

## THE USE OF YOUTUBE MEDIA IN ISLAMIC RELIGIOUS EDUCATION LEARNING

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### *Abstract*

*The purpose of this study is to describe learning activities in this digital era that must utilize internet media with various platforms including Islamic Religious Education (PAI) learning, because PAI is a compulsory subject for all types and levels of education. PAI teachers are required to have the ability to modify their learning, so that PAI material will be interesting and liked by students. The purpose of this study is to describe the use of YouTube media in PAI learning. This research is a type of qualitative research with a case study approach. Data collection techniques were conducted by interview, observation and documentation. Data analysis was conducted using Miles and Huberman's interactive analysis. The results of this study state that PAI teachers at Kartini Junior High School use YouTube a lot in their learning activities, especially when learning themes of worship that require practice, such as the theme of Hajj or Umrah, obligatory prayers, eclipse prayers, funeral prayers, and other worship services.*

*From the measurement of students' attitudes, the results provide a lot of information and knowledge for students in PAI learning. YouTube media is not only a means of entertainment, attracting attention, and developing knowledge, but more than that it is able to provide clearer and broader information and knowledge on the topics studied. And the results of the assessment aspects in the use of YouTube media are cognitive aspects, affective aspects, and psychomotor aspects. Thus, from these assessment aspects, students have excellent thinking and reasoning skills after learning PAI material with the help of YouTube media with a score of 8.*

**Keywords :** *YouTube Media, Learning, Islamic Religious Education*

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## INTRODUCTION

The 22nd century has entered the digital era, which is marked by the use of technology, especially information technology, in all sectors, including education. The presence of digital technology in education is a medium that helps teachers carry out the learning process, especially in finding sources of teaching materials and determining learning designs, so that teachers will be more dynamic, creative, and innovative. On the other hand, with digital technology, teachers and students find it easier to understand teaching materials and can take broader references displayed via computers or the internet, where the media is a process of channeling information, whether in the form of technical or physical, to assist teachers in conveying learning material to students (Rizal, Syarifuddin, and Syarnubi 2019). That way, it will be easy to achieve learning goals that are more interesting and fun (Fifit Firmadani, 2010).

Using media in the teaching and learning process can generate new interests and desires in students and encourage learning activities (Afifuddin, 2018). One type of media that is widely used in learning today is YouTube media. YouTube media is fundamental in assisting the learning process, including in Islamic Religious Education. However, so far, Islamic Religious Education learning is still considered unattractive because teachers in the teaching method are still monotonous and have not used instructional media properly. Thus, learning media such as YouTube is needed in learning activities. Because it can help provide a more concrete picture of the material conveyed by the teacher (Yusi Kamhar & Lestari, 2019).

YouTube is a media-sharing website in the form of the most popular video online. This YouTube media is in great demand by the public, both children and adults. We can upload videos, watch videos, search for videos, and discuss or ask questions about various things using YouTube. That way, the teacher, in carrying out learning activities, can take advantage of YouTube media to convey material according to the theme to be taught because it can present interesting image features so that students will be happier and easier to absorb the teaching material delivered by the teacher (Suwanto, Muzaki, and Muhtarom 2021).

YouTube users are increasing, with a registered monthly audience of 2 billion in 2021. A statistical market research institute predicts that YouTube usage in 2022 will reach 2.24 billion people. So that with the increasing popularity of YouTube users, the platform use value for various videos on the YouTube site is getting higher. The development of YouTube, which is already so large, has now been widely used by the world of education in learning activities as a learning medium for elementary education, SD/MI, SMP/MTs, SMA/SMK/MA, and equivalent (Haryadi 2019). One learning media that PAI teachers often use is YouTube media on themes requiring personification or practice, such as pilgrimage, prayer, tayamum, ablution, and other sub-fields so that students at SMP Kartini can easily understand the material that the teacher has conveyed.

## RESEARCH METHODS

The method used in this research is qualitative with a case study research design. Collecting data in this study used interview techniques, observation, and documentation. This research was conducted at SMP Kartini Taman Sidoarjo, involving the principal and PAI teachers as the primary informants. This study aims to describe how PAI teachers at Kartini Middle School utilize media as a PAI learning process by using YouTube media. Research data were analyzed using the Miles & Huberman analysis model, divided into three stages: data reduction, data display, and drawing and verifying conclusions. The data reduction stage collects all the information needed from the results of interviews and observations and then groups the data. The display stage is the stage of displaying the data needed in the research and those that do not need to be separated in presenting this data in the form of narrative text.

## RESEARCH RESULTS AND DISCUSSION

### YouTube Learning Media

#### 1. Definition of YouTube Media

YouTube is a media site for sharing online videos in great demand from all walks of life, where users can access, watch, and share video clips for free.

YouTube users can not only watch videos but also upload videos and use them

directly for discussion and Q&A. Of the various benefits of this YouTube service, millions of people visit YouTube every day (Suwanto et al., 2021). YouTube is an online video site that provides various, incredibly interactive data in the form of dynamic photos or videos. That way, everyone wanting to get video data and watch it in real-time can visit the YouTube website and directly participate by uploading videos to the YouTube server and sharing them worldwide (Sugawara and Nikaido 2014). YouTube can be an alternative media that is needed at this time because it can help teachers be more creative and innovative in presenting their learning (Azizan, Lubis, and Muvid 2020).

## 2. YouTube Media Development

YouTube was founded in 2005 by Chad Hurley, Steve Chen, and Jawed Karim, all three former PayPal employees. Afterward, Youku was recognized by Google and launched in 2006 (Setiadi, Azmi, and Indrawadi 2019). YouTube is the most popular video database on the internet, even the most complete and diverse. At first, YouTube was not developed by Google, but then Google recognized it and combined it with other Google services. YouTube has become a worldwide phenomenon, with various effective video sites and sharing videos online for social media ranking data in Indonesia.

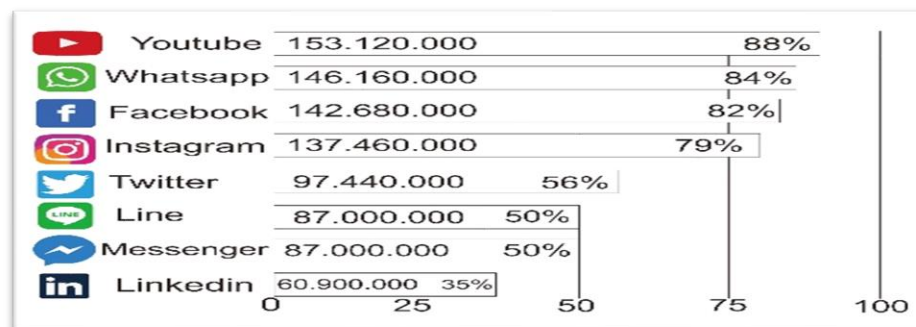


Figure 1. A diagram of the ranking of social media users in Indonesia YouTube is not only a learning aid in class. However, the use of content developed

through various kinds of lighting explains certain materials that teachers can use in conveying material that is not only limited to the curriculum, but teaching materials can also be developed according to needs by taking the appropriate material (Kiftiyah, Sagita, and Ashar 2017). It can be seen from Hootsuite, and

we are social data in Indonesia in 2022 as follows:

Top Sosial Media And Streaming Vidio Apps			
Top Sosial Vidio Streaming Apps On Android Phones, Based On Total Cumulative Time Spent In 2022			
Top Sosial Media Mobile Apps, Ranked By Cumulative Time Spent		Top Vidio Streaming Mobile Apps, Ranked By Cumulative Time Spent	
Sosial media app	ave time per user	vidio streaming	ave time per user
01. WhatsApp	30.8 Hours / Month	01. YouTube	25.9 Hours / Month
02. Facebook	17.0 Hours / Month	02. Youtube Ego	15.5 Hours / Month
03. Instagram	17.0 Hours / Month	03. Mx Player	9.7 Hours / Month
04. Tiktok	13.8 Hours / Month	04. Netflix	9.3 Hours / Month
05. Twitter	8,1 Hours / Month	05. Viu	6.7 Hours / Month

The picture above explains that YouTube is the most widely used mobile video streaming application. According to data from Hootsuite and We Social in 2022, as many as 94.8% of internet users in Indonesia are between 16 and 64 years old. The average time spent on YouTube is around 25.9 hours per month. YouTube is growing very fast nowadays. Many people are interested and have switched careers to YouTubers because they can prove it by creating exciting vlog content. So, currently, YouTube media is widely used worldwide (Mahendra, 2020).

### 3. YouTube As Learning Media

The YouTube media platform has been transformed into one of the most effective learning resources and media with ease in accessing what is available in various forms of video, which makes it not monotonous when learning, so motivate and encourage students to remain enthusiastic in learning (Surandika, 2020). YouTube can be used as a learning medium because YouTube contains videos about various materials that can be searched for and adapted from the student's material. The use of video can increase students' interest by displaying moving images that combine objects, places, and events. That way, students can observe events through YouTube media. The elements of color, sound, and motion can animate a character, increase understanding, and can be easily understood by students directly from the contents of the material. Students can easily see the process and flow of material that has been delivered and can

provide an example of attitude and behavior that can be learned through YouTube learning videos (Surandika, 2020).

YouTube Apart from being a medium for sharing content and information in the form of videos, it is currently being used as a tool to convey the thoughts, ideas, and creativity of someone who wants to share with others, which has now penetrated the world of education, teachers can place tutorials on expertise on YouTube, temporary students or user content can listen to the video and understand what is given in this video like listening to the teacher in class. When using YouTube social media, it cannot be separated from the teacher's role as a provider in the content learning process, students as content users, and YouTube as a service provider connecting the two.(Arini and Umami 2019).Primarily YouTube is used as a learning medium that can develop one's skills or abilities because YouTube has many benefits and uses that everyone can use as a medium for learning or searching for information on a broader range (Rahayu 2021).

Applying this new learning method through the YouTube media platform has several stages. Namely, preparing teaching materials is very important for students to receive learning materials. Teaching materials have sections grouped, such as titles, study guides, topics or essential competencies, supporting information, exercises, work steps, and assessments. The concept of making learning videos on the YouTube platform is very diverse. Of course, it needs to be studied one by one carefully to find the maximum point (Baihaqi et al., 2020). Therefore, in making the concept of learning videos, it is necessary to prepare several steps, including (a) Preparing topics/materials to be delivered following the areas of knowledge acquired. The material presented must be light and easy to understand, (b) categorize the material so that the delivery is more coherent, (c) identify the delivery model of the material, and (d) storyboards or scripts to facilitate delivery (Suwanto et al., 2021).

#### 4. The Advantages of Youtube as Learning Media

The advantage of using YouTube as a medium facility for learning lies in the aspect of interaction and information sharing in a broader range (Yusi Kamhar & Lestari, 2019). In this case, YouTube has the advantage that the



output can be used as a learning medium and is easily accessible by all groups. On the other hand, YouTube also provides various educational platforms and information fast, accurate, and accessible to all broad groups. Information accessed through the media YouTube also does not need to pay a fee but is rich in information related to the economy, society, culture, and education. Even lecturers, students, students, and the wider community who want information related to something can use YouTube media for tutorials according to the needs of each person (Latifah and Prastowo 2020). For example, students with difficulty with statistics and data management, quantitative and qualitative research, do many tutorials or study through YouTube. Likewise, with students at school studying religious material that requires practice, such as the pilgrimage, the pillars of hajj start from ihram clothing, wukuf, tawaf, sa'i, parallel, and the obligatory pilgrimage, such as throwing the umrah, so students can directly learn with the media YouTube (By et al. 2017).

Becoming media in learning, YouTube is now widely known and easily accessed by the public, which presents various news or education related to various matters, provides services for discussions, or conducts questions and answers in the comments column (Setiadi et al., 2019). YouTube has service facilities that develop through various social media accounts because YouTube only charges a few costs for its use. Using the YouTube platform can utilize as a learning media that can help in the learning process of students (Suwarno, 2017).

## **PAI learning**

### **1. Definition of Islamic Religious Education**

Islamic Religious Education is a planned effort to prepare students to live, understand, recognize, believe, have a noble character, and be pious in practicing Islam. Through teaching, training, guidance, and practice activities, Islamic Religious Education is a subject that must be taught to students (Nuraini & Muhtarima, 2016). This is an effort to foster children to understand their religion so that these religious teachings can animate in children, which is an important part that can be carried out systematically. Of course, many of us still find that Islamic religious education has yet to be able to achieve the goal of Islamic religious education itself (Rosia, 2018). As the foundation of Islamic education,

Al-Qur'an and As-Sunnah become a reference for finding, creating, and developing paradigms, concepts, principles, theories, and techniques.

The purpose of education is not only to teach technology but also to guide students to be closer to the creator; in this case, the provision of Islamic religious education (PAI) from elementary school to university is crucial to create harmony in a good life, and serve him and also Caliph of Allah (Jailani, Widodo, and Fatimah 2021). Therefore, in PAI learning, it is not permissible to transfer information about Islam (Islamic teachings) from educators to students but must go through a process of character formation. While character formation is ongoing, it is necessary for PAI learning to carry out learning innovations, starting from determining teaching materials, methods, and models of religious development (Full Moon, 2019).

Islamic religious education goes through history and develops along with the development of Islam and socio-cultural developments in society. Improving the quality of Islamic religious education is challenging because many aspects are related to the quality of education. There are many ways to improve the quality of Islamic religious education, for example, by structuring the curriculum. The quality of Islamic religious education learning is highly dependent on how the institution of education develops a curriculum that follows its development and prepares students to become successors of good people (Nuraini & Muhtarima, 2016). The direction and objectives of educational programs will change along with changes in social dynamics, including various internal and external factors. That way, educational institutions can develop a curriculum following their development and make students the superior successors of the people (Rosia, 2018).

Islamic religious education can develop and improve faith through experience, appreciation, and knowledge obtained as a form of human faith. For Islamic religious education to achieve its goals, it must have learning methods that give meaning to students so that they not only transfer knowledge but also transfer and apply their values. As a subject that teaches the rules or norms about religion in life human beings, Islamic religious education should be taught in the same way as disciplines of other sciences, one of which is learning by



prioritizing meaningfulness so that students are more active in Islamic Religious Education lessons (Muamanah & Suyadi, 2020).

## 2. Position of Islamic Religious Education in Schools

Religion occupies a crucial and inseparable position in forming a complete human being. Education is based on religious values because the Indonesian nation is religious. Religion regulates the relationship between humans and God, the relationship between humans and humans, the relationship between humans and nature, and the relationship between humans and themselves, which will make harmony in human life (Zazin and Zaim 2019). If it is believed and practiced as the basis of personality, then every human being will become a perfect human being or perfect human being. Using this basis, religion becomes the essential part of education that uses moral aspects, fostering attitudes, personality, and the values of ahlakul Karima (Rosia, 2018). The field of study of PAI material studies is as shown in the table below:

Aqidah Akhlaq	Fiqih	Al-Qur'an Hadits	Sejarah kebudayaan Islam
<ul style="list-style-type: none"> <li>○ Rukun Iman</li> <li>○ Jujur, Amanah dan Istiqomah</li> <li>○ Menghormati Orang Tua</li> <li>○ Perilaku Ikhlas, Sabar dan Pemaaf</li> </ul>	<ul style="list-style-type: none"> <li>○ Thaharoh</li> <li>○ Sholat, Tata Caranya</li> <li>○ Sholat Berjamaah</li> <li>○ Sholat Jumat dan Ketentuannya</li> <li>○ Sholat Jama' dan Ketentuannya</li> </ul>	<ul style="list-style-type: none"> <li>○ Surah Ar-Rahman</li> <li>○ Surah Al-Mujadalah</li> <li>○ Ilmu Tajwid (Al-Syamsiyah dan Al-Qamariyah)</li> <li>○ Surah An-Nisa'</li> <li>○ Surah Al-Baqarah, Ali-Imran</li> <li>○ Ilmu Tajwid (Nun Sukun dan Tanwid)</li> </ul>	<ul style="list-style-type: none"> <li>○ Nabi Muhammad Diangkat Menjadi Rasul</li> <li>○ Rasulullah Hijrah</li> <li>○ Dakwah Nabi Muhammad SWA</li> <li>○ Khulafau-Ar Rasyidin</li> </ul>

PAI subjects cover several fields of study, namely Aqidah Akhlak, Fiqh, Al-Quran Hadith, and Islamic cultural history with the following explanation:

- a) Al-Qur'an and Hadith, this field of study, contains the ability to read, translate and understand the meaning of content in each selected verse of the Qur'an and Hadith, adapted to each level of education. c) Akhlak Aqidah, The scope of the study leads to the formation of the soul and individual behavior to achieve noble character. (Jannah 2020)d) Jurisprudence or Worship, The scope of his study is about the understanding of all forms of worship or procedures for their implementation, which are based on the Al-Qur'an, sunnah, and star's arguments. e) History of Islamic Culture The scope of his study leads to the history of the development and growth of the Islamic religion from the beginning until now. So that they can emulate, love, and know Islamic figures (Cahyono & Hassani, 2019).

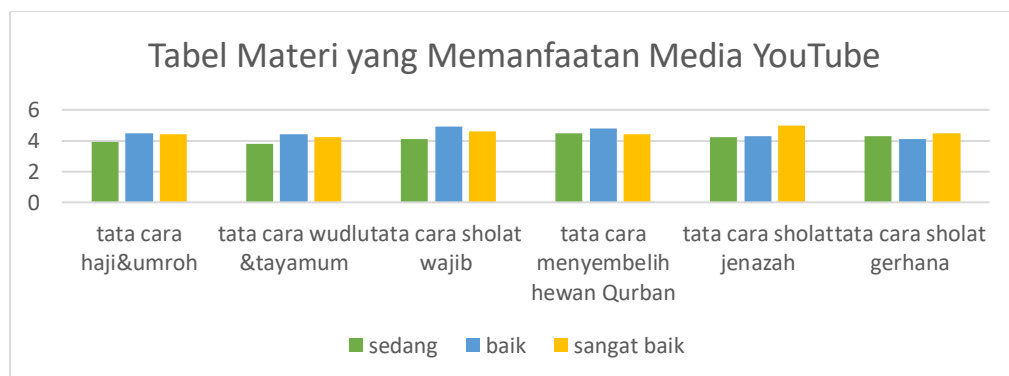
### **Utilization of YouTube Media in PAI Learning at Kartini Middle School**

The benefits of teachers at Kartini Middle School using YouTube media include: a) it makes it easier for teachers to find teaching materials, b) it makes it easier for teachers to convey learning material, c) learning will be more interesting, d) students are happier and more enthusiastic, e) students are more critical and dynamic, f) the learning process is more effective and efficient (Utami & Zanah, 2021). YouTube is a creative and dynamic teaching resource; it will motivate students to be enthusiastic about learning. The use of YouTube media is much more practical because you only need to paste a video URL on the YouTube website to choose a channel according to the material that the teacher will teach. Meanwhile, the benefits of YouTube for students as a result of Cahyono's research are: a) Students will find it easy to find teaching materials and assignments given by the teacher, b) students can access YouTube with various devices such as Android cellphones, laptops, and others c) students will gain a deeper understanding obviously because the YouTube Channel can be watched over and over again (Cahyono, 2019).

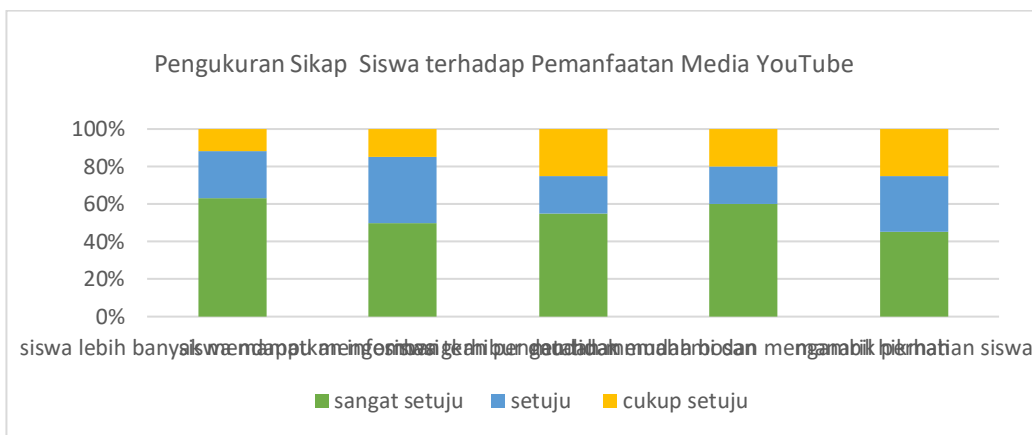
The stages for teachers at Kartini Middle School in presenting videos through YouTube media as learning media in class are a) identification of the discussion themes according to the syllabus; this identification is carried out to determine the suitability of teaching materials with a series of activities in the realm of learning taught at Kartini Middle School, especially on material that requires

practice such as prayer, tayammum, wudu, hajj or umrah. b) selection of channels according to the theme, at this stage, the teacher will choose YouTube channels whose content follows the theme that has been determined by looking for image designs as well as exciting and fun viewing of the material that has been determined so that students can easily understand it. c) preparation of learning strategies, where the teacher organizes the classroom situation so that it is conducive and determines learning activities that make students happy, not monotonous, and not dull. Among the forms of the strategy is to invite students to watch shows on YouTube according to the desired theme, and after that, the teacher will explain. d) implementation of learning activities; at this stage, the teacher is ready to present in class both in terms of material, YouTube channels, and learning strategies. Among the forms of the strategy is to invite students to watch shows on YouTube according to the desired theme, and after that, the teacher will explain. e.) evaluation stage.

Several PAI materials utilize YouTube as media learning at Kartini Middle School, especially on material that requires practice. The level of students' understanding of the material using YouTube media is shown in the diagram below.



The data above shows students' understanding of Islamic Religion material through YouTube is very high, with an average score of 85-90. The material that shows the highest score is the material for the funeral prayer, with a value of 90 which shows that the student's understanding is excellent. The use of YouTube media with the material that has been presented, on average, gives a good response in terms of understanding particular material. That way, overall, students at Kartini Middle School will find it very easy to understand and absorb the material broadcast via YouTube. Students' attitudes and attractiveness toward using YouTube media during class learning are shown in the table below.



From the five aspects of measuring attitudes towards the use of YouTube media, the results stated that YouTube was able to attract students' attention 45%, students were able to develop knowledge 50%, students were entertained and not quickly bored 55%, easy to understand and take lessons 60%. Students got more information and knowledge, 63%. Of the five aspects of measuring students' attitudes towards using YouTube media, it provides much information and knowledge for students in PAI learning. Thus, YouTube media is not only a means of entertainment, attracting attention, and developing knowledge; more than that, it can provide information and knowledge that is clearer and broader on the topics studied.

In assessing PAI material, several aspects must be measured, including cognitive aspects (ability to store and remember information), affective aspects (attitudes related to emotions, feelings, enthusiasm, values, and interests), and psychomotor (ability to practice after getting the learning experience). The measurement results related to cognitive, affective, and psychomotor aspects are shown in the diagram below.



The results of the data above show that the assessment of PAI material with the highest score is the cognitive aspect, with a score of 8. This shows that students

have excellent thinking and reasoning abilities after learning PAI material with the help of YouTube media. Second, the results of the assessment of the psychomotor aspect obtained a score of 7. This shows that using YouTube media for PAI learning requires good value practice. Third, the affective aspect with a score of 6 in the moderate category. Thus the aspect of the assessment that gets the lowest score is an affective attitude related to attitude, enthusiasm, feelings, and interests.

## CONCLUSION

SMP Kartini teachers in PAI learning use YouTube media, especially those related to material that requires practice, such as the theme of the Hajj or Umrah pilgrimage, obligatory prayers, eclipse prayers, funeral prayers, and other services.

Students' understanding of Islamic Religion material through YouTube is very high, with an average score of 85-90. The material that shows the highest score is the material for the funeral prayer, with a value of 90 which shows that the student's understanding is excellent. As for measuring student attitudes towards using YouTube media in PAI learning, students get more information and can develop knowledge. Students are entertained and not quickly bored, easy to understand and take lessons from, and attract students' attention.

From measuring student attitudes, the results provide a lot of information and knowledge for students in learning PAI. YouTube media is not only a means of entertainment, attracting attention, and developing knowledge. More than that, it can provide more precise and broader information and knowledge on the topics studied. Furthermore, the results of the assessment aspects of using YouTube media are cognitive aspects, affective aspects, and psychomotor aspects. Thus, from the assessment aspect, students have excellent thinking and reasoning abilities after learning PAI material with the help of YouTube media, with a score of 8.

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