

Improving the Knowledge of Akidah (Faith in the Last Day) of Elementary School Students through Audio Visual Learning Videos

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ABSTRACT

The main task and responsibility of a teacher is to create effective, efficient, creative, dynamic and fun learning. The purpose of this study was to determine the increase in knowledge of Akidah (Faith in the Last Day) SDN 02 Ipuh through audio visual learning videos. The type of research used is Classroom Action Research. The research was conducted at SDN 02 Ipuh in 2023, the research sample was class V students totaling 19 students. Data collection techniques in this study were obtained through observation and field data records, test results and notes on reflection/discussion results. Data analysis techniques used by researchers include (1) data collection; (2) verification / conclusion drawing; (3) data reduction. The results of the study obtained the conclusion that the use of teaching videos can increase students' knowledge of akidah (faith in the last day). there are three factors that show the tendency that student learning activeness in the learning process is still low. First, students lack the courage to express their opinions to others. Second, students lack the ability to formulate their own debate. Third, students are not accustomed to competing in expressing opinions with other friends.

1. INTRODUCTION

Education in schools is a conscious effort made by a person or group of people in an effort to mature humans through teaching and training efforts. In the process of maturing students who live and develop, it appears that humans are always changing and that change is the result of learning. This means that in education there is a process of changing the attitudes and behavior of students. The learning process in schools as a teaching and learning activity in which there are two subjects, namely teachers (educators) and students as students. (Yuhana & Aminy, 2019). The existence of good classroom management carried out by a teacher is expected to motivate students to learn in class so that learning activities can run smoothly. However, even though the teacher has carried out classroom management, it is not entirely and certainly the class will be conducive. (Warsono, 2016). Students' personalities vary from one student to another. Students' environmental conditions also greatly affect students' concentration in learning in class. In addition, the lack of environmental support in motivating students to learn can cause students to be discouraged in participating in classroom learning.

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The main task and responsibility of a teacher is to create effective, efficient, creative, dynamic, and fun learning. (Nardawati, 2020). This implies that there is awareness and active involvement between the two subjects of learning, namely the teacher as the initial initiator, guide and facilitator with students as people who experience and are actively involved in obtaining self-change in the learning itself. To optimize the achievement of learning outcomes, an educational interaction is needed in the learning process Islamic Religious Education is a core subject that not only leads students to be able to master various Islamic studies, but emphasizes more on the practice of daily life in the midst of society (Nurjanatin, 2021). The role of Islamic Religious Education teachers should be able to develop learning that is oriented towards achieving overall student competence which includes cognitive, affective and psychomotor domains.

The material of faith in the last day is included in the aspect of faith. In general, students learn faith material by listening to teacher lectures. In the 2022/2023 academic year, from the results of discussions with the subject teacher who was assigned to teach in Class VI, information was obtained that student learning outcomes with such a learning model, students who were actively involved in this learning activity were only 40%. In addition, the results of the formative tests given show that only 60% of students are complete in learning with an absorption of 65%. Faced with this condition, the author is interested in conducting classroom action research to find a way or learning technique supported by learning media so that students can be actively involved and can improve their learning outcomes.

In an effort to improve students' knowledge of faith (faith in the last day), one of the things that teachers can do is through audio-visual video learning. Through audio-visual video learning, learning outcomes can have an impact on increasing student learning outcomes. So far, the obstacle in the learning process is due to the lack of packaging the learning process with an interesting, challenging, and fun learning model. Teachers often deliver material as it is (conventional), so learning tends to be boring and less interesting for students, which in turn results in low student learning outcomes. The role of the teacher who is teaching does not cause student learning activeness, because it is not interesting, and seems boring, which has an impact on the low learning activeness and student learning outcomes (Kholik, 2022, p.823).

Through audio-visual media on the material of faith in the last day, students are expected to gain memorable and meaningful knowledge. Thus, students will be more motivated to apply this knowledge in their daily life behavior. The use of media (especially audio-visual media) in learning in elementary school is very important. The use of learning media is very helpful for students in following the learning process, more so if students are directly involved in the use and utilization of existing media. Audio visual media such as learning CDs (movies/video) will make it easier for students to absorb the subject matter provided by the teacher (Ananda, 2017, p.25).

Based on the preliminary study described above, the purpose of this study is to determine the increase in knowledge of Akidah (Faith in the Last Day) SDN O2 Ipuh through audio-visual learning videos. The focus of this research examines efforts to increase knowledge of Akidah (Faith in the Last Day) through class action research..

2. METHOD

2.1 Research Design

The type of research used is classroom research or Classroom Action Research (PTK) which has the aim of making improvements to the system, work methods, processes, content and competencies or learning situations. Classroom Action Research can be interpreted as an activity to test an idea into practice or a real situation in the hope that these activities will be able to improve and improve the quality of the teaching and learning process. Classroom Action Research (CAR) can also bridge the gap between educational theory and practice. This happens because the activity is carried out alone, in the classroom itself by involving the students themselves, through an action that is planned, implemented, evaluated, and reflected (Susilowati, 2018). It is clear that Classroom Action Research (CAR) aims to solve problems and improve the quality of education and teaching (Prihantoro & Hidayat, 2019).

2.2 Research Implementation Process

The implementation of the research was carried out through the stages of classroom action research conducted. These stages include four stages including (1) planning stage. At this stage, the researcher consults with the class teacher to design and compile learning devices consisting of (1) approach scenarios (RPP); (2) design observation instruments; (3) evaluation tools; (2) action implementation stage. At this stage the researcher carries out the action by applying the learning video model. During the learning process students are grouped according to the

learning model that the researcher has used; (3) observation and observation stage. At this stage, the researcher documents the effects caused by the action in the classroom. The results of observation are the basis for reflection so that what is done must be able to tell the real situation; (4) reflection stage. At this stage, the researcher conducted a reflection after the action of each cycle ended. This reflection is a reflection for teachers or researchers on the learning process carried out. The results of the reflection can be used as a step to plan new actions in the next learning implementation.

2.3 Research Sample

The study population was all 210 students of SDN 02 Ipuh. The research sample was grade V students totaling 19 students. The sample was displayed using a random sampling technique where the researcher estimates that each sample is equally positioned in terms of what will be studied.

2.4 Instruments and Data Collection

Data collection techniques in this study were obtained through observation and field data records, test results and notes on the results of reflection/discussion conducted by researchers and research partners. The determination of these techniques is based on the availability of facilities and infrastructure and the abilities of researchers and research partners. Further description of the data collection techniques is as follows:

2.4.1 Observation and Field Data Records

Observation in PTK activities is an observation of the activities carried out by the teacher (researcher) while carrying out teaching and learning activities in the classroom. The form of observation activities carried out in this PTK uses an open observation model. If the observer or observer makes his observations by recording everything that happens in the classroom. The results of observations from research partners, then used as field data records. This is in accordance with the opinion of Firdaus et al (2023) states that a very important source of information in this research (PTK) is field notes made by researchers / research partners who make observations.

2.4.2 Questionnaire

One of the methods used to collect this data is a questionnaire or questionnaire. This questionnaire was given by the author to class 2 SDN 02 Ipuh with the aim of knowing the extent of students' interest in learning Religious Education (PAI) about ablution skills using the demonstration method.

2.4.3 Test Result

The test results referred to are the results in the form of scores obtained through post-test exams. These results can be used as a comparison between the results of the previous post test and the results of the next post test. As for what is meant by the record of reflection results is a record obtained from the results of reflection carried out through discussion activities between researchers and research partners. The results of this reflection in addition to being used as material in the preparation of the next action plan can also be used as a means to determine whether or not the objectives of this research activity have been achieved.

2.5 Data Analysis

Data analysis techniques used by researchers include (1) data collection; (2) verification/conclusion drawing; (3) data reduction. Data obtained from observations and field assessments were then analyzed in descriptive form. The process of managing and analyzing data in classroom action research methods is carried out continuously throughout the research from the beginning to the final stage of the entire action program according to the characteristics of the subject matter and research objectives and is outlined in descriptive form. The data analysis step in this study researchers analyzed by summarizing the data from the observation results into descriptive form.

3. RESULTS AND DISCUSSION

3.2 Result

3.1.1. Cycle I

Planning. This stage begins with initial observation activities to identify problems so that problems are obtained. The planning that will be prepared in this activity includes (1) Developing teaching modules on Islamic Religious

Education and Budi Pekerti subjects; (2) Developing teacher and student observation sheets; (3) Preparing media that will be used in learning improvement; (4) Making evaluation tools in the form of tests and answer keys.

Implementation of Action. The activity carried out at this stage is to carry out learning in accordance with the teaching module that has been prepared in accordance with the teaching module that has been formulated. Learning steps include (1) Initial activities, including opening lessons, conveying learning objectives, conducting questions and answers; (2) Core activities, including motivating students in the implementation of the demonstration method of memorizing the names of the last day, with teacher supervision each student memorizes, each student can memorize the names of the last day; (3) End activities, with teacher supervision each student repeats.

The observation stage, observation is carried out to observe the ongoing activities of teachers and students using the observation sheet that has been made. The observer gives value to the observed aspects. The following describes the assessment format:

Format Penilaian Hafalan Nama-nama Hari Akhir

Hari/Tanggal :

Tingkat :

Nama Penyimak :

No	Nama Siswa	Penilaian			Jumlah Nilai
		Hafalan/Makhrojul Huruf (10-50)	Kelancaran (10-35)	Adab/Sikap (5-15)	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Figure 1. Student Assessment Format

3.1.2. Siklus II

At this stage, the activities carried out were (1) compiling the Teaching Module. The Teaching Module for PAI subjects with the Competency Standard is understanding Faith in the Last Day. The indicators are memorizing and understanding Faith in the Last Day.

Make an observation sheet to measure. Learning activities and student activities in KBM. Introductory Activities (5 minutes) At the beginning of the lesson, the teacher greeted and greeted the students with a welcome to the learning of Islamic Religious Education and Budi Pekerti. The teacher greets the students and conditions the class to be ready for learning and checks the students' attendance. The teacher asks the class leader to lead to read before learning and surah Al-Maun in an orderly manner. The teacher and students sing the Indonesia Raya Song in order to instill nationalism values. Core Activities (15 minutes) The teacher explains to the class the learning material of Faith in the Last Day. Students observe the Islamic Religious Education and Cultivation Package Book for Elementary School Grade VI on Knowing Faith in the Last Day. Students write down the conclusions of the learning outcomes obtained in learning or teacher explanation. Furthermore, the teacher provides reinforcement to the conclusions made by students. On the rubric of My Competency Test, students work on Formative Assessment about learning "Faith in the Last Day". Closing Activities (10 minutes) Students together with the teacher summarize the learning. Students reflect on the activities that have been carried out. The teacher conveys information about learning topics for the upcoming meeting. Students and teachers plan follow-up learning for the next meeting. The teacher and students end the learning by reading prayers and reading greetings.

Lembar Observasi Siswa
 “Penggunaan Media Gambar (Visual) untuk Peningkatan Pengetahuan Siswa
 SDN O2 Ipuh melalui Vidio Pembelajaran”

Mata Pelajaran : Pendidikan Agama Islam Dan Budi Pekerti
 Kelas : VI (Enam)
 Hari / Tanggal :
 Siklus/ Pertemuan :

No	Nama Siswa	Jenis Kegiatan							
		1	2	3	4	5	6	7	8
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
Jumlah									
Persentase									

Figure 2. Student Observation Sheet

Activity type descriptions include (1) student enthusiasm during apperception; (2) student attention to the teacher; (3) student activeness in asking questions; (4) student activeness in expressing opinions; (5) student activeness in group discussions; (6) orderliness when debating; (7) presentation; (8) accuracy of answers.

3.1.3. Cycle III

The project (searching for learning resources using internet media about believing in the Last Day) is a means to achieve various targets in the Pancasila Student Profile, and is expected to provide opportunities for students to experience knowledge as a process of strengthening character and as a form of learning from their social environment in real terms. Creative refers to the ability of students to think and act in an original and innovative way in overcoming the problems faced. The background of P5 is also related to the previous curriculum, which was considered less able to produce quality students and be able to compete in the era of globalization. The Merdeka curriculum itself is the government's effort to improve the previous curriculum and produce higher quality students who have strong Pancasila values.

3.2 Discussion

Drawing conclusions according to Miles & Huberman is only part of a whole configuration of activities. Conclusions are also verified throughout the research. Verification may be as brief as a passing thought in the analyzer's (researcher's) mind as she writes, a review of field notes, or it may be as thorough and labor-intensive as revisiting and brainstorming among peers to develop intersubjective agreement or as extensive as efforts to place a copy of a finding within another set of data. In short, the meanings that emerge from other data must be tested for truth, robustness, and compatibility, which is validity. To find out the activeness of a model in learning activities, it is necessary to analyze the data. To analyze the level of success or percentage of student success after the teaching and learning process each round is carried out by providing an evaluation in the form of a non-test assessment consisting of: attitude assessment, memorization assessment. The data collected in this study are quantitative and qualitative. From this analysis, the data obtained will be processed and analyzed descriptively qualitative and quantitative, namely, (1) data from observations about teacher activities in teaching and students in teaching, (2) data from student learning test results to determine students' ability to believe in the last day.

The use of learning videos can improve students' knowledge of akidah (faith in the Last Day). Azhar Aliansyah et al (2021) states that teaching through audio visual is the production of the use of material that is absorbed through sight and hearing and does not entirely depend on understanding words or similar symbols. Selamet (2020) revealed that the acquisition of learning outcomes through the sense of sight is around 75%, through the sense of hearing 13% and through other senses 12%. Thus it can be concluded that audio-visual media is media that can be used to

convey learning messages that can involve the senses of sight and hearing of students which aims to encourage the creation of a learning process in students.

The results of *dejalan ang* research have been conducted by Kholik, in his research revealed that increasing student learning activeness, then it will have an impact on increasing the learning outcomes obtained by students. So far, what has become an obstacle in the learning process is the lack of packaging the learning process with an interesting, challenging and fun learning model. Teachers often deliver material as it is (conventional), so learning tends to be boring and less interesting for students, which in turn results in low student learning outcomes. The role of the teacher who is teaching does not cause student learning activeness, because it is not interesting, and seems boring, which has an impact on the low learning activeness and student learning outcomes (Kholik, 2022).

The findings of this study indicate that there are three factors that show the tendency that student learning activeness in the learning process is still low. First, students lack the courage to express their opinions to others. Second, students lack the ability to formulate their own debate. Third, students are not used to competing in expressing opinions with other friends. Islamic Religious Education is the main subject that not only leads students to be able to master various Islamic studies, but emphasizes more on the practice in everyday life in the midst of society (Aisyah, 2022). Therefore, Islamic Religious Education teachers should be able to develop learning that is oriented towards achieving overall student competence which includes cognitive, affective and psychomotor domains (Amaliah et al., 2014).

4. RESEARCH IMPLICATIONS

Theoretical implications, the results of this study have theoretical contributions, including (1) this research is expected to provide scientific insights related to increasing knowledge of Akidah (Faith in the Last Day) in students through audio-visual learning videos; (2) this research is expected to be one of the literatures for academics who want to research Akidah knowledge (Faith in the Last Day); (3) this research is expected to support the development of Islamic education science.

Practical implications, the results of this study have practical contributions, among others (1) this research is expected to be one of the references for fresh graduate scholars in order to increase knowledge of Akidah (Faith in the Last Day) in students through audio visual learning videos; (2) this research can be one of the references and considerations for further research related to increasing knowledge of Akidah (Faith in the Last Day) in students through audio visual learning videos; (3) this research is expected to be able to increase awareness for readers, especially Islamic religious education teachers, of the importance of increasing students' knowledge of Belief (Faith in the Last Day) through audio-visual learning videos; (4) this research is expected to motivate readers to provide moral support, enthusiasm, appreciation, assistance, attention, and affection to teachers in order to increase knowledge of Belief (Faith in the Last Day) in students through audio-visual learning videos.

5. CONCLUSIONS

The results of the study concluded that the use of teaching videos can increase students' knowledge of faith (faith in the last day). Students' understanding increased about faith in the Last Day. It can be seen that students' assumptions understand that the Last Day is the day of the end of the life of creatures and the destruction of the universe and its contents. The Last Day is often called Yaumul Kiyamah (the day of destruction), Yaumul Hasyr (the day of gathering in the field of mahsyar), Yaumul Hisab (the day of charity calculation), Yaumul Mizan (the day of weighing charity), Yaumul Jaza (the day of retribution). In addition, students also understand about several events that occur related to the Day of Judgment, including (1) humans go through a realm called the realm of barzah (the grave); (2) after the blowing of the trumpet humans are resurrected (yaumul ba'ats); (3) humans are led to the field of mahshar (yaumul hasyr) to receive a record of charity; (4) human charity is calculated and weighed; (5) retribution in the form of heaven and hell.

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AUTHOR CONTRIBUTION STATEMENT

The author declares that this article has been submitted with the knowledge and permission of the agency/institution concerned.

DECLARATION OF COMPETING INTERESTS

The authors declare that this study has no political interests, (financial) funding, or personal relationships that could influence the results of the research reported in this article.

ETHICAL APPROVAL STATEMENT

The authors have agreed that this article should be published in accordance with publication ethics and journal policies.

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