

Utilization of YouTube Media in Islamic Religious Education Learning

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Abstract: *This study focuses on exploring how the YouTube platform can be utilized as a tool in Islamic Religious Education (PAI) learning. In the rapid development of the current digital era, YouTube is utilized by many educators as an alternative media to increase students' interest in learning and expand the delivery of subject matter. The research methods used include literature studies and field observations conducted in a number of schools that have integrated YouTube into their learning activities. The results of the study indicate that the application of YouTube in PAI learning can improve students' understanding of religious material, encourage the formation of spiritual values, and increase enthusiasm for learning. In addition, YouTube allows teachers to deliver material more dynamically and interestingly through video lectures, animated content, and worship simulations. Although it has many benefits, the use of YouTube still requires careful supervision so that the content accessed remains in accordance with educational goals. Therefore, it is important for teachers and students to use this platform wisely. In conclusion, YouTube has great potential as an effective learning medium if utilized appropriately and optimally integrated into the PAI curriculum.*

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

Abstrak: Penelitian ini berfokus pada eksplorasi bagaimana platform YouTube dapat dimanfaatkan sebagai alat bantu dalam pembelajaran Pendidikan Agama Islam (PAI). Dalam perkembangan pesat era digital saat ini, YouTube dimanfaatkan oleh banyak pendidik sebagai media alternatif untuk meningkatkan minat belajar siswa serta memperluas penyampaian materi pelajaran Metode penelitian yang digunakan mencakup studi pustaka dan observasi lapangan yang dilakukan di sejumlah sekolah yang telah mengintegrasikan YouTube dalam kegiatan pembelajaran mereka. Hasil penelitian menunjukkan bahwa penerapan YouTube dalam pembelajaran PAI dapat meningkatkan pemahaman siswa terhadap materi keagamaan, mendorong pembentukan nilai-nilai spiritual, serta meningkatkan antusiasme belajar. Selain itu, YouTube memungkinkan guru menyampaikan materi secara lebih dinamis dan menarik melalui video ceramah, konten animasi, dan simulasi ibadah. Meski memiliki banyak manfaat, penggunaan YouTube tetap memerlukan pengawasan yang cermat agar konten yang diakses tetap sesuai dengan tujuan pendidikan. Oleh karena itu, penting bagi guru dan siswa untuk menggunakan platform ini secara bijak. Kesimpulannya, YouTube memiliki potensi besar sebagai media pembelajaran yang efektif jika dimanfaatkan dengan tepat dan terintegrasi secara optimal dalam kurikulum PAI.

Kata kunci: YouTube, Pembelajaran, Pendidikan Agama Islam, Media Pembelajaran

INTRODUCTION

The development of information and communication technology has had a significant impact on various areas of life, including the education sector (Arsyad, 2011). The teaching and learning process, which previously only relied on lecture methods in class, has now begun to transform by utilizing digital media to support learning. Digital platforms such as YouTube and Instagram are now very popular and are often used in learning activities. As the largest video sharing providers in the world, YouTube and Instagram offer a variety of content that can be used to support learning activities, including in subjects related to Islam (Sadiman et al., 2012).

The development of digital technology has brought many major changes to the world of education because technology is part of everyday life. This technology includes various media, one of which is video media such as YouTube which has become very popular among the public, especially among students and college students (Nasution, 2013). This platform is not only used for entertainment, but has also developed into one of the effective and efficient learning resources.

As a component of the Indonesian national education curriculum, Islamic Religious Education (PAI) has a significant function in shaping the personality and moral values of students (Hidayatullah, 2010). In practice, the PAI teaching method is often considered boring because it still relies on a traditional approach that is not varied. Therefore, innovation is needed in the method of delivering material in order to help students' interests and understanding (Susanto, 2014).

Utilizing YouTube as a learning medium is an interesting alternative to be applied in PAI learning. Learning videos that are available on the display with attractive and communicative visuals, YouTube helps students observe, listen, and absorb material more effectively (Arsyad, 2011). In addition, YouTube also provides flexibility in time and place in learning, allowing for a more independent interactive learning support process.

Islamic Religious Education plays a crucial role in shaping the personality of students who are well-mannered, faithful, and pious (Hidayatullah, 2010). Therefore, a learning approach is needed that is not only informative but also inspiring and applicable, so that it can attract students' interest in learning (Djamarah & Zain, 2010). The use of YouTube media in Islamic Religious Education learning can be one innovative solution to answer these challenges. Through video lectures, animations, worship simulations, and documentation of exemplary stories, teachers can deliver teaching materials more interestingly, interactively, and easily understood by students (Susanto, 2014). In addition to providing variations in learning methods, the use of YouTube also allows students to access materials anytime and anywhere. This can encourage independent learning and increase students' motivation to learn outside of school hours (Sadiman et al., 2012). On the other hand, the role of teachers is very important in selecting content so that learning is not only fun but also in line with the principles of Islamic

teachings (Nasution, 2013). However, the use of YouTube media is not free from challenges. Among these challenges are limited internet access, lack of digital literacy among teachers and students, and the potential for negative content that is not in accordance with learning objectives (Djamarah & Zain, 2010). Therefore, the use of this media requires careful planning, good supervision, and proper integration into the curriculum.

Through this article, we will discuss in depth the benefits, utilization strategies, and various obstacles that arise in the use of YouTube as a learning medium for Islamic Religious Education. Hopefully, this discussion can provide insight for educators, especially Islamic Religious Education teachers, in optimizing the use of digital media to improve the quality of learning in the modern era.

Advances in information and communication technology have had a major impact on various areas of life, including the field of Education so that we are not free from technology. The teaching and learning process, which previously only relied on lecture methods in class, is now starting to transform by utilizing digital media to support learning. One of the popular and widely used digital media today is YouTube and Instagram. As the largest video sharing platform in the world, YouTube offers a variety of content that can be used to support learning activities, especially in learning Islamic Religious Education (PAI).

The advancement of digital technology has had a significant impact on the transformation in the field of education. to all levels of society, it has also had an impact on the development of this technology. This technology includes various media, one of which is video media such as YouTube which has become very popular among the public, especially among students and college students. This platform is not only used for entertainment, but has now transformed into a practical learning medium and provides optimal learning outcomes.

Islamic Religious Education (PAI) as part of the national education curriculum in Indonesia has an important role in shaping the character and morals of students. In practice, PAI learning is often considered less interesting because the methods used tend to be conventional and monotonous. Therefore, innovation is needed in the method of delivering material so that students are more interested and able to understand the material better.

The use of YouTube as a learning medium is an interesting alternative to be applied in PAI learning. Learning videos available on YouTube allow students to see, hear, and understand the material better through interesting and communicative visualizations. In addition, YouTube also provides flexibility in time and place in learning, so that it can support a more independent and interactive learning process. Islamic Religious Education plays an important role in shaping the character of students who are noble, faithful, and pious. Therefore, a learning approach is needed, in addition to conveying knowledge, also arousing enthusiasm and application, so that it can attract students' interest in learning. The use of YouTube

media in Islamic Religious Education learning can be one innovative solution to answer this challenge. Through video lectures, animations, worship simulations, to documentation of exemplary stories, teachers can deliver teaching materials more interestingly, interactively, and easily understood by students.

When providing variations in learning methods, the use of YouTube also makes it easy for students to access learning materials flexibly, both in terms of time and location. This can encourage independent learning and increase students' motivation to learn outside of school hours. On the other hand, teachers have an important role in selecting and filtering appropriate content so that the material presented is not only interesting, but also in line with true Islamic values.

However, the use of YouTube media is not without challenges. Among these challenges are limited internet access, lack of digital literacy among teachers and students, and the potential for the emergence of negative content that is not in accordance with learning objectives. Therefore, the use of this media requires careful planning, good supervision, and proper integration into the curriculum. Through this article, we will discuss in depth the benefits, utilization strategies, and challenges faced in using YouTube media in Islamic Religious Education learning. It is hoped that this discussion can provide insight for educators, especially Islamic Religious Education teachers, in optimizing the use of digital media to improve the quality of learning in the modern era.

RESEARCH METHODS

This study applies a qualitative approach with a descriptive method. The selection of a qualitative approach is based on the purpose of the study which aims to obtain a comprehensive, in-depth understanding. significant on how YouTube media is utilized in Islamic Religious Education (PAI) learning, including the benefits, strategies, and challenges faced by teachers and students. The descriptive method was chosen because it aims to explain phenomena commonly encountered in the field as they are, without making changes or manipulations to existing variables.

RESULTS AND DISCUSSION

Based on the research that has been conducted through observation, interviews, and distributing questionnaires to teachers and students, several findings were obtained related to the use of YouTube media in Islamic Religious Education (PAI) learning in schools. Level of YouTube Media Utilization The results show that the majority of teachers and students have known and used YouTube as an additional learning resource. Around 85% of student respondents admitted to having watched PAI learning videos on YouTube, either independently or directed by teachers. Teachers also stated that they used YouTube to search for additional materials, visual illustrations, or as part of a multimedia-based learning strategy.

The types of content that are often used include lecture videos, animated stories of the prophets, tutorials on worship procedures (ablution, prayer, hajj), to religious songs for children (Susanto, 2014; Djamarah & Zain, 2010). Teachers choose videos by considering the accuracy of the content, suitability to the curriculum, and visual appeal for students. **Benefits Perceived** From the results of interviews and questionnaires, several main benefits were found from utilizing YouTube in Islamic Religious Education learning, namely: Increasing learning motivation because learning is more interesting and interactive, Facilitating understanding of abstract material through audio-visual illustrations, Broadening students' horizons with access to various sources and perspectives.

Obstacles Faced Several obstacles were also found in the implementation of YouTube media, including: Limited internet network at school or student's home, The potential for irrelevant or inappropriate content if students search for it themselves without assistance, Not all videos have good academic and scientific quality. **Utilization Strategy** To overcome obstacles, teachers curate content before it is displayed in class or shared with students. Teachers also provide direction and instructions for recommended video links so that students focus on the right material. In addition, the use of YouTube is combined with discussion methods, questions and answers, and project-based assignments so that it is not just passive viewing.

Benefits of Using YouTube in Islamic Religious Education Learning

The use of YouTube as a learning medium brings a number of benefits, both for teachers and students. For teachers, YouTube provides an alternative method of delivering material that is more varied and interactive. Video lectures from scholars, educational animations, to simulations of worship such as prayer and ablution, can help teachers deliver material that is sometimes difficult to explain only verbally or through text. For students, YouTube can increase learning motivation because the presentation of material is more interesting in an audio-visual way. Students find it easier to understand the material, especially those that are practical such as procedures for worship or reading the Qur'an with tartil.

In addition, students can also access learning videos independently outside of class hours, thus expanding learning opportunities. The results of the interview showed that Islamic Religious Education teachers use various strategies in utilizing YouTube, including choosing relevant content. Teachers selectively choose videos that are in accordance with the learning theme and true Islamic values. Integration in the YouTube RPP is not used haphazardly, but has been planned in the Learning Implementation Plan (RPP). When conducting interactive discussions After the video is shown, the teacher invites students to discuss to explore the material in the video and its relationship to daily activities so that video-based assignments, Teachers can give students assignments to find other educational videos related to the lesson material, then present them in class.

CONCLUSION

The use of YouTube media in the Islamic Religious Education (PAI) learning process has an important role in strengthening students' understanding, fostering motivation, and increasing their interest in learning. Through interesting, interactive, and easily accessible video displays, teachers can deliver teaching materials in a more innovative and relevant way to the context of students' lives, so that Islamic teachings are easier to understand. In addition, YouTube supports independent learning patterns because students have the freedom to access learning materials anytime and anywhere. However, the role of teachers in selecting and supervising the content used remains crucial so that the material delivered remains in line with educational goals and Islamic values.

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