



## The Effect of Using Learning Video Media Towards Students' Study Achievement of Fiqh Subject Grade VII (Research at State Islamic Junior High School Model Pasirsukarayat)



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### Abstract

This research aims to determine whether studying video media affects students' study accomplishment of Fiqh in grade 7 at State Islamic Junior High School Model Pasirsukarayat. The research is based on the assumption that students' study success is tied to the educational medium employed. Using learning material that engages and motivates students will impact their learning accomplishment. This study used a pretest-posttest two-group design. Observation, documentation, interview, and test are data collection methods. Based on the hypothesis significance test result, employing learning video media (t-count 2,58 t-table = 1,71) at the real level = 0.05 and the degree of freedom (df) = 78 has the lowest score = 7 and the maximum score = 10. The group that does not utilize learning video media scores (t-count 2,45 t-table = 1,71) at the actual level = 0,05 the degree of freedom (df) = 78 with the lowest score = 5 and the maximum score = 7. Ho is rejected, hence it may be concluded that utilizing learning video medium affects pupils' Fiqh grade 7 study success.

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## 1 Introduction

The focus of learning activity at school is interaction between teacher and students in learning a material that has been arranged in curriculum. In doing learning activities, the teachers should use learning media that suit the material, so that the learning runs effectively and conducive. Gerlach & Ely (1971), say that media is human, material or event that build conditions that make students are able to gain knowledge, skill or attitude (Arsyad, 2011). Meanwhile video is seen as messenger, including audio-visual media or visual-audio media (Setyosari & Sihkabuden, 2005). Whereas Muhibbin (1997); Syah (1997), explains that study achievement is the level of students' success in learning material in education institutions stated in the form of score gained from the result of test achievement of certain subject material. Then, applying learning video media that functions as a supporting tool to reach learning objectives can improve learning motivation and interest with a fun atmosphere because it is provided attractively through visual and audio messages. Besides, video media can also complete and add students' basic experiences when they read, discuss and demonstrate material and so on because the lesson given can be understood in a balanced way through sight and hearing so that it awakens interest to practice learning material given. Furthermore, the teaching learning process can run in a conducive and efficient way so the use of learning video media is expected to ease in reaching education objectives including cognitive, affective and psychometric aspects. This included Fiqh subjects of grade seven (Gillies, 2004; Lynch & Cicchetti, 1997).

Teaching learning activity is the core of education activity. Furthermore, teaching learning activity will determine how far the objective can be reached. The objective achievement is the same as creating maximum study achievement. This can happen if the teacher is able to develop learning media attractively so that it awakens and improves students' motivation and interest because it will affect students' learning achievement. Therefore, it is doubtful that students can reach achievement well and maximum if the teacher cannot waken their learning motivation and spirit through learning video media used in the teaching learning process. Then, a teacher is expected to be able to master and use media creatively to make an active, effective and conducive learning atmosphere. It is different. At the writer's research site i.e., at MTsN Model Pasirsukarayay, based on the beginning observation shows that in Fiqh learning teaching process, the students learn without using video media so the students' learning achievement is not maximum (McGill et al., 1992; Mayer & Moreno, 2002).

## 2 Materials and Methods

As the relationship of cause-effect of two variables namely the effect of using learning video media (X variable) towards students' learning achievement at Fiqh subject grade VII MTsN Model Pasirsukarayay (Y Variable), then in the process of research that the writer does is by using experiment method pretest post- test two group design, by this way the researcher is meaning to emerge event or condition and then observe how is the effect. By using this method, the researcher knows how large the caused effect is if the teaching learning process is done by using learning video media (Djamarah & Zain, 2010; Hadi, 2009). The population of the research is the whole grade VII students of MTsN Model Pasirsukarayay counting 245 students in the academic year 2014-2015. Whereas the research sample taken by the researcher is 80 students (40 students of grade VII B and 40 students of Grade VII C). In this research, the writer uses tests to measure one or group's development level in the effort of improving learning quality. The test used in this research is pre-test (the test given at the beginning of the lesson) and post-test (the test given at the end of the lesson). The test of learning achievement at the beginning of the lesson is multiple choices consisting of 20 questions and then developed by the researcher based on the learning objective. According to Arikunto, 2019; Suharsimi, 2006, learning achievement data gained by students can be categorized as the following table;

Table 1  
Categorizing Learning Result Mastery Level

Score Range	Qualification
80-100	Very Good
66-79	Good
56-65	Good Enough

40-55	Less
30-39	Fail

Arikunto, 2019; Suharsimi, 2006, explains that “Research design is the plan that is made by the researcher, as the activity estimate, that will be done”. Particularly, the experiment design is as follow (pre-test post-test two group design):

Experiment Group	O1	X1	O2
Controlled Group	O1		O2

Experiment Group = the group that is given learning video media Explanation:

O1= early test O2 = final test X1= learning video media

The writer uses descriptive statistical analysis method aimed to find out the level of material mastery through describing characteristics of score distribution of students’ learning result achievement at Fiqh subject grade VII taught using learning video media or the students taught without using learning video media consisting of average score (mean), deviation standard, highest score (maximum), and lowest score (minimum) (Depag, 2002; Munadi, 2008). And inferential statistical analysis used to test research hypotheses. Before testing the hypotheses, testing basic analysis is done earlier, namely testing normality and homogeneity. Furthermore, testing the research hypotheses using t-test statistics (Kowalski & Limber, 2007; Agatston et al., 2007).

### 3 Results and Discussions

To gain the data about the effect of using learning video media towards students’ learning achievement at Fiqh subject Grade VII at MTsN Model Pasirsukarayat is by using a test. The writer uses a test instrument to measure one or group’s development level in the effort of improving learning quality. The test used in this research is *pre-test post-test two group design*. The test of learning achievement given at the beginning and end of the lesson is multiple choices consisting of 20 questions and then developed by the researcher based on objective learning (Nazir, 1988; Noer Aly, 1999). Based on the counting result, the mean and standard deviation can be seen in the test using learning video media to gain learning achievement or study result improvement. After knowing the mean and the standard deviation of the two groups beginning and end test, the next step is testing data normality by using Liliefors test. Then it can be seen that the Lo score of the beginning test is 0,136 and Lo score of the end test is 0,122 whereas the Lo difference is 0,014. At the real level 0,05 and n=40. From the criterion list I gained number 0,190 which is bigger than the Lo score of the beginning test, end test and improvement. The summary is that the population of the beginning test, end test and its improvement are distributed normally (Srinivasan et al., 2004; Gruba, 1997). After knowing that the population is distributed normally, the next step is testing the two variants of homogeneity of each beginning test and end test result score of the two groups. The result of the homogeneity test can be seen at table 14 (Purwanto, 2019; Retnowati et al., 2018). It can be summed up that table F using learning video media counting 1,45 is smaller than table F with dk = n = 40 and trustworthy value 0,05 then gained score 2,02. Whereas F counting test without using learning video media is 1,18 is smaller than table F with dk = n = 40 and trustworthy value 0,05 then gained score 2,02. Meaning that the whole research variable variants are in homogenic condition. The next step is testing and analyzing the effect of using learning video media. The testing and analyzing is to find out how big the improvement of students learning achievement at Fiqh subject Grade VII at MTsN Model Pasirsukarayat. Whether it is significant or not using learning video media for at least two months (Savelsbergh et al., 2016; Caprara et al., 2006).

Table 2  
Testing hypotheses

Test Period	T Count	T Table	Zero hypotheses
FT & PT Test using learning video media	2,58	1,71	Rejected
FT & PT Test without using learning video media	2,45	1,71	Rejected
Difference	0,13		

Explanation: the counting is using Microsoft Excel

It is known that at Grade VII C (Experiment) namely by using learning video media gained score 2,58 which is bigger than t-table 1,71 at the real level = 0,05 and freedom degree (dk) = 78, whereas without using learning video media gained score 2,45 which is bigger than t-table 1,71 at the real level = 0,05 and freedom degree (dk) = 78 so at these two groups stated the hypothesis  $H_0$  is rejected. Based on the data in table 15, can be stated that the criteria of hypothesis  $H_0$  are rejected. Using video media has a significant effect towards students learning achievement at Fiqh subject Grade VII at MTsN Model Pasirsukarayay (Sagala, 2017; Sudijono, 2021). It is proven that the experiment group or the one using learning video media has t-count score 2,58 outside the acceptance area of zero hypothesis with the limit score 1,71 with the real level = 0,05 and freedom degree (dk) = 78. Whereas the controlled group or the group without using learning video media has t-count score 2,45 outside the acceptance area of zero hypothesis with the limit score 1,71 with the real level = 0,05 and freedom degree (dk) = 78. So, seeing the result of both improvement averages, that one using video media is very effective towards students learning achievement at Fiqh subject Grade VII at MTsN Model Pasirsukarayay because they have significant improvement. Whereas learning the result of a group without using learning video media does not have significant improvement (Dewi, 2020; Putra et al., 2022).

#### 4 Conclusion

Based on the result of the effect of using learning video media towards students' learning achievement at Fiqh subject Grade VII at MTsN Model Pasirsukarayay, the writer can sum up as follow: The effect of using learning video media (X Variable) towards Fiqh subject Grade VII at MTsN Model Pasirsukarayay, based on data managing result through descriptive statistical analysis and inferential statistical analysis namely the controlled class (without using learning video media) has Sigma X (average) at the beginning test = 5 and the end test = 7, deviation standard of beginning test = 0,59 and end test = 0,64. Meanwhile, for the experiment class (using learning video media) Sigma X (average) at the beginning test = 5 and the end test = 8, deviation standard of beginning test = 0,84 and end test = 1,01 (Supardi, 2013; Tafsir, 2000). Students' learning achievement (Y Variable) at Fiqh subject Grade VII at MTsN Model Pasirsukarayay based on data managing result through descriptive statistical analysis and inferential statistical analysis namely students' learning achievement at the controlled class (without using learning video media) has t-count score 2,45 outside the acceptance area of zero hypothesis with the limit score 1,71 with the real level = 0,05 and freedom degree (dk) = 78. The score of students' study achievement at the last test has the lowest score = 5 and the highest one = 7. Whereas students' learning achievement at the experiment class (using learning video media) has t-count score 2,58 outside the acceptance area of zero hypothesis with the limit score 1,71 with the real level = 0,05 and freedom degree (dk) = 78. The score of students' study achievement at the last test has the lowest score = 7 and the highest one = 10. There is a significant effect of using learning video media towards students' learning achievement at Fiqh subject Grade VII at MTsN Model Pasirsukarayay. It is proven that the experiment class or group using learning video media has t-count score 2,58 outside the acceptance area of zero hypothesis with the limit score 1,71 with the real level = 0,05 and freedom degree (dk) = 78. Whereas the controlled class or group without using learning video media has t-count score 2,45 outside the acceptance area of zero hypothesis with the limit score 1,71 with the real level = 0,05 and freedom degree (dk) = 78.

#### *Conflict of interest statement*

The authors declared that they have no competing interest.

#### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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