

Instructional Video Media Development in the Islamic Cultural History Subjects to Improve Junior High School Students' Comprehension and Academic Achievement

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Abstract

This study aims to test the effectiveness of one learning media, learning videos, on the subject of Islamic Cultural History (SKI). This research uses the research and development (R&D) method with ADDIE pretest-posttest control group design. The experimental subjects in this study were 58 class VIII SMP Al-Huda students, divided into an experimental class and a control class. The results showed that the media that had been developed was suitable for use in learning. Other findings from this study indicate an effect of using instructional videos on students' level of understanding. The mean score in the experimental group was much higher than in the control group. It proves that there is a difference in value between the experimental group and the control group. Learning video media in this subject has a positive impact on students, making students more enthusiastic and enthusiastic about learning.

Abstrak

Penelitian ini bertujuan untuk menguji efektivitas salah satu media pembelajaran, video pembelajaran, pada mata pelajaran Sejarah Kebudayaan Islam (SKI). Penelitian ini menggunakan metode research and development (R&D) dengan rancangan ADDIE pretest posttest control group design. Subjek uji coba dalam penelitian ialah 58 siswa kelas VIII SMP Al-Huda, yang dibagi menjadi kelas eksperimen dan kelas control. Hasil penelitian menunjukkan bahwa media yang telah dikembangkan layak digunakan

dalam pembelajaran. Temuan lain dari penelitian ini menunjukkan adanya pengaruh penggunaan video pembelajaran terhadap tingkat pemahaman siswa. Skor rerata yang diperoleh pada kelompok eksperimen jauh lebih tinggi dari pada skor yang diperoleh dari kelompok control. Hal ini membuktikan adanya perbedaan nilai antara kelompok eksperimen dan kelompok control. Media video pembelajaran pada mata pelajaran ini memberikan dampak positif kepada siswa, membuat siswa lebih antusias dan semangat dalam belajar.

Keywords

Learning media, videos, Islamic education, Daulah Abbasiyah

Introduction

Islamic Cultural History is one of the subjects in junior high school. In this subject, he describes the journey of the development of Islam. The History of Islamic culture tells more about the development of Islam in the Middle East Arab cultural civilization. For example, one tells about the Abbasid state's development. The rule of the Abbasids ended about 764 years ago, it was quite a long time, and the incident's location was far from being learned. Therefore, students think that the historical civilization of Islamic culture is not so important in their lives. Moreover, there are many names of figures and names that are foreign to them. So the impact is that many students do not memorize the scene, the date of the incident, and the names of historical figures. Another factor that makes students less understanding of the subject of Islamic Cultural History is the way the presentation of learning is less creative and effective. Most of the teachers present material on the History of Islamic culture conventionally, namely by explaining with the speech method how the history goes.

Students' difficulty in understanding SKI learning mentioned in Ni'matul Fauziah's research (2013) was caused by the boredom of learning SKI experienced by students, among others, because of the boring lecture method. In presenting stories, the teacher is less expressive, so students feel bored and sleepy because they listen to historical stories that are flat and less interesting. Likewise, in the study of Ningrum, Jayusman, and Amin (2017), it was stated that the subject of Islamic cultural history was a subject that was less attractive to some students. From several studies that have been carried out, it is explained that many things cause the causes of the lack of interest in subjects. These problems include the process of delivering material, using strategies and learning media and subject matter that requires a lot of memorization. Additionally, the teacher's influence over students' learning of Islamic culture's history continues. The researchers

decided to learn media to address the issues mentioned above with learning and enhance student comprehension. In this instance, the video was chosen as the medium to address issues with learning Islamic Cultural History (SKI).

Media is one of the determinants of learning success (Mantasiah, 2016). Through video media, learning is more exciting and fun. An important aspect of using video media is to help clarify the material, so the media acts as a tool to clarify the message conveyed in the teaching and learning process. According to Asyuhar (2012), the use of media can increase the efficiency of the learning process because using the media can reach learning in different places and an unlimited scope at a certain time. With the media, the duration of learning can also be reduced. Because the teacher does not need to spend a long time explaining a topic, with the media, students and students can directly understand the material and can repeat it after learning has passed. It is hoped that students can build their knowledge by using instructional video media, where according to Martinis 2008, individuals build their own understanding. Learning is a building process, at each cognitive level, students must adjust information into their schema.

Hadi's research (2017) proves that learning video is one of the media with audio (sound) and visual motion elements. As a learning media, the video is an introduction to information from the teacher to students. The ease of repeating videos (replays) and presenting information in a structured manner make video one of the media that can improve students' ability to understand a concept. From the conclusion above, a learning video must have audio and visual elements. The presenters not only provide a visual picture that is moving pictures but also must be able to make interesting sounds and invite students to understand the concept of something they are learning. In addition, videos are also considered fun and do not make students feel bored in learning, thereby increasing student learning motivation (Hadi, 2017). By applying videos, the learning process becomes more interesting and can increase students' learning motivation. Students feel that the method applied by the teacher attracts their attention so that students can focus on the material provided by the teacher.

Cut Dhien Nur Wahidah's research (2021) shows that using instructional videos can feel as if students are participating in the atmosphere described. From the results of this study, it is also known that the use of learning video media will be understood faster and learning motivation and achievement will increase in the learning process. Therefore, teachers or lecturers should function the learning video media properly and be used it synergistically to optimize learning, to create conditions that can encourage students to achieve competence in the learning provided by the teacher. Furthermore, with video learning media, students can achieve

cognitive, affective, and psychomotor abilities and improve interpersonal skills.

Arif Yudianto's research (2017) shows that video is an electronic media that combines audio and visual technology to produce a dynamic and exciting show. Video can be packaged in the form of VCD and DVD so that it is easy to carry everywhere, easy to use, can reach a wide audience and is interesting to show. This study also states that in addition to providing information and entertainment, videos can also be used as learning media. The goal is that the learning process will be more quickly captured and understood by students. In addition, it will be easier for teachers to convey the material through video media. Of course, this must be supported by knowledge and technology mastery of the material being taught. In Yenderita's research (2019), learning videos can improve understanding because students, by seeing pictures and hearing voices explain explanations of events that cannot be seen, maybe past events, the material being studied is very small or very large, an event. The old one is impossible to observe during class hours, but with videos, all of this will be resolved, and more can be replayed repeatedly.

From some of the opinions above, the learning video media is one of the determinants of student learning success. By using videos, the learning process is more exciting and fun. Videos can also more effectively convey ideas to students. Additionally, video media is simple to replay learning (Replay) and present it in an organized manner. Here, video media is a supplementary tool to elucidate the learning process's content. Based on the description above, this research aims to produce instructional video media to improve the understanding and learning achievement of Class VIII Junior High School students.

Theoretical Review

According to Hackbarth (1996), educational technology is a multidimensional concept that includes: (1) a systematic process that involves the application of knowledge to find solutions that can be used in solving learning and learning problems; (2) products such as textbooks, audio programs, television programs, computer software and others; (3) a profession consisting of various job categories; and (4) is a specific part of education. In Seels & Risky (1994:41), audio visual technology is how to produce and deliver materials using equipment and electronics to present materials using equipment and electronics to present audio and visual messages. Learning using audio-visuales allows projecting live images, playback of sound and large visual presentations. Audio-visual learning is defined as the production and use of learning materials related to learning

through sight and hearing, which does not exclusively depend on understanding words and similar symbols.

In particular, audio visual technology tends to have the following characteristics: (1) is linear, (2) displays dynamic visuals, (3) is typically used in a way that has been previously determined by the designer or developer, (4) tends to be a form of physical representation. from real and abstract ideas, (5) Developed based on behavioural and cognitive psychology principles (6) often teacher-centred, paying little attention to participants (Widodo, 2018). Development of learning video media by developers is more dominant in audio-visual technology, where this media has the characteristics: (1) Displays dynamic visuals (2) and displays audio, (3) is used according to a method previously determined by the developer. (4) Tends to be a physical representation of real and abstract ideas, (5) developed based on psychologic and cognitive principles (Puspitarini & Hanif, 2019).

Feasibility, according to the KBBI is a condition that deserves to be presented. Then according to Amrulloh (2013: 135) the feasibility of multimedia is viewed from the aspect of material feasibility (compatibility of media content with learning objectives) and media feasibility (media format, media quality and concept suitability). Furthermore, the criteria for assessing the feasibility of multimedia-based learning media, according to Squires (Rizkiansyah, 2013) include the assessment of Educational Criteria (Educational Criteria), which material experts will assess, evaluation of program appearance criteria (Cosmetic Criteria) which media experts will assess, and assessment of technical quality criteria. (Technical Quality Criteria) which will be assessed by students. This material is the feasibility of SKI learning videos to improve the understanding and achievement of Class VIII SMP students.

According to Benjamin S. Bloom (1978), understanding is a person's ability to understand or understand something after something is known and remembered. A student is said to understand something if he can give an explanation or give a more detailed description of it using his language. According to Nasution, understanding is the ability to define and formulate difficult words in their own words. It can also be the ability to interpret a theory, see the consequences or implications, and predict the possibility or consequences of something. According to Sardiman, understanding can be defined as mastering something with the mind. 4 According to Winkel, understanding includes the ability to grasp the meaning and significance of the material being studied.

Ngalim Purwanto (2018) suggests that understanding or comprehension is the level of ability that expects the testee to be able to understand the meaning or concepts, situations, and facts he knows. In this case, the testee not only memorises verbalises methods, but also understands

the concept of the problem or fact being asked. Based on the theory above, it can be concluded that student understanding is the ability of students to be able to define something and master it by understanding the meaning. Thus, understanding is the ability to interpret the things contained in theory or concepts being studied.

According to Zaiful et al. (2019: 9), learning achievement is expressed in the form of symbols, numbers, letters, and sentences that can reflect the results that each student has achieved in a certain period, and it can be stated that learning achievement is the result of a learning activity accompanied by changes achieved by students. The term achievement in the Popular Scientific Dictionary is defined as a result that has been achieved. Wahab (2015: 242) claims that learning in a broad sense can be understood as a process that permits the emergence or change of a behaviour as a result of the formation of the main response, provided that the change or emergence of new behaviour is not brought on by maturity or by a temporary change for some reason..

According to Djamarah (2012: 23), learning achievement is the result obtained in the form of impressions that result in changes in the individual as a result of activities in learning. Another opinion from Helmawati (2018: 36) states that learning achievement results from learning. Evaluation or appraisal leads to achievement. Each child will achieve or have learning outcomes that are unique from those of their peers. After being assessed and reviewed, learning outcomes can result in low, medium, or high achievements. Agreeing with the expert, Susanti (2019: 32-33) states that learning achievement is the ability to solve difficult things, master, outperform, match, and surpass other students while overcoming obstacles and achieving high standards. From several understandings of learning achievement, it can be concluded that learning achievement is the result or change in learning achieved and a process that allows the emergence or change of a behaviour as a result of the formation of the main response, provided that the change or emergence of new behaviour is not caused by maturity. or by a temporary change for some reason.

Methods

The research conducted in this research is a type of research and development (R&D). According to Borg & Gall (1983:772), research and development is "Educational Research and Development (R&D) is a process used to develop and validate educational products". According to Sugiyono (2012: 407), research and development is a research method used to produce certain products and test their effectiveness of these products. Based on the understanding of research and development above, it can be concluded that

here is the process of developing new products or improving existing products, testing the effectiveness of these products and being accountable.

This research procedure uses the ADDIE development model from Dick and Carry, which is a development consisting of five stages, including analysis, design, implementation, and evaluation, which have been described previously. The first stage is, analysis. analyzing the need to develop learning media to facilitate learning activities. Learning media development begins with a problem in the learning process that lacks relevant supporting media. After conducting a needs analysis, the researchers collected data on students and learning materials so that they were appropriate in the use of the developed media. The second stage designs. The design stage is formulating SMART learning objectives (specific, measurable, applicable, and realistic). Next, arrange a test, where the test must be based on the learning objectives that have been formulated. Then determine the appropriate learning strategies and learning media to achieve these goals. In addition, other supporting sources are also considered. Finally, everything is made in the form of blueprints. The third stage is development. The development phase is the process of realizing a blue print or design into a reality. It means that if the design requires a software in the form of learning media, then the learning video media must be developed. One important step in the development stage is testing before implementation. This trial phase is indeed part of one of the ADDIE steps, namely evaluation. Next, the development stage is carried out by developing SKI learning video media, material on the history of the establishment of the Daulah Abbasiyah class VIII, guidebooks for using learning video media and student worksheets. The fourth stage is implementation. The implementation phase is the real steps to implement the learning system that we are making. That is, at this stage, everything that has been developed in such a way according to its role or function can be implemented.

For implementation in the classroom, a pretest is carried out first regarding the subject matter or learning material, namely student knowledge about the history of the founding of the Abbasids. Then proceed with the core activities: exploration, elaboration, and confirmation. For learning exploration, students will use learning video media to present the material. For elaboration, students will use quizzes, and for confirmation activities, students will work on student worksheets prepared by the teacher. The fifth stage is evaluation. The evaluation stage is the process of seeing whether the learning system that is being built is successful following initial expectations or not. Actually, the evaluation stage can occur at any of the four stages. The evaluation that occurs in each of the four stages above is called formative evaluation because the purpose is to need revision. Finally, the evaluation stage is carried out on students through a written test or post-

test, regarding the historical material of the early establishment of the Abbasids and the model of government of the Abbasid State. The trial design was a formative evaluation consisting of content expert trials, learning media expert trials, individual trials, small group trials, and large group trials. Making a prototype of learning video media so that it is made a finished media. Then the finished media was tested by material experts and learning media experts. Furthermore, product trials were carried out with individual trials of 3 students, then small group trials of 9 students were carried out. After carrying out the test phase of Validation of material experts, media experts, individual groups and small groups and the video is asked to be valid, the video is ready to be used in learning.

The type of research used by the author is to examine or find out whether or not the influence of the use of video media on students' understanding in learning the History of Islamic culture (SKI) on the material of the Abbasids in class VIII junior high school students is Quasi-Experimental research. This study used an experimental class and a control class. This study involved two groups, namely the experimental class that used video media and the control class that did not use video media.

The population in this study was class VIII SMP Surabaya. Consists of two classes, class A as the experimental class has 29 students and class B as the control class has 29 students. Thus the number of students used in this study was 58 students. The instruments used in this research are the Initial Test (Pre-Test) and the Final Test (Post Test): (1) Initial Test (Pre-test), which is a test given to students at the beginning of the study which aims to measure the initial ability level of students before getting treatment in the form of multiple choice questions related to the history of the establishment of the *Abbasid Daulah*. (2) The Final Test (Post Test) is an ability test given to students after learning. The purpose of this test is to find out the level of understanding and student achievement in both the experimental class and the control class. The data analysis technique in this research is to use descriptive statistical analysis. To test the research hypothesis using t-test. Before carrying out the test, normality and hegemony tests are carried out.

Results and Discussion

Analysis Phase. At this stage, curriculum analysis, student characteristics analysis, and student competency analysis were carried out. This curriculum analysis refers to the 2013 curriculum. The material developed in this media is the history of the founding of the Abbasids in class VIII junior high school. The curriculum contains Competency Standards for understanding the development of Islam during the Abbasid period with Basic Competencies (1) telling the history of the establishment of the

Abbasid Daula; (2) describing the development of Islamic culture/civilization during the Abbasid period; (3) understand the pattern of the government of the Abbasid Daula; (4) take the example of the Abbasid pattern of government. From these competencies, the indicators used are (1) Students understand the history of the establishment of the Abbasid Daula; (2) students can name the leader/caliphate during the Abbasid period; (3) Students are able to identify the pattern of the government of the Abbasid Daula; (4) Students are able to take lessons from the tenacity of the Abbasid Daula government.

Analysis of the characteristics of students who sit in class VIII on average is 13-15 years old. At this age, students are already at the stage of reaching the formal operational stage which means they have increased from the concrete operational stage. The formal operational stage is a higher-order mental operation. At this stage students are able to capture abstract understandings. So at this age there must be an appropriate simulation so that students are able to learn well. In this study, to understand the development of the Abbasid Daula, the right media is needed so that students are able to absorb learning well. At this age, students are able to understand symbols. At this stage, the competencies that students must possess are at the stage of understanding, not just knowing. where students must be able to understand the values that exist in the history of the establishment of the Abbasid state. So that students can imitate the moral values that existed during the reign of the Abbasid State and apply them in everyday life. In this stage, it is expected that students can improve learning achievement.

Design phase. At this stage, it focuses on three activities, namely the selection of media according to the characteristics of students and the demands of the competencies to be achieved to improve the understanding and learning achievement of Class VIII SMP students, designing a book of instructions for using media so that the use of media is appropriate ... and making student worksheets so that the results obtained at this stage can improve student learning outcomes. The exercises that are made are items about the history of the establishment of the Abbasid State. The design is a learning video design that starts from the intro, content and closing. Then made for the design of the manual. The manual here is designed so that users, both teachers and students, can easily operate learning video media. The last is the design of student worksheets containing questions about the history of the establishment of the Abbasid Daulah to the pattern of the government of the Abbasid Daula where these items have been tested for validity and reliability.

Development Phase. At the development stage, several activities were carried out, such as: searching and gathering various relevant sources

to enrich materials, images and instruments for making learning videos. At this stage, layout and editing were also carried out. The following activities in the development stage are activities to validate the draft product development and revision after expert input and small group review through a questionnaire. If there is a note from them, it needs to be revised. (1) The duration of the learning media is 9 minutes 11 seconds with details: 1 minute at the beginning of the intro and 8 minutes later is the material to close 11 seconds; (2) The purpose of using this media is to improve students' understanding and achievement; (3) The selected pictures are about the development of Islam during the Abbasid dynasty and the intro used is Middle Eastern music. And also accompanied by narratives related to the historical development of the Abbasids.

Implementation. At this stage the results of the development are applied in learning to determine the effect on students' understanding and learning achievement. The application is carried out on individual tests, small groups and large groups to get input from students as material for product design improvements.

Evaluation. The last stage is to evaluate formative and summative evaluation. Formative evaluation is carried out to collect data at each stage that is used to improve video media and summative evaluation is carried out at the end of the program to determine its effect on students' understanding and learning achievement and the quality of learning in general. This research uses Formative and Summative Evaluation because, in addition to testing the product's credibility, it also wants to measure learning outcomes. The individual trial review of this learning video media uses an instrument in the form of a questionnaire with a scale range for each component of the assessment using a scale of 4.

Table 1 Material Expert Assessment

No	Questions	Score
1.	Clarity of learning objectives on the history of the establishment of the Abbasid Daula	4
2.	Relevance of material, SK, KD and learning objectives with the use of learning videos	4
3.	Completeness of the material in accordance with the SK/KD on the material history of the establishment of the Abbasid state	4

4.	The ease of the material to be understood using learning video media.	4
5.	The systematic flow of material for the development of the Abbasid Daula is presented systematically	3
6.	Clarity of material able to improve understanding of student learning outcomes and student achievement	2
7.	The attractiveness of the display of images and narration on the history of the establishment of the Abbasid state using learning video media	3
8.	Ease of using learning video media	4
9.	Ease of managing or maintaining video media	4
10.	Clarity of instructions for using learning media	4
11.	The compatibility of the color combination and the accuracy of the font size on the display of learning video media.	2
12.	Audio quality in explaining the material.	4
13.	Visual quality in learning video media	3
	Score total	45

Based on these calculations, the average validation of individual trial products is 3.40, according to the convection table on a scale of 4 which is in the range of $3.25 < M < 4.00$ with a very good category. Based on the assessment by the material expert presented in table 1 above, the developer must revise several things, namely (1) material clarity able to improve understanding of student learning outcomes and student achievement, clearer music Intro; (2) the harmony of the color combination and the accuracy of the font size on the display of the learning video media. The material expert notes that must be revised is at 05.47 minutes. This is because the description of the material is not very clear. Based on input from the material experts above, the developer makes improvements to the developed media before conducting trials at the next stage. The individual trial review of this learning video media uses an instrument in the form of a questionnaire with a scale range for each component of the assessment using a scale of 4.

Table 2 Assessment of Media Experts

No	Questions	Score
1.	The effectiveness of the use of learning video media is seen from the achievement of learning objectives	4
2.	Representation of visual display, in the form of text, images and animation of learning video media in meeting target accuracy	4
3.	Representation of audio display in the form of music and sound in learning video media in meeting target accuracy	3
4.	The ability of learning video learning media in understanding and learning achievement	4
5.	The attractiveness of visual users in the form of text, images, animations and simulations in learning video media	4
6.	The attractiveness of audio users in the form of music, and sound effects in learning video media	3
7.	The attractiveness of using the layout or arrangement of images, text and colors in learning video media	4
8.	Accurate selection of hardware types (in the form of computers/laptops, projectors and speakers) as the development of learning video media	4
9.	Ease of operating learning video learning media on the material history of the establishment of the Abasiyah Daula	3
10.	Ease of managing or maintaining learning video media on the material history of the founding of the Abasiyah Daula in	3
11.	Instructions for using instructional video media on the material History of the establishment of the Abasiyah Daula	4
12.	The choice of colors in the learning video media on the historical material of the establishment of the Abasiyah Daula	4
13.	The size and type of font (letters) on the clarity of the material in the learning video media on the progress of the Abasiyah Daula material?	2

14.	Audio clarity (music, sound effects) on the clarity of the material on the video media learning material history of the daulah abasiyah	2
15.	The arrangement of images, text and colors on the clarity of the material in the learning video media on the history of the establishment of the Abasiyah Daula	3
16.	Sequence of display (text, sound, image, animation) to the clarity of the material on the learning video media on the material history of the establishment of the Abasiyah Daula	4
Score Total		55

Based on these calculations, it is obtained that the average validation of individual trial products is 3.40 adjusted to the convection table on a scale of 4 which is in the range of $3.25 < M < 4.00$ with a very good category. Based on the assessment by the material expert presented in table 2 above, the developer must revise several things: (1) the size and type of font (letters) on the clarity of the material in the learning video media on the progress of the Abasiyah Daula material. Font size on the display of learning video media is bigger. Media expert notes that must be revised are At 7.11 minutes, the font is too small and hard to read; (2) The clarity of audio (music, sound effects) on the clarity of the material on the video media for learning material about the History of the Abbasid Daula, the notes of media experts that must be revised are Comments/Suggestions: Minutes 3.11 Music Effect is too loud to make the narration unclear. Based on input from the material experts above, the developer makes improvements to the developed media before conducting trials at the next stage. The individual trial of this learning media was carried out by three students from class VIII SMP Al-Huda Surabaya. The individual trial review of this learning video media uses an instrument in the form of a questionnaire with a scale range for each component of the assessment using a scale of 4.

Table 3 Individual Trial Results

No	Questions	Respondent			Mean
		1	2	3	
1	Use of text on media clear to read	4	4	3	3,6
2	video media is able to convey material on the establishment of the Abbasid Daula	4	3	4	3,6

3	How is the clarity of the materials in the video learning media	4	4	4	4
4	How to image on video media	4	3	4	3,6
5	How to fit images, audio and text on media	3	4	4	3,6
6	Is the material on the media easy to understand?	4	4	4	4
7	Does the material in the video match the material in the book?	3	4	4	3,6
8	Can video media help you understand the material?	4	4	4	4
9	How is the color match in the video	4	4	4	4
10	Is the sound in the learning video media clear?	4	4	4	4
Score Total					37

Based on these calculations, the average validation of individual trial products is 3.70 adjusted to the convection table 4 scale which is in the range of $3.25 < M < 4.00$ with a very good category. This small group trial of learning media was carried out by nine students consisting of three students who had low achievement results, three students who had moderate achievement results and three students who had high achievement results from class VIII SMP Al-Huda Surabaya. The small group trial review of this learning media used an instrument in the form of a questionnaire.

Table 4 Small Group Trial Results

No	Questions										Mean
		1	2	3	4	5	6	7	8	9	
1	Use of text on media clear to read	4	4	3	4	4	4	3	4	4	3,7
2	video media is able to convey material on the establishment of the Abbasid daulah	4	4	3	3	4	4	3	4	4	3,6

3	How is the clarity of the materials in the video learning media	4	4	3	4	4	4	4	4	4	3,8
4	How to image on video media	4	3	3	3	4	4	4	3	3	3,4
5	How to fit images, audio and text on media	3	4	4	4	4	4	3	3	3	3,5
6	Is the material on the media easy to understand?	4	4	4	4	4	4	4	4	4	4
7	Does the material in the video match the material in the book?	3	4	3	3	4	4	4	4	3	3,5
8	Can video media help you understand the material?	4	4	3	4	4	4	3	4	4	3,7
9	How is the color match in the video	4	4	4	4	4	4	4	4	4	4
10	Is the sound in the learning video media clear?	4	4	4	4	4	4	4	4	3	3,8
Total											37

Based on these calculations, the average validation of individual trial products is 3.70 adjusted to the convection table 4 scale which is in the range of $3.25 < M < 4.00$ with a very good category. After several trials of Islamic Cultural History learning video media were carried out, including (1) Material Experts, (2) Media Experts, (3) Individual Tests (4) Small Group Tests with the data in table 5.

Table 5 Trial Data Recapitulation

No	Trial Subject	Validation
1	Material Expert Test	3,4
2	Media Expert Test	3,4
3	Individual Test	3,7
4	Small Group Test	3,7

The development of learning media has an average range of $3.25 < M < 4.00$ based on the four-scale convection guide table, and it can be concluded that the learning media product can be declared valid.

The Effect of SKI Learning video Media on Students' Understanding

The paired sample t-test in this study was used to answer the problem formulation "Are there any differences in learning outcomes after using the SKI learning video media for students in the History Material of the establishment of the Abbasid Daula?". To answer the formulation of the problem, the paired sample t-test was carried out on the experimental class post-test data (SKI learning video media). Then the post-test data for the control class (conventional model). Based on the statistical test obtained a significance value (2 tailed). $0.000 < 0.05$. So it can be concluded that there is a difference in the average student learning outcomes between learning using video media and conventional learning.

The Effect of SKI Learning video Media on Student Achievement

Based on the value above, a significance value (2-tailed) is obtained of $0.000 < 0.05$. So it can be concluded that there is a difference in the average student learning outcomes between learning using video media and conventional learning. In this study, the 2 classes received different treatment, where the experimental class used instructional video media while the control class without instructional video media used conventional learning. Analysis of research data on the effectiveness of using instructional video media in SKI learning as described in the data above shows that there is a higher score obtained by students who use video media compared to students who use conventional learning in students' understanding and learning achievement.

Thus, it can be concluded that there is a significant difference between learning using SKI learning video media in class VIII SMP Al-Huda in the experimental class and students who are taught using conventional learning methods in the control class. And the only difference between the two classes is the SKI learning video media. Thus learning using instructional video media can improve students' understanding and achievement in class VIII SMP Al-Huda.

Thus, H₁ states that there is a significant difference between the understanding of students who study Islamic cultural history taught using video media and students who do not use video in SMP Class VIII students. While H₀ states that there is no significant difference between the understanding of students who are taught using video and students who are not taught using video is rejected. Therefore, it can be concluded that

research on the effectiveness of SKI learning videos is quite effective in increasing the understanding of VIII grade junior high school students in learning SKI.

Luqmanul Haqim's Research (2019) stated that based on the questionnaire given to students, video learning media for SKI learning was declared to be effectively applied at MTs Miftahul Huda Silir Wates. In this study, it is also stated that in video learning media products, things to consider are preparation before the application of video media. This preparation includes the technical application of video media and mastery of the material by the teacher. In the application of video media products, it is necessary to explain the important points contained in the video media. This learning media product can be applied to the junior high school level. Characteristics of student learning styles that are appropriate in the use of video learning media products are auditory and visual. In using video learning media products, the thing that needs to be considered is preparation before the application of video media. This preparation includes the technical application of video media and mastery of the material by the teacher. In the application of video media products, it is necessary to explain the important points contained in the video media. This learning media product is suitable to be applied to the junior high school level. Characteristics of student learning styles that are appropriate in the use of this video learning media product are auditory and visual.

In line with that, Lina Novita's research (2019) aims to determine the effect of using audio visual video learning media on learning outcomes for sub-theme 1 of my nation's cultural diversity. The approach taken is a quasi-experimental two-group design at Babakan 01 State Elementary School. The subjects of this study were students of grades IV A and IV B at Babakan 01 State Elementary School, Bogor Regency, consisting of 65 students. This research was conducted in the odd semester of the 2019 academic year. 2020. The results showed that there was an influence on the use of audio visual video learning media on the learning outcomes of sub-theme 1 of my nation's cultural diversity. This can be seen from the N-Gain value in the experimental class group of 76, while the control class group got an N-Gain value of 68. The completeness of learning outcomes obtained by the experimental group was 85% while in the control class group it was 75%. And the results of hypothesis testing that H_0 is rejected and H_a is accepted because $t_{\text{count}} (2,541) > t_{\text{table}} (1,998)$. With this it can be concluded that the research has a positive and significant influence between the use of audio visual video learning media on the learning outcomes of sub-theme 1 of my nation's cultural diversity. The results of this study are expected to provide new knowledge about the use of learning media so that using innovative learning media can improve learning outcomes.

Another study using Miftahus Surur's video media (2016) showed increased student learning outcomes in the basic competencies of maintaining/serving engine cooling systems. This study concludes that the application of learning video media can improve student learning outcomes, this is indicated by the increase in student learning outcomes with the percentage of learning mastery in the first cycle of 34.78% to 86.95% in the second cycle. From the method of collecting data with documentation, it is known that after the application of learning video media, this proves that the application of learning video media is able to improve student learning outcomes. The use of instructional video media can improve student learning outcomes in class XI Light Vehicle Engineering (TKR) at SMK Maarif NU 2 Karanglewas, Banyumas Regency. The average score of students in the first cycle was 63.26 and in the second cycle the average value of the students increased to 74.35. There was an increase in learning outcomes of 11.09% by using instructional video media in class XI Light Vehicle Engineering (TKR) SMK Maarif NU 2 Karanglewas, Banyumas Regency.

Conclusion

Based on the calculation (mean), the experimental class pretest was 29 and the post-test experimental class was 29. Then, the calculation results using t-test analysis obtained a significance value based on the asymp column. Sig (2-tailed) of 0.001 or significance < 0.05 ($0.000 < 0.05$). From the calculation above, it can be seen that the only difference in the learning process is the treatment of the learning video media model, so the treatment causes the difference in the post-test value of the experimental class. From the analysis of the results of the pretest experimental class using conventional learning or learning in general and the analysis of the post-test results in the experimental class using the SKI learning video media. So it can be concluded that the use of SKI learning video media can increase student activity in following Islamic Cultural History subjects. it can be concluded that research on the effectiveness of using SKI Learning video media to improve students' understanding and achievement in class VIII was declared successful. In addition, the use of learning video media has a positive impact. From the results of this study, it was found that (1) The use of video media can attract students' interest, so that students are more enthusiastic in participating in the learning process, which means that student learning activities are high. (2) The use of video media can help students to construct abstract learning to be more concrete so that it is easily understood by students which results in students not easily forgetting the subject matter. (3) Motivation is the key to success in learning, so if students have high motivation in the learning process, students will have more high

activity in learning which is followed by high learning achievement. (4) The use of video learning media can be developed more continue with more innovative videos.

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Conflict of Interest

We do not have any conflicts of interest that might lead us to be dishonest throughout the research, writing, or submission stages of the manuscript. We certify that we have not submitted this work to any other journals.

Ethical Considerations

All of these study materials—articles, books, research papers, and proceedings from scientific forums—are free from copyright violations.

Disclaimer

The opinions and presumptions presented in this piece are the writers' own, and they may not represent the official stances or policies of the author's connected organizations.

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