

The dynamics of utilizing youtube to enhance the quality of islamic education learning

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ABSTRACT

The process of digitalization, technology and information is an important momentum and opportunity for humanity to take advantage of all forms of contemporary developments in the digital world, including its use as a learning medium. Video media is an alternative used in learning activities and one of them is YouTube. However, not all teachers accept changes in circumstances and technology to be used as evaluation material in order to improve themselves better. Not a few teachers persist in past teaching patterns because they think that their teaching experience has shown success in the students they teach. Such understandings are reluctant to make changes, because they are considered to threaten patterns that have existed for a long time. In fact, technological developments have influenced every line of life and required new adaptations from humans in interacting with each other, including in the educational process. This problem does not occur with PAI teachers at SDN Semen. Existing PAI teachers have been able to adapt to increasingly advanced and developing technology. Even PAI teachers at the school are accustomed to using online features in learning activities. What's more interesting is that PAI teachers are able to use YouTube media even though they are still faced with several inadequate supporting facilities and also limited internet wifi in some classes. Based on this phenomenon, the aim of this research is to describe more fully the implementation of YouTube as a learning medium and will describe how PAI teachers implement this media-based learning. This research uses qualitative research with a descriptive approach, collecting data through non-participant observation, unstructured interviews and documentation. The research results show that YouTube implementation goes through three stages, namely planning, implementation and evaluation.

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Introduction

Education is one of the main prerequisites for improving the dignity and quality of the nation, so education is very important and an essential human need. Education can develop the potential that exists in humans, both physical potential and spiritual potential. To carry out functions and achieve goals, education requires the maximum role of teachers or educators in carrying out their functions effectively and efficiently, as well as maximum support from parents and the local community. (Hidayat & Syahidin, 2019).

The learning process as part of education is one of the core activities, because in this process there is interaction between educators and students. An educator must use various methods so that learning objectives can be achieved, one of which is by using a learning model. The aim is to make it easier to achieve learning goals, so that they can be effective and efficient. Whatever subject is studied, an educator is required to present it well, including the subject of Al-Islam which has its own characteristics compared to other subjects (Zaifullah et al., 2021).

Nowadays, the digital era has given its own color to the world of education as well as indicating that Indonesian society's life is at a modern level (Yusi Kamhar & Lestari, 2019). The technology that has developed in this era has indirectly given rise to dehumanization in society's social life (Suminar, 2019). Technological developments are increasingly rapid, placing several countries, including Indonesia, in the era of revolution 4.0, which is aimed at the condition of society starting to become familiar with computers and the internet in the lives of both young and old, in cities and villages, this is affected by the use of technological media, resulting in several changes in conditions, however, in developed countries, improvements in technology are now leading humans to enter the era of society 5.0 where all technology is part of humans themselves. In this era, internet technology is not only used by humans to share information but as a medium for living life. Humans are the main component and are able to realize new values through technological developments so that they can minimize economic disparities in the future. Society 5.0 wants society to be able to solve various social challenges and problems by utilizing various innovations that were born in the previous era such as Internet of Things (internet for everything), Artificial Intelligence (artificial intelligence), Big Data (large amounts of data), and robots for improve the quality of human life (Indarta et al., 2022).

The process of digitalization, technology and information is an important momentum and opportunity for humanity to take advantage of all forms of contemporary developments in the digital world, including in the process of carrying out preaching activities through digital media. The massive changes that occur in the world of digitalization, information and technology are an opportunity and a blessing that God has given to humans, this is able to provide convenience in various things, including learning activities (Pribadi & Fahrudin, 2021).

For some educators, the use of technology-based learning media is considered difficult because they are not used to it and need to see lots of examples, as in the journal written by Rose Winda and Febrina Dafit which states that the difficulties experienced by teachers are that teachers have difficulty designing IT-based media, operating IT-based media, incomplete facilities and infrastructure, and the last is teacher creativity (Winda & Dafit, 2021). So the aim of this research is to describe more fully the implementation of YouTube as a learning media with the hope of providing information on how to implement technology-based learning media, one of which is YouTube.

Method

This type of research is qualitative research. Qualitative research is research carried out in certain settings in real (natural) life with the aim of investigating and understanding phenomena: what happens, why it happens, and how it happens. Qualitative research seeks to discover and describe narratively the activities carried out and the impact of the actions carried out on their lives (Fadli, 2021).

The approach in this research is a case study, a case study can be interpreted as an approach that seeks data information aimed at solving a particular problem or case as an effort to provide appropriate and accurate solutions by considering data obtained from the field (Wildan & Idris, 2023). Data collection in this research uses interviews and documentation, while the data analysis process starts from data reduction, data presentation and drawing conclusions.

(Fahmi Al Mahfudh, Fatkhurrahman, Sri Jumini, 2023).

Result and Discussion

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The term implementation, in the Big Indonesian Dictionary, means implementation, implementation. In simple terms, implementation can be interpreted as implementing or implementing (Depdiknas, 1994). The word implementation itself comes from English, namely "To Implement" which means implement. Where implementation itself is defined as an action to carry out a plan or idea that has been created and prepared previously neatly, carefully and in detail (Dalma, 2021).

This is in line with what was conveyed by the PAI teacher at SD N Semen "The implementation of PAI learning using YouTube media was prepared very carefully so that during learning it did not become an obstacle to the teaching and learning process." (Farida, Interview, 6 October 2023)

So, it can be concluded that the meaning of implementation is a way of carrying out planned activities to obtain effective and efficient results in accordance with the specified objectives.

Apart from being seen as a process, implementation is also seen as the implementation of an innovation and always gives rise to changes towards innovation or improvement, implementation can take place continuously over time. Nana Syaodih, as quoted by Syaifuddin, stated that the implementation process consists of at least three stages or steps that must be implemented, namely: planning, implementation and evaluation stages. (Resa, 2023). This is in line with what was conveyed by the PAI teacher at SD Negeri Semen "Implementing PAI learning using the YouTube platform consists of several stages, namely the planning stage, implementation stage and evaluation stage" (Farida, Interview, 6 October 2023)

So it can be concluded that implementing YouTube as a learning medium consists of several stages, namely the planning stage, implementation stage and evaluation stage. These stages can be explained in the following explanation:

a. Planning Stage

According to the Big Indonesian Dictionary, planning is the process, method, act of planning (planning) (Rindaningsih & Fahyuni, 2023). Planning in a simple sense can be explained as a process of preparing things that will be done in the future to achieve a goal that has been set in advance. (Ananda, 2019). Planning is a process carried out by the teacher to achieve the teaching objectives that have been set by taking steps to prepare learning materials, use teaching media, use teaching methods and approaches and assessment within a time allocation that will be carried out within a certain time. (Kurniawati, 2021).

At this planning stage there are several activities carried out by the teacher, as stated by the PAI teacher at SD Negeri Semen "The planning that we do is by compiling teaching modules because we have used the independent curriculum, which was previously known as the learning implementation plan. (RPP)" (Farida, Interview, 26 October 2023)

Apart from the interviews above, things that strengthen the planning carried out by school teachers can be seen from the teaching module documents created by teachers as follows:

Figure 1. Teaching Module

MODUL AJAR PENDIDIKAN AGAMA ISLAM DAN BUDI PEKERTI	
Nama Penyusun	: Farida Nur Hikmah, S.Pd.I.
Sekolah	: SD Negeri Semen
Fase/Kelas/Semester	: B/IV/I
Alokasi Waktu	: 4 x 3 JP
Tahun Ajaran	: 2023/2024
Elemen	: Fiqih
Profil Peserta Didik	
Kondisi peserta didik terbagi dalam dua kelompok	
(1) Sebagian besar belum memahami Konsep baligh dan tanggungjawab yang menyertainya (taklif)	
(2) Sebagian kecil sudah memahami Konsep baligh dan tanggungjawab yang menyertainya (taklif)	
Dimensi Profil Pelajar Pancasila 	
(1) Beriman, bertakwa kepada Tuhan YME, dan	
(2) Berakhlak Mulia;	
(3) gotong royong,	
(4) mandiri.	
(5) Bernalar kritis	

Figure 2. Continued Teaching Module

E. Langkah-langkah/Kegiatan Pembelajaran:

Pertemuan Pertama

Kegiatan Pendahuluan:

- (1) Peserta didik menjawab salam pembuka dari guru
- (2) dilanjutkan dengan pembukaan pembelajaran oleh guru.
- (3) Peserta didik memimpin doa bersama yang dilanjutkan dengan membaca *al-Qur'an* secara bersama-sama (nama surat sesuai dengan program pembiasaan yang ditentukan sebelumnya).
- (4) Guru menyampaikan indikator/kriteria ketercapaian tujuan pembelajaran.
- (5) Guru memotivasi peserta didik untuk berpartisipasi aktif agar terbangun sikap belajar mandiri.

Kegiatan Inti:

- (1) Guru menjelaskan makna Konsep baligh dan tanggungjawab yang menyertainya (taklif),
- (2) Peserta didik memperhatikan gambar atau video Konsep baligh dan tanggungjawab yang menyertainya (taklif),
- (3) Menyimak tayangan video
Link youtube: <https://www.youtube.com/watch?v=Afn33f0I0gA>
- (4) Peserta didik membaca materi Konsep baligh dan tanggungjawab yang menyertainya (taklif)
- (5) Peserta didik menganalisis secara berpasangan tentang Konsep baligh dan tanggungjawab yang menyertainya (taklif)
- (6) Guru menguatkan hasil analisis peserta didik

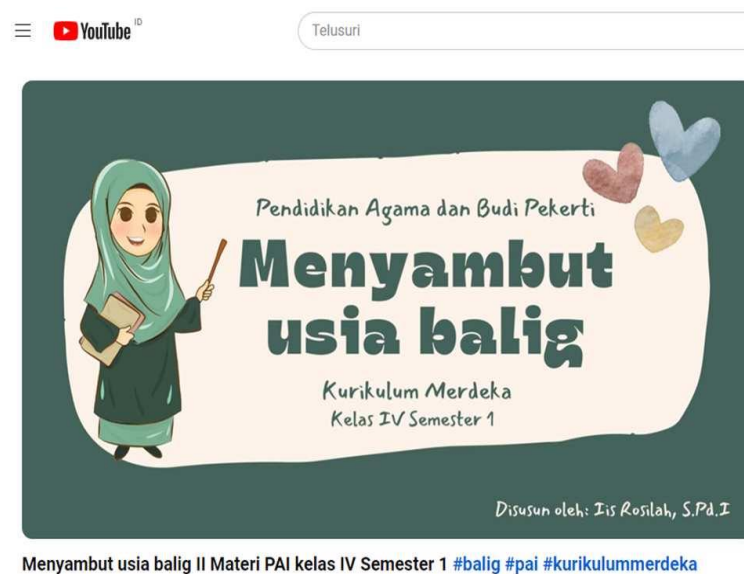
From the picture above, it shows that the teacher's planning in implementing Youtube as a learning medium can be seen in Figure 2, in the teaching module created by the teacher inserting learning activities in the core activities in point 2 and point 3. It can be seen that there are learning activities carried out by watching videos from YouTube. So from the data above it can be concluded that the planning stage carried out by the teacher is preparing teaching modules according to learning activities and on this occasion it is related to the implementation of YouTube as a learning medium.

Apart from the teaching module, at this planning stage the teacher also looks for media on YouTube or creates it and then uploads it to YouTube that is appropriate to the material to be taught. As the results of the interview with the PAI teacher at SD Negeri Semen "in addition to the modules in the planning stage we prepare videos that we search for on YouTube or we upload on YouTube the learning videos that we make". (Farida, Interview, 26 October 2023) The results of the interview are in line with the documentation obtained by the researcher and can be seen in figures 3, 4 and 5.

Figure 3. Search for material from YouTube

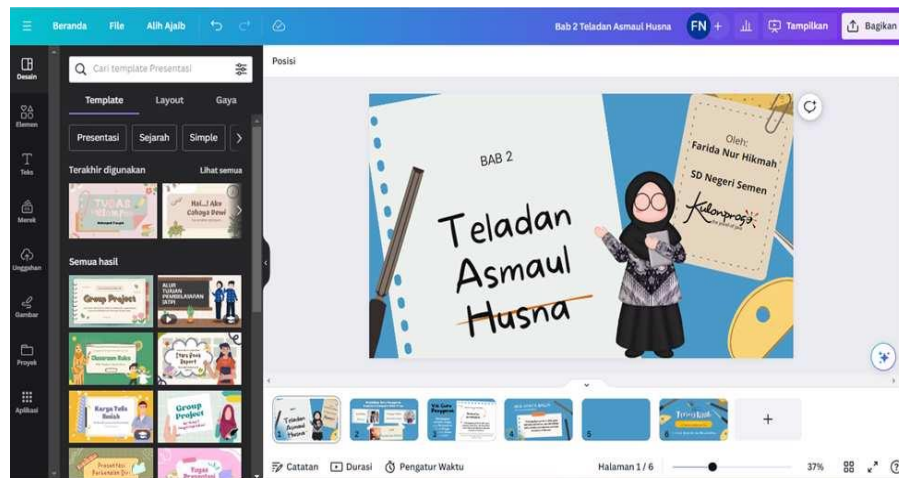


Figure 4. Material from YouTube



From these data, it can be concluded that at this planning stage, after the teacher has compiled the teaching module, the teacher looks for material from YouTube that is appropriate to what will be taught, but there are also times when teachers make learning videos that suit the material and then upload it to YouTube as shown in figure 5.

Figure 5. Example of learning video material made using Canva



Data 5 shows that in the planning stage it is very important to implement YouTube as a learning medium. Good planning will result in good quality learning.

b. Implementation Stage

After passing the planning stage, the next stage is the implementation stage. The implementation stage is a process that is arranged in such a way according to the steps that have been planned to achieve learning as expected (Rizki & Yuwono, 2021). The definition of implementation according to the Big Indonesian Dictionary (KBBI) implementation can be defined as the process, method or act of implementing (Kbbi, 2020). According to Majid in a journal written by Ramadhan et al., the implementation of learning is the teaching-learning process activity, the core part of the learning activity, the implementation of which is adjusted to the guidelines that have been prepared in the previous plan. (Ramadhan et al., 2022).

According to Bahri and Aswan Zain, implementing learning is an activity that has educational value, educational value colors the interactions carried out between teachers and students. The interaction has educational value because the learning implementation is directed towards achieving certain goals that have been formulated before the learning implementation begins (Djamarah, 2010).

In this implementation stage there are several activities carried out by the teacher as per the results of an interview with the PAI teacher at SD Negeri Semen "The implementation of learning is carried out by the teacher through a process including initial activities, core activities and closing activities and is adjusted to the plans that have been prepared" (Farida, Interview, 26 October 2023)

The above opinion is reinforced by the teaching module document created by the PAI teacher at Semen State Elementary School as in Figure 6.

Figure 6. Overview of the Learning Process

E. Langkah-langkah/Kegiatan Pembelajaran:

Pertemuan Pertama

Kegiatan Pendahuluan:

- (1) Peserta didik menjawab salam pembuka dari guru
- (2) dilanjutkan dengan pembukaan pembelajaran oleh guru.
- (3) Peserta didik memimpin doa bersama yang dilanjutkan dengan membaca *al-Qur'an* secara bersama-sama (nama surat sesuai dengan program pembiasaan yang ditentukan sebelumnya).
- (4) Guru menyampaikan indikator/kriteria ketercapaian tujuan pembelajaran.
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Link youtube: <https://www.youtube.com/watch?v=Afn33f0I0gA>
- (4) Peserta didik membaca materi Konsep baligh dan tanggungjawab yang menyertainya (taklif)
- (5) Peserta didik menganalisis secara berpasangan tentang Konsep baligh dan tanggungjawab yang menyertainya (taklif)
- (6) Guru menguatkan hasil analisis peserta didik

Kegiatan Penutup:

- (1) Peserta didik secara berkelompok atau klasikal menunjukkan Konsep baligh dan tanggungjawab yang menyertainya (taklif)
- (2) Guru memberikan penguatan materi pembelajaran.
- (3) Peserta didik menerima informasi berkaitan dengan rencana pembelajaran pada pertemuan berikutnya.
- (4) Peserta didik bersama guru menutup pembelajaran dengan berdo'a.

Based on the explanation regarding the implementation of learning, it can be concluded that the implementation of learning is a process of teaching and learning activities which also plays a role in determining the learning success of students. Implementation of learning is a process in which there are interaction activities between teachers and students and reciprocal communication that takes place in educational situations to achieve learning goals. In implementing learning, teachers and students are two components that cannot be separated. Implementation of learning is all joint efforts between teachers and students to share and process information, with the hope that the knowledge provided will be useful for students and become the basis for sustainable learning.

In this learning implementation stage, the implementation of YouTube as a learning medium is carried out in core activities. According to Rusman, the implementation of core activities aims to achieve basic competencies and learning objectives which are carried out using methods, media and strategies that are adapted to the characteristics of students and subjects. (M. Rusman, 2011).

Figure 7. Core activity process for

Figure 8: Core activity process for students

students watching YouTube videos



watching youtube



This is in line with what was stated by the PAI teacher at SD Negeri Semen "in implementing this activity the teacher prepared all the equipment to carry out the learning process such as a projector, learning materials that had been prepared from YouTube and others." (Farida, Interview, 26 October 2023).

This statement is reinforced by documentation of several core activities in PAI learning as in Figures 7 and 8.

From the data above, it can be concluded that the activity at the implementation stage in implementing YouTube as a learning medium that must be carried out by the teacher is to prepare the class with supporting tools available, after that when entering this activity, the teacher displays the learning video that has been prepared via YouTube media. It can be seen from the activities in pictures 7 and 8 that the students were very enthusiastic in listening to the video presented.

c. Evaluation Stage

Evaluation is an activity to assess something that has been implemented, which is then used to determine appropriate alternatives in making decisions for future activities. (Komar et al., 2019). The evaluation is carried out at the end of the lesson or at the end of the chapter to understand students' abilities, in this case it can be done at the beginning or in the middle, which is usually called a formative assessment, while what is done at the end is a summative assessment. (Marisa, 2021).

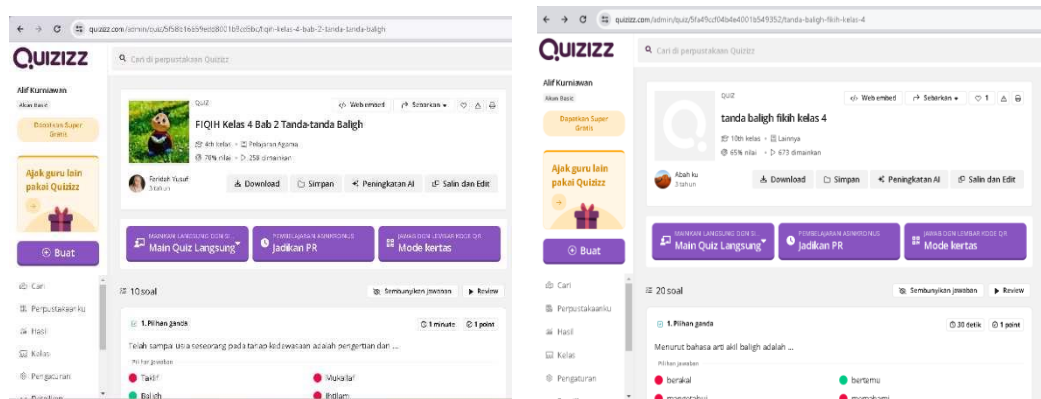
This evaluation stage is carried out by the teacher as an effort to assess learning outcomes whether the learning that has been taking place is still carried out in the same way or needs improvement. As the results of the interview with the PAI teacher at SD Negeri Semen "in the final stage of implementation carried out by the teacher, Yantu evaluates the planning and implementation stages, so that it can be used as capital for teachers to follow up in the future. In this evaluation stage we evaluate whether the material is achieved according to the usual learning objectives. I use the quizzz game, evaluating learning using YouTube media to see what kind of response from students through the form provided and reporting to the principal to get input" (Farida, Interview, 8 January 2024).

From the results of the interview above, it can be concluded that this evaluation stage consists of several activities carried out by the teacher, including:

1. Evaluate material with games

This is reinforced by some of the Quizziz game documentation provided by the teacher and used in evaluating the material provided as seen in pictures 9 and 10

Figure 9 and 10: Evaluation via Quizziz



From the data above it can be concluded that to evaluate the material the teacher uses the quizz game to measure learning achievement.

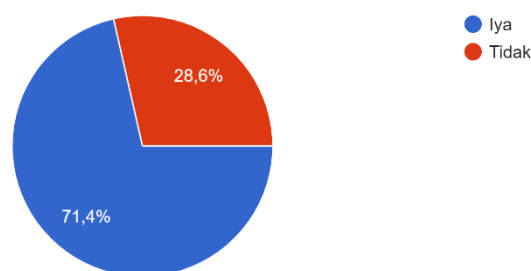
2. Evaluate Media Use

The YouTube media used by teachers must also always be evaluated, so that it can be used as a reference for future lessons. Mrs. Farida as a PAI teacher stated "after the lesson I distributed questionnaires to students to get responses regarding whether the use of the media was interesting or not, so that in the future I will use the students' responses as a reference for whether I need to use the media again in learning or not." (Farida, Interview, 8 January 2024). This is reinforced by Figure 11 regarding the student interest diagram in the learning media used.

Figure 11: Percentage of interest

3. Apakah materi yang disampaikan menarik?

21 Jawaban



It can be seen from the results of the questionnaire given that the participants stated that the material delivered using learning media was interesting, as seen in Figure 11, where 71.4% of the blue diagram images or around 18 participants out of 21 participants stated that the material presented was interesting.

3. Evaluation with the school principal

This evaluation stage, apart from evaluating the material and media, is also evaluated by the school principal as a form of the teacher's seriousness in teaching the material to students. Mrs. Farida as PAI teacher conveyed "evaluation with the principal including direct consultation to obtain direction before learning activities, as well as supervision activities carried out by the principal in the classroom." (Farida, Interview, 8 January 2024). This is also reinforced by the documentation obtained, as can be seen in Figure 12.

Figure 12: Evaluation with the school principal



(a) Consultation with the Principal



(b) Supervision by the school principal

From the data above, it can be concluded that evaluation activities with the school principal include direct consultation activities with PAI teachers regarding the use of learning media with the school principal and also through supervision activities carried out by the school principal.

So at this evaluation stage, the first PAI teacher carried out an evaluation using the Quizziz game to evaluate the material; Second, evaluate the effectiveness of the media used for the sustainability of that media; Third, consult with the school and supervise the YouTube media

Conclusion

The implementation of YouTube as a learning medium for Islamic Religious Education is carried out in stages including First, the planning stage, namely the stage of planning everything that will be done in learning using YouTube media; Second, the implementation stage, namely the process of implementing learning using YouTube as the learning medium; and the third final stage, the evaluation stage, namely the stage of evaluating the YouTube media as a learning medium.

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