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## Jurnal Indonesia Pendidikan Profesi Guru

Volume 3, Issue 1 (2026), DOI: [10.64420/jippg.v3i1](https://doi.org/10.64420/jippg.v3i1)

Journal homepage: <https://ojs.aeducia.org/index.php/jippg>

# JIPPG

E- ISSN 3063-0797

P- ISSN 3063-0827

Research Article

Read Online: <https://doi.org/10.64420/jippg.v3i1.467>

Open Access

# Improving Elementary School Students' Learning Outcomes in Islamic Religious Education through Video-Based Instruction on the Exemplary Values of Asmaul Husna

Nanik Sugianti<sup>1</sup>, Aam Amaliyah<sup>2</sup>

<sup>1</sup> Sekolah Dasar Negeri 41 Bengkulu Tengah, Indonesia

<sup>2</sup> Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia

## ABSTRACT

**Background:** Learning outcomes in elementary Islamic Religious Education require innovative instructional media to effectively enhance students' understanding and engagement, particularly in teaching abstract moral and religious values such as the noble examples of Asmaul Husna. **Objective:** This study aimed to improve students' learning outcomes through the use of video-based learning media on the noble exemplary values of Asmaul Husna in Islamic Religious Education at SD Negeri 41 Bengkulu Tengah. **Method:** This study employed a classroom action research method conducted in 2024. Data were collected using observation, learning outcome tests, and documentation. Data analysis was conducted by measuring students' mastery of learning. **Result:** The application of video-based learning media in Islamic Religious Education significantly improved students' learning outcomes. An increase in learning mastery was observed from Cycle I to Cycle II. **Finding:** Video media enhanced students' engagement, understanding, and motivation in learning the noble, exemplary values of Asmaul Husna, thereby contributing to improved academic achievement. **Conclusion:** The use of video-based instruction on the noble exemplary values of Asmaul Husna was effective in improving students' learning outcomes in Islamic Religious Education. **Originality/Value:** This study contributes practical and pedagogical novelty to primary Islamic religious education by demonstrating the effectiveness of video-based instructional media in contextualizing abstract moral and theological concepts, fostering active engagement, and enhancing conceptual comprehension regarding the exemplary values of Asmaul Husna within regional elementary classroom settings, an area that remains limited in empirical examination. These findings enrich the literature and serve as a strategic reference for primary educators to integrate audiovisual technologies that bridge theoretical religious teachings with tangible, value-oriented learning experiences for young learners.

## ARTICLE HISTORY

Received: January 11, 2026

Revised: January 27, 2026

Accepted: January 29, 2026

Published: March 18, 2026

## KEYWORDS

Learning Outcomes;  
Islamic Religious Education;  
Video-Asmaul Husna

## 1. INTRODUCTION

The learning process is a fundamental component of education because it directly determines the achievement of instructional objectives and students' learning outcomes. Various factors within the learning process may influence the attainment of expected learning goals, including teachers, students, and the learning environment (Makkawaru, 2019). Therefore, continuous efforts to improve the quality of learning are essential to ensure optimal educational outcomes. In the context of modern education, the role of teachers is increasingly crucial as the primary

\* **Corresponding Author:** Nanik Sugianti, [naniksugianti1005@gmail.com](mailto:naniksugianti1005@gmail.com)

Sekolah Dasar Negeri 41 Bengkulu Tengah, Indonesia

Address: Jembatan Kecil, Singaran Pati, Bengkulu City, Bengkulu 38223, Indonesia

## How to Cite this Article:

Sugianti, N., & Amaliyah, A. (2026). Improving Elementary School Students' Learning Outcomes in Islamic Religious Education through Video-Based Instruction on the Exemplary Values of Asmaul Husna. *Jurnal Indonesia Pendidikan Profesi Guru*, 3(1), 38-45. <https://doi.org/10.64420/jippg.v3i1.467>



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drivers of the learning process. Teachers are not only required to master subject matter but also to possess competencies in technology, information, and communication literacy to adapt instruction to contemporary developments and students' needs (Hermansyah et al., 2021). Mastery of digital literacy is expected to support more effective, engaging, and relevant knowledge transfer for today's learners.

Digital literacy in learning enables students to acquire knowledge, attitudes, and skills through learning activities that are more efficient, effective, and enjoyable (Hidayanti, 2021). The integration of information and communication technology in education has been shown to improve the efficiency of teaching and learning processes (Anshori, 2018). Furthermore, students are required not only to understand learning materials but also to master broader contexts and digital literacy competencies as part of 21st-century learning demands (Harjono, 2018).

One form of technology integration in education is the use of instructional media. Instructional media function as a bridge between information providers and information recipients, namely teachers and students (Nur, 2021). Such media are designed to facilitate the delivery of learning content so that it can be more easily understood by students (Mukarromah & Andriana, 2022). The appropriate use of instructional media has been proven to increase students' enthusiasm and attention during the learning process (Qurrotaini et al., 2020).

Islamic religious education is a compulsory subject in schools and plays a strategic role in shaping students' religious values (Rahmat, 2025). Islamic religious education aims to instill Islamic values through structured learning processes conducted both inside and outside the classroom (Aladdiin & Ps, 2019). The Islamic religious education curriculum is specifically designed according to educational levels and tailored to students' conditions and needs, ranging from early childhood education to higher education (Husayrino, 2023). One essential topic in Islamic religious education is Asmaul Husna. This topic requires not only cognitive mastery but also an understanding of the moral values and exemplary attributes embedded within it (Hajriandi, 2022). However, teachers often struggle to deliver this material in an engaging and meaningful way, particularly at the elementary school level.

Previous studies have indicated that the use of instructional media, particularly video-based media, can enhance students' interest, attention, and learning outcomes (Ismiyanti et al., 2023). Video media are considered adequate because they present learning content through both visual and auditory elements, making concepts easier for students to understand (Qurrotaini et al., 2020; Mukarromah & Andriana, 2022). Nevertheless, the application of video-based learning media in Islamic Religious Education, especially for teaching the noble exemplary values of Asmaul Husna in elementary schools, remains limited.

Based on a preliminary study conducted at SDN 41 Bengkulu Tengah, issues related to low levels of student attention and enthusiasm were identified in Islamic religious education, particularly in learning the Asmaul Husna topic. Of the five fourth-grade Muslim students, only two achieved learning mastery. This condition is presumed to result from instructional methods that are relatively monotonous and the lack of engaging learning media, such as video-based instruction. Moreover, the use of video media in teaching Asmaul Husna had not been implemented in this class before, despite students' strong interest in video content commonly accessed on social media and platforms such as YouTube. Considering the identified problems and research gap, classroom action research was deemed an appropriate approach to improve and enhance the quality of the learning process. Classroom action research aims to continuously improve instructional practices, students' learning outcomes, and teachers' professional competencies through cycles of planning, action, observation, and reflection.

This study aims to describe students' learning outcomes following the implementation of video-based learning media in improving achievement on the noble exemplary values of Asmaul Husna in Grade IV at SDN 41 Bengkulu Tengah and to examine whether video-based learning media can improve students' learning outcomes on the noble exemplary values of Asmaul Husna in Grade IV at SDN 41 Bengkulu Tengah.

## 2. METHOD

### 2.1 Research Design

This study employed a classroom action research method. The selection of classroom action research was based on the research problems and objectives, which required improvement and enhancement through follow-up classroom actions. Classroom action research as a concept derived from the combined definitions of three terms: research, action, and class. According to Utomo et al. (2024), classroom action research is a form of research conducted by teachers in the classroom as a process of self-reflection through planned, systematic, and cyclical actions. Classroom action research involves careful observation of learning activities in the form of intentional actions that occur collaboratively within a classroom setting. It is also defined as a problem-solving research strategy that invol-

ves taking real actions, followed by reflection on their outcomes. The results of this reflection serve as the basis for subsequent actions in response to the problems encountered.

2.2 Research Object

This study was conducted in 2024. The research subjects consisted of all five students in Grade IV. The study aimed to examine the use of video-based learning media to improve students' learning outcomes regarding the noble exemplary values of Asmaul Husna in Grade IV at SDN 41 Bengkulu Tengah. The research was conducted at SDN 41 Bengkulu Tengah, located in Genting Village, Bang Haji District, Central Bengkulu Regency, Bengkulu Province.

2.3 Data Collection

Data collection in this study employed three types of instruments: (1) observation, using observation sheets to monitor the implementation of actions during each cycle; (2) tests, used to measure students' learning outcomes before and after the implementation of the actions; and (3) documentation, used to obtain data throughout the implementation of the actions.

2.4 Data Analysis

Data analysis was conducted using learning mastery criteria in Islamic religious education through video-based learning media on the noble exemplary values of Asmaul Husna. The criterion for learning mastery required that at least 85% of students achieve it.

2.5 Research Procedure

The classroom action research cycles consisted of planning, acting, observing, and reflecting, following the Kemmis and Taggart model. This study was conducted over two cycles, with the following details:1) Cycle I was conducted in one meeting; 2) Cycle II was conducted in one meeting.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Description of Pre-Cycle Data

Based on the analysis conducted, the students' learning outcomes before the implementation of video-based learning media (pre-cycle) are presented in Table 1.

Table 1. Pre-Cycle Results Before the Implementation of Video Media

| No | Student Name            | Score | Remark      |
|----|-------------------------|-------|-------------|
| 1  | Silfa                   | 75    | Mastery     |
| 2  | Khansa Abila Zafirah R. | 75    | Mastery     |
| 3  | Muhammad Fiki Ferlando  | 50    | Not Mastery |
| 4  | Rifki Pratama HR        | 50    | Not Mastery |
| 5  | Naufal Azizur Rasyo     | 50    | Not Mastery |
|    | Total                   | 300   |             |
|    | Average                 | 60    |             |
|    | Mastery Percentage      | 40%   |             |

The pre-cycle data show that only two out of five students (40%) achieved learning mastery, while three students (60%) did not meet the minimum mastery criteria. This indicates that the learning outcomes of Grade IV students were still relatively low. Therefore, improvement efforts were necessary through the application of video-based learning media to enhance students' understanding and achievement.

3.1.2 Observation Results of Cycle I

The observation results of student learning activities during Cycle I are presented in Table 2.

Table 2. Student Observation Results in Cycle I

| No | Indicator                                       | Score (1-4) |
|----|-------------------------------------------------|-------------|
| 1  | Students' attention during the learning process | 3           |

| No | Indicator                                            | Score (1-4) |
|----|------------------------------------------------------|-------------|
| 2  | Students' activeness in learning through video media | 3           |
| 3  | Asking questions when the lesson is not understood   | 2           |
| 4  | Completing assigned tasks                            | 3           |
| 5  | Cooperation in group activities                      | 2           |
|    | Total Score                                          | 13          |
|    | Average Percentage                                   | 65%         |

Based on Table 2, the total observation score in Cycle I was 13, with an average percentage of 65%. This result indicates that students' learning activities had begun to improve; however, the learning process had not yet reached an optimal level. Several indicators, particularly student questioning behavior and group cooperation, still required further improvement.

### 3.1.3 Student Learning Outcomes After Cycle I

The students' learning outcomes after the implementation of actions in Cycle I are presented in Table 3.

**Table 3.** Student Learning Outcomes After Cycle I

| No | Student Name            | Minimum Mastery (KKM) | Score | Remark      |
|----|-------------------------|-----------------------|-------|-------------|
| 1  | Silfa                   | 70                    | 70    | Mastery     |
| 2  | Khansa Abila Zafirah R. | 70                    | 75    | Mastery     |
| 3  | Muhammad Fiki Ferlando  | 70                    | 50    | Not Mastery |
| 4  | Rifki Pratama HR        | 70                    | 50    | Not Mastery |
| 5  | Naufal Azizur Rasyo     | 70                    | 75    | Mastery     |
|    | Total                   |                       | 320   |             |
|    | Average                 |                       | 64    |             |
|    | Mastery Percentage      |                       | 60%   |             |

The results in Cycle I indicate an improvement compared to the pre-cycle condition. The percentage of students achieving mastery increased from 40% to 60%, and the average score increased from 60 to 64. Although improvement was evident, the mastery percentage had not yet reached the predetermined criterion of 85%, indicating the need to proceed to Cycle II.

### 3.1.4 Observation Results of Cycle II

The observation results after the implementation of actions in Cycle II are presented in Table 4.

**Table 4.** Student Observation Results in Cycle II

| No | Indicator                                         | Score (1-4) |
|----|---------------------------------------------------|-------------|
| 1  | Students' attention during video-based learning   | 4           |
| 2  | Students' activeness in learning activities       | 4           |
| 3  | Asking questions when learning difficulties arise | 3           |
| 4  | Completing assigned tasks                         | 3           |
| 5  | Cooperation in group activities                   | 3           |
|    | Total Score                                       | 17          |
|    | Average Percentage                                | 85%         |

Table 4 shows that the total observation score increased to 17, with an average percentage of 85%. This result indicates a significant improvement in students' learning activities compared to Cycle I. Students demonstrated higher attention, participation, and collaboration during the learning process.

### 3.1.5 Student Learning Outcomes in Cycle II

The students' learning outcomes after Cycle II are presented in Table 5.

**Table 5.** Student Learning Outcomes in Cycle II

| No | Student Name            | Minimum Mastery (KKM) | Score | Remark  |
|----|-------------------------|-----------------------|-------|---------|
| 1  | Silfa                   | 70                    | 80    | Mastery |
| 2  | Khansa Abila Zafirah R. | 70                    | 80    | Mastery |

| No | Student Name           | Minimum Mastery (KKM) | Score | Remark  |
|----|------------------------|-----------------------|-------|---------|
| 3  | Muhammad Fiki Ferlando | 70                    | 75    | Mastery |
| 4  | Rifki Pratama HR       | 70                    | 80    | Mastery |
| 5  | Naufal Azizur Rasyo    | 70                    | 75    | Mastery |
|    | Total                  |                       | 390   |         |
|    | Average                |                       | 78    |         |
|    | Mastery Percentage     |                       | 100%  |         |

The results of Cycle II demonstrate that all students achieved learning mastery, with a mastery percentage of 100%. The average score also increased substantially to 78, indicating that the use of video-based learning media was effective in improving students' learning outcomes.

3.1.6 Recapitulation of Observation and Learning Outcomes

A summary of student observation results and learning outcomes across all stages is presented in Table 6.

Table 6. Recapitulation of Observation and Learning Outcomes of Grade IV Students at SDN 41 Bengkulu Tengah

| No | Description       | Pre-Cycle | Cycle I | Cycle II |
|----|-------------------|-----------|---------|----------|
| 1  | Total Score       | 300       | 320     | 390      |
| 2  | Average Score     | 60        | 64      | 78       |
| 3  | Highest Score     | 75        | 75      | 80       |
| 4  | Lowest Score      | 50        | 50      | 75       |
| 5  | Classical Mastery | 40%       | 60%     | 100%     |

The table clearly shows a consistent improvement in students' learning outcomes from the pre-cycle stage to Cycle I and Cycle II. The application of video-based learning media significantly enhanced both students' learning activities and academic achievement, as reflected in the increased average scores and classical mastery percentages.

3.2. Discussion

The findings of this study demonstrate that the use of video-based learning media on the noble exemplary values of Asmaul Husna effectively improved elementary school students' learning outcomes in Islamic Religious Education at SD Negeri 41 Bengkulu Tengah. This improvement is evident from the comparison of learning outcomes between Cycle I and Cycle II, which showed a consistent increase in students' mastery levels. In addition, the enhancement of learning outcomes was supported by increased student participation, improved teacher performance during instructional activities, higher scores on written evaluations, and positive student responses toward the learning process.

The significant improvement in students' learning outcomes indicates that video-based instruction is particularly effective for teaching abstract religious and moral concepts, such as the exemplary values of Asmaul Husna. Video media provide visual and auditory representations that help students better comprehend and internalize learning content (Pham, 2021; Sari et al., 2024). This finding aligns with the principles of multimedia learning theory, which suggest that learning is more effective when information is presented through multiple sensory channels, enabling students to construct a deeper understanding.

From a theoretical perspective, the results of this study support previous research indicating that audio-visual media can enhance students' motivation, attention, and comprehension. Video-based learning allows students to observe concrete examples of moral behavior and religious values, making abstract concepts more accessible and meaningful. Heo & Toomey (2020) emphasize that instructional videos facilitate conceptual understanding and increase students' interest in learning, while Pamungkas & Koeswanti (2022) highlight the role of video media in improving learning outcomes across various educational contexts.

The increase in students' learning activity during Cycle II further confirms the effectiveness of video media in creating an engaging learning environment. Students demonstrated higher levels of attention, participation, and interaction during lessons, which contributed to improved academic performance. Active engagement is a key factor in successful learning, as students who are actively involved tend to process information more deeply and retain it longer. Another important finding of this study is the role of teacher competence in maximizing the effectiveness of video-based learning (Misran & Kasmantoni, 2025). The successful implementation of video media required teachers to manage instructional time efficiently, organize classroom activities effectively, and appropriately use supporting

learning tools (Hwang et al., 2015). These findings suggest that integrating technology into learning must be accompanied by adequate teacher preparation and pedagogical skills to ensure optimal learning outcomes.

To achieve optimal improvement in students' learning outcomes through video-based instruction, several instructional strategies should be considered. These include providing continuous motivation during learning activities, implementing effective classroom management, selecting engaging and relevant media, offering rewards to encourage student participation, applying appropriate teaching methods and strategies, and adopting learner-centered instructional approaches. The combination of these strategies with video media creates a conducive learning environment that supports both cognitive and affective learning objectives.

The main strength of this study lies in its practical contribution to improving classroom-based learning, particularly in Islamic Religious Education at the elementary school level. By applying classroom action research, this study provides empirical evidence that video-based learning media can effectively enhance both learning processes and outcomes. The findings offer valuable insights for teachers seeking innovative instructional approaches to improve students' understanding of moral and religious values, especially in contexts with limited learning resources.

## 4. IMPLICATIONS AND CONTRIBUTIONS

### 4.1 Research Implications

The findings have practical and pedagogical implications for Islamic Religious Education at the elementary school level. Video-based instruction can serve as an effective instructional strategy for helping teachers present the exemplary values of Asmaul Husna in a more concrete, engaging, and contextual manner. By combining visual and auditory elements, video media can facilitate students' understanding of abstract religious and moral concepts while increasing their attention, motivation, and active participation in learning.

### 4.2 Research Contributions

This study contributes to the field of Islamic Religious Education by providing empirical evidence on the effectiveness of video-based learning media in improving elementary school students' learning outcomes. In addition to enriching the classroom action research (CAR) literature in religious education, this study offers practical insights for educators and future researchers on designing contextual, student-centered audio-visual learning strategies. Therefore, the findings serve as a reference for developing innovative instructional practices to enhance the quality of the learning process and student achievement in Islamic Religious Education.

## 5. LIMITATIONS AND FUTURE RESEARCH DIRECTION

### 5.1 Research Limitations

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted with a tiny sample of only five fourth-grade students at a single elementary school, limiting the generalizability of the results to broader educational contexts. Second, the study employed a classroom action research design with only two instructional cycles and a short implementation period, which may not fully capture the long-term effects of video-based learning media on students' learning outcomes. In addition, the assessment focused primarily on cognitive learning outcomes. At the same time, affective and behavioral aspects, such as students' character development and the internalization of Asmaul Husna values, were not examined in depth.

### 5.2 Recommendation for Future Research

Future studies are recommended to involve larger and more diverse samples across different schools and educational levels to enhance the external validity of the findings. Researchers may also consider employing experimental or quasi-experimental designs with pretest-posttest measures to more rigorously examine the effectiveness of video-based learning. Furthermore, future research should explore the impact of video-based learning media on affective and character-related outcomes, such as students' attitudes, values, and the daily application of Asmaul Husna principles. It should also integrate interactive elements or gamification features to further increase student engagement and learning effectiveness.

## 6. CONCLUSION

This study concludes that implementing video-based learning media in Islamic religious education particularly on the topic of Noble Examples of Asmaul Husna, effectively improves students' learning outcomes at the elementary

school level. The results of the classroom action research demonstrate a consistent increase in students' achievement from the pre-cycle stage through Cycle I and Cycle II, culminating in complete classical mastery. This improvement indicates that instructional videos can serve as a practical learning tool to support students' understanding of religious concepts by presenting material in a more concrete, engaging, and accessible manner.

Furthermore, the use of video media enhances students' learning engagement and classroom participation. Observational data reveal notable improvements in students' attention, activeness, collaboration, and willingness to ask questions during the learning process. These findings suggest that video-based instruction not only enhances cognitive learning outcomes but also fosters a more interactive and motivating learning environment. As a result, video media can help address issues related to low student motivation and monotonous instructional practices commonly encountered in conventional teaching approaches.

This study's findings highlight the potential of video-based learning as an effective instructional strategy in Islamic Religious Education. The successful implementation of this media underscores the importance of integrating technology and audio-visual resources into classroom instruction to improve both the quality of the learning process and student achievement. Therefore, video-based learning media is a viable and practical alternative for teachers seeking to enhance instructional effectiveness, particularly in teaching religious-based content at the elementary education level.

### Acknowledgments

The authors would like to express their sincere gratitude to the teachers and students of SD Negeri 41 Bengkulu Tengah for providing facilities, support, and cooperation throughout the implementation of this study.

### Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Nanik Sugianti; Conceptualization and Design, Methodology, Writing - Original Draft; Khmermarinah: Writing - Review & Editing, Performed data collection and Analysis, Interpretation of the results.

### Declaration of Generative AI (GenAI) Usage in Scientific Writing

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### Conflict of Interest Statement

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

### Funding Statement

The authors declares that no specific grant or funding was received to support the conduct of this study or the preparation of this manuscript.

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### First Publication Right:

Jurnal Indonesia Pendidikan Profesi Guru

### Article info:

DOI: <https://doi.org/10.64420/jippg.v3i1.467>

Word Count: 4237

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