The Effectiveness of Video Media in Islamic Religious Education Learning Based on Constructivism Theory

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ARTICLE INFO	ABSTRACT
Keywords: Video Media; PAI Learning; Constructivism Theory *Article history:* Received 2024-12-14 Revised 2025-02-12 Accepted 2025-07-30	This study aims to examine the effectiveness of video as a learning medium in Islamic Religious Education (IRE) based on constructivism theory. The research employs a descriptive qualitative approach, with data collected through observation, interviews with instructors and students, and documentation. The findings reveal that the use of video media in IRE significantly enhances the effectiveness of the learning process and has a positive impact on students' knowledge and understanding. Video media allows students to visualize and better comprehend the material, especially when it is integrated with the principles of constructivism theory. This theory emphasizes active student participation, encouraging them to build their own understanding through experience and interaction. Learning through videos also supports a student-centered approach, where learners are actively engaged in constructing knowledge rather than passively receiving information. The application of constructivism theory through video-based learning enables students to relate new concepts to their prior knowledge and real-life experiences, thus improving engagement and retention. Therefore, using video media aligned with constructivist principles proves to be an effective strategy in Islamic Religious Education, fostering an interactive, contextual, and meaningful learning experience

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INTRODUCTION

The Industrial Revolution 4.0 era is an era where almost everything is controlled by technology, including in the world of education. The impact of the Industrial Revolution 4.0 era in the world of education is evidenced by the increasing number of technology-based learning media that facilitate teachers in delivering material, including in Islamic Religious Education (PAI) learning. This technology-based learning media facilitates the learning process in terms of effectiveness and efficiency (Firmadani, 2020). One technological innovation that can be utilized in learning is using video learning media, which is expected to provide ease and smoothness in learning so that the material given is easy to understand. Today, our nation is faced with market demands, where education becomes commercial material. Educators emphasize learning aspects according to their own desires, rather than reading books about learning theories.

Learning theory is a combination of interrelated principles and explanations of a number of facts and findings related to learning events (Hartati & Panggabean, 2023). In the history of learning theory development, there are three major theories that were born, namely: behaviorism theory,

cognitivism theory, and constructivism theory. These learning theories serve as the foundation in designing learning activities and processes to realize objectives, which then leads to the selection of approaches, methods, and techniques to be used (Hamzah, 2018). So learning theory is a theory that encompasses the implementation procedures of learning activities between educators and students, as well as the design of learning concepts that will be applied inside or outside the classroom.

Constructivism is an alternative approach model that is capable of addressing the shortcomings of behavioristic understanding. Simply put, constructivism, which was pioneered by J. Piaget, assumes that knowledge is a construction (formation) by us who analyze something. Someone who learns means actively forming understanding/knowledge (not just receiving from the teacher) and continuously. "Trial and error methods, dialogue, and learner participation are very meaningful as a process of knowledge formation in education. According to constructivist learning theory, knowledge cannot simply be transferred from teacher to student. This means that students must be mentally active in building their knowledge structure based on the cognitive maturity they possess (Masgumelar & Mustafa, 2021).

The application of constructivism theory provides great opportunities to develop students' potential, learning activeness, strengthening understanding, reflection, and its application in daily life. This means that students are given the opportunity to use their own strategies in learning consciously, while the educator guides students to higher levels of knowledge. Therefore, this research will discuss how the concept and implications of video media in PAI learning based on constructivism.

In 2024, Puspita wrote an article titled 'Implementation of Merdeka Curriculum through Constructivism Theory in Islamic Religious Education Learning'. Their research results showed that the implementation of the Merdeka curriculum in PAI subjects has run well, marked by teachers understanding what they do in implementing the Merdeka curriculum and students playing an active role in PAI learning using constructivism theory in the Merdeka curriculum. Learning evaluation is conducted through three types of assessments, namely diagnostic, formative, and summative assessments, which are used to measure students' understanding and skills. The conclusion of this research is that the Merdeka Curriculum with a constructivist approach is effective in increasing student engagement, promoting deeper understanding of the material, and building critical, creative, and independent character (Puspita et al., n.d.).

In 2021, Kurniawan in his article titled 'Implementation of Jerome Bruner's Constructivist Learning Theory in Islamic Religious Education Learning' concluded that: (1) the implementation of PAI material using Jerome Bruner's constructivist learning theory makes learning enjoyable for students and in its implementation in grade VII PAI learning at SMPN 9 Yogyakarta has been applied well according to existing learning principles and steps. (2) In the implementation of constructivist learning theory in grade VII PAI subjects at SMPN 9 Yogyakarta, it has run well accompanied by supporting factors and inhibiting factors. (3) Efforts to overcome problems in the implementation of constructivist learning models in grade VII PAI subjects at SMPN 9 Yogyakarta are instilling character in students such as self-confidence and tolerance, improving teacher quality through participation in training, workshops, and so on, as well as increasing learning motivation in students (Kurniawan, 2021).

In 2021, Rila in an article titled "Alif Rila, Arifmiboy, Supratman Zakir, 'Islamic Religious Education Learning Using the Constructivism Approach'" concluded that by implementing the Constructivism Approach, learning outcomes can be improved. From the learning outcomes in cycle I with a student learning completion percentage of 66.04%, there was an increase in learning outcomes in cycle II with a learning completion percentage of 80.99%. So it can be known that with the constructivism approach, student learning outcomes increased and students also felt happy using this approach (Rila et al., 2021).

Several previous studies conducted by Rimba show that video is effective to use in counseling/extension because the average score before using video (61.33) increased to (89.10) after using video, and this learning outcome improvement was significant (Rila et al., 2021).

Learning videos are described as one of the alternative electronic learning media where these learning videos contain insights and knowledge about the learning content that will be delivered (Ridwan et al., 2020).

RESEARCH METHODS

This research uses descriptive qualitative methods. In qualitative research, the researcher's presence serves as both an instrument and data collector. The researcher's presence is absolutely necessary because the researcher is the main instrument in data collection efforts. The data in this research consists of observation results, interviews, and documentation. In this research, data was obtained from a teacher and students (mahasantri). Data analysis techniques used in qualitative research include data reduction, data presentation (Sugiyono, 2019). Furthermore, to test the data, triangulation techniques will be used, namely interview methods, observation, and documentation.

FINDING AND DISCUSSION

The Concept of Video Media in Islamic Religious Education Learning

Munir argues that learning video media is one of the digital media that displays a sequence or arrangement of moving images and can provide fantasy or illusion (Yanti, 2024). According to Riyana, learning video media is media that presents audio and visual content containing learning messages, whether consisting of concepts, principles, procedures, application theories of knowledge to help understanding of learning material (Jasmiah, 2022). Meanwhile, according to Aqib, the utilization of video media includes: 1) Learning becomes clearer and more engaging; 2) The learning process becomes more interactive; 3) Efficiency of time and energy; 4) Improving the quality of learning outcomes; 5) Learning can be done anywhere and anytime; 6) Fostering positive learning attitudes toward the process (Jasmiah, 2022).

According to Mayer (2001), learning videos are effective because they can present material in an engaging and interactive manner, enabling students to access information more easily and thoroughly. Learning videos also visualize abstract concepts that are difficult to explain with text alone, thus facilitating students' understanding of the subject matter (Nurjaman et al., 2025).

Therefore, it can be concluded that Learning Video Media is digital media that presents audio and visual content that can help make learning more effective, engaging, and interactive.

The Concept of Constructivism Theory

Piaget is famous as a main figure in constructivism, he emphasized that the emphasis of constructivism theory is the process or way of discovering theory or knowledge that is built from reality. Piaget's theory assumes that children must apply their concepts to the world in order to understand it (Suryana, E., Aprina, M. P., Harto, 2022).

An alternative approach model that is capable of addressing the shortcomings of behavioristic understanding. Simply put, constructivism, which was pioneered by J. Piaget, holds that knowledge is a construction (formation) from us who analyze something (Herdiana, 2024).

Vygotsky said there are two important concepts in Vygotsky's theory, namely: (1) *Zone of Proximal Development* (ZPD), the ability to solve problems under the guidance of adults or through cooperation with more capable peers; and (2) *Scaffolding,* providing a certain amount of assistance to students during the early stages of learning, then reducing assistance and providing opportunities to take over increasingly greater responsibility after they are able to do so (Abdiyah, 2021).

Implications of Constructivism Theory with Video Media in Islamic Religious Education Learning at Ma'had Al-Jami'ah UIN Raden Fatah Palembang

Essentially, learning is a process of interaction for someone to be able to obtain information or knowledge in order to become beneficial understanding. Therefore, the main goal in the learning process is good understanding of the subject matter.

In this research, the author attempts to analyze the effectiveness of video media in Islamic Religious Education learning based on Piaget's constructivism theory. According to Piaget, the

learning process emphasizes the activeness and participation of students. This means how students learn something while simultaneously experiencing what is being learned through the environment, and the personal activeness of students becomes an important emphasis for constructing their knowledge.

The concept of constructivism theory emphasizes that knowledge is actively constructed by students, so the use of video media can serve as an intermediary between theory and practice in the context of Islamic Religious Education learning. In constructivist theory, students must be mentally active in building their knowledge structure based on the cognitive maturity they possess (Masgumelar & Mustafa, 2021). Learning videos are effective because they can present material in an engaging and interactive manner, enabling students to access information more easily and thoroughly.

Based on this theory in its implementation, the author argues that using video media in the Islamic Religious Education learning process focused on Community Worship learning at Ma'had Al-Jami'ah UIN Raden Fatah Palembang creates an effective learning atmosphere. This can be seen in the learning process delivered by a teacher regarding the material presented. In the process, the teacher emphasizes the aspect of student (mahasantri) activeness in responding to and addressing the material, which is implemented by applying learning models such as discussion, question and answer sessions, and lectures from the teacher regarding the material presented through video.

One example of Community Worship subject material presented by the teacher is the implementation of tahlilan activities. By using video media, students (mahasantri) are expected to be able to observe, understand, appreciate, identify and analyze in a real way how to perform or recite tahlil according to the guidance and customs of each region so that they can apply and practice it.

Ustadz Tabrani Sanjaya (Community Worship subject teacher) said: "The application of learning methods using video media based on constructivism theory can build student (mahasantri) activeness in the learning process as a result of students' independent construction of something, thus creating an effective learning atmosphere."

From the statement above, it can be concluded that the application of constructivism theory using learning video media greatly facilitates the learning process, thus creating an effective atmosphere.

The first student (mahasantri) felt that learning using video media based on constructivism theory could make them more active and creative, for example in discussions. The second student said that learning using learning videos made it easier for them to understand how the material presented corresponds to their experiences and enables them to clearly distinguish how tahlil recitation differs from one region to another.

According to Andi Prastowo, the benefits of video media include: (1) providing unexpected experiences to students, (2) showing realistically something that was initially impossible to see, (3) providing experiences for students to feel certain situations, and (4) presenting case studies about real life that can trigger student discussions (Yudianto, 2017).

Therefore, it can be concluded that the implications of using video media in Islamic Religious Education learning based on constructivism theory provide effectiveness in learning through direct activities that are interactive and contextual. This approach not only increases students' cognitive motivation but also deepens their understanding of religious values and practices. Thus, video media can serve as a bridge to create an effective and meaningful learning atmosphere.

CONCLUSION

The use of video media in Islamic Religious Education (PAI) learning based on constructivist theory has proven capable of creating a more effective, interactive, and meaningful learning atmosphere. This approach positions students as the center of learning activities, while teachers act as facilitators who support the knowledge formation process. Through video media, students are encouraged to build understanding of the subject matter by collecting information, interpreting learning content, and connecting it with their previous experiences. This aligns with the main

principle of constructivist theory which emphasizes the importance of active involvement and critical thinking processes in learning.

This research contributes to enriching technology-based learning models that align with the constructivist approach, particularly in the context of PAI learning. As a suggestion, further research can examine the effectiveness of using videos in different durations or presentation formats, as well as explore student responses and engagement from various educational levels or different backgrounds. Additionally, future research can also utilize mixed methods approaches to see quantitative impacts while exploring students' learning experiences more deeply.

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