The Influence of The Use Of Video Media on Student Learning Achievement On Prayer Worship Materials at State Primary School 0704 Sungai Korang

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ABSTRACT

This study aims to determine the effect of using video media on students' learning achievement in the material of Prayer Worship in 6th grade of SDN 0704 Sungai Korang. The background of this study is the low learning achievement of students in understanding and practicing the procedures for prayer worship, which is thought to be caused by the lack of variation in learning media used by teachers. In learning, video media is believed to be able to help students understand the material more easily through attractive visual and audio displays, thereby increasing student motivation and learning outcomes. This study is a Classroom Action Research (CAR) which is carried out in two cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. The subjects of this study were 25 6th grade students of SDN 0704 Sungai Korang. The data collection techniques used were learning outcome tests, observation, and documentation. Data were analyzed using quantitative and qualitative descriptive analysis techniques. The results of the study showed that the use of video media in learning prayer worship can improve students' learning achievement. In cycle I, the pretest results showed an average student score of 65.4, while the posttest results increased to 75.8. In cycle II, the average student score increased more significantly from 76.3 to 85.6 after using video media. In addition, students also showed improvements in aspects of learning skills and motivation. Based on these results, it can be concluded that the use of video media has a positive influence on student learning achievement in prayer worship material. The suggestion from this study is that teachers can use video media more often in the learning process, especially in materials that require more detailed visual explanations such as prayer worship.

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Introduction

Islamic Religious Education (PAI) has a very important role in shaping the character and morals of students, especially in building an understanding of religious values that are applied in everyday life. One of the important materials in learning PAI in elementary schools is about prayer. Prayer is a pillar of religion in Islam that requires not only an understanding of the procedures for implementation, but also deep awareness and appreciation so that it can be carried out properly. However, in learning practices, various obstacles are often found in teaching this material effectively to students.

At SD Negeri 0704 Sungai Korang, especially in grade 6, although the material for prayer is taught according to the applicable curriculum, students often have difficulty in understanding and applying the correct procedures for prayer. Many students only memorize the sequence of movements without understanding the meaning and importance of the prayer itself. In addition, the methods used in learning are often still conventional, such as lectures and questions and answers, which are less able to attract students' attention and make them more active in the learning process.

To overcome this problem, there needs to be innovation in learning methods that can facilitate student understanding in a more interesting and interactive way. One solution that can be applied is the use of video media in learning. Video media has the advantage of visually depicting movements or procedures for prayer, which allows students to more easily understand the steps that must be taken in prayer. In addition, videos can also present material in a more varied and interesting way, which can increase students' attention and motivation in learning.

This research is motivated by the fact that the use of video media in learning can increase student involvement, especially in learning that requires demonstrations, such as prayer. By using videos, students not only listen to theory, but can also see direct examples of how to perform prayer correctly. This is expected to help students understand the material more easily and enjoyably, and improve their learning achievement.

Along with the development of information and communication technology, the use of video media in education is becoming increasingly relevant. Video as a learning medium has great potential in improving the quality of learning, because it can present information visually and auditorily that is more interesting, and allows students to repeat the material as much as they need. Thus, the use of video media is expected to improve students' understanding and skills in performing prayer correctly.

However, although video media has great potential, its implementation in Islamic Religious Education learning, especially in prayer worship material, has not been widely carried out in SD Negeri 0704 Sungai Korang. Therefore, this study aims to determine

the effect of the use of video media on student learning achievement in prayer worship material in grade 6 of SD Negeri 0704 Sungai Korang. This study is also expected to contribute to the development of more effective and interesting learning methods for students in understanding Islamic religious material. With this background, the author feels it is important to conduct this study, in order to determine whether the use of video media can have a positive impact on student learning outcomes in prayer worship material. Through this study, it is hoped that more effective solutions can be found in overcoming the obstacles faced by students in learning prayer worship, as well as improving the quality of learning at SD Negeri 0704 Sungai Korang.

Methods

This Classroom Action Research (CAR) aims to investigate the influence of video media on student learning achievement concerning prayer worship materials at State Primary School 0704 Sungai Korang. The primary goal of this research is to determine whether the integration of video media enhances the understanding and learning outcomes of students in this particular subject. Video media serves as a visual learning tool, offering a dynamic and interactive way for students to engage with the subject matter, potentially improving their comprehension and retention. The study will be conducted in two cycles, with each cycle involving planning, action, observation, and reflection. The first cycle will introduce video media into the learning process of prayer worship materials, while the second cycle will refine the methodology based on the observations and reflections from the initial cycle. The research participants will be the students from Grade 5 of State Primary School 0704 Sungai Korang, a class consisting of 30 students who are currently learning about religious studies, specifically prayer worship.

In the first stage of the research, the researcher will prepare video materials relevant to the topic of prayer worship. These videos will include visual depictions of prayer activities, explanations of the significance of each step in the worship process, and examples of how these activities are performed in different cultural contexts. By watching these videos, students will gain a more comprehensive understanding of the topic and be able to visualize the practical application of prayer worship in their daily lives. During the first cycle of the research, the teacher will incorporate these video materials into the classroom activities. Students will be asked to watch the videos individually or in groups, followed by a class discussion where they can express their thoughts, ask questions, and clarify any doubts. The teacher will facilitate this discussion, ensuring that the students grasp the essential points of the video content. Afterward, students will be given tasks to demonstrate their understanding of the materials, such as performing prayers or answering questions related to the video content.

In this cycle, observation will be a key component to assess the students' engagement with the video media and their understanding of the material. The researcher will monitor how effectively the students are interacting with the video, how well they grasp the information presented, and how this approach impacts their learning outcomes. The observation will also focus on how video media influences student participation in class discussions and activities. Notes and records will be taken during each session to capture the students' responses and behaviors. After completing the first cycle, a reflection session will be conducted. The teacher and researcher will evaluate the students' academic performance, compare their results with previous assessments, and discuss the effectiveness of using video media as a teaching tool. Any challenges or issues faced during the implementation of video media will be addressed, and strategies for improvement will be proposed for the second cycle. This reflection process will ensure that the research evolves and improves to meet the objectives.

The second cycle will focus on refining the use of video media based on the feedback and observations from the first cycle. Additional videos or modified versions of the initial content may be introduced to address any gaps in students' understanding or areas where the video format was less effective. The researcher will also experiment with more interactive video activities, such as quizzes or role-playing scenarios, to encourage greater student involvement and assessment of their learning. In the second cycle, the students' learning achievement will be measured through various methods, including written tests, oral presentations, and practical demonstrations of prayer worship. These assessments will help determine whether the students' understanding of the prayer worship materials has improved as a result of the video media intervention. Comparisons will be made between the students' performance before and after the implementation of video media, providing a clear indication of the influence of this teaching tool.

During this cycle, additional observations will be conducted to gather data on how students engage with the refined video materials. The researcher will also collect qualitative data through interviews with students to gain insights into their perceptions of the video media. This feedback will be valuable in understanding the students' learning experiences and how video media enhances their ability to learn and retain the material. The success of the intervention will be determined by an increase in students' learning achievement in prayer worship materials. If the students demonstrate improved knowledge and skills in performing prayers and understanding the significance of the worship process, this would indicate that the use of video media has had a positive impact. Additionally, increased student participation and enthusiasm during the learning process will serve as further evidence of the effectiveness of video media as a teaching tool.

In conclusion, this Classroom Action Research aims to explore the influence of video media on student learning achievement in the context of prayer worship materials. By utilizing video media, the research seeks to enhance students' understanding and engagement with the subject matter. The findings of this study may contribute to the broader educational practice by highlighting the benefits of incorporating multimedia tools in religious education, specifically in primary schools. The ultimate goal is to provide a more effective and engaging learning experience for students, enabling them to better grasp essential concepts and skills related to prayer worshi.

Result

The results of this Classroom Action Research provide insight into the effectiveness of video media in enhancing student learning achievement on prayer worship materials. Throughout the study, several key findings emerged, reflecting the positive impact of video media on students' comprehension, engagement, and performance in understanding prayer worship. The research findings are drawn from observations, student assessments, and qualitative data collected from both cycles of the study. In the first cycle, students initially showed limited engagement with traditional teaching methods. While the teacher provided verbal explanations and demonstrations, students seemed to struggle with fully grasping the abstract concepts related to prayer worship. However, after the introduction of video media, a noticeable shift occurred. The visual and auditory elements of the videos helped the students better understand the process of prayer worship. Students were able to visualize the steps of prayer and comprehend the significance of each action, leading to a more active participation in class discussions.

Students' engagement levels significantly increased when video media was used. Observations showed that students who were previously passive during lessons became more attentive and motivated to participate in activities related to prayer worship. They were eager to share their thoughts and questions about the videos, indicating a deeper level of interest and understanding. This shift in engagement was particularly evident during group discussions, where students actively collaborated to analyze and discuss the video content. In terms of learning achievement, the data collected from pre- and post-assessments revealed an improvement in students' understanding of prayer worship materials. Prior to the implementation of video media, many students struggled with recalling the steps of prayer and understanding their significance. However, after watching the videos and participating in related activities, students demonstrated a clearer understanding of the prayers and were able to perform them more accurately.

The post-assessment results showed that the majority of students scored higher than they had in previous assessments. Their ability to recall specific prayers and articulate their meanings improved significantly. Furthermore, practical demonstrations of prayer worship indicated that students could now perform the steps of prayer more confidently, with fewer mistakes. This improvement in practical application was particularly notable, as it reflected a deeper understanding of the material beyond

theoretical knowledge. The use of video media also contributed to a more dynamic classroom environment. Students appeared more enthusiastic and motivated to learn, as the videos provided a stimulating and engaging way to approach the material. This increased enthusiasm translated into higher levels of participation in class activities. Students who were typically reserved or hesitant to speak in class became more vocal and willing to share their thoughts, reflecting a greater sense of confidence in their learning.

In the second cycle, the refinement of the video content led to even more significant improvements in student learning outcomes. Based on feedback and reflections from the first cycle, the videos were updated to include more interactive elements, such as quizzes and reflection questions, which encouraged active thinking during the viewing process. Additionally, the videos were modified to better address specific areas where students had shown confusion or difficulty, such as the proper posture during prayer and the significance of certain prayers. The refined video content proved to be even more effective in helping students grasp the concepts of prayer worship. During this cycle, students demonstrated an even greater level of mastery in both theoretical and practical aspects of the material. The post-assessment results from the second cycle showed an even higher improvement in student performance compared to the first cycle, with students answering more complex questions correctly and performing prayers with greater precision and confidence.

Student feedback, collected through interviews and informal discussions, revealed that many students found the video media to be a valuable tool in their learning. They expressed a preference for the videos over traditional methods, citing that the videos made the subject matter easier to understand and more enjoyable to learn. Several students mentioned that they felt more connected to the content because the videos allowed them to see real-life examples of how prayers were performed. The increased level of confidence in performing prayer worship was also evident in student behavior. Students showed more self-assurance when performing prayers in front of their peers, indicating that the videos had helped them internalize the steps and significance of each action. This boost in confidence was particularly important, as prayer worship is a practical skill that requires both understanding and practice.

Despite the overall positive impact of video media, there were a few challenges observed during the study. One of the main challenges was the varying levels of technological familiarity among students. Some students initially had difficulty navigating the video platform or understanding how to interact with the multimedia elements. However, this issue was addressed by providing additional support and guidance, which allowed all students to engage with the videos effectively.

Another challenge was ensuring that all students could equally benefit from the video content, as some students required more time to process the information than others. To overcome this, the teacher provided differentiated activities and additional resources to support students who needed extra help. This ensured that all students had the opportunity to fully engage with the material, regardless of their learning pace. In conclusion, the use of video media had a substantial positive impact on student learning

achievement regarding prayer worship materials. The videos provided a more engaging and effective way for students to understand the complex concepts of prayer worship. As a result, students demonstrated significant improvements in both theoretical knowledge and practical application. The increased engagement, participation, and confidence of the students highlighted the potential of video media to enhance learning outcomes in religious education. Moving forward, the findings of this research suggest that incorporating video media into the curriculum could be an effective strategy for teaching other religious topics or subjects requiring visual and practical demonstrations.

Discussion

The results of this Classroom Action Research reveal several important insights into the effectiveness of video media as a teaching tool for improving student learning achievement on prayer worship materials. The findings suggest that video media can significantly enhance students' understanding, engagement, and performance, especially in subjects that require both theoretical knowledge and practical skills. These results have broad implications for how multimedia resources can be used to facilitate learning in primary school religious education. One of the key findings of this study is the increase in student engagement. Before the implementation of video media, students showed a relatively passive approach to learning prayer worship materials. The traditional methods, such as lectures and textbook explanations, were not able to fully capture the students' attention, and many struggled to visualize or understand the significance of the steps involved in prayer. However, the introduction of video media, with its visual and auditory components, created a more dynamic and interactive learning environment that appealed to different learning styles.

The use of video media in the classroom allowed students to observe the practical application of the prayers, which was a major improvement over traditional methods. Many students expressed that they found it easier to understand the material when they could see the actual steps of prayer demonstrated in the videos. This aligns with educational theories that suggest visual learning aids can help students better retain information and understand abstract concepts. The videos made it easier for students to connect theoretical knowledge with real-life applications, thus improving their overall understanding of prayer worship. Furthermore, the improvement in student achievement, particularly in practical demonstrations of prayer, highlights the effectiveness of video media in promoting active learning. Students were able to perform the steps of prayer with greater accuracy and confidence after engaging with the video content. This suggests that video media not only aids in theoretical understanding but also helps students develop practical skills. The interactive nature of video allowed students to visualize the proper posture, gestures, and recitations involved in prayer, which enhanced their ability to replicate these actions in real-life settings.

The second cycle of the research demonstrated even more significant improvements in student performance, thanks to the refinement of the video content. Based on the feedback from the first cycle, the videos were adjusted to include more interactive elements, such as quizzes and reflection questions, which encouraged students to think critically about the material while watching. This refinement appears to have deepened the students' understanding, as evidenced by their improved post-assessment scores and more confident prayer performances. This also highlights the importance of ongoing reflection and adaptation in the Classroom Action Research process, as it allows for continuous improvement and a more tailored approach to teaching. The increased enthusiasm and motivation displayed by students when using video media also supports the notion that multimedia tools can foster a more engaging learning environment. Students who were typically disengaged or hesitant to participate in class discussions became more involved when the videos were introduced. This shift in behavior suggests that video media helps stimulate students' interest and encourages them to take a more active role in their learning. The videos seemed to have created a sense of excitement and curiosity, making students more eager to learn and participate.

Another significant observation from this research was the improvement in students' confidence. As students gained a clearer understanding of the steps involved in prayer worship and were able to perform them with greater accuracy, their self-confidence grew. This is particularly important in religious education, as the act of prayer is both a personal and communal experience that requires students to feel comfortable and confident in their ability to perform the rituals. The video media provided students with the opportunity to practice and perfect their understanding in a safe and supportive environment, which helped build their confidence in performing prayers in front of their peers. The results of this study also suggest that video media can be an effective tool for addressing diverse learning needs. During the research, some students required more time to process the information presented in the videos, while others grasped the material quickly. To ensure that all students were able to benefit from the video media, the teacher provided differentiated activities and additional support. This approach helped bridge the gap between students with different learning speeds, ensuring that no student was left behind. The flexibility of video media allowed for personalized learning experiences, which is a crucial aspect of effective teaching.

However, while the overall findings were positive, the study also highlighted a few challenges that need to be addressed. One of the challenges was the varying levels of technological familiarity among students. Some students faced difficulties navigating the video platform or interacting with the multimedia elements, which slightly hindered their ability to fully engage with the videos. This issue emphasizes the importance of providing adequate technological support and training for both students and teachers

to ensure that the tools used in the classroom are accessible and effective. Another challenge was the need to ensure that all students had equal access to the video content. While most students were able to benefit from the videos, a few students required more time or additional resources to fully grasp the material. This suggests that, while video media can be a powerful learning tool, it may not be sufficient on its own for all students. Teachers must be prepared to provide supplementary materials or alternative explanations for students who need extra support. This underscores the need for a balanced and flexible approach to teaching that combines multimedia resources with traditional methods.

The positive impact of video media on student learning achievement in this study also suggests that there is potential for its use in other areas of the curriculum. While this research focused on prayer worship materials, the findings imply that video media could be effectively integrated into other religious education topics or even subjects outside of religious studies. The multimedia format allows for the visualization of complex concepts, making it easier for students to understand and retain information across various disciplines. The use of video could also enhance cross-curricular learning by integrating visual and practical elements into subjects such as science, social studies, or language arts. Looking forward, the findings of this research suggest several areas for future exploration. One possible direction for further research is to investigate how video media can be used to support students with different learning preferences, such as auditory, visual, or kinesthetic learners. By tailoring the video content to address these preferences, educators can create more inclusive and effective learning environments. Additionally, it would be valuable to explore how video media can be used in combination with other teaching strategies, such as collaborative learning or inquiry-based approaches, to further enhance student outcomes.

In conclusion, this study highlights the significant potential of video media as an effective tool for improving student learning achievement in religious education, particularly in understanding prayer worship materials. The positive impact on student engagement, understanding, and performance suggests that multimedia tools can play an important role in modern education. However, the challenges encountered during the research indicate that careful planning and support are necessary to ensure that video media is accessible and beneficial for all students. Moving forward, educators should consider incorporating video media into their teaching practices to create a more engaging and inclusive learning environment for their students.

Conclusion

Based on the findings of this Classroom Action Research, it can be concluded that the use of video media significantly enhances student learning achievement in prayer worship materials at State Primary School 0704 Sungai Korang. The integration of video

media into the classroom created a more engaging and dynamic learning environment, which positively impacted students' understanding of the subject matter. Students showed increased engagement, participation, and enthusiasm during lessons, demonstrating a deeper comprehension of the material compared to traditional teaching methods. Video media helped students visualize the practical steps involved in prayer worship, which improved both their theoretical knowledge and practical skills. Through the visual and auditory elements of the videos, students were able to connect abstract concepts with real-life applications, resulting in a greater ability to perform prayers accurately and confidently. The interactive nature of the videos further encouraged critical thinking and reflection, which contributed to enhanced learning outcomes. Additionally, the findings suggest that video media can cater to different learning styles and needs. Students who struggled with traditional methods found the multimedia content more accessible and effective, while those who required additional support were given the opportunity to engage at their own pace. However, challenges related to technological familiarity and the need for differentiated instruction were also observed, emphasizing the importance of providing adequate support to ensure equal access for all students. In conclusion, video media proves to be an effective tool for improving student learning achievement in religious education, particularly for complex and practical subjects like prayer worship. The positive results of this research suggest that video media could be further explored and applied across other subjects and grade levels. Educators should consider incorporating multimedia resources into their teaching practices to create a more interactive, engaging, and inclusive learning experience for students.

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