
Video Media In Learning Islamic Religion Education

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ABSTRACT: Media in Islamic Studies serves to streamline and streamline learning. This paper describes the perspective of video media, types, syntax, characteristics, benefits, and advantages and disadvantages. This paper is a literature research using a content analysis model. The results of this study show that: 1) video is a combined tool of audio and visual media used simultaneously in learning. 2) Types of videos i.e. DVD, computer video, internet video, and streaming video. 3) The syntax of using video media, namely the preparation stage includes checking tools, understanding the relevance of video material and content, directing students to provide stationery. The implementation stage includes designing seating patterns, conveying goals, presenting tasks, presenting videos, monitoring student work, providing opportunities for students to be actively involved in dialogue, ensuring students understand the video, and students doing assignments. 4) Video characteristics are clarity of message, stand-alone, friendly, content representation, visual, and classical as well as individual. 5) The benefits of video are to streamline and streamline learning. 6) Excellence: awaken students' imagination, students learn actively, material is delivered to a large number of students, and encourages students. Weaknesses: the creativity of gur is limited, difficult to present if students cannot think abstractly, and requires special tools in delivery.

Keywords: Media, Video, Islamic Studies



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INTRODUCTION

Today, the face of education is always experiencing development from various components. One of these developments is the use of technology-based learning media. The tools used in tempo learning used to be very definite, but now they have experienced good changes and even are complete from simple to advanced technology (Burde et al., 2015; Martiana & Rahmanto, 2021). Thus causing the emergence of successful children of the nation and providing a way out for the elements of education with the use of this learning media (Maritsa et al., 2021).

The development of the learning process in educational institutions in the form of schools is increasingly showing its glory and is rarely unknown (Lugg-Widger et al., 2022; Rahayu et al., 2021; Xing & Saghayan, 2022; Zhou et al., 2022). The use of technology is a support for the place where

teaching and learning takes place which makes the process run smoothly. If so, every individual who enters the teaching area should be expected to hold expertise in technological tools that can create an atmosphere of efficient transfer and acceptance of knowledge. This is what is still lacking in the quality of education today (Ayub, 2013; Toprak et al., 2022).

Video is part of the technology that plays a role in learning activities and of course can provide relief for someone related to the person being educated in realizing the activity of receiving knowledge and education (Sanjaya, 2019). Audio-visual which is the label of the video itself is part of learning technology which is not far from the name of the weaknesses and advantages that need to be known together (Netriwati & Lena, 2017). So that all existing obstacles can be overcome for the desired achievement in an activity (Drysdale, 2021; Wu et al., 2021).

PAI learning contains four subjects, namely morals, fiqhi, SKI and Qur'an Hadith (Syafi'i et al., 2023). The application of video media in PAI learning is very much needed. Thus, the author will discuss more about video media in PAI learning.

METHOD

This paper is a literature study using a content analysis model. Literature study or library research is a series of activities related to library data collection methods, reading, and processing research materials (Zed, 2014). This method is used to dig up information related to video media in PAI learning.

RESULT AND DISCUSSION

1. Video Media Perspective

Something that can be seen and heard that is used in describing the things you want to make happen is an explanation of the video itself. The two senses are used simultaneously. In addition, it can be interpreted as an arrangement in the form of electronic images and sounds that are loaded on video tape and viewed through a video player and VCD player. These two devices are connected via a controller (Rusman, 2012).

A liaison that facilitates learning activities, can be in the majority, one person or many people and as an unprinted reference that contains many facts and is directly connected to the person being taught and educated is the notion of video media (Daryanto, 2012). Apart from that, it can be explained as a digital tool that can show an object in its original form and is good in the process of distributing news or news (Limbong et al., 2020).

Smaldino et al. (2018) argues that video is "the storage of visuals and their display on television-type screen" video is data in the form of text that is conveyed on a visible screen that has been registered in a technology frame and can be viewed continuously when and where. just.

According to Arsyad (2017) video is an image available in a frame which is operated with an output device in the form of a projector lens, so that writing appears clear and original.

Riyana (2007) also revealed that the demonstrating tool provides two components that are visible and sound for the achievement of the discussion to be conveyed in the form of design, main points, procedures and rules of knowledge in providing understanding assistance to people who are taught and educated in an activity.

Thus, the authors conclude that video media is a tool that contains a combination of audio and visual which is used simultaneously in one lesson. In addition, it is hoped that there will be conformity in all the various differences in student learning methods and can provide a quick understanding for students through the use of this media.

2. Types of Video Media

According to Ike (2022) in his research, he stated that the types of video media that can be used in PAI learning are:

- a. DVD: contains news that is stored and can be displayed repeatedly in the form of moving images and has a high value with video viewing up to 9 hours or has a long period.
- b. Computer-based video: used as a means of playing a video using a computer so that it can be seen by the eye.
- c. Internet video: in the form of displaying images on internet sites.
- d. Video compressed video: has few folders and has low capacity.
- e. It is. Video streaming: can be played and viewed if an internet network is available, so it's not just stored on a computer.

3. Video Media Usage Syntax

The following are the steps for implementing learning using video media (Suherman et al., 2022).

a. Preparation phase

The thing to do is to design the activities and results you want to achieve. Teachers need to arrange the following things:

- 1) The teacher checks the tool that you want to use and matches the existing electrical strength.
- 2) The teacher tries to understand the material.
- 3) The teacher understands the part that is the most important thing from the contents of the program so that things that are not important can be avoided from being presented.
- 4) The teacher observes the compatibility between the titles discussed and the video content.
- 5) The teacher directs students to provide stationery and others that are deemed necessary.

b. Level of implementation

- 1) Initial steps include:
 - a) Designing student sitting patterns so that they can clearly see the motion pictures that will be displayed.

- b) Convey what is the thing you want to achieve.
 - c) Put forward what tasks instruct students what to do from watching the video that is done, it can be in the form of giving assignments.
- 2) Implementation steps include:
- a) Presenting videos in an interesting way that can make focus.
 - b) Build a friendly condition not a scary one.
 - c) Monitoring the attention that occurs from the impressions presented.
 - d) Provide opportunities for students to engage enthusiastically.
- 3) The final step is the teacher instructs tasks that are closely related to what is being discussed. Then ensure student understanding and conduct an assessment to find out what are the deficiencies and what improvement activities must be carried out in the future.

4. Characteristics of Video Media

Destriani (2022) in his research stated that the characteristics of video media are:

- a. *Clarity of message* (message clarity): provide clear and unambiguous information
- b. *Stand alone* (stand alone): there is no attachment to the material or other teaching materials.
- c. *User friendly* (friendly/familiar with the user): the presentation is easy to understand, achievable and the delivery method is fast and straightforward.
- d. Representation of content: subject matter that can be related to science and social issues must have compatibility with the content.
- e. It is. Visualization with media: presentation of material in the form of sound, video, text and animation that has a high level of accuracy.
- f. Using high resolution quality: video presentation with good capacity
- g. Can be used classically or individually: can be used in places outside the school and guided by the teacher in its realization on a large number of students.

5. Benefits of Video Media

Budiman (2017) in his writings suggests that video media has benefits in learning. Here are the details.

- a. Students get unexpected experiences.
- b. Can reveal something that is difficult to show directly.
- c. Examine the change in time that occurred.
- d. Share a situation that will be experienced by students.
- e. It is. Generating a critical attitude of students to carry out assessments

6. Advantages and Weaknesses of Video Media

- a. Superiority:
 - 1) Build students' imagination power.
 - 2) Build the nature of active participation of students.
 - 3) Provide news simultaneously to a large number of students.

- 4) Influence students to be enthusiastic in learning.
- 5) Eliminate attachment to space and time that are difficult to reach.
- 6) Can present reports and provide good data presentation.
- 7) Provide accurate and real information.

b. Weakness:

- 1) It's hard to present if you can't think abstractly.
- 2) Teacher creativity becomes limited.
- 3) Requires quality tools and is specific in its delivery.
- 4) If the video is displayed in a loud voice, it can create an uncomfortable atmosphere for other classes.

This type of learning media can be implemented in PAI learning. *First*, in terms of time allocation. The teacher makes the duration slow or fast as needed from the amount of time available in monitoring things that are happening. The teacher makes a tool for discussing material with video media, for example related to SKI lessons by presenting shows about stories both prophets, Islamic fighters and others and using the time as expected (Arsyad, 2017).

Second, in terms of space allocation. Teachers can display places that are difficult to see in person. For example, hajj material in fiqhi lessons where the teacher can show shows in the form of procedures for practicing the pilgrimage such as tawaf, wukuf, sa'i and so on. Thus it can be observed clearly but in a place that is not the original (Arsyad, 2017).

Third, animation. The point is that the teacher can manipulate time and place. For example, in teaching moral principles by showing honesty through Islamic cartoons. This video is in the form of a cartoon animation that changes the time and place from the original (Arsyad, 2017).

Fourth, video convention. The general agreement or convention in video media is in the form of allocation of time, place and animation. Everything contained in the video convention must be understood by the teacher, for example the students' understanding of the video, the reduction of videos made by the teacher and others. In addition, you must pay attention to the use of videos so that there are no misunderstandings from students about the videos presented (Arsyad, 2017).

CONCLUSION

Among the technology-based media is video media and contains two elements, namely sight and hearing which are used in one lesson. There are several types of video media, namely DVD, computer-based video, internet video, compressed video and streaming video.

The preparation stage and the implementation stage are part of the steps for using video media. Video media also has various characteristics, benefits, advantages and disadvantages that the teacher expects to be able to master. In addition, the application of video media in PAI learning is structured in each PAI subject based on the components of the video media itself.

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