



Implementation of Learning Videos As an Effort to Improve Grade V Students' Understanding in the Course of Creed and Morals

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ABSTRACT

This is where you explain 'why' you undertook this study. If you are presenting new or novel research, explain the problem that you have solved. If you are building upon previous research, briefly explain why you felt it was important to do so. This is your opportunity to let readers know why you chose to study this topic or problem and its relevance. Let them know what your key argument or main finding is. This is 'how' you did it. Let readers know exactly what you did to reach your results. For example, did you undertake interviews? Did you experiment in the lab? What tools, methods, protocols, or datasets did you use?. Here, you can explain 'what' you found during your study, whether it answers the problem you set out to explore, and whether your hypothesis was confirmed. You need to be very clear and direct and give exact figures rather than generalize. It is important not to exaggerate or create an expectation that your paper will not fulfill. Here, you can explain characteristics of design or methodology that impacted or influenced the interpretation of the findings from your research. They are the constraints on generalizability, applications to practice, and utility of findings that are the result of how you initially chose to design the study or the method used to establish internal and external validity of the result of unanticipated challenges that emerged during the study. Your research may have multiple limitations, but you need to discuss only those limitations directly related to your research problems. This is your opportunity to provide readers with an analysis of the value of your results. It's a good idea to ask colleagues whether your analysis is balanced and fair, and again, it is important not to exaggerate. You can also conjecture what future research steps could be.

OPEN ACCESS

ARTICLE HISTORY

Received: 10-02-2026

Revised: 02-04-2026

Accepted: 30-04-2026

KEYWORDS

Elementary Education,
Creed and Morals,
Learning Videos,
Learning Improvement,
Student Understanding.

1. Introduction

Education is a conscious and planned effort to create a learning environment and process so that students can actively develop their potential. This potential includes spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. In the world of education, two terms are often used: pedagogy and pedagogics. Pedagogy means education, while pedagogics is the science of education. The word *pedagogos*, originally meaning servant, has evolved into a noble profession because the task of a *pedagogos* is to guide children in their growth process toward becoming independent and responsible individuals. Education therefore becomes an essential foundation in shaping the quality of human resources and preparing future generations to face global challenges ([Puniman, 2023](#)).

Education has a very broad scope and is not limited to academic instruction alone. The work of educating encompasses everything related to holistic human development. Aspects developed include physical, health, skills, thinking, feelings, will, and even social abilities. Furthermore, the development of faith is also a crucial part of the educational process. All these aspects are interconnected and shape a person's complete personality. Therefore, education must be implemented in an integrated and sustainable manner. The goal is for students to grow into empowered, moral individuals who are beneficial to their surroundings. A holistic educational approach is considered important because it integrates intellectual, emotional, spiritual, and social development in a balanced way ([Fatimah & Sumarni, 2024](#)). In addition, holistic learning models have been proven to contribute positively to students' character development and social awareness ([Bulkani et al., 2025](#)).

This goal requires the active participation of all parties involved in education, including teachers, parents, and the surrounding community. As learning facilitators, teachers must be able to design strategies that support students' holistic development. Parents also need to provide support and set good examples in their daily lives. A positive and conducive environment also has a big influence in shaping students' attitudes and behavior. Successful education is not only measured by academic achievement, but also by the development of strong and balanced characters. With effective collaboration, education can become a means of developing a superior generation with strong morals and a high sense of social responsibility. Character education is therefore one of the most important components in achieving quality education in the modern era ([Afrianti & Wahab, 2025](#)).

The Independent Curriculum is a curriculum with a variety of intracurricular learning activities so that students can learn more optimally. This curriculum provides students with the freedom to choose learning materials that suit their individual needs, interests, and talents. This approach encourages more meaningful and enjoyable learning because students feel actively involved. Furthermore, teachers also play a crucial role in facilitating and adapting flexible learning methods. Therefore, the Independent Curriculum places greater emphasis on student-centered learning. This is expected to improve the overall quality of education in Indonesia. The implementation of the Independent Curriculum has also been recognized as an important effort in strengthening students' character and learning independence in Indonesia ([Fauzan et al., 2023](#)).

The first focus of the Independent Curriculum is strengthening the achievement of the Pancasila Student Profile. This profile reflects the noble values of Pancasila that every student must possess in their daily lives. The achievement of this profile is developed through various integrated learning activities and adapted to themes determined by the government. These themes become the basis for designing contextual and relevant learning. Apart from academic aspects, students are also directed to have good character, be independent, and possess a global perspective. In this way, the Independent Curriculum not only pursues learning outcomes, but also forms a complete personality. Strengthening the Pancasila Student Profile has become one of the central goals of the Merdeka Belajar policy in Indonesian education ([Nurhayati et al.,](#)

2022). In addition, the implementation of the Pancasila Student Profile has shown positive results in fostering students' responsibility, creativity, and collaboration skills ([Karlina et al., 2024](#)).

Madrasahs are one of the most important Islamic educational institutions in Indonesia, alongside Islamic boarding schools (*pesantren*). Their existence is crucial in developing national cadres with Islamic insight and a strong sense of nationalism. One of the advantages of madrasahs is their integration of general and religious knowledge. Madrasahs also play a strategic role in strengthening moderate Islamic values and preventing radicalism through religious education based on tolerance and nationalism ([Ihsan & Fatah, 2021](#)). In recent years, madrasah education in Indonesia has undergone significant reforms to improve educational quality and adapt to contemporary societal needs ([Soh, 2024](#)). Furthermore, the dynamics of Islamic education policies in Indonesia continue to encourage madrasahs to become more adaptive, innovative, and globally competitive institutions while maintaining Islamic values ([Kosim et al., 2023](#)). The development of Islamic educational institutions such as madrasahs and pesantren also contributes significantly to strengthening the national education system in Indonesia ([Latief et al., 2021](#)).

A madrasah is an educational institution that is managed in a structured manner by involving various educational components such as management, funding, facilities and infrastructure, curriculum, students, and educators. As a social system, a madrasah can be viewed as an interactive and dynamic organization because it consists of individuals who have common educational goals while also possessing different backgrounds and potentials. The existence of madrasahs in Indonesia has continued to develop as part of efforts to strengthen Islamic education while adapting to the changing needs of society and the national education system ([Kosim et al., 2023](#)). In addition, madrasahs have become important institutions in improving the quality of Islamic education and strengthening national values in the globalization era ([Zahra, 2025](#)).

Madrasahs also play a strategic role in shaping students' character through the inculcation of moderate Islamic values. Within the madrasa environment, students are not only taught academic knowledge but are also instilled with values such as tolerance, discipline, honesty, and responsibility. Religious activities such as *tadarus* (Qur'anic recitation), congregational prayers, and the commemoration of Islamic holidays become part of students' daily routines. This makes madrasahs institutions that not only develop intellectual intelligence but also cultivate morality and spirituality. Through this comprehensive approach, madrasahs are expected to produce a superior and highly competitive Muslim generation. The role of teachers is therefore very important in realizing this vision because teachers serve not only as educators but also as role models for students' character development ([Suparman & Nasri, 2024](#)).

Islamic Religious Education plays a strategic role in shaping students' personalities and character based on the values of faith and noble morals. One of the core subjects in Islamic Religious Education is *Aqidah Akhlak* (faith and morals). This subject aims to instill strong belief in Islamic teachings and cultivate commendable behavior in students' daily lives. Therefore, a solid understanding of faith and morals is essential for students in order to build positive attitudes and behaviors. A holistic approach to Islamic education is considered highly important because it integrates intellectual, emotional, and spiritual development in the learning process ([Fatimah & Sumarni, 2024](#)).

However, based on initial observations conducted in February 2025 in class V of MI Ilman Nafian, it was found that students' understanding of the *Aqidah Akhlak* material was still relatively low. This condition could be seen from the lack of active participation during learning activities, students' limited ability to answer questions, draw conclusions, and re-explain the material independently. Conventional learning methods that relied heavily on lectures and lacked the use of varied instructional media were suspected to be among the factors contributing to students' weak understanding of the material. Learning innovation is therefore necessary to

create more engaging and student-centered instruction in accordance with the spirit of the Independent Curriculum ([Handayani et al., 2024](#)).

Along with the advancement of technology, learning activities can be improved through the use of more interesting and interactive media. One of the potential learning media is instructional video. Videos are able to present learning materials through both visual and audio elements simultaneously, thereby helping students understand the material more easily and enjoyably. In addition, instructional videos can help teachers present abstract material in a more concrete and contextual way. The use of digital learning media has also been considered effective in increasing student motivation, participation, and understanding in the learning process, especially in elementary and Islamic education contexts ([Afrianti & Wahab, 2025](#)). Based on this explanation, the researcher was motivated to conduct a study entitled “*The Use of Learning Videos to Improve the Understanding of Class V Students at MI Ilman Nafian, Pekan Tua.*”

2. Method

This research uses a descriptive qualitative approach with Classroom Action Research (CAR). This qualitative approach was chosen because the study aims to understand the learning process in depth and describe phenomena occurring in the classroom naturally. Qualitative research is widely used in educational studies because it allows researchers to explore classroom interactions, student behavior, and learning experiences comprehensively ([Neuman, 2014](#)). In addition, Classroom Action Research is considered effective for improving learning practices through reflective and cyclical processes carried out collaboratively between researchers and teachers ([Y. Putri et al., 2023](#)). CAR also emphasizes continuous reflection and improvement in order to solve problems that arise during the learning process ([Rahayu et al., 2025](#)).

This type of research is categorized as non-participatory Classroom Action Research, where the researcher is not directly involved in teaching and learning activities but only acts as an observer. In conventional CAR, researchers often function as both teachers and implementers of the action. However, in this study, the learning activities and actions were conducted by the classroom teacher, while the researcher observed the process systematically. Non-participant observation enables researchers to obtain more objective and natural data because they do not intervene directly in classroom activities ([Batubara & Gustafaruddin, 2024](#)). Furthermore, collaborative inquiry in qualitative action research highlights the importance of observation and reflection in understanding social and educational dynamics in the classroom ([Caraballo & Lyiscott, 2020](#)).

The use of non-participatory CAR was intended to allow researchers to capture the learning process naturally without influencing classroom dynamics. Researchers recorded various classroom activities, including student behavior, responses to instructional videos, and interactions between students and teachers. This approach produced more authentic data and provided a realistic picture of classroom conditions. In action research, reflective observation is essential because it allows researchers to evaluate teaching practices and identify areas for improvement systematically ([Soh, 2024](#)). In addition, the cyclical process in participatory and action research supports continuous refinement of educational practices through reflection and evaluation ([Noone & Kong, 2025](#)).

Through this approach, researchers were able to reflect on teacher actions and evaluate the effectiveness of using instructional videos in improving students' understanding. The researcher's position as an external observer enabled more objective and in-depth analysis of the teaching and learning process. The observation results were then used as the basis for improving the next cycle, in accordance with the cyclical and reflective principles of Classroom Action Research. The implementation of reflective cycles in educational action research has been recognized as an effective strategy for improving learning quality and student engagement ([Rahayu et al., 2025](#)).

The use of instructional videos in this study was based on the assumption that multimedia learning can improve students' attention, engagement, and understanding. Instructional videos are considered effective because they combine visual and audio elements simultaneously, making learning more interactive and easier to understand ([Mayer et al., 2020](#)). Research also shows that instructional videos can significantly improve student learning outcomes and participation when designed interactively and contextually ([Y. Lin & Yu, 2023](#)). In addition, the presence of interactive elements and questions within instructional videos has been proven to enhance student engagement and comprehension during the learning process ([Deng et al., 2024](#)). Interactive learning videos are also known to increase students' motivation and active involvement in classroom activities ([Haerawan et al., 2024](#)).

There are three main paths in qualitative data analysis, namely data reduction, data presentation, and conclusion drawing. These stages are interconnected and carried out continuously throughout the research process to ensure the validity and depth of qualitative findings ([Mezmir, 2020](#)). Qualitative data analysis is not only focused on collecting information but also on interpreting meanings systematically in order to generate accurate conclusions ([Simon, 2019](#)).

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming raw data obtained from field notes. This process takes place continuously throughout the study, even before the actual data collection begins, as reflected in the conceptual framework and research design. Data reduction includes summarizing data, coding, identifying themes, and grouping information into categories. This stage aims to sharpen analysis, organize information systematically, and eliminate unnecessary data so that meaningful conclusions can be drawn. Data reduction is one of the most important stages in qualitative analysis because it helps researchers focus on relevant findings and improve analytical accuracy ([Rijali, 2019](#)).

Data presentation is the process of organizing information in a structured manner so that conclusions can be drawn and actions can be taken. In qualitative research, data presentation may take the form of narrative descriptions, field notes, matrices, charts, graphs, or networks. These forms of presentation enable researchers to identify patterns, relationships, and trends within the collected data more easily. Effective data display is important because it supports the interpretation process and facilitates deeper understanding of research findings ([Watkins, 2017](#)).

The researcher draws conclusions continuously throughout the fieldwork process. Since the beginning of data collection, qualitative researchers seek to identify meanings, regular patterns, explanations, causal relationships, and possible propositions emerging from the data. Initially, conclusions may still be tentative, but over time they become more detailed and firmly grounded in empirical findings. To ensure validity, conclusions are verified continuously through reflection during writing, reviewing field notes, conducting peer discussions, and comparing findings across different data sources. Continuous verification is considered essential in qualitative research to strengthen the credibility and trustworthiness of the findings ([Mezmir, 2020](#)).

3. Finding and Discussion

Implementation of Learning Videos in Cycle I

The classroom action research was conducted over two cycles to enhance the understanding of fifth-grade students at MI Ilman Nafian in the subject of Creed and Morals. In the first cycle, the focus was placed on the material "*The Beauty of Praiseworthy Morals*" involving 11 students as research subjects. The selection of learning videos was based on the premise that multimedia can improve student attention, engagement, and conceptual clarity. This strategy aligns with findings that video-based learning creates more interactive and engaging classroom situations, particularly for elementary students ([Silfia et al., 2024](#)). Furthermore, instructional videos in Islamic education are recognized as effective tools for increasing student motivation

and participation in classroom activities ([Krastiana & Makassar, 2025](#)). All actions in this cycle were planned collaboratively between the researcher and the classroom teacher to ensure instructional alignment and improve learning outcomes systematically ([S. R. Putri, 2024](#)).

The planning phase for Cycle I began with the identification of learning problems through informal discussions regarding low student comprehension caused by conventional teaching methods. The researcher and teacher then prepared a Lesson Plan (RPP) integrating a 10-minute instructional video as the primary learning medium. Preparation also included the development of Student Worksheets (LKPD) designed to explore students' thinking skills after watching the video. Despite careful preparation, technical obstacles emerged in the form of unclear audio quality, making additional loudspeakers necessary. This condition demonstrates that technical aspects such as audio clarity and visual quality are essential for maximizing student concentration and participation during video-based instruction ([Tseng, 2021](#)). Observation instruments were also developed to systematically document classroom interactions and evaluate improvements throughout the learning process.

In the first meeting of Cycle I, the teacher opened the lesson with greetings and prayer, followed by an apperception related to good behavior in daily life. Students initially appeared enthusiastic and demonstrated high interest when the instructional video began to play. The use of visual illustrations and audio-visual elements in videos has been shown to attract students' attention and make Islamic education learning more meaningful and contextual ([Saputra, 2024](#)). However, halfway through the screening, several students began to lose concentration because the duration of the video was considered too long. This finding is consistent with research showing that elementary students' attention decreases when instructional videos are lengthy and lack sufficient interaction opportunities ([Lee et al., 2025](#)). Consequently, the classroom discussion that followed did not run optimally because most students still remained passive and hesitant to express their opinions.

Immediate improvement efforts were implemented in the second meeting of Cycle I through the use of a staged video playback strategy. The teacher divided the instructional video into smaller segments and inserted guiding questions between each section to maintain students' focus and involvement. Segmentation strategies in instructional videos are considered effective because they reduce cognitive load and help learners process concepts more gradually and meaningfully ([Yoon et al., 2022](#)). The inclusion of reflective and guiding questions during video playback also increased students' engagement and conceptual understanding ([Kestin & Miller, 2022](#)). As a result, student responses improved significantly, and they began answering questions with greater confidence. The classroom atmosphere became more interactive, and students appeared increasingly comfortable expressing their opinions and participating in discussions. This increased confidence reflects improved engagement and ownership of the learning process among students ([Acaso, 2025](#)).

Despite these improvements, reflection on Cycle I revealed several weaknesses that required further attention. Student understanding was not yet evenly distributed, as evidenced by post-test results showing that only 5 out of 11 students achieved the minimum mastery criteria. Many students still struggled to connect the video content with the core meaning of the lesson material. In addition, students' note-taking abilities remained relatively low because only a few students recorded important points during the lesson. The LKPD used in this cycle was also considered insufficiently effective in exploring students' understanding comprehensively because several students remained confused by the worksheet instructions. These findings became the main basis for formulating strategic improvements in the subsequent cycle and strengthening active learning processes in the classroom ([Silvia et al., 2023](#)).

Table 1. Observation

No	Learning Activity Statement
1	The teacher opens the lesson with greetings and prayers
2	Teacher greets students and checks attendance
3	Teacher Conveys Learning Objectives
4	The teacher provides initial apperception and motivation.
5	Teachers Condition the Class Before Starting Learning
6	Students sit in an orderly manner when the lesson begins.
7	Teachers Emphasize the Importance of Listening to Videos Carefully
8	The teacher gives clear instructions before playing the video.
9	The teacher briefly explains the contents of the video before showing it.
10	The teacher plays a learning video lasting approximately 10 minutes.
11	Students Show Interest When Initially Watching the Video
12	Students Remain Focused Until the End of the Video
13	Teachers Invite Discussion After Video Screening
14	Students Actively Participate in Discussions
15	Teachers Ask Questions Related to Video Content
16	Students Answer Questions From Teachers
17	Teachers Distribute Student Worksheets to Students
18	The teacher explains how to work on the worksheet.
19	Students work on the worksheet independently
20	Most students completed the worksheet within the specified time.
21	Teachers Guide Students During Work on Lkpd
22	Teachers Provide Feedback on Students' Answers
23	Students Note Important Things From the Lesson
24	Teacher Delivers Conclusion of Learning Material
25	The teacher gives a closing moral and motivational message.
26	The teacher ends the lesson with greetings

Optimization of Learning Strategies in Cycle II

The classroom action research was conducted over two cycles to enhance the understanding of fifth-grade students at MI Ilman Nafian in the subject of Creed and Morals. In the first cycle, the focus was placed on the material *"The Beauty of Praiseworthy Morals"* involving 11 students as research subjects. The selection of learning videos was based on the premise that multimedia can improve student attention, engagement, and conceptual clarity. This strategy aligns with findings that video-based learning creates more interactive and engaging classroom situations, particularly for elementary students (Silfia et al., 2024). Furthermore, instructional videos in Islamic education are recognized as effective tools for increasing student motivation and participation in classroom activities (Krastiana & Makassar, 2025). All actions in this cycle were planned collaboratively between the researcher and the classroom teacher to ensure instructional alignment and improve learning outcomes systematically (S. R. Putri, 2024).

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Analysis of Improved Student Understanding

Post-test data showed a very significant increase in student understanding after the implementation of structured instructional video strategies. In Cycle I, the level of student mastery only reached 45% of the total subjects. However, after the strategy was refined in Cycle II, the mastery level increased drastically to reach 100%. All 11 students successfully obtained scores above the minimum passing grade (KKM) of 75. This improvement occurred not only in final scores but also in the quality of students' answers on their worksheets. The findings indicate that video-based instructional media can effectively concretize abstract learning material and facilitate deeper conceptual understanding among elementary school students ([Alwi &](#)

[Agustia, 2024](#)). Similar studies also demonstrate that instructional videos significantly improve learning outcomes when combined with active classroom strategies ([Dewi et al., 2025](#)).

The cognitive improvement in student understanding was also accompanied by developments in affective and social aspects. Through group discussions, students learned to respect the opinions of others and work collaboratively in solving learning tasks. They were able to perform self-reflection regarding the moral values displayed in the video segments. This proves that video is not merely a medium for information delivery but also a tool for building holistic and meaningful understanding among students ([Bz et al., 2024](#)). The use of instructional videos in Islamic education has been shown to support character development and strengthen moral awareness in elementary school learners ([Karmilah et al., 2025](#)). Learning activities became more vibrant because students were emotionally engaged with the content presented in the videos.

The primary factor contributing to the success of this action was the integration of instructional videos with appropriate supporting strategies. The use of guiding questions inserted during the screening process helped direct student focus toward important concepts and moral messages. Research confirms that embedded questions in instructional videos significantly improve student engagement and learning comprehension ([Deng et al., 2023](#)). Without clear direction and interaction, videos that are too long may reduce student concentration and participation during learning activities ([Gutiérrez-González et al., 2024](#)). In this study, the teacher played an essential role in transforming students from passive viewers into active learners who were able to grasp core messages from the instructional videos. Additionally, providing direct feedback on student work strengthened learning motivation and encouraged students to improve their understanding. The synergy between media technology and strong pedagogical strategies became the key factor in achieving optimal learning outcomes ([Torres et al., 2022](#)).

The importance of the teacher's role as a designer of learning strategies became one of the major findings of this research. Although the teacher acted as the implementer of classroom activities, collaboration in designing instruments and learning media strongly influenced the quality of instructional improvement. Systematic reflection enabled precise identification of learning problems and the formulation of appropriate solutions in subsequent cycles. Teachers became increasingly aware that conventional lecture-based instruction is less effective than interactive visual approaches in fostering student understanding and participation. Effective management of video duration, instructional pacing, and alignment with learning objectives proved decisive for instructional success ([Kestin & Miller, 2022](#)). This finding emphasizes the importance of continuously developing teachers' competencies in educational technology and innovative pedagogy ([Ma'mur et al., 2025](#)).

The broader implications of this research contribute to the renewal of learning practices in elementary schools, particularly in Islamic education. Teaching Creed and Morals no longer needs to rely on one-way monologue methods that often create boredom among students. Through interactive approaches using instructional videos, moral values can be more easily internalized and connected to students' daily lives. This success can serve as an example for other teachers to adopt similar innovations across different learning subjects. Schools as educational institutions should support the creation of a learning ecosystem that harmoniously integrates technology, active learning strategies, and character education values ([Aziz et al., 2025](#)). This study also provides a strong basis for the development of media-based and student-centered educational policies within elementary school contexts ([Sukarto & Arum, 2025](#)).

Student Engagement and Learning Dynamics

Student activity became one of the main indicators used to assess the quality of the learning process. In effective learning environments, students are not merely recipients of information but are expected to actively participate throughout the learning session. This activity includes paying attention to instructional materials, participating in discussions, asking

questions, and expressing opinions confidently. In Cycle II, students demonstrated consistent enthusiasm and interest from the beginning until the end of the lesson. Changes in facial expressions and verbal responses reflected strong emotional engagement with the topics discussed. Video-based instruction supported students' emotional involvement and enhanced their participation during classroom learning ([Sugianti & Amaliyah, 2026](#)). This conducive classroom atmosphere strongly supported the achievement of deeper understanding among students.

A comparison of student activity between Cycle I and Cycle II showed a significant transformation in learning behavior. In Cycle I, students' interest in the instructional videos tended to be temporary and did not yet influence evaluative learning activities significantly. Many students remained quiet, lacked initiative in asking questions, and completed worksheets carelessly. However, after small group discussion strategies were implemented in Cycle II, each student had opportunities to express opinions without fear of making mistakes. Discussions became more productive because the teacher actively facilitated communication among students. Learning designs that consider student characteristics and collaborative interaction are known to increase student engagement and participation significantly ([Iswani et al., 2024](#)).

Guiding question strategies also played an important role in developing students' critical thinking habits during video observation activities. Students became more prepared to absorb learning messages because they understood which points required special attention. They no longer merely watched moving images but actively attempted to understand the meaning behind every scene shown in the instructional video. This internalization process was evident when students completed the LKPD using logical reasoning aligned with the video content. Some students even discussed their answers with peers before finalizing their written responses. Such activities demonstrate a high level of cognitive engagement during the learning process and support meaningful learning experiences ([Deng et al., 2024](#)).

The appropriate use of instructional videos also contributed to improving student discipline and classroom order. Students followed teacher instructions attentively because they felt interested in the way the material was delivered. This enjoyable classroom atmosphere reduced tendencies toward irrelevant behavior during lessons. The successful creation of a positive learning environment from the beginning of the lesson strongly supported students' emotional readiness to learn. Research indicates that engaging audio-visual learning media can significantly improve students' focus, discipline, and classroom participation ([Husna et al., 2025](#)). Therefore, the balance between technology, instructional methods, and classroom management became a key factor in the success of this classroom action research. Student activity in this context was not limited to verbal participation but also included focus, discipline, and emotional readiness during learning activities.

Overall, the learning dynamics in Cycle II achieved the standards expected in classroom action research. The collaboration between visual media and communicative instructional approaches successfully changed students' perspectives toward religious subjects. Students increasingly perceived Creed and Morals as practical and meaningful lessons applicable to their daily behavior. Their confidence in expressing opinions also developed rapidly through repeated participation in small group discussions. These results confirm that instructional innovations must continue to be developed to create a generation that is intellectually capable and morally upright ([Ibda et al., 2024](#)). This research therefore provides a meaningful contribution to improving the quality of the learning process at MI Ilman Nafian and demonstrates the effectiveness of integrating technology with character-based Islamic education ([Azizah, 2022](#)).

Reflection on Pedagogical Improvements

Reflection is a crucial stage in each action cycle because it serves as the basis for evaluating the effectiveness of implemented strategies. The researcher documented every detail of teacher–student interaction as objective evaluation material. Findings in Cycle I regarding excessive video duration became an important lesson for improving instructional design.

Through collaborative reflection, the teacher and researcher agreed to segment the material to maintain student concentration and engagement. This reflective process ensured that every subsequent action had a strong data-driven foundation and demonstrated that learning quality can be continuously improved through honest and systematic evaluation ([James & Augustin, 2018](#); [Simmons et al., 2021](#)).

The improvement of learning outcomes in Cycle II proves that reflective-based strategies have high effectiveness. Teachers became more confident in teaching because they were supported by more mature media and well-prepared action plans. Adjustments to the LKPD to make it more contextual helped students connect theoretical concepts with their social realities. In addition, small-group discussions, which replaced classical discussions, proved more effective in exploring each student's potential and participation. These strategic changes significantly contributed to the achievement of learning targets and emphasized that detailed educational planning strongly determines learning success ([T.-J. Lin et al., 2021](#); [Slavin, 2015](#)).

The integration of spiritual values and technology in this research provided a new dimension to religious instruction. Instructional videos functioned as a bridge for students to understand moral values through clear visual illustrations. Moral messages delivered through audio-visual broadcasts left a stronger impression on students' memories than verbal explanations alone. Teachers now possess a practical reference for integrating technology into character education. This implication is not limited to one school but can also be adapted by other Islamic educational institutions. The findings confirm that traditional Islamic values can be delivered in a modern and engaging way without losing their essence ([Hasanah, 2024](#); [Muslim, 2024](#)).

The final results of this research convincingly demonstrate that the use of instructional videos successfully improved students' understanding comprehensively. All students were able to explain and apply the concepts of praiseworthy morals and avoid reprehensible behavior effectively. The increase in post-test scores reaching 100% mastery serves as undeniable empirical evidence of the effectiveness of video-based learning. Furthermore, the growth of students' confidence in expressing opinions became an important social asset for their future development. With the completion of Cycle II, the research objectives were fully achieved, and no further cycles were required. This success is expected to encourage educational practitioners to continue innovating for the advancement of national education ([Alwi & Agustia, 2024](#); [Hapsari et al., 2019](#); [Ismiyanti et al., 2023](#)).

This research also reaffirms the importance of collaboration between academicians and practitioners in the educational field. The researcher as a strategy designer and the teacher as an action implementer formed a strong synergy in solving classroom learning problems. Systematic documentation through observation and reflection provided a clear description of the dynamic changes occurring during the learning process. These findings serve as concrete evidence that scientific approaches in classroom practice can lead to measurable and positive changes. Finally, this research recommends the use of audio-visual media supported by active interaction techniques as an effective standard for teaching morals and religion at the elementary level. This achievement represents a meaningful step toward a more qualitative and adaptive educational transformation in the digital era ([Liao & Peng, 2023](#); [Manfra, 2019](#); [Taufik, 2020](#)).

4. Conclusion

Based on the classroom action research conducted over two cycles at MI Ilman Nafian, it can be concluded that the integration of instructional video media significantly enhances student understanding in the subject of Creed and Morals. The research findings demonstrate that the systematic use of video, when combined with pedagogical strategies such as segmented screening, guided questioning, and small-group discussions, effectively transforms the learning environment from a passive to an active one. In the first cycle, the implementation faced technical and concentration challenges, resulting in a mastery rate of only 45%. However,

through reflective improvements in Cycle II—focusing on video duration management and intensified teacher facilitation—student engagement reached its peak, and the learning atmosphere became highly conducive to moral internalisation.

The quantitative data supports this success, showing a dramatic increase in student learning outcomes. The post-test results transitioned from only 5 out of 11 students achieving the minimum passing grade (KKM) in Cycle I to 100% mastery (all 11 students) in Cycle II. Beyond academic scores, there was a notable improvement in students' soft skills, including their courage to express opinions, critical thinking during discussions, and discipline in completing worksheets. This research confirms that audio-visual media is a powerful tool for concretizing abstract religious concepts, making them more relatable and easier for elementary students to understand. Therefore, the use of structured learning videos is highly recommended as a standard instructional strategy for teaching character and moral values in Islamic primary education.

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