

## **Analysis Of The Effectiveness Of Using Instructional Videos In The Classroom At Mts Salafiyyah Syafi'iyah Tebuireng**

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### **ABSTRAK**

Penelitian ini mengkaji efektivitas penggunaan video pendidikan dalam proses pembelajaran di MTs Salafiyyah Syafi'iyah Tebuireng, sebuah sekolah yang mengintegrasikan pendidikan umum dan agama. Penelitian ini didorong oleh tantangan yang terus muncul dalam pembelajaran siswa, yang seringkali terkait dengan strategi mengajar yang kurang efektif, terbatasnya sumber belajar, serta rendahnya motivasi belajar siswa. Video pendidikan dianggap sebagai media pembelajaran yang menjanjikan karena menggabungkan elemen visual dan audio, sehingga konsep yang kompleks lebih mudah dipahami dan keterlibatan siswa meningkat. Penelitian ini meneliti bagaimana penggunaan video berdampak pada partisipasi, pemahaman, dan dinamika kelas secara keseluruhan, sekaligus menciptakan lingkungan belajar yang lebih interaktif dan menyenangkan. Selain itu, penelitian ini mengeksplorasi beberapa faktor penting yang memengaruhi efektivitas pembelajaran berbasis video, termasuk relevansi konten, kualitas media, kemampuan guru dalam memfasilitasi pembelajaran, dan kesiapan sekolah dalam menerapkan teknologi. Sebagai lembaga berbasis pesantren, MTs Salafiyyah Syafi'iyah menghadapi tantangan dan peluang unik dalam mengintegrasikan teknologi pendidikan modern. Temuan penelitian ini diharapkan memberikan wawasan praktis mengenai bagaimana pembelajaran berbantuan video dapat meningkatkan kualitas pengajaran dan hasil belajar siswa dalam konteks pembelajaran yang khas ini.

**Kata kunci : Video, Pendidikan, Sekolah, MTS, Tebuireng.**

### **ABSTRACT**

*This study investigates the effectiveness of using educational videos in classroom instruction at MTs Salafiyyah Syafi'iyah Tebuireng, a school that integrates both general and religious education. The research is motivated by ongoing challenges in students' learning, which are often linked to ineffective teaching strategies, limited learning resources, and low levels of student motivation. Educational videos are considered a promising instructional medium because they combine visual and auditory elements, making complex concepts easier to understand and increasing student engagement. This study examines how the use of such videos impacts student participation, comprehension, and overall classroom dynamics, while also fostering a more interactive and stimulating learning environment. Furthermore, the research explores several critical factors that influence the effectiveness of video-based instruction, including the relevance of the content, the quality of the media, the teacher's ability to facilitate learning, and the school's readiness to implement technology. As a pesantren-based institution, MTs Salafiyyah Syafi'iyah faces both unique challenges and opportunities in integrating modern educational technologies. The findings of this study aim to provide practical insights into how video-supported learning can enhance teaching quality and improve educational outcomes for students in this distinctive learning context.*

**Keywords: Video, Education, School, MTS, Tebuireng.**

## I. INTRODUCTION

Students' academic achievement in schools is often indicated by learning difficulties in understanding the material presented. One of the possible causes of this issue is the ineffective learning process, where students may feel unmotivated during classroom instruction, ultimately resulting in their inability to grasp complex subject matter delivered by teachers. Learning occurs through interaction between an individual and their environment, and the quality of this interaction is influenced by several factors such as fellow students, teachers, library staff, school principals, instructional materials, and other learning resources and facilities (Azhar, 2011).

The use of instructional tools in teaching activities should be able to stimulate students' attention and motivate them to be more enthusiastic in engaging with the learning process. Instructional instruments are intended to effectively convey educational content to students with the goal of enhancing their knowledge. These learning tools serve as media that can be utilized during the learning process to deliver subject matter that attracts students' attention, interest, thoughts, and emotions in order to achieve educational objectives (Afrilia, Lizra, et al, 2022).

The integration of media and technology in classroom instruction is increasingly necessary, especially through the use of four types of multimedia—audio, video, text, and visuals—that enhance the learning process (Heinich, 1998) The rapid development of information and communication technology has significantly impacted the field of education, particularly in teaching methods and media. Learning media play a vital role in facilitating instructional activities. The word media comes from the Latin term *medius*, which literally means “middle,” “intermediary,” or “conveyor.” (Astuti et al, 2020) In the digital era, the use of

learning media is essential to improve the quality of education, as it fosters more effective learning experiences (Rohati et al, 2018). One of the most widely used instructional innovations is the use of educational videos. These videos combine visual and auditory elements, making them more easily understood and more engaging for students compared to conventional teaching methods. This becomes especially relevant in the effort to improve the quality of education in institutions like MTs Salafiyah Syafi'iyah Tebuireng, which uniquely integrates general and religious education.

However, the effectiveness of educational video usage in the classroom remains a critical question that requires thorough investigation. The use of videos does not automatically result in improved student outcomes or engagement. Factors such as video quality, alignment with the subject matter, the teacher's role in guiding its usage, and the readiness of infrastructure and student learning culture all play a vital role in determining the success of this technological integration.

As a pesantren-based educational institution, MTs Salafiyah Syafi'iyah Tebuireng faces its own dynamics in implementing modern instructional media. Therefore, it is essential to analyze the extent to which the use of educational videos is effective in enhancing material comprehension, student participation, and the creation of a conducive learning environment. This study aims to examine the effectiveness of video-based instruction in the classroom and its impact on the learning process and outcomes of students at MTs Salafiyah Syafi'iyah Tebuireng.

## II. RESEARCH METHOD

This study employed a qualitative descriptive approach aimed at analyzing the activeness in the use of instructional videos

in the classroom setting at MTs Salafiyah Syafi'iyah Tebuireng Jombang. A qualitative design was chosen to allow a deeper understanding of classroom dynamics, teacher strategies, and student engagement in relation to the use of video-based learning media. This method emphasizes exploring phenomena from the perspective of the participants through naturalistic inquiry.

### **Research Setting and Participants**

The research was conducted at MTs Salafiyah Syafi'iyah Tebuireng, a well-known Islamic junior high school located in Jombang, East Java, Indonesia. The participants of this study included several teachers who utilized video materials in their instruction, as well as students from selected classes that had been exposed to such learning media. Purposeful sampling was used to select information-rich participants who were actively involved in video-based learning activities.

### **Data Collection Techniques**

Data were collected through two primary techniques: observation and interviews.

1. Observation: The researcher conducted classroom observations to gather direct insights into how instructional videos were integrated into the learning process. The observation focused on teacher behavior, student responses, levels of engagement, interaction patterns, and the general classroom atmosphere during video-based instruction. Field notes were taken to record relevant details and contextual information.
2. Interviews: Semi-structured interviews were conducted with teachers and a number of students to explore their experiences, perceptions, and opinions about the use of instructional videos. The interviews allowed the researcher to delve deeper into subjective meanings and gather rich narrative data. Questions revolved around the effectiveness, challenges, and student responses to video learning. Interviews were audio-recorded (with consent) and later transcribed for analysis.

### **Data Analysis**

The data collected were analyzed using a thematic analysis approach. This process involved:

1. Transcribing the data from interviews and organizing observation notes.
2. Reading and re-reading the data to become familiar with the content.
3. Coding data segments that reflected important patterns or themes.
4. Grouping similar codes into broader categories related to student activeness, teacher strategy, and media effectiveness.
5. Interpreting the findings in line with the research questions.
6. The analysis was carried out continuously throughout the data collection process to ensure responsiveness and refinement of emerging themes.

### **Trustworthiness of the Data**

To ensure the credibility and trustworthiness of the findings, several strategies were employed:

1. Triangulation of data sources (observation and interview) to validate findings.
2. Member checking by sharing interview summaries with participants to confirm accuracy.
3. Thick description was used to provide detailed contextual information that allows readers to understand the research environment and transfer findings to similar settings.

### **Ethical Considerations**

This study was conducted in adherence to ethical research principles. Participants were informed about the purpose of the study, and their consent was obtained prior to participation. Anonymity and confidentiality were assured, and data were used solely for academic purposes.

## **III. RESULT AND DISCUSSION**

### **A. Description of Research Results**

This study aims to analyze the effectiveness of the use of learning videos in improving student understanding in the classroom. The results of the study show

that the use of learning videos significantly increases student participation and motivation during the teaching and learning process. Students become more interested in the material being presented, especially as the visualization of abstract concepts becomes easier to understand. In addition, the results of the formative test conducted after the use of video showed that the increase in student scores was greater than the conventional learning method. Classroom observation also indicates that students are more active in discussing and able to remember material for longer. Teachers involved in the study also stated that learning videos helped them in delivering material more efficiently and interestingly. The use of video as a learning medium can improve students' cognitive learning outcomes. The results of student grade processing before and after the use of video as a learning medium can be said to have increased after it was applied. Overall, this study concludes that learning videos are an effective medium to support the learning process in the classroom, especially in terms of improving concept understanding and student involvement (Subki Mahmasani, 2020).

### **B. Analysis of Learning Video Usage**

Analysis of the use of learning videos shows that learning videos can increase student learning effectiveness such as increasing motivation, learning interest, and student learning outcomes and facilitating the understanding of abstract material. Learning videos can also make learning more interesting and interactive, encouraging students to be more active and dare to express their opinions. The driver in this study is the use of learning videos that can increase the effectiveness of students' learning to take action and to do something as well as possible. An efficient learning process can be developed through teaching that has certain characteristics in its implementation. The methods applied should be diverse, adjusted to the purpose and material taught. In this study, the focus is on the use of video as a learning medium. With the application of varied methods,

students will feel happier and motivated in learning, which in turn can lead to better learning outcomes (Siti Makhmudah, 2020).

The learning videos used can increase student participation in the learning process. Student involvement is one of the basic principles in learning and is an important indicator that can arouse students' desire and motivation to learn. Students respond well when the teacher does the teaching. Based on the results of interviews conducted by researchers with teachers, a number of students began to understand the material presented through learning videos, so that they could solve the problems they faced. Learning media in the form of videos can help students understand the material better, so they can complete the assignments given by the teacher. This will result in a positive response from the students. Learning media is able to overcome the challenges experienced by teachers. The benefits of learning videos include increased student understanding of the material, increased participation in the learning process, and students being able to collect assignments well. Learning videos are audio-visual media that utilize sound and movement, so that their use can increase students' interest in learning. In line with the explanation of Sunami and Aslam (2021), after using learning videos, students' interest in learning increases, which has an impact on achieving better and satisfactory grades, as well as helping them achieve learning goals (Marwazi and Abul Khoir 2019).

### **C. Discussion of the Effectiveness of Learning Videos**

Effective learning can help students to improve their expected abilities according to the goals they want to convey. To improve effective ways of learning, it is necessary to pay attention to the following:

#### **1. Internal conditions**

That is the situation that exists in the student itself, for example, health, security, peace and so on. Students can learn well if their needs are met.

#### **2. External conditions**

That is the condition that exists outside the human person, such as the state of the house, both the environment, its cleanliness and lighting, and other physical environmental conditions. For effective learning, a good and regular physical environment is needed.

### 3. Learning strategies

Efficient learning can be achieved if you can use the right learning strategy. Learning strategies are needed to be able to achieve the maximum possible results (Faizah Melani et al, 2022). Learning videos have been proven to be effective in student learning as follows:

Learning has been proven to be able to increase students' motivation to learn. Visualization of interesting material can reduce boredom in the learning process and spark students' curiosity. According to research by Berk (2009), students who were exposed to learning videos showed higher enthusiasm in following lessons than those who only received verbal explanations.

Understanding and retaining material with the help of videos, abstract concepts can be visualized so that they are easier to understand. Videos also help students to recall information through simultaneous visual and auditory displays. This is in accordance with the principle of dual coding in cognitive learning theory which states that information conveyed through two verbal and visual channels is easier to remember.

Access to the repetition of learning video materials can be accessed at any time and repeated as often as possible, allowing students to learn at their own pace, this is very useful in differential learning where students have different learning speeds. This feature also supports independent learning outside of formal lesson hours

21st Century skill development through learning videos, students can develop critical thinking, collaboration and digital literacy skills. Interactive videos allow students to be actively involved and not just passive information.

Effectiveness based on empirical studies, several studies show that the use of learning videos improves student learning

outcomes (Abdul Kholiq Syafa'at et al, 2015).

### D. Supporting and Inhibiting Factors

The use of video as a learning tool has now become an important element in contemporary education, especially as digital technology advances. Learning videos provide a number of benefits in conveying information visually and soundly, which can improve student understanding and participation. However, the success of its use is influenced by various driving and blocking factors that need to be studied in depth.

Supporting Factors:

#### 1. Visualization of complex material

Educational videos provide an opportunity to visualize ideas that are not concrete or complicated by using animations, simulations, and hands-on demonstrations. According to An Nur Islamic University Lampung, the use of visuals in videos can increase information recall by up to 80%.

#### 2. Flexibility of Access and Self-Learning

Learning videos can be accessed anytime and anywhere, allowing students to learn at their own pace.

#### 3. Improving Student Learning Effectiveness and Student Engagement

The use of interesting audio-visual elements can increase the effectiveness of student learning in the learning process.

#### 4. Supports Multiple Learning Styles

Learning videos accommodate a variety of student learning styles, both visual, auditory and kinesthetic.

Inhibiting Factors:

#### 1. Limitations of Technology Access

Not all students have access to technology devices or a stable internet connection.

#### 2. Lack of Direct Interaction

Learning videos are one-way and do not allow direct interaction between teachers and students.

#### 3. Less attractive video design

Poorly designed learning videos can cause students to lose interest and focus.

#### 4. Teachers' Skills in Using Technology

Not all teachers have sufficient skills in creating or using learning videos effectively.

5. The use of learning videos in the classroom has great potential in increasing learning effectiveness. However, it is necessary to pay attention to and inhibiting factors such as limited access to technology and teacher skills Ja'far, 2018).

#### IV. CONCLUSION

This study shows that the use of learning videos in the classroom is proven to effectively increase student participation, motivation, and understanding. Educational videos make it easier to visualize abstract concepts, helping students comprehend material more easily, retain information longer, and review the content at their own pace. Classroom observations and test results indicate significant improvements compared to conventional methods, while teachers reported that videos help deliver material more efficiently and engagingly.

The analysis of video usage also emphasizes that this medium makes learning more interactive, encourages students to express their opinions, and fosters learning interest. Videos support various learning strategies, enhance student engagement, and facilitate the achievement of learning objectives. Learning videos align with the dual coding principle, combining visual and verbal channels so that information is easier to remember, and support 21st-century skills development, such as critical thinking, collaboration, and digital literacy.

Supporting factors include the ability to visualize complex material, flexible access, increased learning effectiveness, and accommodating different learning styles. Inhibiting factors include limited access to technology, lack of direct interaction, less engaging video design, and teachers' skills in using technology. Overall, learning videos have great potential to improve learning

effectiveness, but successful implementation depends on maximizing supporting factors and mitigating inhibiting factors.

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