Implementation of video learning media in Islamic Religious Education subjects for Elementary School Students

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A B S T R A C T S

The development of technology in the world of education brings various positive and negative impacts. In connection with this, the use of technology in learning in the modern era has led to various kinds of innovations, one of which is the use of video as a medium of learning in Islamic Religious Education subjects. The purpose of this research was to determine the implementation of video learning media in the subject of Islamic Religious Education. This research was conducted with quantitative methods, collecting data obtained from filling out pre-test and post-test questionnaires to students at SD IT YASIFA. The results showed an increase after being given a learning video. Based on this, the research found findings that the implementation of video as a learning medium received a good response from teachers and students, one of which was an interesting activity. However, not all teachers can make these video learning media independently, and these media often produce unstable audio and low resolution, causing the student learning process to be uncomfortable.

A R T I C L E   I N F O

1. INTRODUCTION

In delivering learning materials, (Marleni, 2016) a teacher as an educator has an important role to educate the nation's life, therefore every individual involved in education is required to play a maximum role to improve the quality of the education. Elementary school is the initial level of formal education, in carrying out the learning process every teacher must face different situations and this has a big influence on the success of the learning he does, therefore a teacher is required to be sensitive to the various situations he faces, so that he can adjust his behavior patterns. in teaching with the situation, they face.

Meanwhile, in determining learning planning, it does not only require teaching materials, and teaching methods or techniques, as for things that must be considered, namely choosing and using the right media to be applied to the discussion material in the subject in question. The term learning media has several definitions broadly and in a narrow sense. Learning media is broadly defined as "every material in the form of knowledge, skills, and attitudes. As for narrowly, the definition of learning is "a device used by teachers in teaching and learning activities, it is expected to help teachers and students to achieve learning objectives." (mahmudah, 2018).

Media as one component in a learning system, which has a very important position in the ongoing learning activities. Learning media serves to increase students' interest and motivation in learning, so as not to experience boring feelings during learning activities. Use of media in activities teaching and learning, which is to assist students in understanding the discussion material in learning, besides that it is hoped that with the media students experience an increase in quality on each school education agenda. other kinds of information arranged visually or verbally. Learning media serves to improve student learning, so that it does not become a boring activity, and its use is as an effort to improve the quality of student education in obtaining learning outcomes. Another definition of learning media, (Ilmani, 2020). says that learning media is a set of tools used to convey the contents of teaching materials which include books, tapes, recorders, cassettes, videos, films, slides, photos, pictures, graphics, and various other kinds. From that statement, the media is a component of physical learning resources which consists of learning material, and can stimulate students to learn

Learning media that are commonly used in schools are audio-visual-based media, for example videos and films, which in use can be accessed by smartphone or computer devices. As for other things, the role of media in learning activities can overcome differences in students' personal experiences with one another, learning media can display small-scale and rare objects to be observed directly, and in that learning media is an important part to achieve the goal so that the learning process runs. effectively and efficiently. Nowadays it is found that "the quality of teachers as teaching staff is not able to take advantage of the use of media in the teaching and learning process, even though there are various opinions regarding the definition and importance of the role of learning media devices in supporting teaching activities for a teacher." (Ilmani, 2020). The inability to use media as a technology in learning is caused by uneven strengthening and development in the field of education in Indonesia. This shows that there are differences in the quality of education in cities and villages, related to aspects of infrastructure, and the limited number of teachers who do not meet school standards causing mismatches in the allocation of teachers to a particular subject.

Responding to technological developments that have an impact on science in the field of education, today's learning media is very dynamic and many new things have emerged in it, one of which is by using learning video media. Video learning media is a type of audio-visual

media, which means that the media can be seen using the sense of sight and heard using the senses and hearing devices. As a learning medium, video is an effective step to be applied to mass learning activities, individually or in groups." (Supriyadi, 2013).

In this regard, learning activities are often carried out through the screening of videos taken randomly and systematically in a learning discussion forum. Video-based learning media at the school is not the first time, previously many teachers have applied the media in their learning activities, this was done to make it easier for students to understand the learning material. In addition, video-based learning media is explained in Maheasy's research (2018) that the device can act as a tool to help explain the discussion material through illustrating an event so that students can remember each part, and as for the other thing, namely the use of the media in its relative operation. easy and can be accessed anywhere and anytime both by the teacher concerned and students.

However, in the use of video as a learning medium, various problems are often found including, the size of the video file is too large so it is not possible to upload it to the WhatsApp intermediary media, in some cases the video file cannot be opened, and other field problems are found in the form of playback of learning media. which is not optimal because it requires an internet network to play it. This is in line with Aminudin's research (2014) which reveals that, the current condition explains that not all teachers have the same ability in managing their learning activities.

Based on previous research, there are not many studies that discuss the implementation of video learning media in the subject of Islamic Religious Education for Elementary School Students. Therefore, research are interested in analyzing and further exploring the use of Islamic Religious Education media in the form of videos for first grade students in elementary schools. This research was conducted with quantitative methods, collecting data obtained from filling out pre-test and post-test questionnaires to students at SD IT YASIFA. The results showed an increase after being given a learning video.

2. THEORETICAL FRAMEWORK

The development of advanced technology greatly affects the learning media. Media is a tool, material or intermediary used in the teaching and learning process. Learning media can be in the form of print, audio, visual, and audio visual, where this media is used to facilitate the delivery of learning materials (Tutiasri *et al*., 2020).

According to (Suryansyah, 2016) so that learning videos can
To produce an effective motivation and results, it is necessary to pay attention to
existing characteristics. According to Cheppy Riyana, the characteristics of video media
The learning in question has the following characteristics:

(i)   Clarity of Massage Video media for students should have a clear message and meaning. This means that video media can provide canteen benefits because learning is not only once but done repeatedly.

(ii)   Stand Alone. Video media as a learning medium is used to make it easier student understanding. Video media is made independently according to needs delivery of the material being taught.

(iii)   User Friendly (friendly / familiar with the wearer). In this video media, it is expected to be friendly with the user well teachers and students who are taught Islamic religious education. Video media created in order to facilitate understanding, so it must use language easy to understand and understand.

3. METHODS

This research uses quantitative methods with data collection techniques generated from online questionnaires through google form in the form of pre-test and post-test questions to students class 2 at SD IT YASIFA Tangerang, Banten, Indonesia. to determine students' understanding of the material about "Implementation of video learning media in Islamic Religious Education subjects for students. Elementary School Students." The time of the research was carried out on August 26 – September 26, 2021. The Studies population was 5th grade students of SD IT YASIFA. This research was conducted in 2 stages, namely before presenting the video learning material, students filled out 10 pre-test questions with two-choice instructions (Yes and No), then presented the material in the form of learning videos given by students. After listening to the material.

4. RESULTS AND DISCUSSION
4.1 Demographics

The research was conducted at SD IT YASIFA. With a population of 30 students and samples obtained as many as 10 students with details of men as much as 50% (5 students) and women as many as 50% (5 students). The stages carried out in this research were the distribution of questionnaires through the media group Whatsapp group class 2.

From the student data, some complexity is in the academic aspect, especially in the learning process. Students have difficulty in understanding the correct pronunciation of hijaiyah letters. This is due to the limitations of visual learning media. YASIFA IT Elementary School students need concrete visual media to obtain information.

4.2 Phenomena un the Learning Process

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In addition, the learning method must be adapted to the needs of students. The video media learning method is one method that is quite effective in the learning process in the classroom. This method focuses on optimizing the senses of sight and hearing so that it is quite effective for SD IT YASIFA in distinguishing the sounds of the hijaiyah letters.
The stages of learning carried out are as follows:
(i)   In the first session, students seemed less enthusiastic about the learning process. In addition, students also have a low level of understanding.
(ii)   In the second session, the video learning method about distinguishing hijaiyah letters, students seemed more enthusiastic about participating in learning. Students seemed to focus on observing the explanation of the hijaiyah letters. In addition, students began to participate in learning by observing the hijaiyah regulations.
(iii) video learning methods according to student needs increase the level of student understanding. The students also began to be able to distinguish hijaiyah letters such as (ح & ه). This can be seen from the increase in student learning outcomes.
(iv)   Evaluation of the student's ability level is given after the learning process.

The results showed that the application of video learning in Islamic religious education subjects recitation material can be taught boldly. This is because the methods and media used are adapted to the needs of students.

4.3 Pre-test and Post-test results

This reseacrh activity was carried out online through the class 2 whatsapp group and distributed online questionnaires via a goggle form to students to find out the extent of understanding of the application of video learning media in the subject of Islamic Religious Education for Elementary School Students. **Table 1** explains some questions, there are 2 questionnaires, namely pre-test and post-test and distributed to 5th grade elementary school students. This questionnaire contains 10 questions related to the application of video learning media in the subject of Islamic Religious Education. After that, the research gave a presentation in the form of a learning video about the application of video learning media in the subject of Islamic Religious Education. After the students listened to the video, the research gave a questionnaire with the same questions to the students in order to understand the presentation they had listened to.

Table 1. Student pre-test and post-test result.

Number	Question	Pre-test	Post-test
1	Do you know the meaning of implementation?	45.5%	92.3%
2	Do you know about video learning in Islamic religious education lessons?	62.5%	100.0%
3	Do you know the meaning of video learning?	75.2%	92.9%
4	Do you watch videos for learning Islamic Religious Education?	60.5%	85.7%
5	Did you know that video learning has an effect on understanding Islamic lessons?	90.3%	100.0%
6	Do you understand video learning in Islamic religious education lessons?	85.8%	92.3%
7	Can you pronounce the hijaiyah letters correctly?	90.2%	92.9%
8	Can you tell the difference between the sounds of the letters (ح& ه)?	95.3%	100.0%
9	Can you finish the Islamic religion lesson well after watching the video?	100.0%	100.0%
10	Is by applying video learning you better understand Islamic religious lessons?	100.0%	100.0%

Based on the data table, it shows that students' understanding of the application of video learning at the pretest is 74.39%. After students were given material in the form of learning videos about the application of video learning, students' understanding increased to 94.25%. It can be seen that the learning media in the form of videos can make it easier for students to listen and increase knowledge quickly.

5. CONCLUSION

Based on the research that has been done, it can be found that the use of video as a learning medium can improve student learning outcomes in learning. This is in line with Supryadi's reseach (2013) which states that learning activities using video can provide a fun and not boring atmosphere for students so that attention is focused on videos containing information about learning materials, and video learning media can present an event that is impossible to happen. physically can be presented into the classroom, so that students can find out more about the event, and in the use of these media, videos can meet students who have different learning characteristics, ranging from students by learning audio, visual, or audio visual.

The results showed that the number of pre-test which was only 80.53% given after the material and post-test questionnaire increased to 95.61%. So the difference is 15.06% of students can understand the presentation in the form of videos about the application of video learning.

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7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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