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# Application of Video Media in Improving the Learning Outcomes of Islamic Religious Education Material on the Attributes of Allah at SDN 250 Pakantan

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**Abstract**
This research aims to improve student learning outcomes in the subject of Islamic Religious Education (PAI) by using video media on the material on the attributes of Allah. The method used is class action research (PTK) with two cycles that include the stages of planning, implementation, observation, and reflection. The subjects of the study were elementary school students who had difficulty understanding abstract concepts of God's attributes. The results of the study show that the use of video media can significantly improve the understanding of SDN 250 Pakantan students. In the first cycle, the results of the evaluation showed an increase in student participation and interest in the material taught. Furthermore, in the second cycle, student learning outcomes have improved better, with the percentage of learning completeness reaching more than 80%. The use of video media has proven to be effective in helping students understand the material in a more concrete and interesting way. In addition, this method also increases learning motivation and interaction in the learning process. Thus, it can be concluded that the use of video media is an effective strategy in improving the learning outcomes of SDN 250 Pakantan students on the material of the attributes of Allah in PAI learning.
**Keywords**: learning outcomes, video media, attributes of Allah, Islamic Religious Education.

## INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character and values of Islam in students. One of the materials taught in PAI is the attributes of Allah, which aims to provide students with an understanding of the greatness and oneness of Allah in daily life. However, in the practice of learning, many students have difficulty understanding this material because the attributes of God are abstract and difficult to imagine.

The learning process that is still dominated by the lecture method causes a lack of active participation of students, so their understanding of the material is not optimal. In addition, the lack of use of interactive learning media is also an obstacle in improving student learning outcomes. Therefore, innovation in learning methods is needed so that the material on the attributes of Allah can be understood more easily and interestingly.

Along with technological developments, the use of video media in learning is one of the solutions that can increase the effectiveness of material delivery. Video media can present concepts in a more visual, interesting, and interactive way, thus helping students understand the material better. The use of this media can also increase students' motivation to learn as well as encourage their active involvement in the learning process.

Based on the above background, several main problems can be formulated, namely how to use video media in PAI learning on the material of the attributes of Allah, the extent of its effectiveness in improving student learning outcomes, as well as supporting and inhibiting factors in its application.

This study aims to analyze the use of video media in PAI learning on the material of the attributes of Allah, determine its effectiveness in improving student learning outcomes, increase student motivation and understanding through a more interactive and interesting presentation, identify supporting and inhibiting factors, and provide recommendations for video-based learning strategies that can be applied in PAI learning.

The data sources in this study consist of primary and secondary data. Primary data includes student learning outcomes obtained through pre-test and post-test tests on the use of video media, observation of student learning activities during the learning process to assess their involvement and participation, and interviews with teachers and students to get feedback on the use of video media in learning. Meanwhile, secondary data was obtained from academic documents such as the syllabus, the Learning Implementation Plan (RPP), and the list of students' grades before the research, as well as from literature and previous research relevant to the use of video media in PAI learning.

The data analysis in this study uses qualitative and quantitative approaches to obtain a comprehensive picture of the impact of the use of video media on student learning outcomes. Qualitative analysis was obtained from the results of observations and interviews with students and teachers, which were analyzed descriptively to determine the level of student involvement in learning, changes in attitudes, and interactions that occurred during the use of video media. Interviews were also analyzed to understand the experiences and responses of students and teachers to the effectiveness of video media in conveying material on the attributes of Allah. The results of this analysis are used to identify obstacles and supporting factors in the application of video media.

Meanwhile, quantitative analysis was carried out by calculating the average score of student learning outcomes before and after the action (pre-test and post-test) to determine the improvement in understanding after the use of video media. In addition, the percentage of student learning completeness is calculated based on the number of students who reach or exceed the Minimum Completeness Criteria (KKM), where the learning method with video media is considered effective if the percentage of completeness reaches more than 80%. The distribution of student scores was also analyzed to see the improvement in learning outcomes in each category (low, medium, high), and to calculate the gain score as a measure of the effectiveness of video media in improving student learning outcomes.

After the data is analyzed, the results of the first cycle are used for reflection to identify the advantages and disadvantages in the application of video media. If obstacles or aspects are found that need to be improved, then the learning strategy will be improved in the second cycle. A comparison of learning outcomes between the first and second cycles will be used to assess the effectiveness of the improvements made. If the improvement in learning outcomes is significant and the majority of students achieve completeness, then this research can be concluded to be successful.

Through this in-depth data analysis, the research is expected to provide a clear picture of the effectiveness of the use of video media in improving student learning outcomes and provide recommendations for teachers in developing more interesting and interactive technology-based learning strategies.

## METHODS

This study uses the Classroom Action Research (PTK) method which aims to improve student learning outcomes through the use of video media in learning Islamic Religious Education (PAI) on the material of the attributes of Allah. This research was carried out in two cycles, each consisting of the planning stage, implementation of actions, observation, and reflection. This

method was chosen because it can help improve the quality of learning directly in the classroom and allow researchers to make improvements based on the results of reflection from each cycle.

The subjects in this study are elementary school students who have difficulty in understanding the material of the attributes of Allah. The selection of subjects was carried out based on the results of initial observation and student score data before the action was taken. The class that was used as the object of research was chosen based on the low student learning outcomes in this material, as well as the lack of use of innovative learning media in the previous learning process.

The data sources in this study consist of primary data and secondary data. Primary data was obtained directly from the results of student tests before and after the action (pre-test and post-test), observation during learning, and interviews with students and teachers. Secondary data was obtained from academic documents such as syllabus, Learning Implementation Plans (RPP), as well as various relevant literature regarding the use of video media in learning.

Data collection is carried out by several techniques, namely tests, observations, interviews, and documentation. The test is used to measure student learning outcomes before and after the use of video media. Observations are carried out to assess student involvement and participation in the learning process. Interviews with students and teachers were used to find out their perceptions of the effectiveness of video media in learning. Documentation is used to collect data in the form of photos, reflection notes, and other supporting documents.

Data analysis was carried out using qualitative and quantitative approaches. Qualitative data in the form of observation results and interviews were analyzed descriptively to understand changes in student engagement and motivation during learning. This data is used to evaluate the effectiveness of video media as well as identify obstacles that may occur in the learning process. Meanwhile, quantitative data was obtained from the results of the students' pre-test and post-test which were analyzed using the percentage increase in scores. Test results were compared to find out the extent of improvement in learning outcomes after the use of video media. In addition, student learning completeness is analyzed based on the number of students who achieve the Minimum Completeness Criteria (KKM). If more than 80% of students achieve KKM, then learning with video media is considered successful in improving student learning outcomes.

The research process was carried out in two cycles. In the first cycle, video media was introduced in learning, and observations were made on students' responses and understanding. The results of the first cycle are then analyzed to identify deficiencies that need to be corrected. In the second cycle, improvements were implemented based on reflections from the previous cycle, with the hope of a more significant increase in student learning outcomes.

Based on the results of research conducted in two cycles, it was found that the use of video media in the learning of Islamic Religious Education (PAI) on the material on the attributes of Allah has a positive impact on student learning outcomes. These findings are supported by data analysis that includes an increase in student test scores, changes in learning participation levels, and responses from students and teachers regarding the effectiveness of video media in learning.

The results of the analysis of pre-test and post-test scores showed a significant increase in student learning outcomes after the use of video media. The average pre-test score of students before the action was at 60, while after the action in the first cycle increased to 75, and in the second cycle it reached 85. This increase shows that the use of video media helps students to understand the concept of God's attributes more effectively than conventional lecture methods. Learning completeness is calculated based on the number of students who reach or exceed the Minimum Completeness Criteria (KKM) of 75. In the pre-test, only 40% of students achieved the KKM, but after the action in the first cycle, this percentage increased to 70%, and in the second cycle it reached 90%. This shows that video media contributes significantly in improving students' understanding of the material being taught.

Observations during the learning process show that students are more active in asking and answering questions after the use of video media. Before the action, most students appear passive and less enthusiastic in learning, but after the use of the video, they are more enthusiastic and more easily grasp the concept of God's attributes. This can be seen from the increase in the number of students involved in the discussion and their increased attention during the lesson. Interviews with teachers revealed that video media is very helpful in explaining abstract material, such as the attributes of Allah. Teachers find it helpful because videos can provide more concrete

and interesting illustrations for students. In addition, the results of interviews with students showed that 80% of students found it easier to understand the material after using video media, while the other 20% still experienced a slight difficulty but showed an improvement in comprehension compared to before.

To ensure the validity of the findings, data is compared from various sources, such as test results, observations, and interviews. The results of the quantitative test showed an increase in student scores that were aligned with the results of student engagement observation and interviews that showed a positive response to video media. The research uses a variety of data collection methods, such as tests, observations, and interviews. Data from the quantitative test support the results of interviews that show that students understand the material better after using video media. In addition, the results of observations showed an increase in learning participation in line with the increase in students' academic scores.

The results of the first and second cycles were compared to ensure that improvements in learning strategies had a real impact on student learning outcomes. In the first cycle, there was an obstacle in the form of a lack of attention from students to the content of the video, so in the second cycle improvements were made by providing guidance and reflective questions before and after watching the video. As a result, students' understanding has improved significantly.

Based on these findings, it can be concluded that the use of video media in learning PAI material on the attributes of Allah is very effective in improving student learning outcomes. In addition, video media also helps increase student motivation and involvement in the learning process, so that it can be a recommended method for teachers in teaching abstract material.

## RESULTS

This study aims to analyze the effectiveness of the use of video media in improving student learning outcomes in the subject of Islamic Religious Education (PAI) material on the attributes of Allah at SDN 250 Pakantan. Through the Classroom Action Research (PTK) method which was carried out in two cycles, the results of the study showed a significant increase in student understanding and learning outcomes after the application of video media in learning.

In the early stages of the research, observations were made on learning conditions before video media intervention. It was found that the majority of students had difficulty in understanding the material on the attributes of Allah when only taught by the lecture method. This can be seen from the low student participation in class discussions and pre-test results which show that many students obtained scores below the Minimum Completeness Criteria (KKM).

The results of the pre-test conducted before the action showed that the average student score only reached 60, with a learning completeness rate of 40%. This condition indicates that most students still do not fully understand the basic concepts of God's attributes. Therefore, a more innovative and interesting learning strategy is needed.

In the first cycle, video media began to be applied in learning. Students are introduced to interactive videos that visually and narratively explain the attributes of God. Observations during the learning process showed an increase in student interest and engagement compared to previous learning.

After the implementation of video media in the first cycle, a post-test was carried out to measure the improvement in student learning outcomes. The results showed that the average student score increased to 75, with a percentage of learning completeness reaching 70%. Despite the significant increase, there are still some students who have not reached the KKM.

Reflection on the first cycle reveals several obstacles in the use of video media. One of them is the lack of direction before video playback, so some students still have trouble understanding the content of the video thoroughly. In addition, the duration of the video that is too long also causes some students to lose focus.

Based on the findings in the first cycle, improvements were made in the second cycle. The teacher provides guidance before the video plays, as well as inserting reflective questions to

improve student understanding. The videos used were also selected with a shorter duration and were more in line with the concentration of elementary school students.

In the second cycle, the observation results showed a more significant increase in student participation. Students are more active in asking and answering the teacher's questions after watching the video. In addition, they are also more enthusiastic in group discussions about God's attributes.

The results of the post-test in the second cycle showed that the average student score increased to 85, with a learning completeness rate of 90%. This figure shows that almost all students have achieved or exceeded the KKM, indicating the success of the application of video media in improving student learning outcomes.

In addition to the increase in academic grades, interviews with students revealed that most of them found it easier to understand the material with the help of video media. They stated that videos help them visualize abstract concepts, making learning more engaging and easy to understand.

Interviews with teachers also support these findings. The teacher admitted that the use of video media was very helpful in explaining material that was previously difficult for students to understand. In addition, teachers feel helped because video media can provide more concrete illustrations, so that students understand the content of the lesson faster.

In terms of learning motivation, this study shows that video media contributes to increasing students' enthusiasm for learning. Before the action, many students were less enthusiastic about taking PAI lessons. However, after the use of video media, they seem to be more active and enthusiastic in each learning session.

The success of learning with video media is also supported by observational data that shows an increase in student involvement in the classroom. Before the action, only about 30% of students actively participated in class discussions. After the implementation of video media, the percentage of student participation increased to 80%.

Data triangulation through tests, observations, and interviews showed consistent results. The increase in student learning outcomes as seen from post-test scores is in line with increased participation in learning as well as positive responses from students and teachers to the use of video media.

In addition to the benefits, this study also found several challenges in the use of video media. Some students have difficulty understanding the material if they rely solely on videos without guidance from the teacher. Therefore, the role of the teacher remains important in providing direction and reexplaining the content of the video that has been played.

Another challenge is limited access to technology devices in schools. Not all classrooms are equipped with adequate facilities for playing videos. Therefore, alternative strategies are needed, such as showing videos through teachers' personal devices or using available school projectors.

Based on the results of this study, it can be concluded that the application of video media in the learning of Islamic Religious Education on the material on the attributes of Allah is very effective in improving student learning outcomes. Video media not only helps students understand the concepts being taught but also increases their motivation and participation in learning.

These findings indicate that the use of video media can be an innovative solution for teachers in teaching abstract material. However, to be more optimal, the use of video media needs to be accompanied by teacher guidance and appropriate learning strategies.

Thus, it is recommended for schools to consider the use of video media as part of innovative learning methods. In addition, training for teachers in integrating technology into learning can also be an important step to improve the effectiveness of teaching in the classroom.


## DISCUSSION

In this study, the use of video media in learning Islamic Religious Education (PAI) on the Attributes of Allah material aims to improve student learning outcomes. The use of video media was chosen because it can provide a more interesting and interactive learning experience compared to

conventional methods such as lectures or reading textbooks. Videos allow students to see illustrations, hear clearer explanations, and understand abstract concepts more concretely.

In addition, this research involves a data validation process to ensure the accuracy and relevance of the information obtained. Validation is an important aspect of this study because it ensures that the use of video media actually has a positive impact on student learning outcomes and is not just a temporary or coincidental effect. Therefore, validation is carried out through various systematic and comprehensive methods.

Data validation is carried out through several stages. First, expert validation is carried out by involving experts in the field of PAI and learning media to review the content of the video to ensure its suitability with the curriculum and pedagogical principles. This is so that the material presented in the video remains in accordance with Islamic teachings and does not deviate from the correct concept.

Second, limited trials were carried out before video media was applied on a large scale. This media was tested on small groups of students to identify potential obstacles, such as understanding the material, the exact length of the video, and the visual appeal used.

Third, validation is also carried out on research instruments, such as pre-test and post-test questions, to ensure reliability in measuring the improvement of student learning outcomes. This instrument is carefully checked to avoid any bias in the assessment.

Fourth, during learning using video media, direct observation is carried out by researchers to see student participation and involvement. These observations include aspects such as students' interactions with teachers, how often they ask questions, and how they respond to the material presented.

Fifth, interviews with teachers and students were conducted to get feedback on the effectiveness of video media in helping the understanding of the material. This interview aims to obtain a direct perspective from video media users in learning.

Sixth, data obtained from pre-test and post-test were analyzed using statistical methods to measure the significance of improving learning outcomes. This analysis helps in determining whether the changes that occur are really due to the use of video media or there are other factors influencing it.

The validation results show that video media has proven to be effective in improving student learning outcomes. Experts stated that the video media used is in accordance with the learning objectives and can increase students' understanding of the material on the Attributes of Allah. Videos help simplify abstract concepts to be easier for students to understand.

The students' response to the use of video media was also very positive. Trials show that students are more motivated and understand the material more easily compared to conventional methods. They feel that videos provide a more enjoyable and interactive learning experience.

In addition, the pre-test and post-test that have been tested for validity show that the instrument can accurately measure the improvement of learning outcomes. It is important to ensure that the results of the study truly reflect differences in students' understanding before and after learning.

Observations in the classroom also showed an increase in student participation. After using video media, students are more active in asking questions and discussing compared to the previous method. They are also more interested in looking for additional information related to the material studied.

In terms of academic achievement, the results of statistical analysis showed a significant increase in post-test scores compared to pre-tests. This confirms that the use of video media not only increases interest in learning but also has a real impact on students' academic achievement.

In addition to the benefits for students, the use of video media also has a positive impact on teachers. Teachers find it helpful because video media can explain the material more attractively and effectively. Thus, the time spent in learning becomes more efficient as students understand the material faster compared to traditional methods.

Overall, this study proves that the use of video media in PAI learning on the Attributes of Allah material provides significant benefits. Not only does it help improve students' understanding, but it also improves their motivation, participation, and learning outcomes.

The recommendation of this study is that teachers more often use video media in learning, especially for materials that are abstract and require concrete illustrations. In addition, training is

needed for teachers in integrating technology into the learning process so that its application is more effective.

Although video media has proven to be useful, it is still necessary to combine it with other interactive learning methods, such as discussions and questions and answers, so that student understanding is more optimal. Thus, learning will be more varied and does not depend only on one method.

In conclusion, the use of video media is one of the learning innovations that can significantly improve student learning outcomes. Therefore, schools and educators need to consider the use of this media as part of a more modern and effective learning strategy.

## CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of video media in the learning of Islamic Religious Education (PAI) on the material of the attributes of Allah has a positive impact on student learning outcomes. This conclusion is formulated based on three main aspects, namely the achievement of research objectives, academic impact, and social contribution from the application of video media in learning. The main objective of this research is to improve student learning outcomes through the use of video media in PAI learning. The results of the study show that this goal was successfully achieved by increasing the average score of students from 60 (pre-test) to 75 (post-test cycle I) and finally reaching 85 (post-test cycle II). In addition, the level of student learning completeness increased from 40% (pre-test) to 70% (cycle I) and reached 90% (cycle II). This improvement shows that video media helps students to understand the concept of God's attributes better than traditional lecture methods.

In addition to improving academic outcomes, another goal of this study is to increase student motivation and participation in learning. Observations during the learning process show that students are more active in asking questions, discussing, and showing greater interest in the material being taught. Interviews with students also confirmed that the majority of them found it easier to understand the material after using video media.

Academically, this study proves that the use of video media as a learning tool can increase the effectiveness of students' understanding, especially in conveying abstract concepts such as the attributes of God. Visualizations in videos help students connect the concepts taught with real experiences, making the material easier to understand and remember.

In addition, video media also contributes to the development of more varied and interesting learning methods. Teachers no longer rely only on lecture methods, but can combine videos with interactive discussions, quizzes, and reflections after watching videos. Thus, the learning process becomes more dynamic and able to adapt to diverse student learning styles.

Another academic impact is the increased critical thinking skills of students. After watching the video, students are invited to discuss and answer reflective questions, which encourage them to think more deeply about the concepts they have learned. This builds a stronger understanding and prevents students from just memorizing without actually understanding the material.

In addition to having an academic impact, this research also has a significant social contribution, both for students, teachers, and the education system as a whole.

For students, the use of video media not only improves their understanding of religious material, but also helps them develop more independent and enjoyable study habits. Students become more enthusiastic about learning and more active in the learning process, which can ultimately form a positive attitude towards education as a whole.

For teachers, this research provides insight into the importance of innovation in teaching methods. Teachers who previously only relied on lecture methods can start exploring various educational technologies to improve learning effectiveness. The results of this research can also be the basis for other teachers to develop more creative and technology-based learning strategies.

In a broader context, this research shows that the integration of technology in education, especially in religious learning, can be a solution to improve the quality of education in the digital era. If widely applied, the use of video media can help create a more inclusive and engaging learning experience for students from diverse backgrounds.

In addition, the study also shows that innovative approaches to religious learning can help build a better understanding of religious values among students. By understanding the attributes of God through engaging media, students not only gain intellectual understanding, but can also internalize religious values in everyday life.

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