

## THE INFLUENCE OF THE VIDEO CRITIC METHOD ON THE UNDERSTANDING OF MORALS OF CLASS IX STUDENTS OF MTS AL-ITTIHADIAH PANGKALAN MANSYUR

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#### ABSTRACT

This research aims to determine the effect of the video criticism method on understanding morals in class IX MTs students. The type of research carried out was quantitative with an experimental method using a One Group Pretest and Post Test Design research design. The population in this study were all IX students of MTs Al Ittihadiyah Pangkalan Mansyur, with a sample selected using the Non Probability Sampling technique, namely class IX Ali, totaling 29 people. The data collection techniques used were pretest and posttest. The results of research using the IBM SPSS (Statistical Product and Service Solution) v.25 data processing program show that the average (mean) post test score was 76.38, while the average (mean) pretest score was 44.14. With the highest pretest score of 55 and post test of 90, the difference in score obtained is 35 (90-55). This shows that the video criticism method is able to improve students' moral understanding very well. Based on the mean difference test with Paired Sample T-test analysis on IBM SPSS Statistics v.25, the sign value (2-tailed) = 0.00 was obtained which was compared with the calculated result of sign = 0.05 with a confidence level of 95%. From the results of these calculations, the sign is  $0.00 \leq 0.05$ , which means that  $H_0$  is rejected or  $H_1$  is accepted. Thus, the average student post test score is higher than the average student pretest score.

### 1. INTRODUCTION

Education is an important aspect in developing quality human resources (Basri dan Ahmad Syahri Mubarak, 2023). Meanwhile, Islamic education is education that aims to form the complete Muslim person, develop all human potential both physically and spiritually, foster a harmonious relationship between every human person with Allah, humans and the universe (Mubarak, et al, 2023).

One of the essential components in Islamic education is the formation of students' character and morals (Faqihuddin, 2021). Good morals are the main foundation for the development of moral and responsible individuals, who are expected to contribute positively to society (Basri, 2023). Schools as formal educational institutions play an important role in the process of moral formation (Fikri, et al., 2023). Instilling religious behavior in students is not only done by providing good examples but also becomes a subject in an educational institution (Romadhon, et al., 2023). One of the appropriate subjects for instilling religious

values is the subject of moral beliefs (Jannah, 2020). As learning moral beliefs specifically plays an important role in the formation of religious character, attitudes and morals.

MTs Al-Ittihadiyah Pangkalan Mansyur is an educational institution that is committed to developing the moral and ethical aspects of students. Apart from that, the Al Ittihadiyah Pangkalan Mansyur Medan Tsanawiyah madrasah prioritizes learning about the Islamic religion so that students can increase their confidence, understanding, appreciation and practice of correct belief and faith and emphasize the habit of carrying out commendable morals and avoiding disgraceful morals.

However, based on the results of initial observations and interviews, it is clear that there are still some students at Madrasah Tsanawiyah Al Ittihadiyah Pangkalan Mansyur Medan who do not understand the religion of Islam, such as: (1) there are still many students who make fun of their friends. 2) there are still some students who interact with each other and say impolite words. 3) there are still some students who are impolite in behaving and speaking to teachers. Another factor that can influence the learning of Aqidah Akhlak in schools is the role of the teacher. Teacher ability is the first factor that supports successful socialization and learning (Ru, Masduki, & Latifah, 2022).

Teachers who have high abilities will be creative and innovative in implementing various meetings which are considered better for student learning (Tandhim, 2023). Apart from that, the learning methods used by teachers in learning are also considered less interesting. Because the learning process carried out at MTs Al Ittihadiyah Pangkalan Mansyur Medan is only carried out using the lecture method and assignments only. This can trigger boredom in students because students are less active in the teaching and learning process.

Therefore, in order to achieve this goal, this school has implemented various innovative and effective learning methods to increase the understanding and application of noble morals among students. One interesting method to research is the Video Critic method. The Video Critic method is a learning approach that uses video as the main media to stimulate critical discussion and in-depth reflection on the material presented disajikan (Tindakan, 2017). In the context of moral education, videos can show various real-life scenarios or situations related to moral and ethical values. With this method, students are expected to be able to better understand and analyze various aspects of morality through observation and critical reflection on the video content presented.

This research focuses on class IX students at MTs Al-Ittihadiyah Pangkalan Mansyur. This group was chosen because at this stage, students are in their teenage years

which are very critical regarding the formation of character and moral values. Adolescence is an important period in individual moral development, where students begin to have the ability to think abstractly and critically and begin to understand more complex moral concepts.

The application of the Video Critic method in moral learning is expected to provide several benefits. First, this method can increase student involvement in the teaching and learning process because it uses media that is interesting and relevant to everyday life. Second, through videos, students can see concrete examples of behavior that reflect moral values, so that they can more easily understand and internalize these values. Third, critical discussions resulting from video analysis can help students to more deeply understand the consequences of certain behavior and the importance of implementing moral values in their lives. With this background, this research aims to examine the influence of the Video Critic method on the understanding of morals of class IX students at MTs Al-Ittihadiyah Pangkalan Mansyur. It is hoped that the results of this research can provide an important contribution to the development of more effective learning methods in moral education and provide insight for educators in efforts to improve the quality of moral education in schools.

## 2. METHODS

This research is included in quantitative research with the type of experimental research. Experimental research is a form of research in which variables are manipulated so that the influence and effect of these variables on other variables being investigated or observed can be ascertained (Sugiono, 2016). This research was conducted at Madrasah Tsanawiyah Al – Ittihadiyah Medan. The population in this study were all class IX students of MTs Al Ittihadiyah Pangkalan Mansyur for the 2022 - 2023 academic year, consisting of 9 classes.

Data collection methods in this research are: Observation, Interview, Pre Test, Post Test. The final grade that students will obtain is determined based on the following formula:

$$Final\ score = \frac{Total\ score}{Maximum\ Score} \times 100$$

The data analysis techniques used are: Checking student worksheets. Describe the scores obtained, Arrange pretest and posttest data in tabular form, Conduct prerequisite test analysis, and Normality Test

### 3. RESULTS AND DISCUSSION

#### 3.1. Understanding Students' Morals in Seeking Knowledge Before Learning (Pretest)

This research was conducted at MTs Al Ittihadiyah Pangkalan Mansyur. This research was carried out in Ali's class IX with a total of 29 students. This research was conducted on the subject matter of studying science. At the meeting the researcher made observations of the students, then at the second meeting the students were given a pretest in the form of initial abilities in their behavior in seeking knowledge. Continuing at the third meeting, the researchers used a video criticism method in the learning process to see the influence it could have. At the last meeting, students were given another test in the form of a learning outcomes test (post test). The pretest and posttest given have previously been tested for feasibility using validity and reliability tests.

Based on the results of validity tests carried out using IBM SPSS Statistics version 25 software, the four assessment aspects used in this research have been proven to be valid. Validity testing ensures that the instrument used really measures what it is supposed to measure, so that the resulting data can be trusted. In addition, the reliability coefficient obtained reached 0.700, which is included in the high category. This shows that the assessment instrument used has good consistency in measuring students' moral understanding, so that the results obtained are stable and reliable if the measurements are repeated under the same conditions. The description of the pretest and post-test data revealed that there was a significant difference in students' understanding of morals after implementing the Video Critic method. In the pretest, the students' average score was 44.14 with the highest score being 55, which indicates a moderate level of understanding.

However, after learning with the Video Critic method, the average post-test score increased to 76.38 with the highest score reaching 90. This significant difference shows that the Video Critic method is effective in substantially increasing students' understanding of morals, with a significant increase in initial level of understanding recorded. The high reliability coefficient strengthens the validity of these findings, ensuring that the improvements seen are not the result of measurement instrument variability, but rather real changes in student understanding. Calculation of student understanding scores using the IBM SPSS Statistics V.25 software application is presented in table 3.1, below:

**Table 3.1**  
**Pretest Descriptive Statistics Results**

	Statistic
Mean (Average)	44.1379
95% Confidence Interval for Mean	
Lower Bound	41.2594
Upper Bound	47.0164
Median (Middle value)	45.00
Variances	57.266
Standard Deviation	7.56743
Minimum Value	30.00
Maximum Value	55.00
Range	25.00

Based on table 3.1 above, it shows that the students' average (mean) pretest score is 44.14, with a 95% confidence interval ranging from 41.25 to 47.01. This means that the average pretest score of the entire population of students tested is likely to be within that range. The median pretest score was 45.00, which indicates that half of the students had scores above or equal to 45.00, and the other half had scores below or equal to 45.00. This shows a relatively balanced distribution of grades among students. In addition, the standard deviation recorded at 7.567 indicated that there was quite significant variation in students' pretest scores, indicating that students' understanding of the material tested before the treatment or intervention was carried out varied greatly.

The calculated variance is 57.266, further confirming the wide spread of values. The minimum score obtained from the pretest is 30, while the maximum score reaches 55, resulting in a range of 25. This fairly large range shows that there are significant differences in students' level of understanding at the initial stage. Thus, this data provides a comprehensive picture of the initial condition of students' understanding before implementing new learning methods, which will be an important basis for evaluating the changes and improvements expected from the intervention that will be provided.

### 3.2. Understanding Students' Morals in Seeking Knowledge After Learning (Post Test)

Based on table 3.2 it shows that after being given treatment or intervention, the students' post-test average (mean) score increased to 76.38, with a 95% confidence interval ranging from 73.46 to 79.29. This means we can be 95% confident that the average post-test score of the entire larger population, from which this sample was drawn, will be within that range. The median post-test score was 75.00, which means half of the students had scores above or equal to 75.00, and the other half had scores below or equal to 75.00, reflecting a relatively balanced distribution of scores among the students. The standard deviation for the post-test was 7.66, indicating that there was quite significant variation in students' post-test scores, with the variation measured by a variance of 58.744.

**Table 3.2**  
**Post Test Descriptive Statistics Results**

	Statistic
Mean (Average)	76.3793
95% Confidence Interval for Mean	
Lower Bound	73.4639
Upper Bound	79.2947
Median (Middle value)	75.00
Variances	58.744
Standard Deviation	7.66445
Minimum Value	65.00
Maximum Value	90.00
Range	25.00

This variance indicates that the data had a wide degree of spread, indicating significant variation in understanding among students after the intervention. The minimum score obtained by students in the post-test is 65, while the maximum score reaches 90, resulting in a range of 25. The same range as in the pretest shows that the variation in student understanding is still quite large even though there has been an increase in the average score. This data shows that there was a significant increase in students' understanding after treatment, but the level of variation in understanding among students was still quite high.

### 3.3. Comparison of Students' Understanding of Morals in Seeking Knowledge Before Learning (Pretest) and After Learning (Post Test)

A comparison of the results of the pretest and posttest of students' understanding of morals in studying students who applied the video criticism method can be seen in table 4.3.

Based on table 4.3, it can be seen that there is a significant increase in students' understanding of morals after using the Video Critic method. The students' average pretest score was 44.14 with the highest score being 55, while the post-test average score increased to 76.38 with the highest score reaching 90. This increase reflects that the majority of students experienced substantial improvements in understanding after applying this method. Although the average and highest scores show a clear improvement, the range for both tests remains the same, namely 25. This range indicates that although there is a significant increase in understanding, the variation or spread of scores among students remains high, indicating that differences in the level of moral understanding between students still exist.

**Table 3.3**  
**Comparison of Student Pretest and Post Test Data**

	<i>Pretest</i>	<i>Post Test</i>
The number of students	29	29
Maximum	30.00	65.00
Minimum	55.00	90.00
<i>Range</i>	25.00	25.00
Average	44.1379	76.3793
Standard Deviation	7.56743	7.66445

Additionally, the difference in standard deviation between the pretest and post-test was only 0.097, indicating a very small change in the variability of scores from the mean. This standard deviation describes how far individual values are spread out from the mean. Although the Video Critic method is effective in increasing the average score of students' moral understanding, the data shows that the level of variation in understanding among students remains almost the same. This means that, although overall students have demonstrated better understanding after the intervention, variations or differences in understanding between them remain high. This suggests a need for additional approaches to bridge gaps in understanding and ensure more equitable improvement across students.

### Hypothesis test

The results of the analysis prerequisite tests show that the post test is normally distributed and comes from samples with the same variance (homogeneous), so that hypothesis testing uses parametric statistics. The parametric statistics used are testing two averages using the Independent Sample T-test analysis found in the SPSS software application. The test results of the two post test averages can be seen in table 4.6 below:

**Table 3.4**  
**Hypothesis Testing Results (T-Test)**

Paired Samples Test				
		T	df	Sig. (2-tailed)
Pair 1	Pretest - Post Test	-35.250	28	.000

### Perumusan Hipotesis

$$H_0 : \mu_1 \leq \mu_2$$

$$H_1 : \mu_1 \geq \mu_2$$

Keterangan:

$\mu_1$  : Average pretest score for students' moral understanding

$\mu_2$  : Average post test score for students' moral understanding

### Hypothesis Testing Requirements

If value sign  $> 5\%$  (0,05) then  $H_0$  accepted or  $H_1$  is rejected

If value sign  $\leq 5\%$  (0,05) then  $H_0$  rejected or  $H_1$  accepted

The hypothesis testing (T-test) used is the Paired Samples Test because the amount of data used is the same. Based on the negative value of t, namely -35,250, the t table used is based on the One-Tailed Test probability. This value is consulted with the t table at a significance level of 5% with df = 28 with a gain of 1.701. Thus, using the absolute value tcount  $>$  ttable (35.250  $>$  1.701) and the sign value (2-tailed) is  $0.00/2 = 0.00$ . The



requirement for hypothesis testing is to compare the sign value of the test results with the sign value  $\alpha = 0.05$ , therefore  $0.00 \leq 0.05$ . In other words,  $H_0$  is rejected or  $H_1$  is accepted. So it can be concluded  $H_1: \mu_1 \geq \mu_2$ , The average post test score for students' moral understanding is greater than the average pretest score for students' moral understanding. And there is an influence of the video criticism method on students' understanding of morals.

This research shows that the use of the Video Critic method in learning can significantly increase students' moral understanding. Through hypothesis testing, it was proven that this method had a greater positive influence than learning without using the Video Critic method. These results indicate that the intervention carried out through playing and analyzing videos related to morals is effective in increasing students' moral awareness and understanding. This is important considering that moral education is one of the key aspects in forming students' character at school (Jamil, 2022).

Data analysis revealed a significant improvement in post-test results compared to pretest. The students' post-test average score was 76.38, while the pretest average score was only 44.14. This quite large difference, amounting to 32.24 points, shows that students experienced a substantial increase in understanding after applying the Video Critic method. Apart from that, the maximum score obtained by students also showed a significant increase, from 55 on the pretest to 90 on the post-test. This difference of 35 points further confirms the effectiveness of this method in increasing students' overall understanding of morals.

The mean difference test carried out using the Paired Sample T-test on IBM SPSS Statistics version 25 software produced a significance value (2-tailed) of 0.00. This value is compared with the significance level  $\alpha = 0.05$  at the 95% confidence level. The results of this comparison show that the significance value obtained is much smaller than 0.05, which means  $H_0$  (null hypothesis) is rejected and  $H_1$  (alternative hypothesis) is accepted. Thus, it can be concluded that there is a significant difference between the average pretest and post-test scores, with the post-test scores being higher, indicating that the Video Critic method has a real influence on increasing students' moral understanding.

Furthermore, the increase in scores from pretest to post-test reflects that the Video Critic method is not only effective but also relevant in the context of moral learning. By presenting videos depicting moral and ethical situations, students can see and analyze real examples that help them understand and internalize moral values better. This method also allows students to be actively involved in the learning process through critical discussion and reflection, which deepens their understanding of the material presented.

Overall, the results of this study provide strong evidence that the Video Critic method is an effective tool for increasing students' moral understanding. This is also very relevant to research results which show that the application of the video critics method can increase students' understanding of information about the dangers of smoking (Mulyanti, 2016). In addition, the significant increase in post-test scores shows that students are not only able to remember the information presented, but also understand and apply these values in everyday life. These findings can be the basis for further development of learning methods that use video media for moral learning, as well as encourage other educational institutions to consider implementing this method in their curriculum.

#### 4. CONCLUSION

Based on the results of data analysis and discussions that have been carried out, it can be concluded that the application of the Video Critic method significantly increases students' understanding of morals in class IX MTS Al-Ittihadiyah Pangkalan Mansyur. This increase is evident from the striking difference in average scores between the pretest and post-test. The average student pretest score was 44.14, with the highest score being 55, indicating a relatively moderate level of initial understanding. After implementing the Video Critic method, the average post-test score increased sharply to 76.38, with the highest score reaching 90. This significant increase, with the highest score difference between pretest and post-test of 35 points, indicates that this method is capable substantially increase students' moral understanding. The Video Critic method, with an interactive approach and based on relevant video analysis, was found to be effective in teaching moral values and enabling students to reflect on and internalize moral concepts better.

Furthermore, the results of statistical tests using the Paired Sample T-test on IBM SPSS Statistics version 25 software confirmed these findings. With a significance value (2-tailed) of 0.00, which is much lower than the significance level of 0.05, the null hypothesis ( $H_0$ ) can be rejected, indicating that there is a significant difference between the pretest and post-test scores. This means that the application of the Video Critic method has a real and significant effect in increasing students' moral understanding. This level of significance provides strong evidence that the method not only increases the average score, but also improves overall understanding among students. Therefore, the Video Critic method can be considered an effective and relevant pedagogical tool for moral learning, and deserves to be applied more widely in moral education curricula in schools.

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