hidden or invisible through various existing facts. However, this conceptual variable can usually be seen and researched through existing indicators. Examples of conceptual variables are student motivation, student talent, reading interest, and so on; 2) Factual variables, types of variables based on urgency, the second is factual variables. Factual variables are variables that can be seen through existing facts, such as education, gender, religion, age, and so on. Because of its factual nature, usually errors contained in this variable are relatively rare. And if various

errors are found, usually the cause is due to the role of the respondent or the respondent's dishonest response. There are two types of research variables based on the type of measurement scale, which are as follows; 1) Nominal variable and 2) Continuum variable.

Definition of Population According to Experts; The first opinion came from Netra. According to Netra, a population is a whole of individuals who are general or general in nature who have the same characteristics. So, when encountering individuals with common traits or the same as each other, they can be used as a population in a study. Sugiyono argues that a population is a generalized area consisting of objects/subjects that have certain quantities and characteristics that are determined by the researcher to be studied and then drawn conclusions. So in conducting research, a researcher needs to determine the characteristics of the research object. Only then do we look for populations or research objects that as a whole meet these criteria. Next is the opinion conveyed by Hadari Nawawi.

According to Nawawi, population is the entire object of research consisting of humans, animals, objects, growth, events, symptoms, or test scores as a source of data that has certain characteristics in a research conducted. Bugin also expressed his opinion regarding the definition of population. According to Bugin, the population is the whole (universum) of the research object in the form of humans, animals, plants, air, symptoms, values, events, life attitudes, and so on so that this object can be a source of research data. Next is the opinion conveyed by Nursalam. Nursalam said that population is the whole of the variables related to the problem being studied. So that as long as a variable still has a relationship with the topic being researched, it is included in the research population. If the definition of population has been explained above, then what is the meaning of the sample? A sample can simply be interpreted as a small part of the research object chosen by the researcher. So that from the entire research object called the term "population" then only a few are taken, the object taken is called a "sample".

According to Sugiyono, a sample is defined as part of the whole as well as the characteristics possessed by a population. It was also explained that the sampling was carried out by the researcher due to several conditions. First, because the number of research objects is very large and it is impossible for researchers to examine individual objects as a whole. Second, it aims to study research objects on a small scale which are then applied to the entire research object. So that you can make the best use of your time because you don't need to research objects that are too many and the characters are too diverse. In Arikunto's opinion, the sample is partial or representative of the population to be studied. If the research is conducted in a part of the population, it can be said that the study is a sample study.

Because researchers are guaranteed to take only a few populations for in-depth research. The last is the opinion of Nana Sudjana. According to Sudjana, the sample is part of the population that can be reached and has the same characteristics as the population that was sampled.

So that researchers in taking samples prioritize the part of the population that is still reachable or that is very likely to be easier to reach. For example, if it is necessary to conduct interviews with the population, then the researcher can choose objects that can be interviewed because they are not too busy with other activities. So, what are populations and samples in research? A population is an entire group of individuals who have certain characteristics that tend to be the same. While a sample is part of an entire population that represents these specific characteristics. In addition to discussing the meaning of each, when studying populations and samples, it is also necessary to know the difference between the two.

Considering that these populations and samples are indeed interconnected and even discuss the same object, namely a unit of the research object, many give the same definition. The difference between population and sample lies in terms of numbers. The population is the whole of the research object in this case is all students of class F.XI SMA Negeri 5 Padang, while the sample is a small part or half of the research object, in this case

considering the number of students in class F.XI SMA Negeri 5 Padang the number of students is 396 people, so the researcher tries to do time and energy efficiency by taking a sample of 10 students. There are two types of data in general, namely quantitative data and qualitative data which will be explained below, the author focuses more on quantitative data in conducting this analysis.

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.

The data collection techniques used in this study are as follows; 1) Observation Method, the observation method is research that is carried out by going directly into the field or research object. This is done in order to obtain data that is in accordance with the problem; 2) Documentation Method, the documentation method is used to obtain data on the learning outcomes of Islamic Religious Education Material Avoiding Angry Attitudes before they carry out the teaching and learning process using video media and after using video / youtube media. According to Sugiyono (2010: 335), what is meant by data analysis techniques is the process of searching for data, systematically compiling data obtained from the results of interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, compiling them into patterns of choosing which ones are important and what will be studied, and making conclusions so that they are easily understood by yourself and others.

The data analysis technique used in this study is inductive data analysis. Inductive data analysis is the drawing of conclusions that depart from specific facts, to then draw conclusions in general. The steps to analyze the data in this study are as follows: Data collection is to search, record, and collect everything objectively and as it is according to the results of observations and interviews in the field, namely data recording and various forms of data in the field. then data reduction, according to Sugiyono (2010: 338). Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and throwing away unnecessary things.

Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect further data, and search for it when necessary. then data display according to Amailes and Huberman (Sugiyono, 2010: 341) which is most often used to present data in qualitative research is with text and narrative. At this stage, the researcher presents the data that has been reduced into a report systematically. Data is presented in the form of student learning outcomes through LKPD. Furthermore, the conclusion is still provisional, and will change if strong evidence is not found to support it at the next stage of data collection.

The conclusion in mixed research may be able to answer the formulation of the problem formulated from the beginning, but it may also not, because the problem and problem formulation in qualitative research are still temporary and will develop after research in the field. In this study, the data that has been processed with the steps as above, then a critical conclusion is drawn using an inductive method that departs from special things to obtain objective general conclusions. The conclusion is then verified by looking back at the results of the reduction and display of the data so that the conclusions drawn do not deviate from the research problem.

RESULTS AND DISCUSSION

This Class Action Research (PTK) was carried out at the State High School 5 Padang. The subjects of the study were 36 students in class X1, consisting of 15 men and 21 women. The problem is the low learning outcomes of students towards the material of maintaining honor Therefore, a class action is planned in an effort to improve the learning outcomes of

students through Youtube Video Media on the material of maintaining honor for class XI students. This research uses Classroom Action Research (PTK). The purpose of this study is to improve the learning outcomes of Islamic Religious Education and Ethics subjects of grade XI students of SMA Negeri 5 Padang. This research was carried out in 2 cycles and 1 meeting each, each meeting consisted of 2 hours of lessons (2 x 45 minutes). Learning outcome data was obtained from the results of tests conducted at the end of each cycle (first and second cycles). Initial Conditions This study is based on the results of observations in class XI of SMA Negeri 5 Padang, where the researcher found a problem, namely the low learning outcomes of students in the subject of Islamic Religious Education and Ethics in grade XI which was marked by 36.84% who had not completed their studies.

In the learning of Islamic Religious Education and Ethics in grade XI there are several difficulties experienced by students in receiving the subject matter, so that students are slow in doing the questions given by the teacher. Students 35 have difficulty understanding the subject matter that requires concrete examples and reasoning, students have difficulty answering when given questions about the subject matter taught. One of the reasons is the ineffective use of the model used by teachers in learning Islamic Religious Education and Ethics in grade XI. Referring to the initial conditions above, the researcher developed a learning method that uses Youtube Video Media. The development of Learning Methods that use Youtube Video Media is expected to make learning activities more interesting and interactive by involving active students in it, and with the Development of Learning Methods that use Youtube Video Media, it is expected to improve student learning outcomes. This class action research is carried out in two cycles, The presentation of the research is as follows, in cycle 1 Planning In the implementation of classroom actions, material material on the branches of faith is first prepared: maintaining honor, sincerity, shame and zuhud semester II which will be delivered by the Learning Method using Youtube Video Media as follows;

Prepare lesson plans or teaching modules, then prepare teacher and student observation sheets, and prepare student learning outcome formats. Implementation On December 26, 2024, Islamic Religious Education and Ethics learning activities have been carried out with 36 benefit materials to avoid liver disease (angry attitude) at SMA Negeri 5 Padang with a total of 36 students. After carrying out learning using the Learning Method that uses Video Media, a student learning outcome test is then carried out with the aim of finding out the level of success of students in the teaching and learning process that has been carried out.

Reflection is from the data that meets the KKM standards (80) it can be known that as many as 21 out of 36 students, with an average score of 78.61 in the first cycle and the remaining 15 students have not completed the learning process. From the observations made by teachers during learning, there are still students who have not been actively involved in the learning process, and there are still those whose scores have not reached the KKM, namely 15 students or 41.66%. And from the results of the observations made by the teacher as a researcher, the following data was obtained: From the observation data of the above research, it can be seen that there are 36 students or 100% of each student who is ready to carry out the learning process, pay attention to the learning objectives, do the tasks that have been given by the teacher.

However, there are 10 students or 27.77% who are less actively involved in learning, and pay attention to teachers in conveying learning meters. Thus, the learning process in cycle I can be said to be not satisfactory or maximum and not in accordance with the expected value target. Therefore, the researcher seeks to improve learning again in cycle II to further improve student learning outcomes.

The description of cycle II is as follows: In the implementation of classroom actions, material on the benefits of avoiding liver disease (angry attitude) is first prepared, which will be delivered by the Learning Method that uses Video Media, namely preparing lesson plans or teaching modules, preparing teacher and student observation sheets, preparing student learning outcome formats. The implementation on January 2, 2025 has been

carried out Islamic Religious Education and Ethics learning activities with the material Branch of Faith: Maintaining Honor, Sincerity, Shame and Zuhud at SMA Negeri 5 Padang with a total of 36 students, the steps for implementation are as follows After carrying out learning using the Learning Method that uses Video Media, a student learning outcome test is carried out with the aim of finding out the level of the success of students in the teaching and learning process that has been carried out.

The results of the learning test are: From the data above that meets the KKM standards (80), it can be seen that 36 students have met the KKM standards, with an average score of 97.91 in the second cycle. From the observations made by the teacher during the learning process, all students are actively involved in the learning process and all their intentions are completed on the KKM.

And from the results of the observations made by the teacher as a researcher, the following data was obtained: From the observation data of the above research, it can be seen that there are 36 students or 100% of each student who is ready to carry out the learning process, pay attention to the learning objectives, do the tasks that have been given by the teacher. In the observation for teachers in this cycle, it has been found that teacher activities are fully in accordance with the learning module and the learning results are 100 percent successful. Thus, the learning process in cycle II can be said to be satisfactory or maximum.

CONCLUSION

Based on the results of the research that has been carried out, we can conclude that; The application of Learning Methods that use Video Media has a positive influence, namely making it easier for students to understand the material delivered by the teacher, students do not feel bored during the learning process, and students can find new concepts in learning PAI and BP, and are more active in the learning process. The results achieved based on the cognitive realm through the application of Learning Methods that use Video Media on PAI and BP materials can improve student learning outcomes at SMA Negeri 5 Padang, Kuranji District. This can be seen in the acquisition of learning outcomes given at the end of each cycle, that the average learning outcomes of PAI and BP in cycle II is 97.91.

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