

The Role of Social Media (*YouTube*) As A Means of Islamic Religious Education for Madrasah Tsanawiyah Students

Hesti Mulasih ¹, Ghoziatul Marfuah ², Andreas Askhab Firdaus ³

hestimulasih@gmail.com ¹, ghazhiyatulmarfuah@gmail.com²,
aa.firdaus@mail.syekhnurjati.ac.id

UIN Siber Syekh Nurjati Cirebon

Abstract: *The development of information technology has brought significant changes in various aspects of life, including education. One of the popular social media used in the learning process is YouTube. This research explores the role of YouTube as a tool for Islamic religious education for Madrasah Tsanawiyah students. Through a literature study, this article examines the potential of YouTube to increase students' understanding and interest in Islamic Religious Education (PAI) subjects. YouTube offers interactive and dynamic audiovisual content, which can visualize abstract concepts in Islam, such as women's fiqh and Islamic history. The platform also allows students to learn independently, access various scholars' views and valid sources' views, and interact directly through commenting and discussion features. However, challenges such as selecting appropriate content and the risk of exposure to negative content also need to be considered. With proper guidance and supervision, YouTube can be integrated into the Islamic Religious Education curriculum to create a more engaging and relevant learning experience. This article is expected to provide insights for educators in using digital technology to improve the quality of Islamic Religious Education in Indonesia.*

Keywords: *YouTube, social media, Islamic Religious Education, Madrasah Tsanawiyah, learning*

Abstrak: Perkembangan teknologi informasi telah menghadirkan perubahan signifikan dalam berbagai aspek kehidupan, termasuk pendidikan. Salah satu media sosial yang populer digunakan dalam proses pembelajaran adalah *YouTube*. Penelitian ini bertujuan untuk mengeksplorasi peran *YouTube* sebagai sarana pendidikan agama Islam bagi siswa Madrasah Tsanawiyah. Melalui studi literatur, artikel ini mengkaji potensi *YouTube* dalam meningkatkan pemahaman dan minat siswa terhadap mata Pelajaran Agama Islam (PAI). *YouTube* menawarkan konten audiovisual yang interaktif dan dinamis, yang dapat memvisualisasikan konsep-konsep abstrak dalam Islam, seperti fiqh wanita dan sejarah Islam. Platform ini juga memungkinkan siswa belajar secara mandiri, mengakses pandangan dari berbagai ulama dan narasumber yang valid, serta berinteraksi langsung melalui fitur komentar dan diskusi. Akan tetapi, tantangan seperti pemilihan konten yang sesuai dan risiko paparan konten negatif juga perlu diperhatikan. Dengan bimbingan dan pengawasan yang tepat, *YouTube* dapat diintegrasikan dalam kurikulum Pendidikan Agama Islam untuk menciptakan pengalaman belajar yang lebih menarik dan relevan. Artikel ini diharapkan dapat memberikan wawasan bagi pendidik dalam memanfaatkan teknologi digital guna meningkatkan kualitas Pendidikan Agama Islam di Indonesia.

Kata Kunci: YouTube, media sosial, pendidikan agama Islam, Madrasah Tsanawiyah, pembelajaran

INTRODUCTION

In the digital era like today, the development of information and communication technology (ICT) has had a significant impact on various aspects of life, including in the field of education. One of the most popular and widely used forms of social media is *YouTube*, which not only functions as a video-sharing *platform*, but also as a source of rich and diverse information. With millions of content available, *YouTube* offers opportunities for students to learn independently and interactively including in Islamic religious education, especially for students of Madrasah Tsanawiyah.

Madrasah Tsanawiyah, as a formal educational institution that teaches Islamic religious knowledge, has a great responsibility to provide students with knowledge and an in-depth understanding of Islamic teachings. However, the challenges faced by this institution are not easy. One of the problems is how to make Islamic religious lessons more interesting for today's children who are accustomed to *gadgets* and the internet. In this case, *YouTube* as a social media offers a new way that is believed to be able to increase students' interest and understanding of Islamic teachings.

Non-interactive learning models, such as traditional (*conventional*) lectures where teachers deliver material in a one-way manner without involving students, are often less effective in attracting the attention of the younger generation. In this model, students tend to be passive listeners, which can result in a lack of engagement and motivation to learn. Research shows that this approach can cause students to feel bored and lose interest, especially when the material being taught is not relevant to their daily experiences. Therefore, it is important to switch to more interactive and engaging methods, such as the use of *YouTube*, which allows students to be actively involved in the learning process. (Luma'ul 'Adilah Hayya, 2023).

The use of *YouTube* in Islamic religious education has shown positive results. Previous studies such as those conducted at SMK Nurul Yaqin Sampang have proven that *YouTube* is very helpful in improving the effectiveness of learning. With interesting and informative learning videos, students can more easily understand and remember the religious concepts taught, such as Islamic history, worship practices, and moral values. *YouTube* helps them share what they have learned with other friends. So, the existence of *YouTube* makes learning Islam easier and more enjoyable (Baihaqi & Mufarroha, 2020). In addition, there is another study conducted at SMP Negeri 5 Gresik also showing that the use of *YouTube* can improve teacher *professionalism* in the use of technology and information media (ICT), as well as develop students' ICT skills for a smooth learning process (A'am Wulandari et al., 2023).

While *YouTube* has many benefits, it is important to remember that many alternative learning resources can be utilized in the classroom. The use of educational applications, online

learning *platforms*, and other social networks can enrich students' learning experiences. By combining these resources, educators can create a more lively and participatory learning environment. Research shows that a combination of learning media can increase student engagement and strengthen their understanding of the material being taught. (Faturrokhman, 2024).

Platform YouTube offers many opportunities, but there are also many challenges to overcome. Not all content on *YouTube* is suitable for education, so educators need to have the skills to select and evaluate appropriate sources. In addition, there is a risk that students are exposed to irrelevant or negative content such as *pornography*. Therefore, educators need to provide guidance and supervision in the use of *YouTube* as a learning resource in the classroom.

This research aims to explore how *YouTube* can help Madrasah Tsanawiyah students learn Islam better. Through *literature review* and content analysis, this study will identify effective strategies for integrating *YouTube* into the Islamic religious education curriculum. In addition, this study will also examine the potential and challenges of using *YouTube* as an educational tool, so that it can provide recommendations for the development of more innovative and relevant learning methods. Thus, it is hoped that this article can contribute to the understanding of the role of social media, especially *YouTube* in Islamic religious education in Madrasah Tsanawiyah, as well as provide new insights for educators and madrasah managers in utilizing technology to improve the quality of Islamic religious education in Indonesia.

RESEARCH METHODS

This study uses a qualitative method with a literature review approach. This approach was chosen to explore and analyze the role of *YouTube* as a means of Islamic religious education in Madrasah Tsanawiyah. Through literature review, researchers can explore and integrate various findings from relevant literature to better understand the trends, potential, and challenges of using *YouTube* in religious education. Data sources in this study include primary and secondary literature. Primary sources include scientific journal articles, academic books, and research reports that focus on the use of social media, especially *YouTube*, in Islamic religious education. Meanwhile, secondary sources include news articles, educational *blogs*, and other online publications that discuss similar topics. The selection of data sources is based on the credibility, relevance, and recency of information related to the research topic.

Meanwhile, the data collection technique in this study was carried out through systematic searches on various academic databases such as *Google Scholar*, and *University Repositories* that store scientific literature. Keywords used in the search include " *YouTube* in Islamic religious education", "social media and religious learning", and other relevant terms. In addition, the *snowballing method* was applied to find additional sources by tracing references from key articles(Lenaini, 2021)

And for data analysis techniques, collected analyzed using a qualitative content analysis approach. This process begins with a thorough reading of the collected literature. Furthermore, a *coding process is carried out* to identify the main themes that emerge from these

sources. (Islamoglu et al., 2022). The identified themes are then categorized for further analysis to find patterns, trends, and gaps in existing research. Synthesis from various sources is carried out to provide a comprehensive understanding of the role of *YouTube* in Islamic religious education. (Anshar et al., 2024).

Validation of this research data was carried out through *Literature Triangulation* to ensure the validity and credibility of the results. *Literature triangulation* involves comparing and analyzing data from various quality literature sources, both primary and secondary sources. By reviewing the literature from various perspectives, this study can produce more robust conclusions and be supported by various complementary findings (Susanto et al., 2023). The use of *literature triangulation* as a form of validation allows researchers to confirm findings without having to involve experts directly because the quality of the selected literature has been tested and recognized academically. This process provides high internal validity because the findings come from a synthesis of various previous studies that are credible and trusted. Thus, this study can present a comprehensive understanding of the use of *YouTube* in Islamic religious education at Madrasah Tsanawiyah.

RESULTS AND DISCUSSION

The Effectiveness of YouTube in Islamic Religious Education.

YouTube, as a popular video-sharing platform among Generation Z, offers great potential to increase the effectiveness of Islamic Religious Education, especially for Madrasah Tsanawiyah students. In this digital era, *conventional learning media* such as textbooks and one-way lectures are often considered less interesting for students who are accustomed to digital technology. *YouTube* is here as a solution, presenting Islamic religious learning materials in a more dynamic and interactive audiovisual format (Fitria Dwi Widiastuti & Diena San Fauziya, 2024).

Platform YouTube helps students understand Islamic religious concepts more easily and interestingly in various ways. First, *YouTube* provides content that can visualize abstract concepts in Islam. For example, explanations about women's jurisprudence, such as *menstruation* and *istihadloh*, can be presented through animations or illustrative videos that make it easier for students to understand this complex material. Second, *YouTube* allows students to access explanations from various Islamic scholars and educators from around the world, enriching their perspectives and providing a more comprehensive understanding.

Furthermore, *YouTube* makes learning Islamic Religious Education more interactive and fun. The comment and discussion features encourage active participation from students, allowing them to ask questions, share opinions, and discuss with peers and educators. This creates a more communicative and collaborative learning environment. *YouTube* also offers flexibility in learning speed and style. Students can pause, repeat, or speed up videos according to their needs, allowing for more personalized and effective learning. This is very different from *conventional methods* that tend to use a one-way approach.

One of *YouTube*'s strengths lies in its capacity to combine religious concepts with the daily realities of students. Through this platform, audiovisual content can combine materials,

visual elements, and the implementation of Islamic teachings in a contemporary context. The result is a more meaningful and easily understood learning experience for students. (Komunikasi et al., 2019). However, it should be underlined that the effectiveness of *YouTube* in Islamic religious education depends on the selection of appropriate content and guidance from teachers. Educators need to ensure that the videos used are accurate, by the curriculum, and free from misleading interpretations. (Permatasari et al., 2021)

By utilizing *YouTube* wisely, Islamic religious education in Madrasah Tsanawiyah can be more interesting, relevant, and effective, meeting the needs of the digital generation while maintaining the essence of Islamic teachings. *YouTube* not only helps in delivering material but also increases student engagement and understanding, making the process of learning Islam a more meaningful and enjoyable experience. This opinion is reinforced by Hasmiza and M. Nurul Humaidi in their journal entitled, " *The Effectiveness of YouTube as a Learning Media for Islamic Religious Education in the Digitalization Era* ", that the use of *YouTube* media in learning Islamic Religious Education is very effective because learning using this media creates enthusiasm and good responses for students in receiving the material presented.

The Role of Interactivity and Visuals in Learning

The discussion on the role of *YouTube* as a means of Islamic Religious Education in Madrasah Tsanawiyah shows that this *platform* has great potential to increase the effectiveness of learning. *YouTube* provides flexibility for students to learn independently according to their respective abilities and needs, creating a more personal and adaptive learning environment than the one-way lecture method. Research conducted by Umi Hani Nursa'adah revealed that students can access learning materials anytime and anywhere, allowing them to set their learning rhythm (Hani & Adah, 2023). With interactive features such as comments and discussions under the video, *YouTube* also stimulates a deeper exchange of ideas, so that understanding of the topics being studied can be improved.

In addition, visual content presented through *YouTube* helps clarify abstract concepts in Islamic Religious Education, making learning more real and memorable. Mujianto in his Journal entitled, " *Utilization of YouTube as a Teaching Media in Increasing Interest and Motivation to Learn* " added that learning videos on *YouTube* are usually made as interesting as possible to attract students' attention. The presentation of interactive and visual materials not only makes students more interested in learning the material but also increases their interest and motivation to learn. In this way, *YouTube* can change the learning process that used to feel monotonous to be more dynamic and enjoyable. (Komunikasi et al., 2023).

Hasmiza's findings support this argument by stating that students can repeat material that they have not understood without feeling embarrassed or afraid to ask questions in class. This is a significant advantage, especially for students who are shy or lack confidence. The ability to repeat explanations or visualizations of important concepts helps improve understanding and retention of the material. The variety of content available on *YouTube*, ranging from lectures, and animations, to *reenactments* of Islamic history, is also able to accommodate various learning styles

of students, by the principle of *multiple intelligences*, which emphasizes that each student has different learning tendencies.

Thus, the use of *YouTube* as a learning medium not only enriches students' learning experience but also allows integration between traditional learning methods and modern technology. Making *YouTube* a very relevant and effective tool for learning Islamic Religious Education in the digital era, especially in Madrasah Tsanawiyah.

The Use of *YouTube* in Improving Teacher Professionalism.

YouTube has become an increasingly important *platform* in education, not only as a learning tool for students but also as a means of professional development for teachers. The use of *YouTube* by teachers or educators can have a significant impact on improving the quality of teaching and updating learning methods in the digital era. Several previous studies have shown the effectiveness of *YouTube* in supporting teacher professional development.

According to a study conducted by Almobarraz, *YouTube* provides extensive access to a variety of learning resources that teachers can utilize to improve their knowledge and skills. (Almobarraz, 2018). The study found that teachers who actively use *YouTube* for professional development reported an increase in mastery of subject matter and more innovative teaching methods. In line with the contents of the book " *The Learning Revolution in the Digital Era* ", written by Adi Nugroho Susanto Putro, S.Kom., MT et al., it is emphasized that the use of digital technology, especially platforms such as *YouTube*, has had a significant impact on the world of education, including in Islamic religious education at Madrasah Tsanawiyah. *YouTube* is used as a flexible learning medium, allowing students and teachers to access knowledge without time and place constraints. This platform facilitates collaboration, creativity, and cross-cultural exchange of ideas, allowing students to learn from a variety of sources that enhance their understanding.

Challenges and Risks of Using *YouTube*

The use of *YouTube* as an educational medium opens up various opportunities, including wide reach to learning content, flexibility in choosing the time and location of learning, and interactive presentation of materials through various forms of media. However, just like other technological innovations, the application of *YouTube* in the context of Islamic religious education at the Madrasah Tsanawiyah level is not free from various obstacles and potential risks that need to be considered carefully, both by educators and parents.

One of the main challenges in the quality and accuracy of the content available on *YouTube* is that not all content uploaded on *the platform* has accountable validity, especially in the context of Islamic religious learning. Many videos may contain interpretations or views that are not appropriate, or even spread erroneous information (*hoaxes*). This is a concern for teachers and guardians because children at the age of Madrasah Tsanawiyah are still in a phase of great curiosity and the formation of basic understanding (foundation) about religion. Therefore, educators need to carry out strict content curation, ensuring that the material given to students comes from credible sources and is by the correct teachings of Islam.

Another challenge is the limited control over exposure to unwanted content. Although *YouTube* provides a lot of educational material, the *platform* also has many videos that are not age-appropriate for students, both in terms of content and the values contained therein. Without strict supervision, students can easily access videos that are irrelevant or even harmful to their character and moral development. For example, advertisements that appear in between educational videos often cannot be controlled and can contain messages that are contrary to Islamic values. This is a big challenge for teachers and parents to ensure that students only consume content that is positive and supports the learning process.

YouTube, as a learning tool, has risks that need to be watched out for. Its *autoplay feature* can trigger addiction and disrupt students' concentration, encouraging them to watch videos non-stop. After studying, the temptation to switch to entertainment content often reduces learning productivity. Excessive use can cause emotional disturbances, even triggering *temper tantrums* when access is restricted (Dwi Surjadmodjo, 2024). Furthermore, dependence on video content can reduce students' concentration in following conventional learning methods that require high focus. This pattern of continuous distraction has an impact on students' ability to complete other academic tasks. Therefore, educators and parents need to balance the benefits of *YouTube* with its potential negative impacts on students' academic and emotional development.

Students' use of *YouTube* also brings digital security challenges that need to be addressed. Students may unknowingly disclose their data through various interactions on the platform. Although *YouTube* has implemented various privacy policies, there is still the possibility that students will be targeted by irresponsible parties, such as *cyberbullying* or online *predators* (Slonje et al., 2013). Therefore, teachers and parents need to educate students about safe internet usage and the importance of maintaining privacy when using platforms such as *YouTube*.

In facing the various challenges and risks of using digital learning media, the active role of teachers and parents is very important. Teachers must be able to guide students in choosing and using the right content, as well as provide guidance on how to use *YouTube* wisely. Parents also need to be involved in supervising their children's online activities, including limiting the duration of *YouTube use* and ensuring that they only access content that is relevant to learning. The combination of good digital education and maximum supervision will help minimize the risks while maximizing the benefits of using *YouTube* as a learning medium in Madrasah Tsanawiyah.

Practical Implications in Learning

The findings of this study can be practically applied in Madrasah Tsanawiyah by utilizing *YouTube* as a strategic tool to improve student's learning experiences both inside and outside the classroom. In the classroom, teachers can design more interactive learning by using learning videos from *YouTube* that are relevant to Islamic religious subjects. These videos can be used to visualize abstract concepts, provide examples of worship practices, or present interesting Islamic historical stories. Thus, students do not only learn through *conventional lectures* but also more interesting and easy-to-understand media, so that they can increase their learning motivation.

Outside of class, students can be given assignments to watch certain videos that have been curated by the teacher and then discuss them in class. This activity will encourage students to learn independently and develop a deeper understanding of the material being studied. In addition, teachers need to provide proper guidance and supervision in the use of *YouTube* so that students remain focused and are not exposed to content that is not by religious values. With this approach, *YouTube* can be an effective tool in supporting Islamic Religious Education in Madrasah Tsanawiyah, helping students experience more meaningful learning while maintaining the essence of Islamic teachings.

CONCLUSION

YouTube as a digital platform that is widely used today, has significant potential in increasing the effectiveness of Islamic religious education in Madrasah Tsanawiyah. With the presentation of interactive and visual materials, YouTube can attract students' attention and increase their interest and motivation to learn. However, challenges in selecting appropriate content and the risk of exposure to negative information also need to be addressed. Therefore, educators need to provide guidance and supervision in the use of YouTube as a learning resource. Through the right approach, YouTube can be effectively integrated into the Islamic religious education curriculum to make a positive contribution to the quality of education in Indonesia. This study is expected to provide new insights for educators and madrasah managers in utilizing technology to create more innovative and relevant learning methods.

REFERENCES

- A'am Wulandari, A., Ahyan, M., & Sya'bani, Y. (2023). Tamaddun: jurnal pendidikan dan pemikiran keagamaan penggunaan youtube sebagai media pembelajaran pendidikan agama islam kelas 7 di smp negeri 5 gresik. *24*(1).
- Almobarraz, A. (2018). Utilization of YouTube as an information resource to support university courses. *Electronic Library*, *36*(1), 71–81. <https://doi.org/10.1108/EL-04-2016-0087>
- Anshar, M., Djamereng, A., & Ilham, M. (2024). Content Analysis and Audience Receptions of Online Da'wah on YouTube Social Media. *Jurnal Komunikasi: Malaysian Journal of Communication*, *40*(1), 173–187. <https://doi.org/10.17576/JKMJC-2024-4001-10>
- Baihaqi, A., & Mufarroha, A. (2020). EDUSIANA: Jurnal Manajemen Dan Pendidikan Islam Youtube Sebagai Media Pembelajaran Pendidikan Agama Islam Efektif Di Smk Nurul Yaqin Sampang. *Jurnal Manajemen Dan Pendidikan Islam*, *07*(01). <http://journal.stainim.ac.id/index.php/edusiana>
- Dwi Surjadmodjo, H. C. (2024). ANALISIS PENGARUH TEKNOLOGI KOMUNIKASI DAN PERUBAHAN PRILAKU. *BADATI*, *6*.
- Faturrokhman, R. (2024). Media Pembelajaran Interaktif Meningkatkan Keterlibatan Dan Pemahaman Siswa Di Sekolah SMK Pembangunan. *JIP*, *2*(4), 713–721.

- Fitria Dwi Widiastuti, & Diena San Fauziya. (2024). Pemanfaatan Media Audio Visual Youtube Untuk Meningkatkan Kemampuan Menulis Berita Pada Pembelajaran Indonesia. *Jurnal Pendidikan, Bahasa Dan Budaya*, 3(3), 27–43. <https://doi.org/10.55606/jpbb.v3i3.3784>
- Hani, U., & Adah, N. (2023). Penggunaan Media Youtube Dalam Pembelajaran Pai Di Sekolah. In *Analysis: Journal Of Education* (Vol. 1, Issue 2).
- Islamoglu, M., Utami, W. T., Azizah, N. N., Diyaulmuhana, D., & Fernando, G. R. R. (2022). Manfaat Channel Youtube Nussa dan Rarra dalam Mengedukasi Anak Usia Dini. *Khalifa: Journal of Islamic Education*, 6(2), 173. <https://doi.org/10.24036/kjie.v6i2.196>
- Komunikasi, J., Pemikiran, H., Penelitian, D., & Mujiyanto, H. (2019). PEMANFAATAN YOUTUBE SEBAGAI MEDIA AJAR DALAM MENINGKATKAN MINAT DAN MOTIVASI BELAJAR. *Jurnal Komunikasi Hasil Pemikiran Dan Penelitian*, 5(1), 135–159. www.journal.uniga.ac.id135
- Komunikasi, J., Pemikiran, H., Penelitian, D., & Mujiyanto, H. (2023). PEMANFAATAN YOUTUBE SEBAGAI MEDIA AJAR DALAM MENINGKATKAN MINAT DAN MOTIVASI BELAJAR. *Jurnal Komunikasi Hasil Pemikiran Dan Penelitian*, 5(1), 135–159. www.journal.uniga.ac.id135
- Lenaini, I. (2021). TEKNIK PENGAMBILAN SAMPEL PURPOSIVE DAN SNOWBALL SAMPLING INFO ARTIKEL ABSTRAK. *Jurnal Kajian, Penelitian Dan Pengembangan Pendidikan Sejarah*, 6(1), 33–39. <https://doi.org/10.31764/historis.vXiY.4075>
- Luma'ul 'Adilah Hayya. (2023). *DAMPAK MEDIA PEMBELAJARAN INTERAKTIF DALAM PENDIDIKAN*.
- Permatasari, D., Amirudin, A., & Sittika, A. J. (2021). PEMANFAATAN APLIKASI YOUTUBE DALAM PEMBELAJARAN DARING PENDIDIKAN AGAMA ISLAM PADA SISWA SEKOLAH DASAR. *JURNAL PENDIDIKAN GLASSER*, 6(1), 10. <https://doi.org/10.32529/glasser.v6i1.1164>
- Slonje, R., Smith, P. K., & Frisé, A. (2013). The nature of cyberbullying, and strategies for prevention. *Computers in Human Behavior*, 29(1), 26–32. <https://doi.org/10.1016/j.chb.2012.05.024>
- Susanto, D., Jailani, Ms., & Sulthan Thaha Saifuddin Jambi, U. (2023). *Teknik Pemeriksaan Keabsahan Data Dalam Penelitian Ilmiah*. <http://ejournal.yayasanpendidikandzurriyatulquran.id/index.php/qosim>