The Use of Video-Based Learning Media to Improve Understanding of Aqidah Akhlak Material at MIS PP Al Rasyid Sungai Luar

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ABSTRACT

This study aims to analyze the effect of using video-based learning media on improving students' understanding in the subject of Akidah Akhlak at MIS PP Al Rasyid Sungai Luar. The background of this study is based on the problem of low student understanding of the material of Akidah Akhlak due to conventional learning methods that are less interactive and the limited use of technology in the teaching and learning process. This study uses an experimental method with a quantitative approach. The research sample consists of two groups, namely the experimental group using video-based learning media and the control group using conventional lecture methods. Data were collected through pre-test and post-test tests, observations, and interviews. Data analysis was carried out using descriptive and inferential statistical tests to measure the effectiveness of video media in improving students' understanding. The results showed that there was a significant increase in understanding in the experimental group compared to the control group. Students who learned with video media showed a higher level of involvement and motivation in understanding the concept of Akidah Akhlak. In addition, the results of interviews with teachers and students showed that the use of video media was more interesting and made it easier to understand abstract concepts. Thus, this study concludes that the use of video-based learning media has a positive influence in improving students' understanding of the material of Akidah Akhlak. Therefore, it is recommended for educators to integrate video media as part of the learning strategy to increase the effectiveness of the teaching and learning process in madrasas.

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Introduction

Akidah Akhlak learning in madrasas plays an important role in shaping students' character and morals. However, in practice, the learning methods used are still dominated by lectures and textual explanations that are less interesting for students (Sanjaya, 2010). This conventional method often makes it difficult for students to understand abstract concepts in Akidah Akhlak, so that their understanding of the material is less than optimal. This shows the need for innovation in the learning process so that the material can be delivered more effectively. Along with the development of technology, video-based learning media is one alternative that can be used to improve student understanding. Mayer (2009) stated that the use of audiovisual media in learning can increase students' absorption because information is presented more attractively through a combination of images, text, and sound. Other studies also show that learning videos can help students understand complex concepts more easily because they provide concrete visualizations of the material being taught (Sadiman et al., 2012). Therefore, the use of video media in Akidah Akhlak learning has the potential to increase learning effectiveness. However, in reality, the application of video-based learning media in madrasa environments is still relatively minimal. Many schools, including MIS PP Al Rasyid Sungai Luar, still face various obstacles in implementing learning technology, such as limited facilities, lack of teacher skills in managing digital media, and lack of research on the effectiveness of video media in the subject of Akidah Akhlak (Clark & Feldon, 2014). This shows that although video media has great potential in improving student understanding, there are still obstacles that need to be overcome so that it can be implemented effectively.

This study aims to analyze the extent to which the use of video-based learning media influences student understanding in the subject of Akidah Akhlak at MIS PP Al Rasyid Sungai Luar. In addition, this study also wants to identify the challenges faced in implementing this media and provide recommendations for teachers in developing more innovative learning strategies. Thus, this study not only contributes to improving the quality of learning, but also provides solutions for teachers and schools in facing the challenges of technology-based learning.

The results of this study are expected to be a reference for the world of education, especially in developing more modern and effective learning methods. For teachers, this study can be a reference in developing learning strategies that are more interesting and easy for students to understand. For students, the use of video media is expected to increase their motivation and understanding of the Akidah Akhlak material. Meanwhile, for madrasas, this study can be a basis for policy making related to the use of technology in learning. With innovation in learning methods, it is hoped that the quality of education in madrasas can continue to improve in accordance with the times.

Methods

This study uses two types of data sources, namely primary data sources and secondary data sources. Primary data sources were obtained directly from students and teachers at MIS PP Al Rasyid Sungai Luar through comprehension tests, observations, and

interviews. Comprehension tests were conducted before and after learning using video media to measure the increase in students' understanding of the Akidah Akhlak material. Observations were used to assess the level of student participation and involvement in learning, while interviews were conducted to explore the opinions of teachers and students regarding the effectiveness of video media and the obstacles faced in its implementation.

In addition, this study also used secondary data sources obtained from books, scientific journals, research articles, and other documents relevant to the use of video media in learning. These secondary sources were used to strengthen the theoretical basis and compare the results of the study with previous studies. With secondary data, this study can provide a deeper and more comprehensive understanding of the effectiveness of video-based learning media in improving student understanding.

Data analysis was carried out using quantitative and qualitative approaches. Quantitative analysis was carried out using descriptive and inferential statistical methods. Descriptive statistics were used to describe the results of the pre-test and post-test, such as the average value and distribution of student scores. Meanwhile, inferential statistics, especially the t-test, were used to measure significant differences between the experimental group using video media and the control group using conventional methods.

In addition to quantitative analysis, this study also applied qualitative analysis to interpret data from observations and interviews. Data from observations were analyzed to identify patterns of student engagement during learning, while interview data were analyzed thematically to understand the experiences of students and teachers in using video media as a learning aid. This analysis provides deeper insight into the advantages and challenges faced in using video-based learning media.

The combination of quantitative and qualitative analysis is expected to provide a more comprehensive conclusion regarding the effectiveness of video-based learning media in improving students' understanding of the Akidah Akhlak material. If the results of the study show a significant increase in understanding, then this media can be used as an alternative learning method that is more effective and interesting for students in madrasas.

Result

This study collected data from the results of the pre-test and post-test given to students at MIS PP Al Rasyid Sungai Luar to measure their understanding of the Akidah Akhlak material before and after using video-based learning media. Before being given learning with video media, most students scored low in the pre-test, indicating that their understanding of the material was still limited. Many students had difficulty understanding abstract concepts in Akidah Akhlak because the learning methods previously used were more conventional, such as lectures and reading textbooks.

After being given learning using video media, the post-test results showed a significant increase in student understanding. The average post-test score increased

compared to the pre-test, indicating that video media helped students understand the material better. Students who previously had difficulty understanding abstract concepts found it easier to grasp the material because of the combination of visuals, audio, and animation in the learning video.

In addition, observations during the learning process also showed that students who learned with video media were more active and enthusiastic in following the lessons. They were more focused when watching videos and found it easier to understand the material presented. Compared to conventional lecture methods, the use of learning videos makes the classroom atmosphere more interactive and interesting for students. The results of interviews with teachers also confirmed the effectiveness of video media in improving student understanding. Teachers stated that students found it easier to understand real examples shown in videos compared to just reading books or listening to lectures. In addition, students who were initially passive in learning became more active in asking questions and discussing after watching learning videos.

The results of the study showed that the experimental group using video media experienced a higher increase in understanding compared to the control group still using conventional learning methods. This shows that video media contributes positively to improving students' understanding of the Akidah Akhlak material.

Data verification in this study was carried out to ensure the accuracy and validity of the results obtained from various data collection techniques. Data collected through pre-tests, post-tests, observations, and interviews were analyzed in depth to see the consistency of the findings. Using triangulation techniques, the results from various data sources were compared to ensure that the conclusions drawn truly reflect the impact of using video-based learning media on students' understanding in the Akidah Akhlak subject.

One of the verification methods used was to compare the pre-test and post-test results of the experimental group and the control group. The results of the analysis showed that the experimental group using video media experienced a more significant increase in value compared to the control group using conventional lecture methods. The average difference between the pre-test and post-test was analyzed using an inferential statistical test (t-test), which showed a significant difference with a p value <0.05. These results indicate that the increase in student understanding is not just a coincidence, but rather the result of video-based learning media intervention.

In addition to quantitative analysis, the results of observations during the learning process were also used as a form of data verification. In this observation, it was found that students who learned using video media were more active, showed greater interest, and understood abstract concepts more easily than students who only listened to lectures. The teacher also noted that student involvement in discussions increased after watching the learning video, indicating a relationship between the use of video media and increased student understanding.

Data verification was also carried out through interviews with teachers and students. The teacher stated that video media helped explain the Akidah Akhlak material more clearly and interestingly. Students also expressed that they understood the material better after seeing the visual illustrations presented in the video, compared to

just reading textbooks or listening to oral explanations. The results of this interview strengthen the findings from the tests and observations, indicating that video media does play a role in improving student understanding.

In addition, data reliability analysis was carried out by repeating measurements under the same conditions to ensure that the results were consistent. If the data collected shows a recurring pattern and is in accordance with the predictions of multimedia-based learning theory, then it can be said that the data has a high level of reliability. In this study, data from the pre-test and post-test conducted in two different groups still showed the same pattern, namely a higher increase in the experimental group compared to the control group. Based on various verification techniques carried out, it can be concluded that the data collected in this study are valid and reliable. The increase in student understanding seen in the post-test results, observations of student involvement, and interviews with teachers and students all lead to the conclusion that the use of video-based learning media significantly increases the effectiveness of Akidah Akhlak learning at MIS PP Al Rasyid Sungai Luar. Thus, the results of this study have a strong basis for recommending the use of video media in learning in madrasahs and other schools.

Discussion

Dalam penelitian ini dilakukan untuk memastikan bahwa informasi yang dikumpulkan akurat, dapat dipercaya, dan benar-benar mencerminkan kondisi yang sebenarnya. Proses validasi dilakukan dengan membandingkan hasil dari berbagai teknik pengumpulan data, seperti tes tertulis (pre-test dan post-test), observasi selama pembelajaran, serta wawancara dengan guru dan siswa. Dengan menggunakan teknik triangulasi, hasil dari setiap metode dibandingkan untuk melihat apakah ada kesesuaian antara satu sumber data dengan yang lain menunjukkan bahwa data yang diperoleh memiliki tingkat konsistensi yang tinggi. Hasil pre-test dan post-test yang dianalisis menunjukkan peningkatan pemahaman siswa yang signifikan setelah penggunaan media video. Selain itu, observasi selama pembelajaran mengonfirmasi bahwa siswa yang menggunakan media video lebih aktif dan antusias dibandingkan dengan siswa yang menggunakan metode pembelajaran konvensional. Data dari wawancara juga mendukung temuan ini, di mana siswa mengungkapkan bahwa mereka lebih mudah memahami materi dengan bantuan video pembelajaran.

Analisis reliabilitas data dilakukan dengan mengulang tes pada sampel yang berbeda dalam kondisi yang serupa. Hasilnya menunjukkan pola peningkatan yang sama, di mana siswa yang belajar menggunakan media video memperoleh skor yang lebih tinggi dibandingkan dengan mereka yang belajar menggunakan metode tradisional. Hal ini menunjukkan bahwa hasil penelitian dapat direplikasi dan memiliki reliabilitas yang baik.

Berdasarkan validasi data yang telah dilakukan, dapat disimpulkan bahwa penelitian ini memiliki dasar yang kuat untuk menyatakan bahwa penggunaan media pembelajaran berbasis video berkontribusi positif terhadap peningkatan pemahaman siswa dalam mata pelajaran Akidah Akhlak. Dengan demikian, hasil penelitian ini dapat

dijadikan referensi bagi pendidik dan institusi pendidikan dalam mengembangkan metode pembelajaran yang lebih efektif dan inovatif.

In terms of academic impact, this study shows that the integration of video-based media in learning can improve the effectiveness of the teaching and learning process. The use of videos not only helps students understand the material more deeply, but also increases their motivation to learn. This is in line with the theory of multimedia learning which states that the combination of visual and audio elements can increase students' absorption of information. Therefore, the results of this study can be a basis for schools and other educational institutions in developing more innovative and technology-based learning strategies.

In addition to academic contributions, this study also has a positive social impact. The application of video-based learning media can help overcome gaps in the quality of education, especially for schools that have limitations in interactive teaching methods. With this innovation, students from various backgrounds can have a better opportunity to understand and practice the values of Akidah Akhlak in everyday life. Furthermore, the results of this study can be a reference for the government and education policy makers in designing policies that support the use of technology in the learning process in madrasas and other Islamic schools.

The results of this study have a positive academic impact on learning Akidah Akhlak. The use of video as a learning medium has been proven to increase the effectiveness of delivering material and students' absorption of the concepts taught.

This supports the theory of multimedia learning which emphasizes that the combination of visual and audio elements can improve understanding and retention of information. In addition, the use of technology-based media can also increase students' learning motivation, reduce boredom in learning, and create a more interactive learning environment. Therefore, the results of this study can be used as a reference in developing innovative learning strategies in madrasas and other Islamic schools.

In addition to providing academic impacts, this study also has a significant social contribution. The use of video-based learning media can help improve the quality of education, especially in areas with limited access to more modern teaching methods. With the application of video media, students from various social backgrounds can have a better opportunity to understand and apply the values of Akidah Akhlak in everyday life. Furthermore, the results of this study can be a reference for schools, teachers, and policy makers in designing technology-based education policies that are more inclusive and easily accessible to various groups.

Thus, this study confirms that video-based learning media not only improves students' academic understanding, but also contributes to creating a more interesting, effective, and inclusive learning system. Therefore, it is recommended for educators to continue to develop and utilize technology-based learning media to improve the overall quality of learning.

Conclusion

Based on the results of the study, it was found that the use of video-based learning media significantly improved students' understanding in the subject of Akidah Akhlak at MIS PP Al Rasyid Sungai Luar. The results of the pre-test and post-test showed that students who learned with video media experienced a higher increase in scores compared to students who used conventional methods. In addition, observations during learning revealed that students were more active, enthusiastic, and more easily understood the concepts taught when video media was used. Interviews with teachers and students also confirmed that learning videos provided a more interesting and effective learning experience. Thus, this study confirms that the use of video-based learning media not only improves students' academic understanding, but also contributes to the development of more inclusive and technology-based learning methods. Therefore, it is recommended for educators to further optimize the use of video media in teaching in order to improve the overall quality of education.

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