



Improving Student Motivation and Learning Outcomes on the Material of Mandatory Attributes for God through Learning Videos and Presentations

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ABSTRACT

This research is a Classroom Action Research (CAR) which aims to improve students' motivation and learning outcomes in the material of Mandatory Attributes for Allah through the use of learning video media and presentations. The background of this research is the low motivation and learning outcomes of students in the Akidah Akhlak lesson due to monotonous and less interactive learning methods. The research was conducted in class VII MTs Raudhatul Aulia with 16 students in the odd semester of the 2022/2023 school year. The method used in this study refers to the Kemmis and McTaggart model which includes planning, action, observation, and reflection in two cycles. In the initial conditions, only 6 out of 16 students achieved learning completion. After the action in cycle I, the number of students who completed increased to 8 students, and in cycle II it reached 14 students. The results of the analysis showed a significant increase in student activity from 43% in the pre-cycle stage to 93.75% in cycle II. Likewise, the average value of student learning outcomes increased from 51.8 in the pre-cycle to 87.5 in cycle II. The use of learning videos and presentations has been proven to increase student motivation, participation, and understanding of the material. Thus, learning strategies based on visual media and interactive activities such as group presentations are effective in creating a more interesting and meaningful learning atmosphere. This study recommends the application of similar methods in other learning to improve the quality of education.

 OPEN ACCESS

ARTICLE HISTORY

Received: 17 Jan 2025

Revised: 27 Feb 2025

Accepted: 5 March 2025

Published: 31 March 2025

KEYWORDS

Learning motivation, learning outcomes, learning videos, presentations.

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Introduction

Islamic religious education learning plays an important role in shaping the character and religious understanding of students. One of the fundamental materials in the Akidah Akhlak lesson is understanding the mandatory attributes for Allah. This material not only teaches theological concepts, but also instills basic beliefs in religion which are the main foundation in the spiritual life of students.

However, in practice, learning Akidah Akhlak is often faced with various obstacles, especially in terms of learning methods which are still dominated by lecture methods.

This one-way learning is less able to arouse students' enthusiasm for learning and tends to be boring. As a result, students become passive, less interested in the material, and their learning outcomes are not optimal.

This condition is reinforced by the results of initial observations in class VII MTs Raudhatul Aulia, where it was found that most students had difficulty understanding the material on the mandatory attributes for Allah. Of the total 16 students, only 6 students managed to achieve the Minimum Completion Criteria (KKM) score. This indicates a fundamental problem both in terms of teaching methods and the learning media used.

One alternative solution that can be applied is to utilize technology-based learning media, such as learning videos. Videos can present material visually and audio that is interesting, so that it can help students understand abstract concepts to be more concrete and easy to understand. In addition, student involvement can be increased through group presentation activities, which encourage them to actively think, discuss, and express opinions.

The use of video and presentation media in learning has the advantage of increasing student interactivity and active participation. Through videos, students can see real illustrations of the material being taught, while through presentations, they are trained to think critically and convey their understanding verbally in front of their friends. The combination of these two methods is expected to be able to change passive learning into active and meaningful.

This classroom action research aims to determine how much influence the application of learning videos and presentations has on increasing student motivation and learning outcomes on the material on the mandatory attributes of Allah. The research was conducted with a participatory approach, where the teacher plays a direct role as the implementer of actions and observers in the learning process.

This research uses the cycle model from Kemmis and McTaggart which consists of the planning stage, implementation of actions, observation, and reflection. The research was carried out in two cycles with continuous improvement based on the results of reflection in the previous cycle. This is done to ensure that the actions given really have a positive impact on student motivation and learning outcomes.

The results of the study showed a significant increase in both student activity in the learning process and in terms of learning outcomes. In the first cycle, the number of students who achieved the KKM increased from 6 to 8 students, and in the second cycle to 14 students. This increase was also accompanied by increased enthusiasm and involvement of students in the teaching and learning process.

Thus, it can be concluded that the use of learning videos and presentations is an effective strategy in improving the quality of learning Akidah Akhlak, especially in the material on the obligatory attributes of Allah. This approach not only improves students' understanding of the material, but also forms a positive attitude towards learning activities.

Through this article, the author hopes to contribute to teachers and other education practitioners in developing more innovative and enjoyable learning strategies. It is also hoped that this study will be a reference for further research in the development of media and learning methods that are in accordance with the characteristics of today's students.

Methods

This research is a type of Classroom Action Research (CAR) which aims to improve students' motivation and learning outcomes on the material *Obligatory Attributes for Allah* through the application of learning video media and presentations. Classroom action research was chosen because this method is participatory and collaborative, and is designed to improve learning practices carried out by teachers in the classroom directly. With this approach, teachers can directly see the results of the actions given and make improvements according to the learning needs in the classroom.

The research model used refers to the Kemmis and McTaggart model which consists of four main stages, namely: planning, action, observation, and reflection. These four stages are carried out repeatedly in two cycles, with the intention of making continuous improvements and enhancements to the ongoing learning process.

This research was conducted at MTs Raudhatul Aulia which is located in Pabuan, Sukabandar, Sidomulyo District, South Lampung Regency. The subjects in this study were 16 grade VII students. The research was conducted in the odd semester of the 2022/2023 academic year, specifically during the Akidah Akhlak lesson which takes place every Wednesday.

The planning stage was carried out by preparing a Learning Implementation Plan (RPP) that was in accordance with the curriculum and the needs of students. The RPP stipulates learning objectives, main materials, achievement indicators, and the media and methods to be used. The researcher also prepared research instruments such as observation sheets, learning outcome assessment formats, and interview guides.

The action implementation stage was carried out by implementing learning using video and presentation media. Students were divided into small groups, then they watched a learning video about **Obligatory Attributes for Allah**. After that, they discussed the contents of the material in groups and presented it in front of the class. The presentation was followed by a question and answer session and responses between groups to increase interaction and understanding.

Observations were carried out systematically by the researcher to record various student activities during the learning process. Observation sheets were used to observe aspects such as student activity, participation in discussions, enthusiasm for learning, and attitudes while watching videos and giving presentations. Observations were conducted in both cycles to see changes in student behavior over time.

Reflection was conducted after each cycle to analyze the results of the actions that had been implemented. Reflection aims to evaluate the effectiveness of the learning strategies implemented, as well as a basis for designing actions in the next cycle. In cycle I, it was found that some students were still inactive and learning outcomes had not reached the maximum target. Therefore, improvements were made to the strategy in cycle II.

Data collection techniques used in this study include observation, learning outcome tests, and documentation. Observations were conducted to assess students' learning processes and behavior. Learning outcome tests were given at the end of each cycle to determine the increase in students' cognitive achievements. Meanwhile,

documentation was used to record various important data during the research process, such as photos of activities and recaps of student grades.

The data obtained were analyzed descriptively qualitatively and quantitatively. Qualitative analysis was used to describe the learning process and student behavior based on the results of observations and interviews. Meanwhile, quantitative analysis was conducted by comparing the average value of student learning outcomes between pre-cycle, cycle I, and cycle II. The success indicator was determined based on the percentage of learning completion, namely a minimum of 75% of students achieving the KKM score.

With this method, it is expected that research will not only be able to improve students' academic achievement, but also provide a fun and meaningful learning experience. The methodology used in this study shows that innovation in media and learning approaches can have a significant impact on the quality of learning in the classroom.

Result

This research was conducted in two cycles with the aim of improving the motivation and learning outcomes of class VII students of MTs Raudhatul Aulia on the material of Mandatory Attributes for Allah. Based on the results of initial observations before the action, it was found that the learning process was still monotonous with the dominance of the lecture method. This caused students to be less active, easily bored, and less able to understand the material. Of the total 16 students, only 6 students (37.5%) achieved a score above the Minimum Completion Criteria (KKM) set, which was 75.

In cycle I, the teacher began to apply learning video media and divided students into groups to make presentations. After watching the video, students were asked to discuss the contents of the material and present it. The results of cycle I showed an increase in learning motivation as indicated by the increasing activeness of students in discussions and presentations. Students who completed learning increased to 8 students (50%), while the average class score also increased.

However, at the end of cycle I there were still some students who had not shown significant development, both in terms of activeness and understanding of the material. Reflection on the implementation of cycle I showed that some students were still passive in groups, and there needed to be more motivational reinforcement and more even group management. Therefore, the researcher made adjustments to the learning strategy in cycle II, including providing more intensive guidance and arranging more balanced study groups.

Cycle II showed much better results. Student activity increased significantly with the percentage of activity reaching 93.75%. The number of students who achieved learning completion increased to 14 students (87.5%). The average value of student learning outcomes also increased to 87.5. This shows that the approach applied was able to improve students' conceptual understanding of the material on faith and morals, especially the mandatory attributes for Allah.

This positive change was not only reflected in the value, but also in the enthusiasm of the students during the learning process. They were more active in asking questions, discussing, and providing responses during group presentations. This activity shows that the use of learning videos helps students understand previously abstract

concepts, while presentations train courage and critical and communicative thinking skills.

Video and presentation-based learning has proven to be effective in creating a participatory and meaningful learning environment. This is in line with the constructivist learning theory which emphasizes the importance of the active role of students in building knowledge through contextual and interactive learning experiences. In the context of religious learning, this approach also plays a role in instilling spiritual values more deeply.

In addition, the use of video as a learning medium provides visual and auditory stimuli that make it easier for students to understand the material. This media is able to attract attention and strengthen students' memory of the material presented. Meanwhile, presentation activities provide space for students to hone their communication and group collaboration skills, two things that are important in character development.

Based on data and observations, it can be seen that the success of the action is greatly influenced by the active involvement of the teacher as a facilitator. The teacher not only delivers the material, but also accompanies, motivates, and provides the widest possible participation space for students. This shows that innovation in learning methods and media needs to be accompanied by changes in the role of teachers in the classroom.

With these results, it can be concluded that the application of learning videos and presentations has a positive impact on increasing student motivation and learning outcomes. This method provides a more interesting, relevant, and enjoyable learning experience for students. Therefore, this kind of learning strategy is worthy of further development, especially in religious subject learning.

This study also provides implications that teachers need to be more creative in choosing learning media that are appropriate to student characteristics. Not only relying on lecture methods, teachers must also be able to create student-centered learning and empower them as active subjects in the learning process. Thus, the educational process does not only focus on academic results, but also on the process of forming a complete personality.

Discussion

The results of this study indicate a significant increase in the motivation and learning outcomes of class VII students of MTs Raudhatul Aulia after the implementation of learning video media and presentations in learning the material of Mandatory Attributes for Allah. In the initial conditions before the action, the level of student learning completion was only 37.5%. After the implementation of the learning method designed in two cycles, the figure increased to 87.5% in cycle II. This increase was also supported by an increase in student activity in the teaching and learning process which reached more than 90% at the end of the cycle.

When compared with the working hypothesis in this study—namely that the use of learning videos and presentations can improve student understanding and learning outcomes—the findings obtained strongly support this hypothesis. Audiovisual media provide varied stimuli, and are able to bridge abstract concepts such as the attributes of

Allah into visual forms that are easier for students to understand. Meanwhile, presentations encourage students' courage in expressing their opinions, which directly impacts students' emotional and cognitive involvement in the material being studied.

From the perspective of previous research, this finding is in line with various study results stating that video-based learning can increase students' information absorption and reduce boredom in class (Arsyad, 2019). Similar research was also conducted by Susilo (2007), who found that the combination of digital media and group work had a positive impact on critical thinking skills and learning engagement. Therefore, this study strengthens these findings and provides evidence that video and presentation media are effectively applied in the context of Islamic religious learning, which has often been considered abstract and difficult to convey in an interesting way.

More broadly, the implications of this study touch on the importance of developing learning methods that are relevant to the characteristics of digital generation students. Today's students are very familiar with visual media and technology, so conventional learning approaches need to be combined with technology-based media to remain contextual. Teachers are also required to have adequate media literacy in order to design adaptive and innovative learning.

In addition, this finding emphasizes the importance of a participatory learning approach that provides space for students to play an active role in the learning process. By dividing student roles into groups and giving them the responsibility to present material, students not only become recipients of information, but also creators of meaning in the learning process. This is in line with the constructivist approach in education.

Future research directions can develop this method further, such as integrating project-based learning with digital media, or exploring the use of interactive digital platforms that allow students to learn independently and collaboratively outside the classroom. In addition, further research can also expand the scope of the material to other religious topics to see the consistency of the influence of this method on students' understanding of faith and spiritual values.

On a larger scale, the application of similar methods can be tested at higher levels of education or in the context of Islamic boarding schools and madrasas that want to innovate in their approach to religious learning. This is also a reflection that religious education does not have to be conservative in its methods, but rather open to updates that are relevant to the development of the times.

Overall, this research makes an important contribution to efforts to improve the quality of Islamic religious education learning in a more enjoyable, interactive, and meaningful way for students. The use of appropriate media and strategies can bridge the gap between complex material and students' ability to understand and internalize it.

Conclusion

This research is motivated by the low motivation and learning outcomes of students in the subject of Akidah Akhlak, especially the material on Obligatory Attributes for Allah. Initial conditions indicate that conventional learning methods such as lectures are no longer effective in facing the challenges of 21st century learning. Through classroom action research (CAR) conducted in two cycles, it was proven that the application of

learning videos and presentations as innovative learning strategies can have a positive impact on student engagement and learning achievement.

Overall, the results of the study showed a significant increase in motivation, active participation, and student learning outcomes. The number of students who achieved the KKM increased from 6 to 14 out of a total of 16 students. Student activity in the learning process also jumped to 93.75%. This shows that a visual, interactive, and participatory learning approach is more in line with the characteristics of today's students, who are accustomed to technology and tend to get bored quickly with conventional methods.

The main argument of this study is that video and presentation-based learning strategies not only improve students' cognitive understanding, but also shape social and communication skills. These findings reinforce the constructivist approach, where students build their understanding through hands-on and collaborative experiences. The framework used in this study can be widely applied in learning practices, especially in subjects that require conceptual understanding and spiritual values.

The main recommendation from this study is for teachers to be more open in using technology-based learning media and provide more space for students to play an active role in the learning process. Schools are also expected to provide adequate infrastructure support and training for teachers in optimal use of digital media.

In educational practice, these findings can be applied to build a more interesting, enjoyable, and meaningful learning atmosphere. Similar methods can be used in other religious materials or even in general subjects that require in-depth understanding and critical thinking skills.

Implications for further research are the need to explore the effectiveness of other digital media combinations such as interactive animation, game-based learning, or collaborative online platforms. Future research can also focus on the long-term impact of using this strategy on student character development, digital literacy, and other 21st century skills.

Thus, this research not only provides practical solutions to classroom learning problems, but also paves the way for the development of new learning approaches that are relevant to the dynamics of modern education.

Furthermore, the success of this study shows that the integration of technology in religious learning is not something that contradicts the essence of Islamic education, but rather a form of adaptation to the times. The use of learning videos that illustrate abstract concepts in the creed, such as the obligatory attributes of Allah, helps students understand concretely things that were previously only conveyed verbally and theoretically. This is important considering the characteristics of today's students who are more interested in visual and experience-based learning.

In addition to academic results, improving social skills such as teamwork, effective communication, and the ability to express opinions openly are also important achievements that emerged during the group presentation process. This is proof that this method is not only oriented towards cognitive values, but also forms the affective and psychomotor competencies needed in social and religious life. Religious education, in this case, has succeeded in touching the spiritual and social dimensions in a balanced way.

It is important to note that the successful implementation of this method cannot be separated from the readiness of teachers in designing creative learning and managing classes flexibly. Therefore, increasing teacher capacity in mastering learning media and participation-based class management is the main key. Teachers are required not only as material deliverers, but also as facilitators, motivators, and guides in the student-centered learning process.

Finally, this study provides an important message that learning innovation is a necessity in today's education world. When students are given space to explore and be actively involved, the learning process will be more effective and meaningful. For this reason, educators and policy makers are expected to continue to encourage the creation of a learning environment that supports new approaches for the sake of improving the quality of sustainable education.

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