



Implementation of video learning media in Islamic Religious Education subjects

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ABSTRACTS

The development of technology in the world of education brings various positive and negative impacts. In this regard, the use of technology in learning in the modern era has led to various kinds of innovations, which are marked by the use of video as a learning medium. This study aims to explore the video-based learning process as a learning medium, as well as to analyze teacher and student perceptions of these activities. This study used a qualitative descriptive approach with three data collection techniques, namely interviews, observation, and documentation. Based on this, the researchers found findings in the form of, the application of video as a learning medium received a good response from teachers and students, one of which was an interesting activity because in addition to being educational. In addition, the results showed that with the use of video as a learning medium, students became more focused and enthusiastic, but in this use, it was found that students were not very comfortable due to problems in several ways, one of which was the low quality of the video causing audio and visual elements of the material. Islamic Religious Education Learning is not delivered optimally.

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1. INTRODUCTION

Learning activities are essential "a two-way interaction process that involves communication between teachers and students". In delivering learning materials, Yulisa (2018) 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.

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." (Mahmudah, 2018). The inability to use media as 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.

Media is one component in a learning system, which has a very important position in ongoing learning activities. Learning media serves to increase students' interest and motivation in learning, so as not to experience boring feelings during learning activities. The use of media in teaching and learning activities, namely "to help students understand the discussion material in learning, besides that it is hoped that with the media students experience an increase in quality on every school education agenda." (Yulisa, 2018).

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.

In connection with this, the notion of learning media is more likely to assume the form of media in the form of graphic tools or tables, and various other kinds of information arranged visually or verbally. Yulisa (2018) explains that 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, Mahmudah, (2018) 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 materials and can stimulate students to learn. Meanwhile, Heri *et al.*, (2019) in their research stated that learning media has practical value to generate motivation to learn, making concepts that were initially abstract into practical values. 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 smartphones 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.

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 appear in it. Virtual learning that has been carried out to date is one of the impacts of technological developments in education, it is in line with the learning objectives, [Albantani \(2015\)](#) explains that the learning objectives in the 2013 curriculum (K-13) are to prepare Indonesian people to have a life as a person. and citizens who are faithful, productive, creative, innovative, and effective, and able to contribute to the life of society, nation, state, and world civilization, and able to work efficiently both individually and in groups.

Virtual learning is carried out due to the emergence of the Covid-19 outbreak, and the government's policy regarding the implementation of social distancing which affects the learning process. A teacher does not hold direct meetings with his students but conducts face-to-face online meetings, and student monitoring activities in the form of giving assignments (videos, photos, pictures, books, etc.), and checking attendance lists are carried out through WhatsApp group intermediary media. Today's learning is mostly done by using video in learning activities. 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.

Video-based learning media at the school is not the first time, previously the teachers have widely applied the media in their learning activities, this was done to make it easier for students to understand the learning material. This statement is in line with the research of [Justinus \(2018\)](#) which revealed that video learning media is stated as the selection of the right device because it can improve skills and creative thinking accompanied by logical reasoning power in students.

In addition, video-based learning media can explain the discussion material by illustrating an event so that students can remember every part of it, and as for the other thing, the use of the media in its operation is relatively easy and can be accessed anywhere and anytime by both the teacher and the 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.

The other thing is to find out the perceptions of teachers and students in responding to the use of the video. The findings in this study are expected to provide new knowledge regarding the use of video learning media used in online learning in Islamic Religious Education subjects.

2. METHODS

2.1 Research Objects and Locations

The selection of participants was carried out through the willingness of parents to allow their children as objects of research, and the emotional closeness of students to the teacher concerned to facilitate the research. The sample data of the students were shown in **Table 1**.

Table 1 Sample data of students with hearing impairment studied.

No	Name (Initial)	Gender	Age	Status	Final Education
1	EL	P	52	Teacher	Bachelor
2	WHY	L	7	Student	Kindergarten
3	NSY	P	6	Student	Kindergarten
4	ANS	P	7	Student	Kindergarten
5	ILH	L	6	Student	Kindergarten

2.2 Research Design

This study will describe the application of Learning to Read learning media videos uploaded by Islamic Religious Education subject teachers. This research activity was carried out online which was carried out on the WhatsApp group intermediary media in the process of observing students, researchers attempted to explain the use of video as a learning tool in the implementation. To obtain data from research findings, we did it through observation, documentation, and interviews.

2.4 Data Analysis

The method is a way that can be used to achieve goals, while research is a means to find the truth. This research is based on a qualitative descriptive approach. Qualitative descriptive research is research that seeks to explain the solutions to existing problems based on the presentation of data through analysis activities and interpreting them. The technique of obtaining data through documentation is "a type of research study carried out by collecting many documents needed as information data material according to the research problem, such as maps, statistical data, numbers, names of participants, student and population data, graphs, pictures, letters, etc. documents, photos, deeds, and so on." (Endang Danial, 2009). As for other data collection techniques, which are carried out based on observation activities. The activity is "data collection carried out through an observation process, accompanied by a recording of the state or behavior of the target object." (Fathoni, 2018), Meanwhile, data collection techniques through interviews are "conversations carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to these questions, which aims to find out what is contained in the thoughts and feelings of the interviewee. the heart of the person concerned" (Moleong, 2000).

3. RESULTS AND DISCUSSION

From the results of interviews with the teacher in question, the use of video as a media tool in an activity on the subject of Islamic Religious Education is based on several reasons, namely: first, teacher of Islamic Religious Education at Elementary School (EL) said that The current pandemic conditions have an impact on the gap in social interaction between teachers and students, especially in the learning process of Islamic Religious Education. This requires the use of video learning media to always be carried out, because apart from being

a learning tool it is an alternative step for teachers to educate their students, and the use of video in learning serves to expedite the learning process and at least plays a role in minimizing the occurrence of these gaps.

Second, based on the results of the interview, EL revealed that video media is a very simple medium in its use and can be applied to all gadgets, both those that operate on Android and IOS systems. This is in line which explains that one of the learning methods that maximize the use of smartphone device technology is the application of video in these learning activities. in the form of videos, because in that case, the teacher does not only act as a teacher but as a facilitator in the learning activities.

Third, based on the results of the interview, EL said that the use of video learning media has characteristics that support teachers to prepare learning materials. Video learning media provides features in the form of voice recordings, insertion of photos or images, and music that functions as video background instruments. The results of the video material prepared by the teacher are used as teaching materials in Islamic Religious Education subjects.

From the results of data collection through the interviews above, the researcher concludes that the teacher has three basic reasons for using video as a learning medium. namely: (1) The loss of interface interaction caused by the Covid-19 pandemic. This is in line with the results of [Murphy \(2020\)](#) which reported that there was a change in the learning system from offline (outside the network) or directly to online (within the network), namely by using other devices caused by the pandemic, it affects the interaction gap between teachers and students. After that, the use of video media to support learning is directly proportional to the results of [Haniah \(2014\)](#) which reports that technological advances have a positive impact on the progress of the world of education. With video media, students are more interested in the delivery of educators about learning Islamic Religious Education because the visuals displayed are more attractive to students as students, so students are more enthusiastic in paying attention to the learning video.

Based on the results of data collection through the interviews above, the researcher concludes that the teacher has three basic reasons for using video as a learning medium. Namely, the loss of interface interaction caused by the Covid-19 pandemic. This is in line with the results of [Murphy \(2020\)](#) which reports that a change in the learning system, which was initially carried out directly, became online by using devices connected to the internet network, and this is caused by the pandemic which affects the gap in the interaction between teachers and students.

After that, the use of video media to support learning is directly proportional to the results of [Haniah \(2014\)](#) which reports that technological advances have a positive impact on the world of education. By using video as a medium of learning, it makes students more interested in the teacher's delivery of the learning material, which in this case is Islamic Religious Education. This is because the visual display that is displayed can attract the attention of students so that students are motivated to pay attention to the learning video. However, the evaluation of these activities was shown by the difficulty of the teacher in making learning media devices, and the teacher could only share links or download videos from other social media users, which meant the videos were taken randomly according to the needs of learning materials with video results that were randomly generated. the whole has become a part of the whole.

As for obtaining data by observation and documentation related to the use of video learning media in the subjects of Religious Education at elementary school, researchers obtained the steps taken by the teacher in implementing these activities. From observation and documentation, several steps were found as follows:

The teacher conducts apperception activities in the form of checking student attendance by mentioning the name of each student through intermediary learning media, namely messaging applications in the WhatsApp group, and students respond to these activities by giving photos personally to the teacher concerned until a predetermined time. After the activity was completed, the teacher asked the students how they were and asked the students to pray individually before the next stage of learning was carried out.

Second, in the core activity, the teacher begins his learning by conveying the purpose of the activity. Then, the teacher gave a video containing Islamic Religious Education learning material that had previously been made in collaboration between the compiler and EL, as the teacher of the subject. In the implementation of learning media, the uploaded video discusses the material for recognizing letters of the alphabet in the form of vowels and consonants, as well as introducing hijaiyah letters to students.

The data is reinforced by the results of interviews with EL which revealed that giving motivation and explaining goals at the beginning of the learning activity stage was very important and influenced students' interest in learning. This is in line with [Marleni \(2016\)](#), which reveals that students' high interest in learning will encourage them to have a high willingness to participate in learning activities. With a high interest in learning, students can gain knowledge and insight as well as good learning outcomes. After that, the teacher gave directions to the students to watch the video. Then as the teaching material in the form of video learning media, the teacher concerned provides opportunities for students to be played several times on their respective devices until the specified time.

Third, at the evaluation stage. In this activity, the teacher evaluates learning in the form of asking students several questions related to teaching materials and video learning media regarding "Learning to Read Letters and Hijaiyah". The teacher in question asks students to answer the question orally by using the voice chat feature in the WhatsApp group message column because if students answer through writing, learning activities will run tediously. From the results of the interview, EL explained that all the teachers at the school wanted to do online learning, even though the school had agreed, but from the parents and students who did not approve of this being done with consideration, the school had not been able to provide assistance in the form of internet data access and Not all teachers and students can operate online meetings, whether they are held at Zoom Meetings or Google Meets.

This statement was motivated by the fact that at first, the school required teachers and students to do online learning, but after a while, the activity had to be stopped because of the many suggestions from parents in the form of difficulty and difficulty in buying internet access for devices used for online learning. However, the school has ensured that all its citizens get internet access assistance directly from the government.

Based on the observations confirmed by the interviews, the researchers concluded that the implementation of the video learning media used by the teacher in learning activities used several steps, namely: (1) The teacher made apperception to students online through the use of the private message features on WhatsApp. This confirms the results of [Haidar's, \(2020\)](#) which explains that the application, when viewed from its main function, is as a medium for sending messages, but the difference lies in its technical use which does not use operator fees but uses internet network data access. Today in the world of education WhatsApp is used to discuss, send assignments in the form of photos, images, documents, and videos, and share material with others through the services in the application.

(2) The teacher provides motivation and conveys the learning objectives that he does in the early stages of learning activities on Islamic Religious Education subjects. Based on the results of the interview, EL said that providing motivation is an important part that every

teacher should not forget to their students because it has an influence and impact that is directly proportional to the teacher's efforts in motivating students. Moreover, with learning at home, it is often found that the surrounding environment is less supportive in carrying out these activities, this is due to the absence of individuals who carry out the same activities. This is in line with [Marlene \(2016\)](#) which states that motivation functions as something that can stimulate students to generate or underlie all forms of learning actions. In learning activities, motivation can be said as the overall driving force in students which ultimately creates a student's desire to learn, which forms continuity and provides direction for learning activities so that the desired goals can be achieved by students. (3) Evaluation of learning, these activities are generally carried out orally or in writing. However, responding to school learning conditions that do not support the implementation of virtual face-to-face meetings, the teacher in question recommends evaluating the results of what students have understood verbally through the use of the voice chat feature.

Based on this, the researchers concluded that, although the teaching materials and learning media were in the form of videos, technically the implementation of teaching and learning activities could be carried out properly, this was done to avoid the difficulties that would be faced by students, especially making learning monotonous. and boring. This statement confirms [Fathoni's, \(2018\)](#), which reveals that the learning evaluation process aims to measure the results of what students have learned.

However, the evaluation of these activities is that the researchers found the teacher's difficulties in presenting a student learning atmosphere, which was caused by the learning that took place only through a certain social media. Teachers expect online meetings to make it easier for students to understand the delivery of learning materials, because, during online learning to replace the number of meetings that have not been carried out, many teachers replace these activities by giving regular assignments to students. This is done because there is no other choice that can be made by the teachers concerned at the school.

Therefore, it is hoped that the use of video learning media can create a learning climate for students, and help students understand the discussion material. As for making teaching materials in the form of videos, the teacher in question finds it difficult because many features have never been found before, especially in making video learning media a teacher is required to be creative, it aims to motivate students to always make learning, not a difficult or boring activity.

In connection with data acquisition based on interviews, in this section, the researchers found some perceptions of the teachers and students concerned regarding the use of video learning media in Islamic Religious Education at elementary school. To make it easier for researchers to present data on the results of these activities, some perceptions are grouped into two parts, namely perceptions with a positive point of view, and negative perceptions.

3.1. Positive Perception

Based on the results of the researcher's interview with the teacher, EL stated that the use of video as a learning medium in Indonesian Religious Education subjects is an interesting factor because in displaying this the teacher can carry out other activities, for example recording the names of students who are actively asking and answering questions. monitoring students during the video is shown, can be a measuring tool for teachers regarding whether the students pay attention and understand or not, and make it easier for teachers to evaluate learning activities, whether it is giving assignments or asking students the material.

Meanwhile, WHY and ANS students have the same perception in responding to the use of video learning media in these subjects. They revealed that, by using video media in which the

letters of the alphabet and hijaiyah were presented, they could help them memorize the arrangement, shape, and sound of the letters. Similar to the previous students, NSY students, and ILH students have the same perception in terms of audio in the video. They stated that the use of these learning media could help them in distinguishing the sounds of the letters, especially the letters hijaiyah ha (ح) and (هـ), and overall they remained focused and enthusiastic in participating in learning activities.

3.2. Negative Perception

The development of technology in education does not always have a positive impact on learning activities, of course, there are negative things that it brings. Based on interview data, EL as teaching staff in Religious Education subjects at elementary school revealed that with the use of video learning media in teaching and learning activities, students tend to be easier to forget because even though students pay attention from beginning to end, if the video is only shown once or twice, it can't make students fast to remember it. There is a need for repeated video playback because by doing so, at least students memorize various events contained in the video.

Meanwhile, WHY and ILH students revealed that the video had a short duration and was too fast, thus requiring them to replay the learning video several times. The short duration of the video affects the power of students in learning, as well as learning videos that have a too long duration, with a short duration students are required to understand the discussion material in a short time so that students can focus and if only played one or two times the results What you get from the video will be easy to forget. On the other hand, if the video learning media has too long a duration, the results that will be obtained by students, in general, are in addition to losing concentration in learning, if the media is monotonous, students will feel that the learning process at that time is a boring activity. As for other responses, ANS students added that learning by using video media, although interesting, the resulting resolution showed low quality so it was not too comfortable to watch. The NSY students stated that the video displayed had unstable audio. This is based on the finding in learning videos, video clips that often have audio volumes that change at first are relatively stable and comfortable to listen to but later become large, which makes video learning media not very comfortable to listen to.

Based on two perceptions (positive and negative) regarding the use of video as a learning media, it can be concluded that technological advances have a significant impact and influence on the development of effective and efficient learning media. This is in line with [Ilmani's et al., \(2020\)](#) which states in his research that video learning media serves to overcome various problems. types of problems, and helping teachers to deliver discussion material, and helping students to understand the material in the learning process.

Various kinds of positive perceptions were expressed by participants (teachers and students) in this study, such as helping students understand and distinguish between the letters of the alphabet and hijaiyah both in form and sound, as well as presenting teaching materials packaged interestingly in the form of learning videos. This is directly proportional to [Suryansyah and Suwarjo, \(2016\)](#) in his research which revealed that using video as a learning medium in which there is a mix of audio and visual can help students because of the addition of music, explanatory illustrations, and sounds taken from real conditions in it.

Based on the observation data in this study, the use of video as a learning medium can improve student learning outcomes in learning. This is in line with [Supryadi's, \(2013\)](#) stating that learning activities using video can provide a fun and not boring atmosphere for students so that students' attention is focused on videos containing information about learning

materials, and video learning media can present an event that physically impossible to happen can be presented in class, so that students can find out more about these events, as well as in the use of media, videos can meet students who have different learning characteristics, ranging from students with audio, visual, or audiovisual learning. . The three points in his research stated that they had an impact on improving student learning outcomes, so it can be said that the use and utilization of video as an effective learning medium to be applied in the learning process, especially for elementary school students. school level (primary school).

However, in its use, there are still several obstacles, one of which for teachers is access to internet network data which is a common problem in the online learning process. The impact of this is that the upload of videos into the WhatsApp group intermediary media is hampered. Whatever media is used in learning, certainly, it will never be free from these obstacles. This is in line with Sa'diyah's, (2019) which states that the weakness of the internet network is one of the obstacles to the use of Whatsapp groups in the use of video learning media in teaching and learning activities between teachers and students.

4. CONCLUSION

The results of this study indicate that there are several steps implemented by the teacher in the implementation of online learning in Islamic Religious Education subjects related to the use of video as a learning medium, namely: (1) Apperception of students in a group forum, (2) activities The core form is the delivery of motivation, goals, and the provision of learning videos "Learning to Read Letters and Hijaiyah" to students. In providing teaching materials, the teacher is concerned uploads videos on the group forum, (3) The teacher evaluates the results of the learning directly, by recording the names of students based on their ability to answer questions asked by the teacher. The implementation of video as a learning medium received a good response from teachers and students, one of which was an interesting activity because, in addition to showing it was educational, there were several animated displays in it that attracted students' interest in learning. However, some of them gave unsatisfactory responses, this was caused by learning videos and giving time to explain students' findings which were of short duration. As for other things, namely, the visual appearance in the video has a low video quality so that students have difficulty in reading some writings, and the audio is unstable. In that case, the audio changes in volume which at first technically turned into a large volume, so that it made the video viewing not very comfortable for students to listen to in learning activities.

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