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The Use of Interactive Video Media to Improve Learning Outcomes in Islamic Education on the Topic of Sholat Jama' Qasar for Grade VII Students at SMP Negeri 3 Sibolga

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Abstract:

Classroom Action Research in Islamic Education for Grade VII at SMP Negeri 3 Sibolga, North Sumatra Province. The purpose of this study is to describe the improvement in learning achievement through the use of interactive video media in Islamic Education (PAI) for Grade 7 A students at SMP Negeri 3 Sibolga, North Sumatra Province. The method used in this research is the Classroom Action Research (CAR) method. This method is conducted in four stages: planning, action, observation, and reflection. These four stages are carried out within a cycle that is repeated with the same steps, focused on solving problems by discovering, investigating, and seeking information independently. The results of this study indicate that student achievement improved with the use of interactive video in learning. This improvement can be seen from the results of each cycle conducted. The results in the pre-cycle or initial data before using interactive video in the learning process show that only a few students achieved very good results. Based on the grade records, there was an increase in the average score of Grade VII A students at SMP Negeri 3 Sibolga on the topic of performing *Sholat Jama'*. In the pre-cycle, the average score of Grade VII A was 59.54%, while in Cycle I, the average score increased to 69.90%, falling into the "poor" category. Students who met the minimum passing criteria (KKM) were 63.63% (14 students), while 36.36% (8 students) did not meet the criteria.
Thus, reflection was necessary before moving to Cycle II. Based on the grade records in Cycle II, there was a further increase in the average score of Grade VII A students on the topic of performing *Sholat Jama' Qasar*. In the pre-cycle, the average score of Grade VII A was 69.90%, while in Cycle II, the average score increased to 95.45%, classified as "very good." Students who met the KKM criteria increased to 95.45% (21 students), while only 4.55% (1 student) had not met the criteria.

Keywords: Classroom Action Research (CAR), Islamic education (PAI), Interactive video media, Learning achievement improvement.

The education system in Indonesia has undergone many changes. These changes occurred due to various efforts in education reform, resulting in significant advancements in education. In line with this progress, today, education in schools has shown rapid development. SMP Negeri 3 Sibolga is located in the Sibolga Selatan Aek Parombunan subdistrict of Sibolga City, North Sumatra Province. The school is situated near other schools, health centers (Puskesmas), and other institutions. Economically, the community in Sibolga City is diverse, ranging from lower to upper economic classes. This diversity affects the socio-economic development of the city, with the population having various daily livelihoods. Consequently, only a portion of the community actively supports the improvement of the quality of education. These developments are driven by the push for reform, motivating teachers to find new tools that can stimulate students' enthusiasm for learning. It can be said that educational reform has encompassed all components of the education system. Educational development becomes meaningful when it can be used to meet the needs of society and a developing Indonesia.

Teaching and learning activities at SMP Negeri 3 Sibolga have sought to enhance the interaction between teachers and students in the learning process. Teachers, as a vital component in the teaching process, play a critical role. Teachers are not only responsible for delivering content but also act as the central figure in learning. They guide and facilitate how the learning process is conducted, making the lessons more effective and engaging, so students feel motivated to learn. Teachers have the heavy responsibility of achieving national education goals, which include improving the quality of human resources—individuals who are fully devoted to God, have noble character, personality, discipline, work ethic, resilience, responsibility, independence, intelligence, skills, and physical and mental health. Additionally, they must cultivate a sense of patriotism, national spirit, and social solidarity. In line with these aims, national education is expected to produce individuals who can contribute to the nation's development. Achieving learning goals is influenced by various factors, one of which is the role of the teacher in the teaching and learning process. Teachers directly affect the intelligence and skills of their students. To overcome learning challenges and achieve educational goals, teachers must use effective teaching methods appropriate to the subjects being taught.

To create a fun and interactive learning process at SMP Negeri 3 Sibolga, there needs to be an effort to improve the quality of education and teaching, one of which is by selecting the right strategies for delivering material. For instance, using interactive videos in Islamic Education (PAI) lessons, specifically in the unit on *Sholat Jama' Qasar*, can help students better understand the concepts being taught. This method enhances both student participation and motivation, which is crucial for learning. The goal is for the average grade of students in the compulsory subject group A to reach 90.00. Based on the author's experience in the field, students' learning failures are often caused by a lack of motivation, leading to low average scores in compulsory subjects, ranging between 60-65. This is due in part to teachers using the lecture method without visual aids and the improper use of technology, resulting in students losing interest in learning. Therefore, activities that stimulate students' motivation, such as showing educational videos and guiding students through hands-on activities, are essential for helping students understand Islamic education concepts. Given this background, the author has chosen the title "The Use of Interactive Video Media to Improve Learning Outcomes in Islamic Education on *Sholat Jama' Qasar* for Grade VII Students at SMP Negeri 3 Sibolga."

METHODS

Classroom Action Research is a form of reflective research that involves taking specific actions to improve or enhance classroom practices in a professional manner. The purpose of Classroom Action Research is to continuously improve learning. It is an approach aimed at enhancing education by making improvements to learning outcomes. In practice, Classroom Action Research begins by diagnosing the problem, which involves recognizing issues that are perceived to interfere with or hinder the achievement of learning and educational goals, potentially leading to negative impacts on the learning process. Generally, the steps in Classroom Action Research form a cycle until a positive change is achieved. Several experts propose different models of Classroom Action Research with varying diagrams, but overall, there are four common stages to go through after identifying the problem: Planning, Implementation, Observation,, Reflection.

RESULTS

This classroom action research was conducted in Grade VII at SMP Negeri 3 Sibolga, North Sumatra Province, with a total of 23 students. Before implementing the action, the researcher conducted observation and reflection during the pre-cycle stage to gather the necessary data. The researcher then proceeded to the next phases, namely Cycle I and Cycle II, with each cycle consisting of one meeting. 1. Pre-Cycle. The pre-cycle serves as an initial action in teaching Islamic Education. Before conducting research using interactive media, teachers still implemented the teaching process by relying on lecture methods without focusing on interactive media. The score obtained using this lecture method will serve as a comparison between the results before and after applying discussion and presentation methods. The cognitive scores in this research will later be used as indicators of the achievement level of using the discussion and presentation methods with the implementation of interactive media to improve students' understanding of the related material. During the pre-cycle, the evaluation results showed that many students had not yet understood the rules of performing *Sholat Jama' Qasar*. The researcher conducted reflection in the pre-cycle by observing the classroom situation and identified the problem that students were not fully grasping the learning material, as indicated by pre-test scores that did not meet expectations.

To improve this, the researcher prepared Cycle I with the goal of enabling students to better understand the material and achieve the desired learning objectives. 2. Description of Cycle I In the planning stage of Cycle I for the Islamic Education subject in Grade VII at SMP Negeri 3 Sibolga, the teacher (researcher) developed a lesson plan (RPP) on the topic of *Sholat Jama'*. The indicators targeted in Cycle I include: Appreciating the positive values of *Sholat Jama' Takdim/Takhir* as an implementation of obedience in worship. Demonstrating discipline as an implementation of *Sholat Jama' Takdim/Takhir*. Citing *dalil naqli* regarding *Sholat Jama' Takdim/Takhir*. Explaining the meaning of *Sholat Jama' Takdim/Takhir*. Examining the conditions and provisions for performing *Sholat Jama' Takdim/Takhir*. Classifying which prayers can be performed as *Sholat Jama' Takdim/Takhir*. Practicing *Sholat Jama' Takdim/Takhir* correctly. The learning objective is for students to be able to describe the meaning, rules, and presentation of the review results on the provisions and practice of *Sholat Jama' Takdim/Takhir* correctly according to Islamic law. a. Observation Results Based on the grade records, there was an increase in the average score of Grade VII A students at SMP Negeri 3 Sibolga on the topic of *Sholat Jama'* practices. In the pre-cycle, the average score of Grade VII A was 59.54%, while in Cycle I, the average score increased to 69.90%, classified as "poor." Students who met the minimum passing criteria (KKM) amounted to 63.63% (14 students), while 36.36% (8 students) had not yet reached the criteria. Therefore, reflection was necessary as a

reference before implementing Cycle II. b. Reflection From the observations in Cycle I, the shortcomings found will be addressed to improve the learning outcomes in Cycle II. 3. Description of Cycle II In the planning stage of Cycle II for the Islamic Education subject in Grade VII at SMP Negeri 3 Sibolga, the teacher (researcher) developed a lesson plan (RPP) on the topic of *Sholat Jama'*.

The indicators targeted in Cycle II include: Appreciating the positive values of *Sholat Jama' Qasar* as an implementation of obedience in worship. Demonstrating discipline as an implementation of *Sholat Jama' Qasar*. Citing *dalil naqli* regarding *Sholat Jama' Qasar*. Explaining the meaning of *Sholat Jama' Qasar*. Examining the conditions and provisions for performing *Sholat Jama' Takdim/Takhir*. Classifying which prayers can be performed as *Sholat Jama' Takdim/Takhir*. Practicing *Sholat Jama' Takdim/Takhir* correctly. The learning objective is for students to be able to describe the meaning, rules, and present the review results on the provisions and practice of *Sholat Jama' Takdim/Takhir* correctly according to Islamic law. In the planning stage, the researcher also prepared research instruments, including observation sheets to observe students' activities during the learning process and post-test questions with the corresponding assessment guidelines. Additionally, learning resources such as student worksheets (LKPD), textbooks, and other relevant materials were prepared.a. Observation Results Based on the grade records in Cycle II, there was an increase in the average score of Grade VII students at SMP Negeri 3 Sibolga on the topic of *Sholat Jama' Qasar* practices. In the pre-cycle, the average score of Grade VII was 69.90%, while in Cycle II, the average score increased to 95.45%, classified as "very good." Students who met the KKM criteria were 95.45% (21 students), while only 4.55% (1 student) had not yet met the criteria.b. Reflection The implementation of the learning process in Cycle II was successful in achieving the desired objectives, as the researcher had addressed the weaknesses identified in Cycle I. C. Comparison of Action ResultsBefore conducting Classroom Action Research (CAR) by applying the lecture and practice methods, the researcher conducted an initial observation (pre-cycle) to identify problems during the Islamic Education learning process in Grade VII A at SMP Negeri 3 Sibolga. The observation was carried out by reviewing the daily test scores of Grade VII. The results from the daily tests indicated that students' learning outcomes had not yet met the criteria for passing the learning objectives.

Table 4.8 Mastery of Learning Outcomes Pre-Cycle:

No	Mastery Aspect	Number of Students	Percentage (%)	Description
1	Mastery Achieved	4 Students	22.72%	Score > 76
2	Not Yet Mastered	18 Students	77.27%	Score ≤ 76
	Total	**22 Students**	**100%**	

In Cycle I, the researcher conducted observations by monitoring the students' activities during the learning process, as well as administering post-test questions after the intervention. Subsequently, learning resources such as student worksheets (LKPD), textbooks, and other relevant materials were prepared for the lesson content.

Tabel 4.9 Mastery of Learning Outcomes Siklus I:

No	Mastery Aspect	Number of Students	Percentage %	Description
1	Mastered	14 Students	63.63 %	Score > 76
2	Not Mastered	8 Students	36.36 %	Score < 76
	Total	**22 Students**	**100 %**	

In Cycle II, the researcher conducted observations by monitoring students' activities using an observation format that had been prepared to determine the extent of students' success achieved during the learning process.

Tabel 4.10 Mastery of Learning Outcomes Siklus II:

No	Mastery Aspect	Number of Students	Percentage (%)	Description
1	Mastered	21 Students	95.45%	Score > 76
2	Not Mastered	1 Student	4.55%	Score > 76
	Total	22 Students	100%	

CONCLUSION

Based on the results of the research proven in the previous chapter through each cycle, it can be concluded that the teaching and learning process using interactive video media in learning can improve students' understanding of the material on the provisions of *sholat jama' qasar* at SMP NEGERI 3 Sibolga in the 2023/2024 academic year. The results in the pre-cycle or initial data before using interactive video media in the learning process showed that only a few students achieved mastery with very good categories. Based on the score list, there was an increase in the average score of Class VII A students of SMP NEGERI 3 Sibolga on the material of *sholat jama'* implementation. In the pre-cycle, the average score of Class VII A was 59.54%, while in Cycle I, the average score increased to 69.90 with a "poor" category. The students who had reached the minimum mastery criteria (KKM) were 63.63% (14 students), while 36.36% (8 students) had not yet met the criteria. Therefore, reflection was necessary as a reference before conducting Cycle II. Based on the score list in Cycle II, there was an increase in the average score of Class VII A students of SMP NEGERI 3 Sibolga on the material of *sholat jama' qasar*. In the pre-cycle, the average score of Class VII A was 69.90%, while in Cycle II, the average score increased to 95.45% with a "very good" category. The students who had reached the KKM were 95.45% (21 students), while those who had not reached it were 4.55% (1 student). Therefore, in Cycle II, the target mastery had been achieved, and the researcher decided to conclude the study.

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