



## DESCRIBING THE EFFECTIVENESS OF USING YOUTUBE MEDIA TO IMPROVE STUDENTS' LEARNING SKILLS IN CONGREGATIONAL PRAYER TEACHING MATERIALS

Safuroh, Aspandi, Hidayatullah  
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia  
e-mail: 222621230.safuroh@uinbanten.ac.id, aspandi@uinbanten.ac.id, hidayatullah@uinbanten.ac.id

---

submission: 27 December 2023 | revision: 02 January 2024 | Accepted: 31 May 2024  
© 2018 Program Studi Pendidikan Agama Islam Fakultas Agama Islam Universitas Islam Malang

---

### Abstract

*The importance of learning media during learning is very influential in the delivery of teaching material and achievement of learning objectives to students. The aim of this research is to analyze the skills possessed by students before treatment using YouTube media in congregational prayer teaching materials, student learning outcomes after treatment using YouTube media in congregational prayer teaching materials, and the effectiveness of using YouTube media in improving learning outcomes. This observation method, namely the research design, is a pre-experimental design. The observation design uses a single group pre-test and post test design. The sample used in this observation was a purposive sampling technique. We will clearly know the effectiveness of using YouTube media supported by educational videos as a learning medium for congregational prayer teaching materials with the following four Normalized Gain test analyzes: High ranking percentage is 22,72 percent, medium category percentage is 72,72 percent, low category percentage of 9,09 percent, the constant category percentage was 4,54 percent, and the decreasing category percentage was 4,54 percent. Based on the research results 9,09% of students who were not yet proficient passed the skills test, 90,90% passed, the average skill level of all students was 87,95 points, and the learning completion rate was 90,90%. So YouTube media can effectively improve learning skills in congregational prayer teaching materials. The use of YouTube media can be applied in Madrasas, because it has been proven to improve learning outcomes.*

**Keywords:** *effectiveness, youtube media, learning skills*

## Introduction

To distribute teaching materials to stimulate students' attention, interest and thinking in the learning process, appropriate teaching media is needed, so as to achieve certain results in the learning process. The success of the learning process is used as a measure of whether or not learning outcomes have been achieved. Changes in student learning outcomes will occur at the attitudinal, cognitive and psychomoral levels, these results are obtained from their learning activities (Lusiani et al., 2022).

Basically, the aim of the learning process is to utilize the skills mastered by students, for this reason teachers are expected to be able to be creative and adapt learning according to students' development and needs. Teacher professionalism in teaching, mentoring, training and assessment activities for students should prioritize the use of appropriate media. Teachers can implement YouTube-based learning if they want changes to improve the quality of learning. To be effective in the learning process, teachers need to utilize existing learning media, use them skillfully and even create YouTube learning media, so that learning will be more interesting and enjoyable (Hasmiza & Humaidi, 2023).

In reality, providing direct experience encounters many difficulties, because the learning process is not just about transferring knowledge, but also involves various activities that need to be carried out, especially if you want optimal results from learning activities. In learning Sahalt material in congregation, if you do not use teaching media that is appropriate to the teaching material and the teaching material is only given verbally, it is possible that students will receive abstract knowledge, which will lead to verbalism and lead to students' misunderstandings (Lusiani et al., 2022).

From the problems above, the researcher formulated several problems, namely: What are the skills that students have before being given treatment using YouTube media in teaching materials on how to pray in congregation?, what are the students' skills after receiving treatment on using YouTube media in teaching materials on how to pray in congregation?, and Does the teaching material on how to pray in congregation given to students using YouTube media have a significant effect on students' skills in performing congregational prayers?

With the development of technology, learning media such as YouTube has also increased, the development and use of this teaching media is very popular among students. Therefore, it is necessary to carry out research in this area, because teachers need teaching media that are able to make learning and teaching activities conducive, so that students can gain more concrete learning experiences through activities in the form of messages conveyed via YouTube. This will truly convey the

purpose of learning. It is also hoped that this research will be used as a reference and contribution for teachers in carrying out more effective and enjoyable learning activities.

## **Method**

This observation approach is quantitative, namely research that is clearly planned, structured and systematic from planning, making observation designs, searching for data sources, data objects, data samples to the research methodology (from collecting, processing to analyzing) data. Research observations used two variables, in the form of an independent variable, namely YouTube teaching media and a dependent variable, namely students' learning skills in congregational prayer. This type of research uses pre-experimental design observation, because in this research a real experiment is carried out. The design technique is through a single group with pre-test and post-test. The design is used in the form of a pre-treatment test and a post-treatment final test, to allow comparisons between before and after the treatment. The difference (gain) between the initial and final tests is thought to be caused by the effect of the treatment given. By comparing conditions before and after the action, this allows observation results to be more tested and accurate.

The population of this research is only students, and the sample is class 7A MTs Al-Khairiyah Badamusalam, Serang City, totaling 22 students for the 2023/2024 academic year. The sampling technique used purposive sampling, which was chosen by the researchers themselves. The survey was conducted in November (approximately one month). The research location is at MTs Al-Khairiyah Badamusalam Jl. Sawah Luhur km 7, Sawah Luhur Village, Kasemen District, Serang City, Banten Province. The tool for measuring student learning outcomes is a test in the form of a practical exam. A practical test was carried out to determine the effectiveness of using YouTube teaching media to improve students' skills regarding teaching material on how to pray in congregation.

## **Result and Discussion**

### ***1. Penggunaan Media Youtube dalam Pembelajaran***

Teaching media is a tool that can be used to convey teaching materials so that it can attract students to pay attention, be interested and think about the learning process in order to acquire certain learning skills (Afif et al., 2020). The definition of media according to Briggs is various physical tools that can deliver and provide motivation to students in learning (Tisara, 2023).

Learning media are objects that can be used to provide stimulation to think, feel and be skilled in learning, so that the meaning of the message can be conveyed clearly and learning goals are achieved effectively and efficiently (Afif et al., 2020).

YouTube is a site for disseminating information, through the use of social media YouTube can upload and share content, which can be watched by anyone (Agus et al., 2020). YouTube, as a medium for public information and communication, provides a variety of news that the public needs, and now anyone can easily search for news without having to leave the house to buy a newspaper (Tanambunan & Siahian, 2022). Apart from that, YouTube is also widely used for entertainment purposes because it has various types of entertaining video content (Indarsih et al., 2021).

YouTube media is free to access, view and share video material, because YouTube is now a video provider, because its existing features have been adapted to technological advances, and because it offers a lot of content, it is a familiar video sharing site (Pangestu et al., 2022).

In the learning process, learning media provides teachers with resources to help students achieve their learning goals. Video learning media allows students to plan learning activities that are more targeted. Students can think of YouTube media as something to watch and listen to. The YouTube learning media process has succeeded in making students enthusiastic about learning and providing new experiences.

In order to make it easier for teachers to carry out the learning process in their classes, the delivery of teaching materials requires media. Apart from that, students can also enjoy the use of teaching media to understand the material and maximize their learning success. According to Arshad, efforts to increase the effectiveness of using teaching media means developing teacher professionalism in using teaching media, as well as increasing student motivation in learning (Arsyad, 2002).

Learning media on YouTube allows students to develop their learning skills in video format, the skills in using these videos are intended to improve their learning skills, YouTube videos also make students' learning easier and improve teachers' skills and professionalism in using them. YouTube media is intended to further improve the quality of learning (Muthoharoh et al., 2022).

Apart from that, YouTube is the most popular site on the internet which is easily accessible to the school community, and has advantages as a learning medium because it can provide educational information and facilitate discussions. The learning process with YouTube can enable students to interact actively and creatively, giving them the freedom to express their ideas while making learning more conducive and interesting (Yusriani. Y, 2022). You Tube is a teaching media

that is fun for students, creative and interesting, informative, easy to understand, and practical to use as teaching. This site is very helpful because it can influence the learning process. Apart from that, YouTube can also be used as media because it can tell you what to see and hear.

As is known, according to researchers De Hauer, Barnes-Holmes, and Moores, 2013, improving learning skills is indicated by changes that occur in students in the form of participation in learning. Learning outcomes are changes in attitudes and skills obtained by students after the learning process which are displayed in the form of cognitive, attitude and psychomotor skills (Novita et al., 2019).

One of the factors that influences increased learning activities is the teaching media used during the learning process. With teaching media students can be helped in getting ideas and expressing their ideas. Teaching media is also a useful learning tool for teachers and educational designers in implementing the learning process.

The advantages and disadvantages of a media can be input for the development of that media. YouTube's advantage is that it offers various types of content that can help students find inspiration. The advantages of using YouTube as a learning tool are as follows: 1) it is educational, because it can provide knowledge about the latest science and technology; 2) cost effective, because it can be accessed for free via the internet; 3) potential, as in This location is very popular, and YouTube is filled with videos that can enhance education. 4) Practical and comprehensive, showing that all groups can use YouTube easily and there are many videos that can be used as sources of information, 5) shareable, namely films that have been posted on YouTube can be shared on other sites by simply sharing the video link, and 6) interactive, meaning that YouTube can facilitate question and answer activities and discussions through the comments column (Setiadi et al., 2019).

It is also necessary to recognize the weaknesses of using YouTube as a teaching tool, signal and data package problems have an impact on both educators and students, although this problem does not have a significant impact because there are other alternative solutions that can help solve it (Sistadewi, 2021). Apart from that, the weakness in the aspect of lack of creativity in content creation and video editing is quite worrying, so people are definitely not interested in watching, and miscommunication in content creation without prior confirmation leads to conflict. However, YouTube content is increasingly popular on the internet and is easy for the school community to use. By utilizing YouTube as a learning medium, learning becomes more effective and interesting for students.

## 2. Student Learning Results by Using YouTube Media

From the research carried out, research data was obtained which is presented in the following table:

Table 1 Results of students' pre-test scores

No	Students Name	Value	KKM	Information
1	Amir Mukmin	70	70	complete
2	Anas	50	70	incomplete
3	Dinda Pratama	55	70	incomplete
4	Fatihudin	75	70	complete
5	Fina Nailatul I	60	70	incomplete
6	Hasanah	60	70	incomplete
7	Herawati	60	70	incomplete
8	Holaliah	90	70	complete
9	Inayah	60	70	incomplete
10	Jamaludin Ibrahim	60	70	incomplete
11	M Abdul Mukti	70	70	complete
12	M Sugandi	60	70	incomplete
13	Najwa	60	70	incomplete
14	Nudi Alis	60	70	incomplete
15	Qurrota Ayun	70	70	complete
16	Rafdi	65	70	incomplete
17	Salsalfiyah	55	70	incomplete
18	Siti Suhenah	55	70	incomplete
19	Sopitri	55	70	incomplete
20	Vika Monika	70	70	complete
21	Marvin Melo	70	70	complete
22	Bayu Pratama	60	70	incomplete
Amount		1390		
Average value		63,18		
Completeness of learning outcomes		31,81%		

Based on the table in the first finding from a sample of 22 people before treatment using YouTube teaching media, it is known that the average student skill score is 63.18 with a maximum score of 90 points and a minimum score of 50 points. Of the total number of 22 students, only 7 students achieved the KKM with a complete learning outcome of 31.81%. The initial skills before obtaining this learning do not meet the minimum standard of completion criteria, this is because students have not received treatment, the teaching material delivered has not

utilized YouTube media, resulting in low skills. Because initial understanding and knowledge is low, students' skills are also low. This condition shows that one of the causes of lack of skills at the beginning of learning is that the learning media provided by teachers to students is less than optimal, so that students tend to be passive and bored, this less than optimal learning causes low learning outcomes and low initial skills of students.

Furthermore, the results of the students' post test scores can be seen in the following table:

Table 2 Results of students' post-test scores

No	Student's name	Value	KKM	Information
1	Amir Mukmin	95	70	Complete
2	Anas	50	70	incomplete
3	Dinda Pratama	85	70	incomplete
4	Fatihudin	95	70	complete
5	Fina Nailatul I	90	70	incomplete
6	Hasanah	90	70	incomplete
7	Herawati	90	70	incomplete
8	Holaliah	95	70	complete
9	Inayah	90	70	incomplete
10	Jamaludin Ibrahim	90	70	incomplete
11	M Abdul Mukti	95	70	complete
12	M Sugandi	90	70	incomplete
13	Najwa	90	70	incomplete
14	Nudi Alis	90	70	incomplete
15	Qurrota Ayun	95	70	complete
16	Rafdi	90	70	incomplete
17	Salsalfiyah	90	70	incomplete
18	Siti Suhenah	90	70	incomplete
19	Sopitri	85	70	incomplete
20	Vika Monika	90	70	complete
21	Marvin Melo	65	70	incomplete
22	Bayu Pratama	85	70	incomplete
Amount		1935		
Average value		87,95		
Completeness of learning outcomes		90,90%		

The average student learning skills after being given treatment using YouTube media in learning was 87.95, with the highest score being 95 and the lowest score being 50. This situation explains that students' learning skills improved after being



given treatment using YouTube teaching media. This situation explains that students' skills are getting better. Thus, the use of YouTube teaching media in congregational prayer teaching materials at MTs Al-Khairiyah Badamusalam Class 7A is effective for students' learning skills.

This research was conducted to analyze how effective the use of YouTube videos is in congregational prayer teaching materials in terms of student learning skills. In analyzing the data in table 2, the results of the initial data analysis in table 1 can be taken. Five students were at a high level, namely 22.72 percent; sixteen students were at the medium level, namely 72.72 percent; two students are in the low category with a percentage of 9.09 percent; one student is at the fixed level, namely 4.54 percent; one student is at the decline level, namely 4.54 percent. The level of student skills was shown by 22 students who did not master 2 students with a presentation of 4.54 percent, while there were 20 students who mastered the skills with a presentation of 90.90 percent; The average student skill level is 87.95 percent which shows a high level of student skill.

Improving students' learning outcomes skills in congregational prayer teaching material can be presented in table 3 below:

Table 3 of increasing student grades

Aspct	Pre-test	Post-test	Information	Criteria
Minimum Score	50	50	Still	-
Maximum Score	90	95	Increase	-
Mean	63,18	87,95	Increase 24,77 point	very well
Completeness	31,81%	90,90%	Increase 59,09%	very well

From the analysis data in table 3 above, it can be concluded that the use of YouTube as a teaching medium for congregational prayer content is effective, because students' learning skills have increased by a mean of 24.77 points or the mean reached 87.95 points and exceeded learning completeness, namely 70 with an increase. amounting to 59.09% or achieving 90.90 percent completeness, namely 20 students out of 22 students.

This is different from research on the influence of YouTube use on students' religious behavior, the results were surprising at 1.2%, the remaining 98.8% was influenced by other factors. As is known in this research, the religious behavior of students is in the high category with an average score of 47.93 with the highest score being 52-56 and the lowest being 37-41. The average value of 47.93 is in the interval 47-51 (Rofiana, 2020).



Meanwhile, other data regarding the influence of YouTube use on learning outcomes in this study with a sample of class VII students at MTs Al-Khairiyah Badamusalam, Serang City, there was an increase by comparing the pre-test average score of 63.18 from the minimum learning completeness criteria (KKM) score of 70 with completeness. learning amounted to 31.81%. And the post test results averaged 87.95, surpassing the KKM with a completion percentage of 90.90%.

The results of this research are in line with Ratna Zulhijah's research, the influence of using YouTube on the learning outcomes of Class V Madrasah Ibtidaiyah students in thematic science material subjects, by comparing the pre-test and post-test results between the two experimental and control classes. In the experimental class, the average student score for the pre-test was 48.91 with a completeness percentage of 49%, while the post-test results had an average score of 81.52 with a completeness percentage of 82%. Meanwhile, during the pre-test, the control class obtained an average score of 46.30 with a completion percentage of 46%, while the post-test results had an average score of 70.43 with a completion percentage of 70% (Zulhijah, 2022).

This research data supports Valkenburg et al.'s theory regarding the impact of using social media with a transactional paradigm (Valkenburg et al., 2016). The term transactional paradigm is the occurrence of communication between social media users and objects, namely students. Social media user transactions result in changes, one of which is increased learning outcomes due to YouTube media. There are quite a few research results regarding the relationship between social media and learning activities that have a significant impact on results, meaning that social media has great benefits for education in learning activities (Lai et al., 2021).

## **Conclusion**

Data from the analysis regarding the effectiveness of using YouTube teaching media in congregational prayer teaching materials on student learning skills in class 7A MTs Al-Khairiyah Badamusalam can be concluded as follows: The average skill of students before the treatment using YouTube teaching media in congregational prayer teaching materials was 63.18 percent. Before applying the YouTube learning media mentioned above, student achievement was below average because they had not yet reached standard 70. This is because students had not receive teaching materials through the use of YouTube in the learning process. The mean of students' learning skills after receiving treatment using teaching media reached a score of 87.95, and the highest score obtained was 95, and the lowest score was 50. This explains that students' skills showed improvement through the use of YouTube teaching media. Students' learning skills using YouTube media are effective in

teaching material for congregational prayers. It is said to be effective, because based on the level of skills possessed by students, it is known that the mean level of mastery is high, namely 87.95 points, and student learning completion reaches 09.90 percent. Thus, it was explained that there was an increase in learning skills before and after treatment was given using YouTube teaching media in improving students' learning skills on congregational prayer teaching materials.

## References

- Afif, A., Susanto, E., & Hermawansa. (2020). Efek terhadap Hasil Belajar Siswativitas Penggunaan Media Youtube. *Jurnal Computer Ang Informatics Education Review*, 1, 5–9.
- Agus, S., Gunandi, A. A., & Jaya, S. A. (2020). Penggunaan youtube sebagai Media Pembelajaran Jarak Jauh pada Kelas 3 SD Islam an-Nizomiyah. In *Prosiding SEMNASLIT LPPM UMJ* (pp. 161–171). <https://ojs.uniska-bjm.ac.id>.
- Arsyad, A. (2002). *Media Pembelajaran*. Raja Grfiindo Persada.
- Hasmiza, & Humaidi, N. (2023). Efektivitas Youtube sebagai Media Pembelajaran Pendidikan Agama Islam di Era Digitalisasi. *Research and Development Jurnal of Education*, 9, 98.
- Indarsih, Mike, & Pangerstu, D. (2021). Pemanfaatan Platform Youtube sebagai Media Pembelajaran Pembelajaran dalam Meningkatkan Kreativitas Mahasiswa Universitas Bina Sarana Informatika. *Jurnal Arab Juara*, 6, 43–52.
- Lai, W. Y. W., Yang, C., & Chu, S. K. W. (2021). Applying social media to scaffold university students' inquiry group project work-theoretical and practical implications. *Journal of Information Technology Education: Research*, 20(61).
- Lusiani, Herawati, D., & Taofik, B. I. (2022). Efektivitas Penggunaan Media Youtube sebagai Media Pembelajaran terhadap Hasil Belajar Siswa Kelas X Materi Keanekaragaman Hayati. *Jurnal Live Scince*, 4, 44.
- Muthoharoh, T., Kurnia, M. dewi, & Hasanudin, C. (2022). Pemanfaatan Aplikasi Youtube untuk Media Pembelajaran. *Jurnal Bahasa, Sastra, Dan Pengajaran*, 1, 98.
- Novita, L., Sukmanasa, E., & Pratama, M. Y. (2019). Penggunaan Media Pembelajaran Vidio terhadap Hasil Belajar Siswa SD. *Indonesia Journal of Primary*, 3, 64–72.
- Pangestu, A., Fatah, M. F., Untsa, A., & Lailiyah, S. (2022). Efektivitas Penggunaan Media Youtube dan Quiziz dalam Meningkatkan Motivasi Belajar Siswa Madrasah Ibtidaiyah. *Jurnal Basicedu*, 6, 8776.
- Rofiana, H. F. (2020). *Pengaruh Intensitas Penggunaan Youtube Terhadap Perilaku Keagamaan Santri Putri Ponpes Darun Najah Jerakah Tugu Semarang*. UIN Walisongo Semarang.

- Setiadi, E. F., Azmi, A., & Indrawadi, J. (2019). Youtube Sebagai Sumber Belajar Generasi Milenial. *Journal of Civic Education*, 2(4).
- Sistadewi, M. A. (2021). Penggunaan Media Youtube Dalam Pembelajaran Bahasa Indonesia Pada Masa Sekolah Tatap Muka Terbatas. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, 10(2), 186–194. [https://doi.org/10.23887/JURNAL\\_BAHASA.V10I2.693](https://doi.org/10.23887/JURNAL_BAHASA.V10I2.693)
- Tanambunan, T. M., & Siahian, C. (2022). Pemanfaatan Youtube sebagai Media Komunikasi Massa di Kalangan Pelajar. *Jurnal Ilmu Komunikasi*, 5, 14.
- Tisara, L. (2023). Pengertian, Fungsi, Dan Jenis-jenis Media. In *Liputan6.com* (p. 1). <https://www.liputan6.com>.
- Yusriani, Y, N. M. & S. . (2022). Pemanfaatan Aplikasi Youtube sebagai Media Pembelajaran Bahasa Indonesia. *Jurnal Multidisiplin Dehasen*, 1, 215–218.
- Zulhijah, R. (2022). *Pengaruh Media Pembelajaran Video Youtube Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Tematik Tema 8 Materi Ipa (Siklus Air) Kelas V MI Darul Hidayah Plus Tangerang*. UIN Syarif Hidayatullah Jakarta.