

ENHANCING STUDENT PARTICIPATION AND COMPREHENSION THROUGH YOUTUBE-BASED LEARNING MEDIA IN ISLAMIC CULTURAL HISTORY CLASSES: A CASE STUDY AT MTSN 5 JOMBANG

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DOI: <https://doi.org/10.34125/jkps.v10i4.1040>

Sections Info

Article history:

Submitted: 23 October 2025

Final Revised: 25 November 2025

Accepted: 28 November 2025

Published: 20 December 2025

Keywords:

YouTube

Learning Media

Islamic Cultural History

Student Participation

Student Comprehension



ABSTRAK

This study aims to examine the implementation of YouTube-based learning media in enhancing student participation and comprehension in Islamic Cultural History classes at MTsN 5 Jombang. The background of this research stems from the limited use of varied learning media, which has led to students' low engagement and passive attitudes during lessons. Employing a qualitative descriptive approach, data were collected through observation, interviews, and documentation. The findings reveal that YouTube-based learning fosters a more interactive, engaging, and enjoyable classroom atmosphere. The visual and auditory elements of YouTube videos help students grasp historical content more concretely and stimulate curiosity and learning motivation. Furthermore, teachers benefit from the platform's accessibility, as students can revisit the videos for review and reinforcement. Nevertheless, several challenges were identified, including unstable internet connectivity and students' tendency to focus more on video visuals rather than the instructional content. Overall, YouTube serves as an effective learning medium to improve both student participation and comprehension when appropriately integrated with teacher guidance and well-structured learning design.

ABSTRAK

Penelitian ini bertujuan untuk mengkaji penerapan media pembelajaran berbasis YouTube dalam meningkatkan partisipasi dan pemahaman siswa pada mata pelajaran Sejarah Kebudayaan Islam di MTsN 5 Jombang. Latar belakang penelitian ini berangkat dari kurangnya variasi media pembelajaran yang menyebabkan rendahnya keterlibatan dan sikap pasif siswa selama proses pembelajaran. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pembelajaran berbasis YouTube mampu menciptakan suasana kelas yang lebih interaktif, menarik, dan menyenangkan. Elemen visual dan audio dalam video YouTube membantu siswa memahami materi sejarah secara lebih konkret serta menumbuhkan rasa ingin tahu dan motivasi belajar. Selain itu, guru juga merasakan kemudahan dalam penyampaian materi karena siswa dapat mengakses kembali video tersebut sebagai bahan pengulangan. Namun demikian, penelitian ini juga menemukan beberapa kendala, seperti koneksi internet yang tidak stabil dan kecenderungan siswa untuk lebih fokus pada tampilan visual daripada isi materi pembelajaran. Secara keseluruhan, YouTube terbukti menjadi media pembelajaran yang efektif dalam meningkatkan partisipasi dan pemahaman siswa apabila diintegrasikan secara tepat dengan bimbingan guru dan desain pembelajaran yang terstruktur.

Kata Kunci: YouTube, Media Pembelajaran, Sejarah Kebudayaan Islam, Partisipasi Siswa, Pemahaman Siswa.

INTRODUCTION

Education is a conscious effort carried out in a planned manner to shape and cultivate one's identity, character, and noble morals (Dikta 2020). The learning process requires good interaction between students and teachers so that learning objectives can be achieved. Education plays an important role in human life; it is absolute and cannot be separated from personal, family, societal, or national life (Laila Hamidah Harahap 2023). The progress and decline of a nation are largely determined by the quality of its education (Lundeto And Kunci 2023). Education not only functions as a process of transferring knowledge but also as a transfer of values, specifically, the internalization of islamic teachings and values (Maifizar And Husna 2019). The goal of islamic education is to shape pious individuals who are capable of achieving success in both worldly and spiritual life. In this context, the subject of islamic cultural history plays an essential role because it teaches the history and cultural values of islam across various educational levels such as mi, mts, and ma (Rasyid 2018). Islamic Cultural History helps students understand the development of islamic civilization and emulate accomplished figures while connecting these lessons to social, cultural, political, and economic aspects (Elin 2021). However, in practice, Islamic Cultural History learning in indonesia still faces several challenges, such as monotonous teaching methods, limited learning media, and teachers' lack of ability to use technology effectively (Hatim 2018). In today's digital era, the internet has become an essential medium capable of connecting various human needs (Anggit Pamungkas 2023). One of the most potential platforms for educational purposes is youtube, as it can make the learning process more engaging, interactive, and diverse (Harahap And Hsb 2024). Youtube is not only easily accessible and free of charge but also provides various educational contents, such as history, science, and technology (Jabbar, Kahar, And Wahyudin 2022). Teachers can utilize educational videos from youtube to enhance the effectiveness and efficiency of Islamic Cultural History learning, which has often been monotonous (Febri Indra Pratama 2022). Hasil research findings indicate that mobile learning based on youtube and android in Islamic Cultural History subjects is highly effective in improving students' understanding, with an excellent category reaching 85.33% (Suryadi 2023).

Research related to the use of youtube-based learning media in islamic cultural history education has been widely conducted. Siti Rofi'ah and Jasminto (2020) developed a youtube-based mobile learning medium using the dick and carey model, which was proven valid, feasible, and capable of improving the digital literacy of pgmi unhasy students (Rofiâ 2020). Mabrur and andi abd. Muis (2020), through classroom action research at man pinrang, found that the use of youtube media could enhance students' learning outcomes in islamic cultural history subjects (Mabrur and Muis 2020). Furthermore, Febri Indra Pratama (2022), in his research at mts nurul islam ii ngemplak, boyolali, described the use of youtube media in every chapter of Islamic Cultural History learning integrated through planning, implementation, and evaluation, despite some content limitations (Febri Indra Pratama 2022). Ana Dwi Lestari's study (2023) at MAN 2 Magetan focused on the development of android-based learning media and showed that the "daulah umayyah" application was effective in increasing students' motivation and understanding (Lestari 2023). Meanwhile, research by Laily Syarifatul Hani (2023) at MANU 03 Sunan Katong Kaliwungu described the implementation of youtube-based online learning media that made the learning process more active, enjoyable, and effective, although it still faced technical obstacles and student limitations (Hani and Adah 2023). All of these studies demonstrate a strong relevance to the focus on using youtube media in Islamic Cultural History learning, although each differs in aspects of development, implementation, utilization, and application.

This study aims to determine the results of implementing youtube-based learning media for eighth-grade students in the subject of Islamic Cultural History at MTsN 5 jombang, as well as to identify the strengths and weaknesses of using youtube-based media in the learning process. In addition, this research also aims to assess the effectiveness of youtube media in improving students' learning outcomes in Islamic Cultural History subjects. Through this study, it is expected to reveal the extent to which the use of youtube as a learning medium can enhance students' activeness, understanding, and learning motivation, while also providing an overview of its potential and limitations in supporting Islamic Cultural History learning in the digital era.

RESEARCH METHODS

Research methods can be defined as a series of scientific activities carried out systematically to seek the truth of a study, starting from problem formulation to producing valid conclusions. According to Suryana, a research method is a step in acquiring scientific knowledge, while Sugiyono states that a research method is a scientific step to obtain data with specific purposes and benefits. This study employs a qualitative descriptive approach, which is a method used to examine natural conditions where the researcher acts as the main instrument; data collection techniques are conducted through triangulation (a combination of methods), data analysis is inductive, and the research results emphasize meaning rather than generalization (Safrudin et al. 2023). The selection of this method aims to obtain data relevant to the research Enhancing Student Participation and Comprehension through YouTube-Based Learning Media in Islamic Cultural History Classes: A Case Study at MTsN 5 Jombang, the results of which are presented in descriptive-narrative form. The researcher was directly present at the research site, namely MTsN 5 Jombang, Ngusikan District, Jombang Regency, acting as both observer and facilitator during the learning process. The researcher's presence aimed to ensure that the implementation of learning media proceeded according to the design and to obtain data regarding students' activeness and understanding.

In this study, three data collection techniques were used: observation, interviews, and documentation. Observation was conducted participatively by directly observing the Islamic Cultural History learning process using YouTube media to identify teacher-student interactions and the level of learning activeness (Mouwn Erland 2020). Interviews were conducted in a structured manner with teachers and students to obtain in-depth information about the implementation of YouTube media and its influence on student activeness (Sugiyono, 2019). Meanwhile, documentation was used to complement the data obtained from observations and interviews, including school documents such as profiles, teacher and student data, facilities and infrastructure, lesson plans, as well as photos and recordings of learning activities (Sudaryono, 2020) dalam (Mouwn Erland 2020). These three techniques were used in an integrated manner to obtain valid and comprehensive data regarding the effectiveness of YouTube media implementation in Islamic Cultural History Learning.

The data analysis technique in this study employed the interactive model of Miles and Huberman, which consists of four stages: data collection, data reduction, data display, and conclusion drawing. In the data collection stage, the researcher obtained information through observation, interviews, and documentation conducted using triangulation to acquire diverse and in-depth data. Next, in the data reduction stage, the researcher selected, summarized, and focused the data on key aspects relevant to the research objectives. The reduced data were then presented in the form of descriptive narratives or diagrams to make them easier to understand and analyze. The final stage was conclusion drawing, which was initially

provisional but could become credible once supported by strong and valid evidence derived from the research findings (Mouwn Erland 2020).

RESULTS AND DISCUSSION

Results

1. The Implementation of YouTube-Based Learning Media to Enhance Student Participation and Comprehension in Islamic Cultural History Classes

At MTsN 5 Jombang, the use of video-based learning media receives full support due to the availability of adequate facilities and infrastructure. Each digital or multimedia classroom is equipped with a projector and other supporting devices designed to facilitate technology-based learning. Meanwhile, for classes that do not yet have such facilities, teachers usually take turns using the projector or move the learning activities to the multimedia room. The availability of these facilities has proven to be very helpful in the learning process, as most students show greater interest and engagement when the material is delivered through video presentations rather than through lecture-based methods alone. Thus, the existing facilities at MTsN 5 Jombang can be considered highly supportive of the implementation of media-based learning.

Based on the interview results with informant RAM, an Islamic Cultural History subject teacher at MTsN 5 Jombang stated that the learning facilities at the madrasah are adequate to support the implementation of YouTube-based learning media. The teacher explained that MTsN 5 Jombang has already provided digital or multimedia classrooms equipped with projectors and other supporting devices. Meanwhile, for classes that do not yet have such facilities, teachers usually borrow or share projectors alternately with colleagues, or move the learning activities to the CBT room or multimedia classroom so that students can watch the learning videos together. Furthermore, the teacher emphasized that the use of video media greatly supports the effectiveness of the learning process, as most students show higher enthusiasm when the material is delivered through video screenings rather than merely through lectures. In addition, in the YouTube-based learning process, discussion and question-and-answer sessions are also conducted to confirm students' understanding of the material and to align it with the teaching content that has been delivered. (Interview with Islamic Cultural History Teacher, June 16, 2025, MTsN 5 Jombang).

Based on the explanation above, it can be understood that the teacher strives to actively involve students in the learning process. After delivering the material or explanation, the teacher encourages students to engage in discussions and question-and-answer sessions to ensure that they truly understand the content of the lesson. Furthermore, the teacher also checks the compatibility of the learning materials brought by the students and confirms the extent of their understanding of the topic. In this way, students are able to compare and align the teacher's explanation with the materials they possess. This approach is considered effective because it promotes active student participation, not merely as passive listeners, but as critical thinkers who are engaged in the learning process. In the context of Islamic Cultural History learning, this method holds significant value, as it helps students understand the relationship between past events and present life. Through this approach, students not only study history as a series of past occurrences but also learn to extract values, habits, and ways of life that are relevant to modern living, thereby fostering a wiser and more open understanding of their surrounding environment.

In today's digital era, the learning process can become more engaging when supported by multimedia facilities, such as multimedia classrooms that enable the playback of educational videos through the YouTube platform. However, to ensure that learning remains effective, teachers need to plan the video duration wisely, with the ideal length not exceeding 15 minutes so as not to consume too much instructional time. Videos that are too long have the potential to disrupt the flow of learning activities and reduce opportunities for discussion or further explanation of the material. Therefore, the use of videos in the learning process will provide optimal benefits, both in terms of time efficiency and the improvement of students' understanding, when they are carefully selected and presented through well-prepared planning.

Based on the interview results with informant RAM, an Islamic Cultural History subject teacher at MTsN 5 Jombang explained that the use of YouTube-based learning media provides significant benefits for students, as it helps them understand the connection between past events and present conditions. The teacher stated that in multimedia classes, preparing the equipment to play YouTube videos can be done easily and efficiently, with a maximum preparation time of around 15 minutes. In addition, the teacher mentioned that the use of videos can save instructional time if their duration is planned proportionally. However, the teacher also emphasized that videos with excessively long durations may extend the explanation or question-and-answer sessions, thereby potentially reducing the effectiveness of the learning process (Interview with Islamic Cultural History Teacher, June 16, 2025, MTsN 5 Jombang).

In the context of modern learning, the selection of visual displays such as images and videos is a highly important aspect in supporting the effectiveness of the learning process. Teachers need to be cautious in choosing visual sources, as the use of images or videos from the internet may potentially contain inappropriate content, such as elements of pornography or the exposure of aurat, especially if they originate from past illustrations that are less suitable for educational settings. Therefore, every visual material to be used must undergo a careful selection process to ensure its clarity, relevance, and ethical appropriateness, so as to prevent misunderstandings and maintain the norms upheld within educational environments. On the other hand, technological developments today also provide convenience for teachers to share learning materials through video links, such as those from the YouTube platform, which can be directly accessed by students through their personal devices. Nevertheless, this convenience still presents its own challenges in practice, particularly regarding the availability of internet networks and other technical constraints. Although some educational institutions have permitted the use of mobile phones as learning tools, their implementation continues to face technical difficulties, especially in terms of internet access. Students generally have to rely on their personal data quotas because the school's Wi-Fi connection is often unstable. This situation becomes a particular challenge when around 30 students in a single classroom are connected to the same network, resulting in significantly reduced access speed, similar to conditions in crowded public areas. Furthermore, differences in the types and quality of devices used by students also affect the smoothness of video playback during learning activities. Therefore, although the use of video- and visual-based media has been proven to enhance learning effectiveness, careful technical and ethical planning is still required to ensure that the learning process runs optimally, safely, equitably, and meaningfully for all students.

Based on the interview results with informant RAM, an Islamic Cultural History subject teacher at MTsN 5 Jombang emphasized that the selection and presentation of videos from YouTube in the learning process must be conducted selectively and carefully. The teacher explained the importance of ensuring that the videos used do not contain inappropriate elements, such as pornographic content or the display of aurat, particularly in the context of historical visualizations of the past. The teacher stressed that every visual display must be carefully reviewed to avoid misunderstandings and to remain consistent with the ethical values and educational norms of Islamic teachings (Interview with Islamic Cultural History Teacher, June 16, 2025, MTsN 5 Jombang).

The Islamic Cultural History subject teacher at MTsN 5 Jombang also stated that the use of YouTube-based learning media is considered practical and easy to implement in the classroom. The teacher simply shares the video link with the students, which can then be accessed through their respective mobile phones as long as they have sufficient internet data. Nevertheless, the teacher acknowledged several technical obstacles that need to be considered, particularly those related to the stability of the school's Wi-Fi network. The network capacity often cannot accommodate access from many devices simultaneously, so when around 30 students use their mobile phones at the same time, the internet connection becomes unstable. Thus, the effectiveness of using YouTube-based learning media is highly influenced by the availability of a reliable internet network as well as the condition of the devices used by the students (Interview with Islamic Cultural History Teacher, June 16, 2025, MTsN 5 Jombang).

After watching the learning video, students are usually asked to formulate a conclusion from the content they have observed, then continue with group discussion activities to exchange opinions and deepen their understanding of the material. This learning process is often enriched with quizzes or question-and-answer sessions aimed at increasing students' active participation and ensuring that they do not merely watch the video passively, but also comprehend the substance being conveyed. Such a learning method creates a more interactive and enjoyable learning atmosphere while encouraging students' deeper engagement in the learning process. Based on the interview results with informants MRA, DFQ, and ARH, all three stated that they were assigned to compose a summary of the video presented. In addition, the learning activities were often followed by quizzes or question-and-answer sessions to assess the students' level of understanding and to enhance their activeness in the learning process (Interview with Students, June 16, 2025, MTsN 5 Jombang).

2. The Impact of YouTube-Based Learning Media on Student Engagement and Understanding in Islamic Cultural History Lessons

When the learning video is played in class, the learning atmosphere tends to become calm and conducive. Students appear focused on watching the screen, as if they are deeply engaged and attentively following the content of the video. This condition indicates the creation of an orderly learning environment with minimal distractions. However, the level of student activeness varies considerably. In some cases, video presentations are able to spark enthusiasm for discussion and stimulate the emergence of critical questions. Nevertheless, it is not uncommon for students to merely enjoy the video as entertainment without making an effort to understand its deeper meaning. This phenomenon is often found in the subject of Islamic Cultural History, which is sometimes perceived as less engaging except in certain parts, such as the stories of well-known figures or unique historical events. Therefore, the teacher's role becomes highly important in guiding post-viewing activities. Teachers need to facilitate students to

engage in discussions, ask questions, and explore the content of the video more deeply so that the learning process does not stop at the act of watching alone but instead fosters meaningful understanding.

Several students from MTsN 5 Jombang, namely MRA, DFQ, and ARH, stated that during the learning process using YouTube media, the classroom atmosphere felt quiet because all students were focused on attentively listening to the video content. They explained that the students seemed to truly internalize each scene presented in the video, creating an atmosphere that was calm yet full of concentration, reflecting their emotional and intellectual engagement in the learning process (Interview with Students, June 16, 2025, MTsN 5 Jombang).

After the learning video was shown, classroom activities became more interactive through question-and-answer sessions that fostered students' enthusiasm. Several students demonstrated a high level of curiosity by asking questions related to aspects not explicitly shown in the video. However, there were also certain parts of the video that some students found unclear. To strengthen their understanding, the teacher assigned them the task of creating a resume or summary of the video content they had watched. This activity served to help students deepen their comprehension of the material and to train their ability to restate the information they had obtained (Classroom Observation, June 16, 2025, MTsN 5 Jombang).

Based on the interview results with RAM, an Islamic Cultural History teacher at MTsN 5 Jombang, it was explained that after the learning video is shown, the activity is usually continued with a question-and-answer session that is enthusiastically welcomed by the students. The teacher revealed that several students often express curiosity about both the content and the process behind the video presentation, especially when there are parts they find unclear. In addition, the teacher assigns a follow-up task in the form of creating a resume of the video content that has been shown as a means of evaluating students' understanding of the learning material (Interview with Islamic Cultural History Teacher, June 16, 2025, MTsN 5 Jombang).

Based on the above explanation, it can be understood that, in some cases, the material or stories contained in textbooks are sometimes difficult for students to comprehend. However, when the teacher presents a video related to the material, students tend to understand the content of the lesson more easily because they can directly observe the visualization of images and the storyline being presented. Nevertheless, not all parts of the video can be clearly understood, so students still require additional explanations from the teacher or other learning resources in order to gain a comprehensive understanding of the material. Thus, although the use of video media can assist the learning process, the role of the teacher and textbooks remains essential in strengthening students' comprehension. Furthermore, it was also found that students tend to focus more on the visual aspects of the video, thereby paying less attention to its content or underlying meaning, including the text or translations that hold significant value. This condition results in students understanding only the general storyline without fully grasping the messages or educational values that should be acquired.

The Islamic Cultural History teacher at MTsN 5 Jombang stated that the use of instructional video media helps students understand materials that are difficult to explain through textbooks. The teacher explained, "The explanation becomes clearer, especially when there are stories in the book that are not understood. By watching the video, students can better comprehend the material content. However, some parts of the

video still need to be re-explained using the teaching materials so that they can fully understand. As for the students' responses, they seem more interested and more focused on the video, although they rarely pay attention to the translation part." (Interview with Islamic Cultural History Teacher, June 16, 2025, MTsN 5 Jombang).

Based on this explanation, it can be understood that the use of YouTube as a learning medium has a positive impact, particularly in increasing students' interest and enthusiasm. For some students, learning through videos feels more engaging and less monotonous compared to conventional methods such as lectures or reading textbooks. The visualizations, animations, and varied delivery styles in videos help students grasp the material more easily and enjoyably. This aligns with the results of an interview with RAM, the Islamic Cultural History teacher at MTsN 5 Jombang, who stated, "Yes, that's right, students are more enthusiastic and feel that learning becomes more enjoyable." (Interview with Islamic Cultural History Teacher, June 16, 2025, MTsN 5 Jombang).

The use of YouTube as a learning medium also makes students more interested in learning through videos compared to conventional methods such as lectures. When teachers deliver material only verbally in front of the class, students often become bored quickly and lose focus. In contrast, the use of videos can create a more dynamic and interactive classroom atmosphere. Teachers do not need to provide lengthy explanations; instead, they can simply play a video relevant to the material and then invite students to discuss and respond to its content. In this way, students become more active, the learning process feels lighter, and comprehension of the material becomes more optimal. This is in line with the results of an interview with RAM, the Islamic Cultural History teacher at MTsN 5 Jombang, who stated, "Yes, that's right, students are more interested in learning using videos, because with the conventional method I do most of the talking, so the students often feel bored. With videos, I only need to ask about the connection to the material and have them discuss it." (Interview with Islamic Cultural History Teacher, June 16, 2025, MTsN 5 Jombang).

Learning videos from YouTube that are equipped with visual illustrations, such as depictions of war events and other supporting elements, have proven to be very helpful for students in gaining new information and understanding the material more clearly. The visual illustrations presented in the videos make the concepts being taught easier to comprehend and absorb in a simple and effective way. Through this medium, students not only gain additional knowledge but also develop a deeper understanding of the material being studied. This is consistent with the results of interviews with MRA, DFQ, and ARH, who stated that they felt they gained a great deal of new information through YouTube videos, especially in parts that depicted war events and other contextual illustrations. They expressed that such illustrations were very helpful in the learning process because the presentations were simpler, more engaging, and easier to understand (Interview with Students, June 16, 2025, MTsN 5 Jombang).

Based on the explanation above, it can be concluded that the use of videos in learning can increase students' enthusiasm for studying. Although learning outcomes ultimately depend on each individual student's ability, the enhancement of learning motivation through video media can positively contribute to academic achievement. For instance, students who were previously less interested in reading may become more engaged when learning is presented in video form, thereby potentially improving their performance, for example, increasing their score from 7 to 7.5 or higher. However, each student has a different learning style. Not all students are suited to visual or audiovisual-

based media; some prefer hands-on learning, such as developing practical skills or engaging in physical activities, which is known as the kinesthetic learning style. Therefore, even though the use of videos is highly beneficial in the learning process, teachers still need to apply a variety of teaching methods so that all learning styles can be optimally facilitated and the best possible learning outcomes can be achieved.

Based on the interview results with RAM, an Islamic Cultural History teacher at MTsN 5 Jombang explained that the use of videos in learning can increase students' enthusiasm for studying. The teacher stated, "Yes, they do become more enthusiastic about learning. However, learning outcomes still depend on each student's individual ability. Learning enthusiasm helps support academic achievement. For example, students who were initially less interested in reading often experience an improvement in their grades when learning through educational videos, such as from 7 to 7.5 or higher. For students who were already motivated, the use of videos further increases their enthusiasm, which can lead to even better results. However, most students here have different learning styles. Not all of them are suited to visual or audiovisual methods, as some prefer learning by creating crafts or engaging in physical activities, which is known as the kinesthetic learning style. Therefore, a variety of teaching methods is still needed so that all students' learning styles can be well accommodated." (Interview with Islamic Cultural History Teacher, June 16, 2025, MTsN 5 Jombang).

The use of instructional video media not only enhances students' understanding and broadens their knowledge but also provides convenience for both teachers and students, as it does not require additional costs. The free access feature makes the learning process more practical, efficient, and affordable. The YouTube platform is considered highly flexible and easy to use for both teachers and students. Teachers can easily find materials relevant to the learning topics, while students can access various educational contents that suit their needs. This ease of access allows teachers to remain creative in designing learning activities, while students can utilize additional learning resources without financial burden. Thus, the use of free media such as YouTube not only supports the effectiveness of the teaching and learning process but also encourages the creation of an inclusive, economical, and adaptive learning environment in line with the demands of the modern era.

As stated in the interview with MRA, DFQ, and ARH, the use of learning media in the form of YouTube videos is considered very easy and practical because it does not require additional costs. They acknowledged that the ease of access without the need for payment makes the learning process lighter and more flexible. This condition is regarded as very helpful, especially in situations where limited facilities and financial constraints pose challenges to the learning process (Interview with Students, June 16, 2025, MTsN 5 Jombang).

3. Challenges and Opportunities of YouTube-Based Learning in Enhancing Student Participation and Comprehension

The use of media such as YouTube in learning has both positive and negative sides. However, the negative aspect identified is the tendency of students to focus too much on the video display without paying attention to the material content from textbooks or other learning resources. This aligns with the results of an interview with informant RAM, who stated that "the weakness lies in the students' lack of attention to the learning materials; when they are shown educational videos through YouTube, they tend to focus more on the video itself and still experience confusion in understanding or continuing the lesson material."

From the explanation above, it can be concluded that this issue becomes more apparent when the YouTube-based learning process is continued outside the classroom. Although there is an abundance of easily accessible learning content, not all students follow the teacher's instructions diligently. For example, when the teacher assigns students to watch a video that will be discussed in the next meeting, some students do rewatch it as instructed, but their focus tends to be more on the visual aspects rather than deeply understanding the material content. In fact, there are students who only open the video link briefly without paying attention to the content, or who show little concern. This occurs because YouTube is an open platform that easily diverts students' attention to other entertainment content once the educational video ends. As a result, learning videos are no longer regarded as important learning resources but merely as tasks that only need to be viewed superficially. This finding aligns with the results of an interview with informant RAM, who stated, "I have found that not all students are able to utilize YouTube media optimally in learning. When I paused the video and instructed them to rewatch it through the link I had shared, only some students actually did so. There were also students who showed indifference because, after watching the educational video, they were easily tempted to open other content on YouTube. Consequently, the assigned task was treated merely as an obligation to view the video, rather than an opportunity to understand its content deeply." (Interview with Islamic Cultural History Teacher, June 16, 2025, MTsN 5 Jombang).

From the explanation above, it can be said that when the learning video used is an upload from another source (not created by the teacher), the outcomes can vary greatly. Some videos are well-structured, with clear narration and easy-to-understand content, while others are less engaging in terms of presentation, making them difficult for students to comprehend. Therefore, the teacher's role is crucial in selecting videos that are relevant, aligned with the material, and of high quality, so that students do not become confused and can remain focused during the learning process. Learning videos with clear narration and a coherent flow of explanation can help students better understand the material. However, the aspect of visualization also plays an important role. When the visuals, such as animations or images, appear monotonous or lack dynamism, students' enthusiasm tends to decrease. Conversely, if the visuals are presented in a more engaging manner – through the addition of motion, strong illustrations, and relevant sound effects – the video can become more interactive, stimulate learning motivation, and even encourage students to rewatch it. The right combination of narration, visualization, and audio elements serves as the key to ensuring that learning videos are not only informative but also enjoyable and effective in enhancing students' comprehension.

As stated in the interview with MRA, "When the learning video used is taken directly from YouTube and not created by the teacher, the results can vary. Some videos are good and easy to understand, but there are also videos that are less effective, making them difficult to comprehend." (Interview with Student, June 16, 2025, MTsN 5 Jombang).

Nevertheless, the use of internet-based media such as YouTube and Computer-Based Test (CBT) platforms is not without various technical challenges. Power outages and unstable internet connections often become major obstacles in the digital learning process. Although the school has provided Wi-Fi facilities in the multimedia classrooms, internet speed still fluctuates depending on the time of day and the number of users. In the morning, the connection is usually stable, but toward noon, when many devices are connected simultaneously, the network speed can decrease significantly. In addition,

weather conditions also affect network stability. In several cases, students have experienced difficulties accessing learning videos or other digital platforms because the internet signal weakens during rain or strong winds. This condition indicates that, although technology plays an important role in supporting the learning process, the presence of adequate infrastructure remains a fundamental prerequisite for the success of digital learning. Therefore, teachers need to have a backup plan (Plan B), such as preparing alternative materials or offline-based learning media, so that teaching and learning activities can still be carried out effectively even when technical disruptions occur. As stated in the interview with RAM, "We often experience technical problems, such as power outages or sudden internet disconnections. Since the use of YouTube requires an internet connection, the learning process becomes disrupted when problems occur. In fact, every multimedia classroom is already equipped with Wi-Fi facilities to minimize such disturbances. However, the stability of the connection still depends on the time of day; the network is usually smooth in the morning but starts to slow down by noon because many devices are connected simultaneously." (Interview with Student, June 16, 2025, MTsN 5 Jombang)

From the explanation above, it can be concluded that internet network disruptions can also be caused by weather factors. During bad weather conditions, such as rain or strong winds, the internet connection often becomes slow or difficult to access, thereby hindering the use of social media as well as online learning tools.

As stated in the interview with DFQ, "I once experienced difficulty accessing the internet network due to weather conditions that disrupted the connection, making it hard to access social media or learning platforms." (Interview with Student, June 16, 2025, MTsN 5 Jombang).

The quality of the videos watched by students greatly depends on the stability of the internet connection. When the network is stable, the video display appears clear and sharp, allowing the material to be followed properly. Conversely, when the connection weakens, the image quality becomes blurry and may even experience interruptions. Although the material content can still be understood under such conditions, the learning experience becomes less optimal. This situation highlights the importance of careful and well-planned management of digital learning media so that video-based learning does not merely serve as a complement but truly provides a positive impact on students' understanding. As stated in the interview with MRA, DFQ, and ARH, all three mentioned that "The quality of the videos we watch is usually quite clear—not too bad but also not very good. Sometimes it appears slightly blurry, and the clarity really depends on the internet connection. If the internet network runs smoothly, then the video image quality also becomes clearer." (Interview with Students, June 16, 2025, MTsN 5 Jombang).

Discussion

1. The Implementation of YouTube-Based Learning Media to Enhance Student Participation and Comprehension in Islamic Cultural History Classes

At MTsN 5 Jombang, the use of video media in learning is highly supported because facilities such as projectors and multimedia rooms are already available and well utilized, making students more interested and learning more effective. According to Kemp & Dayton's theory, learning media can fulfill three main functions: motivating interest or action, presenting information, and providing instruction when the media is used for individuals, groups, or large audiences. (Rohima and Keguruan n.d.). Through discussions, question-and-answer sessions, and checking of learning materials, the teacher encourages students to be active and think critically. According to Behaviorism

Theory, the most important aspect of learning is the input in the form of a stimulus and the output in the form of a response. A stimulus is anything given by the teacher to the students, while a response refers to the students' reactions or feedback to the stimulus provided by the teacher. Therefore, what is given by the teacher (stimulus) and what is received by the students (response) must be observable (A.M.Irfan Taufan Asfar, A.M.Iqbal Akbar Asfar 2023). Through discussions, question-and-answer sessions, and checking of learning materials, the teacher encourages students to be active and think critically. According to Behaviorism Theory, the most important aspect of learning is the input in the form of a stimulus and the output in the form of a response. A stimulus is anything given by the teacher to the students, while a response refers to the students' reactions or feedback to the stimulus provided by the teacher. Therefore, what is given by the teacher (stimulus) and what is received by the students (response) must be observable.

Connecting learning between the past and the present can be done by engaging students with historical events that occurred in their surrounding environment. There are many historical events that can help teachers develop students' understanding of the past. In general, students tend to be more interested in history lessons when they relate to real situations around them, allowing them to visualize past events as described in historical studies. This approach helps students understand that events and values from the past remain relevant and influential in today's life, enabling them to learn with greater wisdom and openness in observing the circumstances around them (Asmara 2019). The use of videos in learning within multimedia classrooms indeed facilitates the teaching process, but proper duration planning is essential. If the video is too long, it can disrupt time efficiency and reduce opportunities for explanation or discussion. Therefore, to ensure that learning remains effective, teachers need to select short videos that are aligned with the learning objectives. Choosing images or visual displays in learning is also crucial to ensure that the materials presented do not lead to misunderstandings and remain in accordance with applicable ethics and norms. Hence, teachers must be selective when showing visuals, ensuring that the images support the material, are appropriate to display, and do not contain inappropriate elements such as pornography or exposure of aurat, especially if taken from unverified sources. In this way, the learning process remains both effective and educational. Sharing learning materials through video links such as YouTube is indeed practical, as students can access them directly through their mobile phones. However, this still requires consideration of students' internet data availability as well as the stability of the school's Wi-Fi connection. When too many students—around 30, for instance—access the network simultaneously, the connection can become slow. Moreover, each device has different performance capabilities. Therefore, although using videos via mobile phones is very helpful, teachers must still pay attention to network conditions and device capacity to ensure that the learning process runs smoothly and can be enjoyed equally by all students. The use of videos in learning has been implemented previously and has proven to be an effective method. After watching the video, students are usually asked to make a summary, engage in group discussions, or participate in quizzes or question-and-answer sessions. These activities aim to encourage students to be more active, gain a deeper understanding of the material, and avoid merely watching without meaningful engagement.

2. The Impact of YouTube-Based Learning Media on Student Engagement and Understanding in Islamic Cultural History Lessons

The use of video media in learning Islamic Cultural History greatly assists students in

understanding the material. This is because videos are able to present clear, engaging, and easily comprehensible visual illustrations. The visualizations displayed enable students to more easily imagine historical events, figures, and settings in a realistic way, thereby enhancing their understanding without having to rely entirely on the teacher's explanation or written text. Videos also allow students to develop understanding independently, especially when dealing with historically oriented material.

The screening of videos in learning indeed creates a calmer and more orderly classroom atmosphere, as students focus on watching. According to Levie and Lentz, the attention function of visual media directs learners' attention to concentrate on the lesson content related to the meaning of the visuals displayed or accompanying the lesson text. However, an interactive atmosphere does not necessarily emerge, especially if the material, such as Islamic Cultural History, is less interesting for some students. Often, at the beginning of the lesson, learners are not interested in the subject or course, so they do not pay attention and tend to enjoy the video as entertainment rather than as a learning resource. (Husniyatus Salamah Zainiyati 2013). Therefore, the role of the teacher is very important in guiding and directing students to understand the content of the video as well as encouraging them to discuss and explore the meaning of the material more deeply after watching.

Learning videos with illustrations and interactive displays are able to attract students' attention and make them more enthusiastic in following the material. Although the level of student interest varies, in general they feel fairly engaged because the video helps visualize real events without the need to imagine. This indicates that the video-based learning method is quite effective, yet it can still be further developed to increase students' interest even more.

The use of videos in learning makes the classroom atmosphere more engaging and interactive. According to Wulandari, instructional video media allows for more effective and efficient information delivery. Messages conveyed through the media are easier for students to understand because the media can present information in visual, audio, or a combination of both forms. This enables a deeper and more comprehensive learning experience, thereby helping students to be more focused and active, as well as facilitating their understanding of the material compared to lecture methods, which tend to be boring (Nur Anissa and Marlina Limbong 2024). The use of videos in learning indeed greatly helps students in understanding difficult material, as it presents information visually and attractively. According to Cheppy Riyana's Theory, learning using instructional videos is quite effective and simple in explaining material to students, because students also feel more satisfied and happy, especially if motivation is embedded in the video. A good instructional video allows students to hear, see, and work/discover on their own (Riski Aprilia 2021) However, videos cannot stand alone. Explanations from the teacher and teaching materials are still needed so that students truly understand the content and meaning of the material. In addition, teachers also need to guide students so that they do not focus only on the images in the video but also pay attention to the content, text, and important messages intended to be conveyed. The use of videos in learning can evoke students' curiosity, as the enthusiasm for learning is important for students. This can stimulate students' learning motivation. Learning motivation will encourage students to exert maximum effort, explore the material more deeply, which results in stronger and sustainable academic achievement. Enthusiasm can also encourage students to develop a sense of inquiry, so they will be more active in asking questions and seeking additional

information, creating an active classroom atmosphere and making students more focused and truly understand the material (Eva Sa'idatul Fitriani 2025). Watching videos makes learning more engaging and students more active. They also stated that learning using videos is more interesting and not boring, so students can follow the lesson from beginning to end with enjoyment. Students are more inclined to like learning through videos because the learning is not monotonous and does not make them lose enthusiasm (Sari et al. 2022). Although some parts are unclear, the question-and-answer session and the task of making a summary help students better understand and be able to convey the lesson content well. The use of videos in learning can enhance students' enthusiasm for learning. According to Siregar's Theory, educational videos are a medium that can present both visual and audio elements simultaneously while communicating messages and information in the learning process, as well as depict objects and events as they actually are (Aliyyah et al. 2021) which ultimately can support the improvement of learning outcomes. Although still influenced by the abilities of each individual, since every student has different learning styles – some are more suited to audio-visual, while others are more effective with kinesthetic approaches or direct practice – the teacher needs to use various and diverse learning methods so that all students can be well facilitated and their learning potential can develop optimally.

The use of YouTube as a learning medium can increase students' interest and enthusiasm because it presents material in a more engaging, enjoyable, and easily understood way through visualization, animation, and varied delivery. According to Suwarna, learning media can convey information that can be heard (audio) and seen (visual), thus enabling the description of principles, concepts, processes, or procedures that are abstract and incomplete to become complete, compared to conventional learning methods (Fadilah et al. 2023).

The use of instructional videos equipped with visual illustrations such as images, animations, or real-life scenes is highly effective in enhancing students' understanding. According to the Behavioristic Paradigm, learning is a process of transferring knowledge from an expert to a novice. Teaching media in the learning process can stimulate new desires and interests, arouse motivation and encourage learning activities, and even bring psychological effects on students. The visuals presented make it easier for students to grasp the material without having to imagine it themselves, making the learning process clearer and more engaging. In addition, such instructional media also successfully enrich students with new knowledge. This indicates that the learning process truly fosters the development of understanding and encourages students to be more enthusiastic about learning. Furthermore, learning through media such as videos can also convey messages or positive values that can shape students' character and way of thinking. Thus, learning becomes more meaningful, as students not only gain knowledge but are also able to understand and internalize the values contained within it. In general, the benefit of media in the learning process is to facilitate interaction between teachers and students, making the learning process more effective and efficient (Mataram 2023).

The use of instructional videos, particularly from YouTube that are equipped with visual illustrations such as depictions of events, greatly assists students in acquiring new information. Such visualizations make the material easier to understand, more engaging, and enhance students' insight and overall comprehension. According to Kemp & Dayton's Theory, instructional media can fulfill three main functions, namely to motivate interest or action, to present information, and to provide instruction when the media are used for

individuals, groups, or large audiences (Husniyatus Salamah Zainiyati 2013).

The use of YouTube in learning can indeed make students more interested and active, but it can also cause them to forget the essential content of the material. (Shafira 2025) According to the Behavioristic Paradigm Theory, learning is a process of transferring knowledge from an expert to a novice. The use of instructional media in the teaching and learning process can stimulate new desires and interests, as well as foster motivation and encourage learning activities. Therefore, teachers need to connect the video with the learning objectives and provide clear guidance so that students remain focused and understand the material.

The use of media such as YouTube in learning is very helpful because it does not require additional costs, or is free. This makes the learning process more practical, economical, and easily accessible for both teachers and students. YouTube is also very user-friendly; simply type what is needed, and the content immediately becomes available. Therefore, this medium can support learning in an efficient way, while also helping teachers become more creative and students more enthusiastic in learning, without being burdened by financial issues.

Teachers tend to choose using videos that are already available on platforms such as YouTube because it is more practical and efficient. This is due to the numerous other responsibilities they must complete, such as administrative tasks, assessments, and other school activities. According to Ramli's Theory, instructional media can assist teachers in carrying out their professional duties. The appropriate use of instructional media can help teachers overcome deficiencies and weaknesses in the teaching process. Educational technology analysis states that the use of instructional media can effectively convey the learning messages presented, thus making time use more efficient and reducing the teacher's workload. As long as the videos used are in accordance with the material and learning objectives and remain effective in helping students understand the lessons, there is no need to spend time creating videos from scratch (Hasan et al. 2021).

Learning videos, especially those available on YouTube, are highly beneficial for students in understanding and reviewing learning materials, particularly before exams. Since they can be accessed anytime and replayed repeatedly, videos serve as a practical, efficient, and engaging learning medium. Students do not need to bother opening books chapter by chapter; they only need to watch and listen again to the explanations through videos. This facilitates the process of refreshing the material, accelerates understanding, and helps students become better prepared for examinations.

3. Challenges and Opportunities of YouTube-Based Learning in Enhancing Student Participation and Comprehension

The use of YouTube in learning can indeed make students more interested and active; however, it can also cause them to forget the essential content of the material (Shafira 2025). According to the Behavioristic Paradigm Theory, learning is a transfer of knowledge from an expert to a novice, which suggests that the use of instructional media in the teaching and learning process can stimulate new desires and interests, as well as arouse motivation and encourage learning activities. Therefore, teachers need to connect the video with the learning objectives and provide clear guidance so that students remain focused and understand the material.

Learning videos from YouTube can indeed serve as an effective medium; however, their quality varies. Some are easy to understand and engaging, while others are less clear and rather monotonous. Therefore, the selection of videos must be carried out selectively to ensure they truly match the material and the students' learning needs. In addition,

although the narration in the videos is quite good, the visual aspect still needs improvement. Moving visuals that are colorful and supported by sound effects will make the videos feel more lively and appealing, encouraging students to learn more enthusiastically and preventing them from feeling bored quickly. The combination of clear audio and attractive visuals becomes a crucial key for learning videos to have a maximum impact and make students want to rewatch them out of interest.

In general, the quality of the learning videos is quite good and still understandable, although not always perfect. Sometimes the videos appear blurry, especially when the internet connection is slow. However, if the network is stable, the video images can look clear. Thus, the quality of the video display is greatly influenced by the stability of the internet connection.

In general, internet access during the learning process runs smoothly thanks to the use of Wi-Fi, so there are not many significant obstacles. However, under certain conditions such as bad weather, the network may be disrupted and affect access to learning media. Nevertheless, not all students experience such problems; some admit that they have never encountered any issues during the learning process.

When the internet connection experiences disruptions or becomes unstable, students usually can only wait while hoping that the network will return to normal soon. As an alternative, if the internet problem lasts for a long time, students may ask the teacher to explain the material directly or through a lecture so that the learning process can still continue.

Although technologies such as YouTube and CBT greatly support the learning process, technical disruptions such as power outages and unstable internet connections remain obstacles. Therefore, adequate infrastructure and teachers' readiness to provide alternative solutions are needed so that learning can continue smoothly even when challenges occur.

CONCLUSION

Based on the results of the research conducted at MTsN 5 Jombang, it can be concluded that the use of YouTube as a learning medium has proven effective in enhancing students' understanding and activeness, particularly in the subject of Islamic Cultural History. The availability of facilities such as projectors, multimedia rooms, and other technical supports also contributes to the optimal implementation of this method. Video media, which combine visual and audio elements, are able to capture students' attention, creating a calmer, more conducive, and enjoyable learning atmosphere. Moreover, video presentations that display concrete illustrations of historical events greatly assist students in understanding the concepts and contexts of the material more deeply.

However, there are also several weaknesses. Students tend to focus too much on the visual appearance without paying attention to the substance of the material being delivered. In addition, the quality of the videos used is highly dependent on the stability of the internet connection and the devices owned by the students. External factors such as bad weather can also affect the smoothness of video access. Moreover, not all students make optimal use of the learning videos outside the classroom, since the YouTube platform also provides entertainment content that can distract their concentration. Overall, the use of YouTube as a learning medium at MTsN 5 Jombang has made a positive contribution to the teaching and learning process, both in terms of material comprehension, increased student participation, and time efficiency. However, its effectiveness will be more optimal if supported by the

selection of relevant videos, proper teacher guidance, as well as adequate infrastructure readiness and effective learning management.

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