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INTERACTIVE VIDEO-BASED EXPERIENTIAL LEARNING MODEL AND ITS EFFECT ON ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES

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Abstract: Islamic Religious Education learning in junior high schools still faces serious challenges, particularly low student engagement and limited use of learning media that encourages higher-order thinking. This condition has an impact on low evaluative cognitive achievement (C5), which requires the ability to assess, make decisions, and provide rational justifications. At Muhammadiyah 3 Junior High School in Bandar Lampung, the Islamic Religious Education learning process is still dominated by lecture methods with minimal use of interactive media. This study aims to analyze the effect of the Experiential Learning model based on interactive videos on Islamic Religious Education learning outcomes at the C5 cognitive level. The study uses a quantitative approach with a quasi-experimental method and a post-test only control group design. The sample consisted of two classes, namely class VIII-A as the control group and VIII-B as the experimental group. The results of the t-test analysis showed a significance value of 0.000 ($p < 0.05$), which indicates a significant effect on student learning outcomes. These findings indicate that the interactive video-based Experiential Learning model is effective in improving students' evaluative abilities. Implicitly, this model can be used as a strategic alternative to develop contextual and meaningful Islamic Religious Education learning.

Keywords: Experiential Learning, Interactive Videos, Learning Outcomes

Abstrak: Pembelajaran Pendidikan Agama Islam di SMP masih menghadapi tantangan serius, terutama rendahnya keterlibatan aktif siswa dan keterbatasan penggunaan media pembelajaran yang mendorong berpikir tingkat tinggi. Kondisi ini berdampak pada rendahnya capaian kognitif evaluatif (C5), yang menuntut kemampuan menilai, mengambil keputusan, dan memberikan justifikasi rasional. Di SMP Muhammadiyah 3 Bandar Lampung, proses pembelajaran Pendidikan Agama Islam masih didominasi metode ceramah dengan pemanfaatan media interaktif yang minim. Penelitian ini bertujuan menganalisis pengaruh model pembelajaran Experiential Learning berbasis video interaktif terhadap hasil belajar Pendidikan Agama Islam pada level kognitif C5. Penelitian menggunakan pendekatan kuantitatif dengan metode quasi experiment dan desain post-test only control group. Sampel terdiri atas dua kelas, yaitu kelas VIII-A sebagai kelompok kontrol dan VIII-B sebagai kelompok eksperimen. Hasil analisis uji-t menunjukkan nilai signifikansi 0,000 ($p < 0,05$), yang menandakan adanya pengaruh signifikan terhadap hasil belajar siswa. Temuan ini mengindikasikan bahwa model Experiential Learning berbasis video interaktif efektif meningkatkan kemampuan evaluatif peserta didik. Secara implikatif, model ini dapat dijadikan alternatif strategis untuk mengembangkan pembelajaran Pendidikan Agama Islam yang kontekstual dan bermakna.

Kata Kunci: Experiential Learning, Video Interaktif, Hasil Belajar

INTRODUCTION

In ideal conditions, PAI learning should be designed to be varied and encourage active student participation. Teachers should not only rely on lectures, but also integrate participatory approaches such as discussions, simulations, and experiential learning. A fun and dynamic learning model will motivate students to think actively, participate, and learn according to their own styles and speeds, thereby minimizing gaps in understanding between students.

Students' learning styles are an important factor that influences how they receive and process information. This has an impact on differences in levels of understanding and learning outcomes. Learning outcomes themselves reflect the changes that occur after the learning process takes place. Each student has varying achievements, both high and low, which are influenced by internal and external factors. (Indah & Farida, 2021; Yandi et al., 2023). Optimal learning outcomes are influenced by various factors, both internal and external (Artha Margiathi et al., 2023). Asmani found a positive correlation between Islamic education learning activities and student achievement, while Noor Biatun stated that learning motivation also has a significant effect on achievement in this subject. This means that learning activities and motivation are important factors that contribute to learning outcomes in Islamic religious education (Budiana et al., 2021; Hikmah Hikmah et al., 2022; Rachmadhani & Kamalia, 2023). Therefore, a learning model that can be adapted to students' learning needs is required (Irawati et al., 2021; Nurnaifah et al., 2022) .

In addition, learning media should be able to meet students' visual and interactive needs. School facilities and teacher competence in managing digital learning are also important. In terms of learning outcomes, students should ideally be able to develop thinking skills from basic to advanced levels (C1–C6). Thus, learning not only conveys information but also fosters logical, independent, and creative thinking in line with the demands of the times.

However, in practice, various problems are still found in the field. Based on preliminary research through observation and interviews with Islamic education teachers at SMP Muhammadiyah 3 Bandar Lampung, Mr. Muhammad Arsy, on May 12, 2025, several obstacles in learning were identified. Among them are that learning is still dominated by conventional lecture and question-and-answer methods, the use of interesting media is still minimal, and the use of interactive videos is not optimal due to the limited competence of teachers in packaging digital material. In addition, students experience difficulties at the C5 (Evaluation) cognitive level, as reflected in the learning outcomes in Figure 1, where there are more incorrect answers than correct answers at that level.

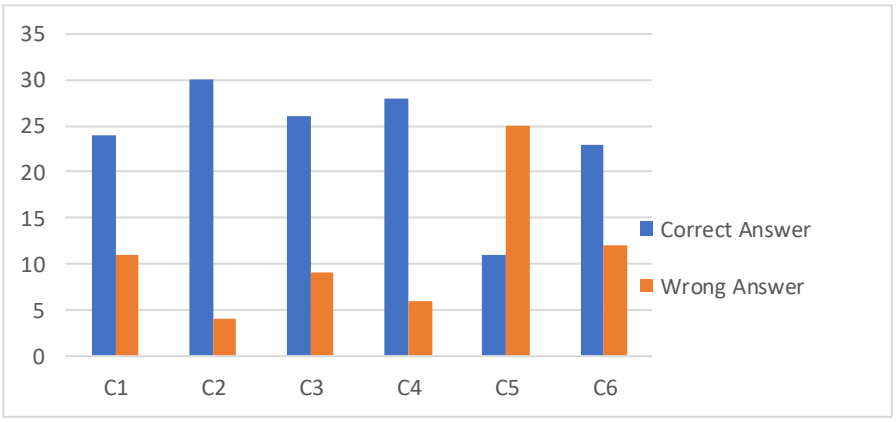

Figure 1. Diagram of student learning outcomes

Based on the figure above, the main problem with student learning outcomes lies at the C5 (Evaluation) cognitive level, marked by a high number of incorrect answers compared to correct answers, which is the opposite of the pattern at other levels. This shows that students have difficulty assessing information, making decisions based on criteria, or justifying arguments. This reflects that higher-order thinking skills have not been fully mastered, even though they are very important in meaningful learning and logic and evidence-based decision making.

Given the low level of activity, learning motivation, and student ability in the evaluation aspect (C5), an approach that actively and meaningfully involves students is needed. The complex nature of Islamic Education material requires the use of varied learning models that are appropriate for learning objectives in the cognitive, affective, and psychomotor domains (Apriwulan et al., 2025; Kartika I, 2023; Safitri et al., 2023; Wahono et al., 2020). One relevant model is experiential learning, which emphasizes active learning through real experiences. This model links action and reflection, so that when students are directly involved in activities, their understanding becomes deeper and more meaningful (Alokafani et al., 2022; Gaurifa & Darmawan Harefa, 2023).

The solution proposed by the researchers is the implementation of an Experiential Learning model based on interactive videos. This model combines direct experience with visual media to help students understand the material concretely, build curiosity, and encourage active involvement. Students not only receive the material but also engage in observation, reflection, experimentation, and application according to the stages of experiential learning. It is hoped that this approach can significantly improve learning outcomes in Islamic religious education.

Previous studies have proven the effectiveness of experiential learning models in improving learning outcomes in various subjects and levels of education . Sahlan (2021) shows that experiential learning with the Phyphox application has a significant effect on motivation to learn physics, while Lutfiyah (2023) proves its

effectiveness in improving learning outcomes through virtual experiments. Arifah(2023) and Arianto(2024) show an increase in critical thinking skills and language skills through the integration of experiential learning with team quizzes and advertising text learning. Wibowo(2022) also emphasizes the superiority of this method over lectures in improving the achievement of vocational high school students. However, there has been no research that specifically examines the application of experiential learning in Islamic religious education, especially with the integration of interactive video media at the junior high school level.

This study offers novelty in several aspects. First, the application of experiential learning in Islamic religious education subjects, which have tended to be taught conventionally, differs from previous research focusing on science or language. Second, integration with interactive videos makes learning more visual, dynamic, and digital. Third, methodologically, this study quantitatively measures the influence of these models and media on the cognitive learning outcomes of junior high school Islamic religious education students, an area that has been rarely researched. Fourth, interactive videos address the challenge of low student engagement in Islamic religious education learning. Thus, this study makes an original contribution to innovation in experience-based and technology-based learning in the digital age.

The urgency of this research lies in the need for more contextual Islamic religious education learning innovations that actively involve students. So far, Islamic religious education learning has been dominated by teacher-centered lecture and memorization methods, which are ineffective in developing higher-order thinking skills, especially in the evaluation aspect (C5). In fact, Islamic religious education material has complex characteristics that require in-depth understanding and direct experience. The interactive video-based experiential learning model offers an approach that can address these challenges by combining hands-on activities, reflection, and engaging visual media.

The implications of this study are expected to provide tangible benefits for improving the quality of Islamic religious education, particularly in terms of selecting learning models that are more contextual, engaging, and suited to the characteristics of today's students. If interactive video-based experiential learning models prove effective, these results can be used as a reference for Islamic religious education teachers in developing learning strategies that can improve students' conceptual understanding, active engagement, and overall learning outcomes. Furthermore, these findings may also encourage schools and policymakers to integrate experience-based and technology-based approaches into the curriculum as part of religious education innovation in the digital age.

METHOD

This study used a quantitative approach with a quasi-experimental method and a post-test only control group design. The research was conducted in the odd semester of the 2025/2026 academic year at SMP Muhammadiyah 3 Bandar Lampung. The research sample consisted of two classes selected by simple random sampling, namely class VIII-A as the control group that received conventional learning, and class VIII-B as the experimental group that received treatment using the interactive video-based Experiential Learning model. The study began with the provision of treatment to the experimental class through learning with Experiential Learning syntax, while the control class continued to use the methods normally applied by teachers. After the learning process was completed, both classes were given a post-test to measure cognitive learning outcomes at the evaluation level (C5) in accordance with Bloom's taxonomy indicators.

The implementation of the Experiential Learning model in the experimental class followed six main steps, starting with the design of open learning experiences relevant to real-life contexts. The teacher provided stimuli in the form of interactive videos depicting religious issues in everyday life, then motivated students to actively participate in learning activities. Students were directed to work individually and in groups to analyze the situations in the videos, discuss the Islamic values contained therein, and express their opinions and solutions based on their understanding. The teacher created a real learning environment, not just a simulation, which allowed students to experience and solve problems directly. Furthermore, students are encouraged to make decisions independently and take responsibility for their choices. The activity ends with a reflection session, where students recount their learning experiences and review their understanding from various perspectives (Ericca Retna Kusumawati, 2021) .

The research instrument consists of a multiple-choice test with 20 questions focused on indicators C1-C5. Before use, the instrument was tested for validity and reliability using the product moment test and Cronbach's Alpha. Furthermore, prerequisite tests were conducted, including normality tests (using the Liliefors test) and homogeneity tests (using the Bartlett test) to ensure the suitability of the data before analysis. The post-test data from both groups were analyzed using an independent sample t-test to determine the significant difference between the learning outcomes of students who participated in Experiential Learning and those who participated in conventional learning. The results of this test were used as the basis for drawing conclusions about the effect of the learning model on improving

students' evaluative thinking skills in Islamic religious education.

RESULTS AND DISCUSSION

Results

This study was conducted at SMP Muhammadiyah 3 Bandar Lampung to determine the effect of the interactive video-based Experiential Learning model on student learning outcomes in Islamic education subjects. The research instrument was a multiple-choice test compiled based on learning indicators, which was then validated by expert validators and tested outside the research sample. The test results showed that the instrument was valid and reliable and therefore suitable for use. The test was then given to two groups, namely the experimental class that used the interactive video-based Experiential Learning model and the control class with conventional learning. After the learning was completed, both groups were given a learning outcome test, and the data obtained was analyzed using normality tests, homogeneity tests, and t-tests to determine the differences in learning outcomes and the effect of applying the interactive video-based Experiential Learning model on student learning outcomes.

After analyzing the data on student learning outcomes in Islamic Religious Education in class VIII B (as the experimental class) and class VIII A (as the control class), the following interpretation was obtained:

1. Normality Test

The normality test is used to see whether the collected data is normally distributed or not. The data is considered normal if the significance value is > 0.05. The following are the results of the normality test in this study

Table 1. Description of Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Group 1	.158	26	.095	.950	26	.237
Group 2	.137	26	.200*	.933	26	.093

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test using the Kolmogorov-Smirnov and Shapiro-Wilk methods, it is known that the data in group 1 has a significance value of 0.095 (Kolmogorov-Smirnov) and 0.237 (Shapiro-Wilk) and in group 2 has a significance value of 0.200 (Kolmogorov-Smirnov) and 0.093 (Shapiro-Wilk). This indicates that the Sig. (p) value in the experimental class and control class is greater than 0.05, so it can be concluded that the data from both

groups is normally distributed. Thus, the data meets one of the requirements for parametric testing.

2. Homogeneity Test

The homogeneity test is used to determine whether the variances of a number of research populations are the same (homogeneous) or not the same (non-homogeneous). The data is considered homogeneous if the Sig. value is > 0.05. The following are the results of the homogeneity test in this study:

Table 2. Description of Homogeneity Test Results

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
PAI learning outcomes	Based on Mean	1.489	1	50	.228
	Based on Median	.906	1	50	.346
	Based on Median and with adjusted df	.906	1	42.759	.346
	Based on trimmed mean	1.488	1	50	.228

This test was conducted using Levene's Test for Equality of Variances with a significance level of 0.05. The test results showed a Sig. value of 0.228, which is greater than 0.05. This indicates that the learning outcome data between the experimental class and the control class had homogeneous variance, so it proceeded to the t-test.

3. T-test

The t-test was employed to examine whether a statistically significant difference existed in learning outcomes between students who participated in learning using the interactive video-based Experiential Learning model and those who were taught using conventional instructional methods. This analysis aimed to compare the mean post-test scores of the experimental and control groups after the implementation of the instructional treatment. By applying the t-test, the study was able to determine the effectiveness of the experiential, media-supported learning approach in enhancing students' learning outcomes compared to traditional teacher-centered instruction.

Table 3. Description of *Independent Sample T-test* Results

Independent Samples Test

		Levene's Test for Equality of ...		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PAI Learning Outcomes	Equal variances assumed	1.489	.228	-3.850	50	.000	-3.462	.899	-5.268	-1.655
	Equal variances not assumed			-3.850	47.251	.000	-3.462	.899	-5.270	-1.653

Based on the analysis results, the Sig. (2-tailed) value = 0.000 ($p < 0.05$) and t-count = 3.850, which is greater than t-table = 2.000. Thus, it can be concluded that there is a significant difference between the learning outcomes of students in the experimental class and the control class. This means that the application of the Experiential Learning model based on interactive videos has a positive effect on Islamic Education learning outcomes, particularly on higher-order thinking skills (C5- evaluation).

Discussion

The results of this study indicate that the application of the interactive video-based Experiential Learning model has a significant effect on student learning outcomes in Islamic Religious Education (PAI) at SMP Muhammadiyah 3 Bandar Lampung. This finding is evidenced by the t-test results, which show a significance value of 0.000, which is less than the significance level of 0.05. Statistically, these results confirm that there is a clear difference between the learning outcomes of students who participated in experiential learning supported by interactive videos and those who participated in conventional learning. This difference shows that learning models that involve direct experience and interactive visual media can have a positive impact on the quality of Islamic Education learning.

The improvement in learning outcomes in this study was particularly evident at the C5 cognitive level (evaluation), namely the ability of students to assess, give reasons, and make decisions based on certain criteria. Achievement at this level is very important in PAI learning, because it not only requires conceptual understanding of Islamic teachings, but also the ability of students to apply these values critically and responsibly in their daily lives. Thus, the success of the interactive video-based Experiential Learning model shows that PAI learning does not have to stop at memorization and basic understanding, but can be directed towards the development of higher-order thinking skills.

The effectiveness of this model is inseparable from the main characteristics of Experiential Learning, which places learners as active subjects in the learning process. Learning begins with the design of learning experiences that are open and relevant to the learning objectives. In the context of this study, teachers presented interactive videos that depicted real situations related to ethical issues and religious practices in everyday life. The presentation of this real-life context plays an important role in building a bridge between abstract concepts in Islamic Education material and the concrete experiences of learners through Experiential Learning. When learners are able to relate the subject matter to the realities of life, the learning process becomes more meaningful and

inseparable from the social context they face.

The use of interactive videos in the early stages of learning also serves as an effective stimulus to increase students' readiness to learn. Videos not only present information visually, but also give rise to cognitive and emotional conflicts that encourage students to think more deeply. Observations during learning show that students are more focused, enthusiastic, and actively engaged compared to learning that relies solely on verbal explanations from teachers. This is in line with the view that learning motivation is an internal factor that greatly influences learning success. With attractive and relevant media, students' learning motivation increases, making them more ready to engage in higher-level thinking processes.

The next stage in the implementation of Experiential Learning is the organization of learning activities through individual and group work. In this study, students were given the opportunity to discuss, express their opinions, and find solutions to the problems presented in the video. This discussion process encourages intensive social interaction, where students learn to listen to others' views, compare arguments, and defend their opinions with logical reasoning. This activity not only improves communication and collaboration skills but also trains students' evaluative abilities, as they must assess various perspectives before drawing conclusions.

Learning becomes more dynamic because students do not merely receive information passively, but are directly involved in the process of processing information. In the context of Islamic Education, group discussions enable students to understand that Islamic values can be viewed and applied in various situations in life, rather than as rigid concepts that are separate from reality. Thus, learning is not only cognitive in nature, but also touches on affective aspects, such as mutual respect and moral responsibility.

The next syntax in Experiential Learning emphasizes the creation of real situations and encourages students to make decisions independently. At this stage, students are faced with real-life problems that require assessment and consideration, such as attitudes in teenage social circles, the use of social media, or the practice of religion in certain conditions. Learners are not only asked to determine what is right or wrong, but also to explain the reasons behind their choices and consider the impact of those decisions. This process directly trains evaluative thinking skills, as learners must use their knowledge, values, and experiences to make logical and responsible decisions.

The ability to make decisions independently is an important competency in Islamic Education learning, because the ultimate goal of religious education is not only conceptual understanding, but also character and behavior formation. Through learning experiences that require evaluation and reflection, students learn that Islamic teachings are not only studied,

but also consciously practiced in everyday life.

The reflection stage is a very important conclusion to the entire learning process. At this stage, students are invited to reflect on their learning experiences, both verbally and in writing. Reflection allows students to review what they have learned, how they understand the material, and how the experience has influenced their perspectives and attitudes. The results of the reflection show that learners are able to express their understanding from various perspectives, which indicates that learning has reached a level of internalization, rather than just a superficial mastery of the material.

For teachers, the reflection stage also serves as a means of holistic learning evaluation. Teachers can assess not only cognitive learning outcomes, but also the process and development of students' understanding. Thus, PAI learning becomes more comprehensive and oriented towards the holistic development of students.

Overall, the results of this study confirm that the interactive video-based Experiential Learning model is very effective in improving Islamic Education learning outcomes, particularly in evaluative skills (C5). This model is able to address the challenges of Islamic Education learning, which has tended to be teacher-centered and lacks active student involvement. For educators, these findings provide alternative learning strategies that are contextual, engaging, and applicable. For students, this approach provides an active and meaningful learning experience. Meanwhile, for future researchers, this study can be used as a reference for developing experience-based learning in other subjects and further exploring its influence on affective and psychomotor aspects. Thus, this study contributes to encouraging innovation in learning that is relevant to the demands of the times and the needs of today's students.

CONCLUSION

This study concludes that the interactive video-based Experiential Learning model has a significant effect on student learning outcomes in Islamic Religious Education at SMP Muhammadiyah 3 Bandar Lampung. This is demonstrated by statistical test results that produced a significance value of 0.000 ($p < 0.05$), which means that there is a real increase in learning outcomes in students who participate in learning using this model, especially in evaluative thinking skills (C5). This model has been proven to be effective because it is able to create an active, enjoyable learning atmosphere that is close to real life, so that students find it easier to understand the material and dare to make decisions independently. Future researchers are advised to apply the interactive video-based Experiential Learning model to other subjects, both at the same and different levels of education, to see the consistency of its effectiveness in improving higher-order thinking skills. In addition, the development of interactive videos with more varied and contextual

content can also be a focus so that learning becomes more interesting and meaningful for students. Further research could also explore the affective and psychomotor aspects of students as part of a more comprehensive measurement of learning outcomes.

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