IMPLEMENTATION OF YOUTUBE MEDIA IN THE DIGITAL ERA TO IMPROVE THE QUALITY OF QUR'AN HADITH LEARNING IN MADRASAH

Lalu Sayuti
Faculty of Education and Teacher Training, Sjech M. Djamil Djambek State Islamic University, Bukit tinggi
lalusayuti12@gmail.com

Supratman
Faculty of Education and Teacher Training, Sjech M. Djamil Djambek State Islamic University, Bukit tinggi
supratman@uinbukittinggi.ac.id

Yusri Yaldi
Faculty of Education and Teacher Training, Sjech M. Djamil Djambek State Islamic University, Bukit tinggi
yusriyaldi@gmail.com

Agus Salim
Faculty of Education and Teacher Training, Sjech M. Djamil Djambek State Islamic University, Bukit tinggi
agussalaim@gmail.com

ABSTRACT
Digital era learning media can enhance quality and facilitate teachers and students in teaching and learning activities. YouTube is a very popular online video-sharing platform. Users can watch, upload, and share videos easily. Its content is highly diverse, ranging from Islamic film clips, Qur'an recitations, to Qur'an educational videos and tutorials. Currently owned by Google, YouTube is the second most popular site in the world. YouTube can provide learning to humans in the form of edited videos on the application. It helps students understand complex subject matter, bridge understanding gaps, and improve learning effectiveness. This application is highly favored by teachers and students because the videos presented are well-structured and can even deliver learning in a short time. This study employs library research, an approach involving in-depth analysis of literature. It discusses the implementation of YouTube in Qur'an Hadith learning in Madrasah, including how to use the application, its advantages and disadvantages, and its goal for teachers and students to use this media effectively. Thus, this study aims to provide more accurate information, relevance, and how to utilize YouTube in Qur'an and Hadith learning effectively. Therefore, it is necessary to integrate technology appropriately and effectively in learning, as well as develop teacher competencies in managing technology-based learning.
Keywords: *Implementation, YouTube, Learning, Digital Era*

INTRODUCTION

The rapid development of science and technology in the digital era has influenced daily life (Setiyadi et al., 2021), including the field of education (Liam et al., 2023). Technological advancements have brought innovation and creativity to learning. With these advancements, learning resources can now extend beyond teachers to include media that create an engaging and enjoyable learning environment. Technology based learning media provide convenience and access for teachers and students to enhance

creativity in creating digitally-oriented teaching and learning activities (Souza & Debs, 2024). Various types of technology and learning media are now easily accessible, making the learning environment more flexible in terms of space and time (Anggiana & Gunawan, 2023). The use of learning media is beneficial for increasing direct interaction between teachers and students, motivating students to explore and expand their knowledge (Pangesti et al., 2017).

One technology-based learning media widely used in teaching activities is YouTube (Cholik et al., 2023). In the digital era, information and entertainment have become essential commodities. Amid the hustle and bustle of life, YouTube is like an oasis in the desert, offering easy access to a colorful world through videos. This video-sharing platform has revolutionized how we consume information, learn, and connect with the world. YouTube was born in 2005, founded by three former PayPal employees: Chad Hurley, Steve Chen, and Jawed Karim. Initially, the platform was used to share short videos between individuals. However, as it developed, YouTube transformed into a social media giant hosting millions of videos in various categories, from music, education, comedy, to lifestyle (Cilesiz, 2011). YouTube's popularity is due to its ease of use. Users can access YouTube from various devices, including computers, smartphones, tablets, and smart TVs (Abdullah et al., 2023). Additionally, YouTube offers various interesting features such as comments, likes, dislikes, and subscriptions, allowing users to interact with videos and content creators.

YouTube's diverse content is the main attraction of this platform. Users can find various information and entertainment according to their interests (B. Kim et al., 2024). For students, YouTube offers educational videos that can help them in learning (Mulya et al., 2023). For music lovers, YouTube provides music videos from various genres. For those who want to learn to cook, YouTube offers various cooking tutorial videos. For those seeking entertainment, YouTube provides comedy videos, vlogs, and films. Moreover, YouTube also serves as a platform for content creators to showcase their talents and creativity. Many content creators have gained popularity and income through YouTube, indicating that YouTube is not just a platform for watching videos but also a platform for creating and entrepreneurship.

However, behind its popularity, YouTube also has its negative sides. One major concern is negative content, such as violent videos, pornography, and hate speech (González-Neira et al., 2022). YouTube has taken various measures to address these issues, such as implementing content filters and collaborating with authorities. Despite these challenges, YouTube remains a very popular video-sharing platform. It has changed the way we consume information, learn, and connect with the world. YouTube is a window to the world in the palm of your hand, providing easy and quick access to various information and entertainment.

To support the idea of this research, previous research is needed to strengthen arguments regarding the application of YouTube in learning. Several national and international journals have found discussions related to the use of YouTube that are relevant to this research, including research by Purwanti et al. (2022) which revealed that YouTube as a media can increase student interaction and involvement in learning activities and provide fast access to convey information. Apart from that, research by Peters et al. (2021) revealed that the use of YouTube in learning is based on ethical and moral values that uphold academic values.

The novelty of this research is designing Al Qur'an Hadith learning by utilizing YouTube as a relevant media in this digital era. Consistent and directed use of YouTube media will improve students' understanding and skills in studying the Qur'an and Hadith in madrasas. This research aims to apply YouTube to learning the Qur'an by using the YouTube application, its advantages and disadvantages, as well as instructions for use by teachers and students can use this media effectively. It is hoped that this research can answer relevance, more accurate information, and how to use YouTube for better learning. It is hoped that it can provide insight into how technology, especially YouTube media, can be integrated effectively in the context of religious education (Mutaqin et al., 2024). The results of this research can also provide recommendations for curriculum development and learning strategies in madrasas.

METHODS

This study uses library research, an approach involving in-depth analysis of literature or references relevant to the topic (Adlini et al., 2022). Reference sources can include scientific articles, books, journals, research reports, the internet, and other previously published sources (Darmalaksana, 2020). The aim of this method is to understand, organize, and analyze existing information in the literature to form a better understanding of the discussed or researched topic. This process helps researchers identify previous research developments, knowledge gaps, and future research directions. In this study, we describe and conclude the implementation of YouTube media in Qur'an Hadith learning using primary and secondary data from several journals listed in the references. Findings and discussions will then be concluded using data collection, data presentation, and conclusion drawing procedures.

RESULTS AND DISCUSSION
Research Results

YouTube is a video-sharing site originating from the United States, created by three former PayPal employees in February 2005 (Bergen, 2022). This website allows users to upload, watch, and share videos. The company is headquartered in San Bruno,

California, and uses Adobe Flash Video and HTML5 technologies to display various user-generated video content, including movie clips, TV clips, and music videos. Additionally, amateur content such as video blogs, original short videos, and educational videos are also available on the site.

Most of the content on YouTube is uploaded by individuals, although media companies such as CBS, BBC, Vevo, Hulu, and other organizations have uploaded their material to the site as part of the YouTube partnership program (Bergen, 2022; Pattier, 2021). Unregistered users can watch videos, while registered users can upload an unlimited number of videos. Videos deemed offensive can only be viewed by registered users aged 18 and above. In November 2006, YouTube, LLC was purchased by Google for US$1.65 billion and officially operates as a Google subsidiary.

YouTube was founded by Chad Hurley, Steve Chen, and Jawed Karim, who were previously the first employees of PayPal. Hurley studied design at Indiana University of Pennsylvania, while Chen and Karim studied computer science at the University of Illinois at Urbana-Champaign. According to a story repeatedly published in the media, Hurley and Chen developed the idea for YouTube in early 2005 after experiencing difficulty sharing dinner party videos at Chen's apartment in San Francisco. Karim was not present at the party and denied it ever happened, while Chen commented that the idea for YouTube came about after the party, seemingly reinforced by marketing methods centered on creating consumer-friendly stories.

In this digital era, Information and Communication Technology has rapidly developed and permeated various fields, including education. One of the digital platforms widely used in education is YouTube. YouTube offers various educational videos that can be utilized to improve the quality of learning in madrasas, including Qur'an Hadith learning.

The use of YouTube in Qur'an Hadith learning has several benefits (Annas et al., 2022), including: a) Increasing students' motivation and interest in learning: Engaging and interactive videos on YouTube can enhance students' motivation and interest in learning Qur'an Hadith; b) Facilitating material comprehension: Videos with clear visualization and crisp audio can help students understand Qur'an Hadith material more easily; c) Enhancing the variety of learning methods: Using YouTube can add variety to learning methods in madrasas, making learning more engaging and less monotonous; d) Expanding learning access: YouTube can be accessed anytime and anywhere, allowing students to study Qur'an Hadith outside of class hours in madrasas; and e) Enhancing student participation and interaction: The comment and discussion features on YouTube can encourage student participation and interaction in Qur'an Hadith learning.

Here are some strategies that can be applied in implementing YouTube in Qur'an Hadith learning (Yuliasih, 2022):

1. Selecting videos that align with the learning material: Teachers must choose videos that match the learning material and the students' level of understanding.

2. Creating learning guides: Teachers can create learning guides containing questions and assignments related to the videos watched by students.

3. Conducting discussions: Teachers can hold classroom discussions to review the material learned from the videos.

4. Assigning tasks: Teachers can assign students to create videos related to the Qur'an Hadith material they have studied.

5. Monitoring YouTube usage: Teachers must monitor students' use of YouTube to ensure that they use it for learning purposes.

Here are some challenges and solutions in implementing YouTube in Qur'an Hadith learning (Hasan, 2021): a) Limited internet access: Not all madrasas have adequate internet access. The solution is for teachers to download YouTube videos beforehand and then play them in class; b) Inappropriate YouTube content: There is much content on YouTube that does not align with Islamic values. The solution is for teachers to filter the content that will be watched by students; and c) Teachers' skills in using YouTube: Not all teachers are skilled in using YouTube. The solution is to provide training for teachers on using YouTube in learning.

YouTube has had a significant impact on various aspects of society (Osman et al., 2022). Here are some impacts of YouTube:

1. Education: YouTube offers various educational videos that can help students learn, improving access to education and the quality of teaching and learning.

2. Entertainment: YouTube provides various entertainment videos that the public can enjoy, helping to relieve stress and improve quality of life.

3. Economy: YouTube serves as a platform for content creators to showcase their talents and creativity, creating new job opportunities and increasing public income.

4. Communication: YouTube allows people to connect with the world, enhancing communication and interaction between individuals and communities.

5. Politics: YouTube serves as a platform for politicians and activists to convey their messages to the public, increasing political participation and promoting democracy.

YouTube continues to develop and innovate to provide the best experience for its users. Here are some predictions about the future of YouTube: a) More personalized content: YouTube will use more advanced algorithms to provide users with more personalized content; b) More immersive content: YouTube will offer more immersive content, such as 360-degree videos and virtual reality videos; c) More interactive content: YouTube will offer more interactive content, such as live videos and videos that

allow users to interact with the content; d) More educational content: YouTube will offer more educational content to help students learn; e) More creative content: YouTube will continue to be a platform for content creators to showcase their talents and creativity more freely.

YouTube has become an integral part of society in the digital era (Ammar et al., 2024; Dahri et al., 2024; M. Kim et al., 2020; Wahyono et al., 2023; Zhou, 2024). This platform will continue to develop and innovate to provide the best experience for its users and positively impact society in various fields. Here are some strategies that can be applied in implementing YouTube in Qur'an Hadith learning:

1. Selecting videos that align with the learning material: Teachers must choose videos that match the learning material and the students' level of understanding.
2. Creating learning guides: Teachers can create learning guides containing questions and assignments related to the videos watched by students.
3. Conducting discussions: Teachers can hold classroom discussions to review the material learned from the videos.
4. Assigning tasks: Teachers can assign students to create videos related to the Qur'an Hadith material they have studied.
5. Monitoring YouTube usage: Teachers must monitor students' use of YouTube to ensure that they use it for learning purposes.

Here are some challenges and solutions in implementing YouTube in Qur'an Hadith learning:

1. Limited internet access: Not all madrasas have adequate internet access. The solution is for teachers to download YouTube videos beforehand and then play them in class.
2. Inappropriate YouTube content: There is much content on YouTube that does not align with Islamic values. The solution is for teachers to filter the content that will be watched by students.
3. Teachers' skills in using YouTube: Not all teachers are skilled in using YouTube. The solution is to provide training for teachers on using YouTube in learning.

The research results show that this study found several outcomes related to the implementation of using YouTube media in the digital era to improve the quality of Qur'an Hadith learning in madrasas, namely:

1. Increased Student Motivation to Learn: The use of YouTube media can enhance student motivation in learning Qur'an Hadith. This is because YouTube media presents engaging, interactive content that is easily understood by students.
2. Improved Understanding of Learning Material: YouTube media has been proven to help students better understand Qur'an Hadith learning materials. The visual and audio content presented in YouTube media can help students visualize abstract concepts in Qur'an Hadith.

3. Improved Ability to Read and Memorize the Qur'an: The use of YouTube media can enhance students' abilities to read and memorize the Qur'an. Features such as slow motion, rewind, and repeat on YouTube enable students to learn more focused and effectively.

4. Improved Understanding of Hadith: YouTube media can help students better understand Hadith. Video content featuring explanations of Hadith by competent scholars or clerics can assist students in understanding the meaning and context of Hadith.

Discussion

YouTube is an American video-sharing site created by three former PayPal employees in February 2005. This website allows users to upload, watch, and share videos. The company is headquartered in San Bruno, California, and uses Adobe Flash Video and HTML5 technologies to display various user-generated video content, including movie clips, TV clips, and music videos. Additionally, amateur content such as video blogs, original short videos, and educational videos are also available on the site.

YouTube was founded in 2005 by three former PayPal employees: Chad Hurley, Steve Chen, and Jawed Karim. Initially, the platform was only used to share short videos among individuals. However, as it developed, YouTube transformed into a social media giant hosting millions of videos in various categories, ranging from music, education, comedy, to lifestyle. YouTube's popularity is due to its ease of use. Users can access YouTube from various devices, including computers, smartphones, tablets, and smart TVs. Additionally, YouTube offers various interesting features such as comments, likes, dislikes, and subscriptions, allowing users to interact with videos and content creators.

To support the ideas of this research, previous studies are needed to strengthen the argument regarding the application of YouTube in learning. Several national journals have discussed the use of YouTube relevant to this research, including a study by Purwanti et al. (2022) which revealed that YouTube as a medium can increase student interaction and engagement in learning activities and provide quick access to information delivery. Additionally, Peters et al. (2021) study revealed that the use of YouTube in learning is based on ethical and moral values that uphold academic standards.

The findings of this study indicate that the use of YouTube media in the digital era has great potential to improve the quality of Qur'an Hadith learning in madrasas. YouTube media has several advantages that can support the learning process, such as: a) Engaging and Interactive Content: YouTube media provides various engaging and interactive content, such as animated videos, educational videos, and lectures. These contents can attract students' attention and make them more focused on learning. b)

Ease of Access: YouTube media can be easily accessed through various devices, such as computers, smartphones, and tablets. This allows students to learn anytime and anywhere they want. c) Features that Support Learning: YouTube media offers various features that support learning, such as slow motion, rewind, repeat, and subtitles. These features allow students to learn more effectively and efficiently.

However, it should be noted that using YouTube media in Qur'an Hadith learning also faces several challenges, such as:

1. Limited Internet Access: Not all madrasas have adequate internet access. This can hinder students from using YouTube media for learning.
2. Digital Literacy Skills: Students need to have good digital literacy skills to use YouTube media responsibly and effectively.
3. Teacher Guidance: Teachers need to provide clear guidance and direction to students in using YouTube media for learning. This is important so that students can maximize the use of YouTube media and not get distracted by unbeneficial content.

This study shows that the use of YouTube media in the digital era has great potential to improve the quality of Qur'an Hadith learning in madrasas. YouTube media has several advantages that can support the learning process, such as engaging and interactive content, ease of access, and features that support learning. However, it should be noted that using YouTube media in Qur'an Hadith learning also faces several challenges that need to be addressed. Therefore, collaboration between madrasas, teachers, and parents is needed to ensure that YouTube media is used effectively and responsibly in Qur'an Hadith learning.

CONCLUSION

The implementation of the use of YouTube media in the context of Qur'an Hadith learning in madrasas shows great potential to improve the quality of religious education. In this research, it has been identified that the use of YouTube can be effective in facilitating easy and broad access to religious learning content, allowing students to learn independently and flexibly. This study also revealed several challenges that need to be overcome, such as the availability of adequate technological infrastructure, training for teachers to integrate technology in teaching, and attention to the quality of content provided on the YouTube platform.

Overall, this implementation can make a significant contribution in increasing students' understanding of the Qur'an and Hadith, as well as developing their skills in utilizing digital technology for religious learning. Recommendations from this research can help decision makers in madrasas to develop more effective strategies in integrating YouTube media in their religious curriculum, with the ultimate goal of achieving religious education that is more adaptive and responsive to current developments.

REFERENCE

Abdullah, D., Sastraatmadja, A. H. M., Lestari, N. C., Saputra, N., & Al Haddar, G. (2023). Implementation of youtube as a learning media in the new normal era. *Cendikia: Media Jurnal Ilmiah Pendidikan*, *13*(3), 476–481. https://doi.org/https://doi.org/10.35335/cendikia.v13i3.3464

Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode Penelitian Kualitatif Studi Pustaka. *Edumaspul: Jurnal Pendidikan*, *6*(1), 974–980. https://doi.org/10.33487/edumaspul.v6i1.3394

Ammar, M., Al-Thani, N. J., & Ahmad, Z. (2024). Role of pedagogical approaches in fostering innovation among K-12 students in STEM education. *Social Sciences & Humanities Open*, *9*, 100839. https://doi.org/https://doi.org/10.1016/j.ssaho.2024.100839

Anggiana, A., & Gunawan, A. (2023). Challenges and Opportunities for Human Resource Management in the Industrial Era 4.0: Focus on the Integration of Technology and Human Resources. *Jurnal Ekonomi Dan Bisnis Digital*, *1*(2), 252–258. https://jurnal.ittc.web.id/index.php/jebd/article/view/428

Annas, I., Permana, I., & Ramli, A. A. (2022). Science Learning with The Qur'an and Hadith Through Audiovisual Media (Video) to Improve Concept Mastery and Religious Attitude. *JSEP (Journal of Science Education and Practice)*, *6*(2), 107–118. https://doi.org/10.33751/jsep.v6i2.5855

Bergen, M. (2022). *Like, Comment, Subscribe: Inside YouTube's Chaotic Rise to World Domination*. Penguin.

Cholik, M., Umaroh, S. T., Rijanto, T., & Soeryanto, S. (2023). Youtube as an alternative to learning media: a case study. *Jurnal Pendidikan Teknologi Dan Kejuruan*, *29*(1). https://doi.org/https://doi.org/10.21831/jptk.v29i1.49115

Cilesiz, S. (2011). A phenomenological approach to experiences with technology: Current state, promise, and future directions for research. *Educational Technology Research and Development*, *59*, 487–510. https://doi.org/https://doi.org/10.1007/s11423-010-9173-2

Dahri, N. A., Yahaya, N., Al-Rahmi, W. M., Aldraiweesh, A., Alturki, U., Almutairy, S., Shutaleva, A., & Soomro, R. B. (2024). Extended TAM based acceptance of AI-Powered ChatGPT for supporting metacognitive self-regulated learning in education: A mixed-methods study. *Heliyon*, *10*(8), e29317. https://doi.org/https://doi.org/10.1016/j.heliyon.2024.e29317

Darmalaksana, W. (2020). Metode penelitian kualitatif studi pustaka dan studi lapangan. *Pre-Print Digital Library UIN Sunan Gunung Djati Bandung*.

González-Neira, A., Vázquez-Herrero, J., & Quintas-Froufe, N. (2022). Convergence of linear television and digital platforms: An analysis of YouTube offer and consumption. *European Journal of Communication*, *37*(4), 426–442. https://doi.org/https://doi.org/10.1177/02673231211105472

Hasan, K. (2021). Utilization Of Social Media In Islamic Religious Education Learning (Problem Analysis And Solutions). *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, *4*(2). https://doi.org/https://doi.org/10.37758/jat.v4i2.287

Kim, B., Lin, H., & Kim, Y. (2024). Interplay of agenda setters in the digital age: The associative issue network between news organizations and political YouTube channels. *Computers in Human Behavior*, *155*, 108169. https://doi.org/https://doi.org/10.1016/j.chb.2024.108169

Kim, M., Lee, H., & Kwak, J. (2020). The changing patterns of China's international standardization in ICT under techno-nationalism: A reflection through 5G standardization. *International Journal of Information Management*, *54*, 102145. https://doi.org/https://doi.org/10.1016/j.ijinfomgt.2020.102145

Liam, L., Hui, H., & Carsten, L. (2023). Utilization of ICT in Learning the History of Islamic Culture. *Scientechno: Journal of Science and Technology*, *2*(1), 64–79. https://doi.org/10.55849/scientechno.v2i1.49

Mulya, M. A., Maryanti, R., Wulandary, V., & Irawan, A. R. (2023). The effectiveness of youtube media to improve knowledge and literacy of elementary school students. *Indonesian Journal of Educational Research and Technology*, *3*(1), 19–24. https://doi.org/https://doi.org/10.17509/ijert.v3i1.38689

Mutaqin, M. Z., Lestari, D. A., Solihin, S., Al-Ayyubi, I. I., & Rahmawati, S. (2024). Factors in Religious Culture to Increase Tolerant Attitude of Gen-Z Among Urban Muslims. *Akademika: Jurnal Pemikiran Islam*, *29*(1), 73–86. https://doi.org/https://doi.org/10.32332/akademika.v29i1.9145

Osman, W., Mohamed, F., Elhassan, M., & Shoufan, A. (2022). Is YouTube a reliable source of health-related information? A systematic review. *BMC Medical Education*, *22*(1), 382. https://doi.org/https://doi.org/10.1186/s12909-022-03446-z

Pangesti, K. I., Yulianti, D., & Sugianto, S. (2017). Bahan ajar berbasis STEM (Science, Technology, Engineering, and Mathematics) untuk meningkatkan penguasaan konsep siswa SMA. *UPEJ Unnes Physics Education Journal*, *6*(3), 53–58.

Pattier, D. (2021). Science on Youtube: successful edutubers. *TECHNO REVIEW. International Technology, Science and Society Review/Revista Internacional de Tecnología, Ciencia y Sociedad*, *10*(1), 1–15. https://doi.org/https://doi.org/10.37467/gka-revtechno.v10.2696

Peters, M. A., White, E. J., Besley, T., Locke, K., Redder, B., Novak, R., Gibbons, A., O'Neill, J., Tesar, M., & Sturm, S. (2021). Video ethics in educational research involving children: Literature review and critical discussion. *The Methodology and Philosophy of Collective Writing*, 292–313.

Purwanti, N. K. R., Suwastini, N. K. A., Adnyani, N. L. P. S., & Kultsum, U. (2022). Youtube videos for improving speaking skills: The benefits and challenges according to recent research in EFL context. *Jurnal Pendidikan Teknologi Dan Kejuruan*, *19*(1), 66–75. https://doi.org/https://doi.org/10.23887/jptk-undiksha.v19i1.41108

Setiyadi, H., Isnaeni, W., & Ellianawati, E. (2021). ICT-Based Authentic Assessment System Development to Measure Students' Responsibility, Cognitive, and Teamwork Skill. *Journal of Primary Education*, *10*(4), 497–512. https://doi.org/10.15294/JPE.V10I4.54382

Souza, A. S. C. de, & Debs, L. (2024). Concepts, innovative technologies, learning approaches and trend topics in education 4.0: A scoping literature review. *Social*

Sciences & Humanities Open, *9*, 100902. https://doi.org/https://doi.org/10.1016/j.ssaho.2024.100902

Wahyono, B., Rapih, S., & Boungou, W. (2023). Unleashing the wordsmith: Analysing the stock market reactions to the launch of ChatGPT in the US Education sector. *Finance Research Letters*, *58*, 104576. https://doi.org/https://doi.org/10.1016/j.frl.2023.104576

Yuliasih, M. (2022). The Strategy Using Youtube As Da'wah Media Today. *Jurnal Da'wah: Risalah Merintis, Da'wah Melanjutkan*, *5*(1), 29–41. https://doi.org/https://doi.org/10.38214/jurnaldawahstidnatsir.v5i1.128

Zhou, T. (2024). The role of pre-service physical education teachers in physical education – A bibliometric and systematic review. *Heliyon*, e28702. https://doi.org/https://doi.org/10.1016/j.heliyon.2024.e28702