TA'DIB JOURNAL, 27 (2), 2024, (July-December)

ISSN: 1410-8208 (*Print*) 2580-2771 (*Online*)
Available online at https://ejournal.uinmybatusangkar.ac.id/ojs/index.php/takdib

Application of Digital-Based Video Media in Improving Learning Outcomes in Madrasah in Central Kalimantan

Received: 28-07-2024; Revised: 26-09-2024; Accepted: 18-11-2024

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Abstract: This study investigates the effectiveness of video-based digital media in enhancing student learning outcomes in Central Kalimantan madrasahs. Using a quantitative approach with a sample of 20 students from MAN Palangka Raya and MAN East Kotawaringin, data were collected through observation, questionnaires, interviews, and documentation. Statistical analysis shows a significant improvement in learning outcomes, with an increase of 14.9% from pre-test to post-test scores, achieving an average learning outcome of 82.8%. These findings indicate that video-based media can positively impact student engagement and understanding, suggesting its potential for broader application in digital learning environments within Indonesian madrasahs.

Abstrak: *Penelitian ini menyelidiki efektivitas media digital berbasis video dalam meningkatkan hasil belajar siswa di madrasah di Kalimantan Tengah. Menggunakan pendekatan kuantitatif dengan sampel 20 siswa dari MAN Palangka Raya dan MAN Kotawaringin Timur, data dikumpulkan melalui observasi, kuesioner, wawancara, dan dokumentasi. Analisis statistik menunjukkan peningkatan yang signifikan dalam hasil belajar, dengan peningkatan 14,9% dari nilai pre-test ke post-test, mencapai rata-rata hasil belajar 82,8%. Temuan ini menunjukkan bahwa media berbasis video dapat berdampak positif pada keterlibatan dan pemahaman siswa, yang menunjukkan potensinya untuk diterapkan secara lebih luas di lingkungan pembelajaran digital di madrasah-madrasah di Indonesia.*

Keywords: digital learning, learning outcomes, video media

INTRODUCTION

Education is a process of improving the personal quality of individuals to be excellent in many of these aspects (Surawan et al., 2022; Malisi et al., 2023). As time goes by, education has become one of the aspects of life that is impacted by technological advances. Traditional face-to-face teaching methods have been replaced by online and blended learning environments (Riayah & Fakhriyana, 2021). The rise of online education is a major step toward the transformation of education (Surawan et al., 2022; Suseno, 2020).

In order to provide a stimulating and productive learning environment, learning material is essential (Nudin, 2021; Astuti, 2022). The use of video in education has grown more accessible and convenient. Videos offer the benefit of presenting

knowledge in an interactive, auditory, and visual manner, engaging more senses in pupils (Daniyati et al., 2023). But more research is still required to fully comprehend how using video-based materials might improve students' focus during the learning process (Ardiansyah et al., 2022). This research has the potential to significantly aid in addressing the difficulties in keeping students' attention by examining the use of video-based learning materials (Ikhsan & Humaisi, 2021).

Using instructional videos as a teaching tool seeks to: 1) Make ideas more understandable and less verbalistic by streamlining their communication. 2) Overcoming the constraints placed on students' and teachers' time, space, and sensory abilities 3) Has a variety of relevant uses. In order to create instructional videos that can boost users' motivation and efficacy, its features and requirements must be carefully considered during the development process (Nursabandi, 2020)

Today's educators must adapt their teaching strategies to be more creative and inventive, as well as changing the way they educate to be more diversified (Putri, Asbari & Khanza 2023). Teachers need to employ more creative models or approaches to impart their information to students, such engaging virtual media like videos. With this approach, students might be more engaged in their education (Putri et al., 2023). In order to fully utilize learning media, a teacher needs to be sufficiently knowledgeable about them.

According to Hamalik, educators need to have at least nine different perspectives on learning media. These perspectives include the following: (1) media as a tool for communication to improve learning; and (2) media as a tool for achieving academic objectives. (3) how media is used in the educational process; (4) how instructional strategies and educational media are related; and (5) the importance and advantages of educational media. (6) Choosing and applying instructional media. (7) possess knowledge of diverse educational media tools and methodologies, (8) comprehend the application of educational media in every subject taught, and (9) engage in innovative endeavours within the realm of educational media. This demonstrates how the goal of learning media as an educational tool is to support teachers in their endeavours to successfully execute the learning process (Aida et al., 2020).

Learning Media Concept

Since the word "media" is derived from the Latin word "Medius," which meaning "middle," "intermediary," and "introduction," it can be seen as an introduction or a way of communicating a message from the sender to the recipient (Diantari & Gede Agung, 2021). In summary, the media serves as a vehicle for the messages that the source want to get over to the intended audience. To put it another way, learning is the endeavour of a teacher or other educator to support students' learning in accordance with their requirements and preferences (Jennah, 2009; Fadli, 2021). On the other hand, media serves as a vehicle for messages that need to get over to their intended audience. The information that is absorbed through media is educational, and the process of learning is what is accomplished as a result (Simbolon et al., 2019).

Learning media are tangible or intangible resources designed to build student-teacher relationships, spark students' curiosity about learning more, and improve their comprehension of the content being taught (Nursidik & Suri, 2018). Engaging media will make classes easier for students to understand and improve their learning outcomes (Daniyati et al., 2023).

In addition to hardware, digital learning also involves software that provides access to stored and transferred data. A shared function, often known as a network, can be built by connecting multiple computers to one another. This network connects to specific data or applications in addition to essential amenities like a printer or modem (Wisada et al., 2019).

Teachers and students can benefit from a variety of components, resources, and applications that are part of digital learning.

To put it another way, digital learning is any learning activity that plans, executes, and evaluates lessons using digital technology or the internet. Students, instructors, and parents carry out this task (Wityastuti et al., 2022).

Digital-based Learning Concept

Digital learning is essentially learning that incorporates the creative application of digital tools and technology during the teaching and learning process. It is also known as Technology Enhanced Learning (TEL) or e-Learning (Fadli et al., 2021). Teachers can use digital technology to integrate more engaging online learning with in-person instruction (Mukarromah & Andriana, 2022). Digital learning, according to experts, is "a large collection of computers in networks that are tied together so that many users can share their vast resources." It consists of hardware components, or infrastructure, which is a collection of linked computers that can send and receive data, including text, messages, images, audio, and video. With digital learning, a large number of people may share vast resources (Sitepu, 2021).

Principles of Implementing Digital Learning:

a. Personalization

   Digital learning needs to be planned and modified in accordance with students' skills, prior knowledge, and comfort level (Octaviana et al., 2022). Learning disparities that frequently arise in the classroom can be reduced by implementing this idea. In addition, utilizing digital learning helps enhance student productivity (Wisada et al., 2019).

b. Active participation of students

   Through instructional games or virtual simulations, students must actively participate in the learning process in digital education. Digital learning environments can support this (Afif, 2019; Jennah, Surawan & Yusuf, 2022). By ensuring that students participate actively in the learning process through educational games or virtual simulations, digital learning platforms can assist in achieving this goal (Hilmi & Hasaniyah, 2023).

c. Platform Accessibility

   Students must have easy access to digital learning at all times and locations.

d. Evaluation

   Assessing the clarity of student learning in digital learning necessitates ongoing observation and feedback, which calls for a comprehensive review (Rahma et al., 2023). As a result, assessing students' strengths and shortcomings is crucial to the creation or use of a digital learning platform. that it's critical to conduct a comprehensive assessment in order to gauge the students' level of comprehension. Because of this, digital learning platforms are developed or utilized by making sure that a strengths and weaknesses study of pupils is done (Tugino et al., 2023).

Based on the background above, of course digital-based learning can make technological progress in schools and can make a huge contribution to the condition of education in Indonesia. Therefore, the author is interested in researching "The Application of Digital-Based Learning Video Media in improving learning outcomes in madrasas". This has added value compared to previous research and is considered worthy of research.

METHOD

Quantitative approaches are employed in this study. Presentation is used to calculate and classify quantitative data. Since the quantitative technique is an important tactic that measures more than only student learning outcomes, it was employed in this study (Ni'mah, 2020). The research's subjects were class X pupils from MAN Kota Palangka Raya and MAN Kotawaringin Timur. The purpose of this study is to use learning video medium to assess learning results. The utilization of video media as a learning tool for Fiqh was met with great enthusiasm from research participants. The significance of this media lies in the increased enthusiasm of pupils to participate in the learning process (Siparilas, 2021).

The implementation of learning video media has made it easier for pupils to comprehend the material, particularly in courses related to Fiqh. Learning using audio-visual medium is more enjoyable than learning through visual media alone. Student learning outcomes have improved with the use of video learning tools in the classroom. The video content was more relevant to the students. A direct random sampling procedure was used to select 75 students from MAN Kotawaringin Timur and 80 students from MAN Kota Palangka Raya each from the language department. In order to determine students' learning outcomes, the study used various data collection procedures, including direct interviews with students and Fiqh teachers at MAN Kota Palangka Raya and MAN Kotawaringin Timur.

Then the data analysis technique in this study is correlation and regression analysis techniques. Data was collected using instruments in the form of questionnaires or research questionnaires for the video media and outcomes learning (Mutmainah, 2021; Malisi et al., 2023). The data that has been collected is then processed using the percentage.

RESULTS AND DISCUSSION

Results

Based on the results of field observations, it is known that Fiqh subject teachers use digital media in the form of videos in the learning process. This is because digital-based PAI learning media has at least several advantages, including the following: the advantage of using video-based learning media. These findings were obtained from extensive research and interviews with educators and students. When video-based learning materials are used in the classroom, abstract concepts can be presented more realistically and students can understand complex concepts more easily.

Table 1. Student data at MAN Kotawaringin Timur and MAN Kota Palangka Raya

Class	Amount	Amount
X	20	20
XI	25	30
XII	30	30

Concrete and realistic learning materials can be created by utilizing video-based learning resources. This clearly demonstrates how teachers may communicate learning topics that cannot be immediately observed in ordinary life or that teachers are unable to directly explain to students using this video-based learning medium (Fadli et al., 2021). Teachers can use this video-based learning resource to help them explain concepts that are hard to explain in person (Jannah & Fathuddin, 2022; Zulaiha, et al., 2022; Sumarni, 2023).

When used in conjunction with other instructional materials, this video-based learning resource can also help students become less bored during class (Tafonao, 2018). The typical student attends classes from 7 a.m. to 2 p.m. for 7-8 hours each day. If the same teaching strategies and resources are being used, pupils will grow disinterested in the classroom after spending extended periods of time there. Students will undoubtedly have a more varied learning experience when using this type of diversity in the utilization of video-based learning materials (Daniyati et al., 2023). In addition, educators found via their research that broadcasts may be made using video-based learning materials. learning exercises that are either live or recorded and that are capable of grabbing students' interest while introducing concepts that are simple for them to comprehend. Then, it is thought that video-based learning resources are the ideal addition to help instructors carry out the teaching process (Putri et al., 2023).

The study's findings are the learning outcomes that students achieve after using digitally based learning resources. Following the research, class X students' learning outcomes scores were acquired, and the mean (M) and median mode (Mo) were calculated by analysis. The average percentage of student learning is found using the following analysis. The data analysis results indicate that 67.9 is the average percentage (M%) of student learning outcomes. Once the value is converted to the PAP scale 5 standards, it falls

between 65 and 79. The middle category of learning results for students is indicated by this interval. The average percentage (M%) of student learning outcomes, according to the results of the data analysis, is 82.8%. Based on data analysis conducted at MAN Kota Palangka Raya, the average percentage (M%) of learning outcomes among students is 69.5. Once the value is converted to the PAP scale 5 standards, it falls between 69 and 82. The middle category of learning results for students is indicated by this interval. The average percentage (M%) of student learning outcomes, according to the results of the data analysis, is 85.9%. Once the score is converted to the PAP scale 5 standards, it falls between 80 and 89. The student learning outcomes are in the high category, as indicated by this interval. In conclusion, Table 2 displays the findings of the aforementioned study.

Table 2. Pre-test results, post-test for MAN East Kotawaringi and MAN Kota Palangka Raya

	Average	**Average**	**Criteria**
Pre tes	67,9%	69,5%	Low
Post tes	82,8%	85,9%	Tall

A comparison of the aforementioned growth in learning outcomes is shown in the table. Other supporting programs can be included into a learning video when creating video-based learning materials. While creating video-based learning materials in the past, the emphasis was on how the information or learning content was presented, but these days the emphasis is on the supporting applications that are presented on the media conducted research on this matter (Nurdin et al. 2019). His work clarifies how learning materials based on videos can be created concurrently with other programs, like YouTube. The study's findings demonstrate that using digital learning films as a teaching tool might enhance students' comprehension of mathematical ideas.

Analysis/Discussion

Technology is developing increasingly rapidly from time to time due to the discovery of new technologies can accelerate the discovery of further technology. In the In the history of human civilization, many discoveries have occurred can produce technology that has a big impact for human life (Mazrur et al., 2024). When technology is introduced into the realm of education, it will help teachers in the learning process. In this way, the learning process will be helped by the presence of facilities in the form of media in the form of technology.

During the first few activities, the class will be organized, apperception will be given, the learning objectives and steps will be explained, and the equipment needed to play the video media will be prepared. Provide a brief overview of the subject matter to be covered in the core activity before assigning students to create diverse groups (Mukarromah & Andriana, 2022). The instructor then uses instructional video material to describe the steps involved in the learning process. A instructional video pertaining to the subject matter will next be shown by the teacher. Following the conclusion of the video, each group receives a number of worksheet tasks from the teacher. Students then work in groups to address problems. The teacher designates a representative from each group to deliver the outcomes of their conversation when the allotted time for discussion is finished. The instructor allows other groups to react to what the presenting group has said during the conversation.

Students who are willing to offer questions and respond to the discussion's findings are always appreciated by the teacher, who also encourages other students to take an active part in the conversation. The teacher instructed the class to return to their seats once each group had a chance to present the findings of their work. Instructors assess each student individually to find out how well they have understood the ideas they have been learning. Student learning outcomes in Fiqh learning increased by 67.9% as a result of learning enhancements. This proportion, when converted to PAP scale 5 recommendations, falls between 65% and 79%, with moderate criteria. The percentage

of student learning outcomes increased to 82.8% once the media was implemented. This number, when converted to the PAP scale 5 criteria, falls between 80% and 89%. This interval demonstrates that class X pupils' learning outcomes meet high standards. This indicates a 14.9% rise from the pre-test to the post-test (Wisada et al., 2019).

This increase in learning outcomes is caused by several things, which are explained as follows:

a. Learning activities are made more enjoyable by the fresh environment that learning video media offers. Because they only get information from the teacher through verbal communication, students no longer experience boredom. When learning content is delivered via instructional videos, pupils pay close attention.
b. Learning videos can provide detailed presentations of three-dimensional or abstract objects. Aside from that, instructional films can be used to present resources that are not physically possible to bring into the classroom in order to enhance the learning process.
c. Audio and visual elements are presented in learning videos. This aids with the students' comprehension of the course material. Every learner process and comprehends the material provided in a unique way. Certain students are limited to receiving and comprehending instructional materials just through hearing (audio) or seeing (visual), while yet others can only do so using both methods (audio visual).

Teachers' praise of students' work also helps to boost students' motivation and engagement, which has a direct impact on enhancing student learning results. The teacher provides reinforcement in the form of points, applause, and other little awards. This serves as one of the driving forces behind students' increased engagement in the learning process and positively affects both the way lessons are taught in the classroom and the rivalry amongst students to get the teacher's praise the most. This viewpoint is corroborated by the viewpoint of Sardiman, (2006). Therefore, "teachers must be able to stimulate and provide encouragement and reinforcement to dynamize students' potential, foster motivation and creativity so that dynamics occur in the teaching and learning process". This indicates that when it comes to putting learning into practice in the classroom, reinforcement is crucial.

The benefits of learning with video content align with those of a contextual approach. Aspects of student performance that span the cognitive, emotional, and psychomotor domains are highlighted by the contextual approach. When students apply a contextual approach to the learning process, they take the initiative to formulate or explore the material's content. In addition, the seven contextual approach components—constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment—are what form the foundation for contextual application in the classroom and help students become more self-assured and capable of realizing their own potential (Aida et al., 2020).

Based on various explanations for the factors contributing to higher student learning outcomes, it is generally accepted that teachers play a pivotal role in the learning process by being the ones to boldly alter their approach to teaching by utilizing cutting-edge techniques or media that encourage students to take an active role in their education (Fitriansyah, 2019). Learning challenges can be solved by the application of appropriate and varied strategies that are tailored to the needs of students, teachers, and the school environment. This assertion aligns with Sujana's viewpoint, which posits that employing a single teaching approach is ineffective and that a range of ways must be used instead (Putra et al., 2021).

CONCLUSION

Based on the research results, it is proven that the use of learning videos as a teaching tool can improve student learning outcomes through the use of digital learning materials, where the results of data analysis show that

the average percentage of student learning outcomes according to the results of data analysis is 82.8% so it can be said Student learning outcomes are in the high category. This shows an increase of 14.9% from pre-test to post-test.

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