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# The Use of Youtube Video Media to Improve Student Learning Outcomes in Islamic Education Learning at SMA Negeri 5 Padang

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using YouTube video media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that YouTube video media can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 54.71%, the first cycle 69.39% and in the second cycle it increased to 90.16%. Thus, the use of YouTube video media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Youtube video, learning media, learning outcome.

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## INTRODUCTION

Islamic religious education is one of the most important subjects among the many subjects in elementary school. This is considered important, because the purpose of Islamic Religious Education subjects in elementary schools is to instill Islamic religious values in the character of students so that they can make students believe and fear Allah SWT. To maximize the learning objectives of Islamic religious education, Islamic religious education teachers must have different learning methods. The learning methods that are often used in learning are traditional (lectures), discussions, questions and answers, demonstrations, tests, statements and excursions. Traditional learning is a way of delivering material to students through lectures or oral communication. This method is the most practical, economical and does not require many tools. Meanwhile, the discussion method is a teaching method that is closely related to problem-solving learning. This method is also usually applied in groups or group discussions. The discussion method is a learning method in which information, opinions and elements of experience are

exchanged regularly with the aim of achieving a complete, clear and thorough understanding of something or preparing and finalizing a joint decision.

In addition, the question and answer method is a teaching method that allows direct two-way communication, because it creates a simultaneous dialogue between teachers and students. The teacher asks for an answer from the student or the student asks for an answer from the teacher. In this communication, there is a direct two-way relationship between teachers and students. The next method is the demonstration method which is a teaching method that is quite effective because it helps students find their own answers based on facts. Relevant demonstrations are teaching methods that show how things happen. The demonstration method is a teaching method that is quite effective because it helps students get answers by observing a certain process or event. While the experimental method is a method that is not only a teaching method, but also a thinking method, because experiments can use other methods, ranging from collecting information to drawing conclusions. The next learning method is recitation. The recitation learning method is a learning method where students make a summary of the material delivered by the teacher by writing it on paper and using their own language.

For example, the subject of Islamic Religious Education at SMA Negeri 5 Padang class X uses more traditional learning methods (lectures) and questions and answers. In reality, the traditional learning method (lecture) has weaknesses, namely, (1) students become passive; (2) learning is boring and students are sleepy; (3) forced listening; (4) students' visual learning styles are boring and unable to inform or acquire knowledge, this can be very attractive to children with auditory learning styles; (5) the evaluation of the learning process is difficult to control because there are no clear credit points; (6) the teaching process shifts to vocabulary or focuses only on word comprehension.

In addition, the question and answer method also has weaknesses, namely (1) it takes a long time, (2) it cannot be used for large groups, (3) participants only receive limited information, (4) it is controlled by the person who does it. want to talk or want to stand out from the crowd.

The weakness of traditional learning methods and question and answer causes a phenomenon observed in the learning of Islamic Religious Education Class X at SMA Negeri 5 Padang. About the phenomenon that appears, especially in the Asmaul Husna material, namely students sleep and make noise in the classroom, and the learning outcomes of some students do not reach the minimum limit. Learning outcomes in the classroom as an indicator of the achievement of learning goals cannot be separated from factors that affect learning outcomes. Sugihartono et al. (2007:76-77) mentioned the factors that affect learning outcomes as follows: (1). Internal factors are factors that exist in individual learning. Internal factors include physical factors and psychological factors. (2). External factors are factors that are outside the individual. External factors include family, school and community factors. One of the external factors of the school factor is different learning styles.

Regarding the learning method that correlates with student learning outcomes, the author thinks that the achievement of learning outcomes above the minimum threshold is due to the fact that the method of Islamic religious teachers only uses conventional learning methods (lectures) and questions and answers. Therefore, the problems that arise must be explored through the development of learning methods. An alternative solution to this problem is to develop a learning method using educational videos, both youtube and teacher-made. As an alternative to solving these problems, the development of a learning method using video media was chosen because it is related to the development of a learning system related to the era of the Industrial Revolution 4.0 which is marked by the rapid development of science and technology and is appreciated. from the students. By developing a learning method with the help of videos, it is hoped that student learning outcomes will not decrease, but even increase. In this regard, the author as a teacher of Islamic Religious Education at SMA Negeri 5 Padang is interested in conducting research on classroom actions related to the development of learning methods

that use Youtube video media to improve student learning outcomes in Islamic Religious Education subjects, especially the material Avoiding Angry Attitudes in Class X of SMA Negeri 5 Padang.

## METHODS

The type of research on the use of YouTube videos as a learning medium to improve the learning outcomes of Class X students in Islamic Religious Education subjects on the material of avoiding angry attitudes is a mixed method. The mixed research method is a research approach that combines or combines qualitative and quantitative forms. In this approach, two research approaches are combined, which further increases the strength of research. This method is used because it aims to provide more facts when studying research problems, complete the description of research results on the phenomenon being researched and strengthen research analysis. The mixed method strategy used in this study is an embedded simultaneous strategy. Mixed method strategies that utilize quantitative and qualitative data collection phases, respectively. The Simultaneous Embedded Strategy has a primary methodology that guides the project and a secondary database that supports the research process.

How to determine the right research variables for the smooth running of a research includes, 1) determining the main problem; 2) finding problem factors; 3) preparing variable research theories; 4) research preparation; 5) seeking and understanding research. Research variables have various types or types that are divided based on their nature, urgency, and also the type of scale of measure. Based on its nature, there are two types of research variables, namely dynamic variables and static variables. Based on its urgency or importance, the research variables consist of conceptual variables and factual variables. There are two types of research variables based on the type of measurement scale, namely nominal variables and continuums.

In addition to discussing the meaning of each, when studying populations and samples, it is also necessary to know the difference between the two. Considering that these populations and samples are indeed interconnected and even discuss the same object, namely a unit of the research object, many give the same definition. The difference between population and sample lies in terms of numbers. The population is the whole of the research object in this case is all students of class X of SMA Negeri 5 Padang, while the sample is a small part or half of the object of the research, in this case considering the number of students in class X of SMA Negeri 5 Padang the number of students is 396 people, so the researcher tries to do time and energy efficiency by taking a sample of 36 students.

There are two types of data in general, namely quantitative data and qualitative data. The data collection techniques used in this study are observation methods and documentation methods. The data analysis technique used in this study is inductive data analysis. Inductive data analysis is the drawing of conclusions departing from specific facts, to then draw conclusions in general. The steps to analyze the data in this study are, 1) Data Collection; 2) Data Reduction; 3) Display Data; 4) Conclusions

## RESULTS

This Class Action Research (PTK) was carried out at the State High School 5 Padang. The subjects of the study were 36 students in class X, consisting of 18 men and 18 women. The problem is the low learning outcomes of students on the material on the benefits of avoiding liver disease (Angry attitude). Therefore, a class action was planned in an effort to improve student learning outcomes through Youtube Video Media on the benefits of avoiding liver disease (Angry attitude) for class X students. The purpose of this study is to improve the learning outcomes of Islamic Religious Education and Ethics subjects for students in class X of SMA Negeri 5 Padang. This research was carried out in 2 cycles and 1

meeting each, each meeting consisted of 2 hours of lessons (2 x 45 minutes). Learning outcome data was obtained from the results of tests conducted at the end of each cycle (first and second cycles). Initial Conditions This study is based on the results of observations in class X of SMA Negeri 5 Padang, where the researcher found a problem, namely the low learning outcomes of students in the subject of Islamic Religious Education and Ethics in class X, which was marked by 36.84% who had not completed their studies.

In learning Islamic Religious Education and Ethics in class X, there are several difficulties experienced by students in receiving subject matter, so that students are slow in working on the questions given by the teacher. Students have difficulty understanding subjects that require concrete examples and reasoning, students have difficulty answering when asked questions about the subject matter being taught. One of the reasons is the ineffective use of the model used by teachers in learning Islamic Religious Education and Ethics in class X.

Referring to the initial conditions above, the researcher developed a Learning Method that uses Youtube Video Media. The development of Learning Methods that use Youtube Video Media is expected to make learning activities more interesting and interactive by involving active students in it, and with the Development of Learning Methods that use Youtube Video Media, it is expected to improve student learning outcomes. This class action research is carried out in two cycles.

From the observations made by teachers during learning, there are still students who have not been actively involved in the learning process, and there are still those whose scores have not reached the KKM, namely 15 students or 41.66%. From the observation data of the above research, it can be seen that there are 36 students or 100% of whom each student is ready to carry out the learning process, pay attention to learning objectives, and do assignments that have been given by the teacher. However, there are 10 students or 27.77% who are less actively involved in learning, and pay attention to teachers in conveying learning meters. Thus, the learning process in cycle I can be said to be not satisfactory or maximum and not in accordance with the expected value target. Therefore, the researcher seeks to improve learning again in cycle II to further improve student learning outcomes.

The observations made by the teacher during the learning process are that all students are actively involved in the learning process and all the knowledge is completed on the KKM. From the research observation data, it can be seen that there are 36 students or 100% of whom each student is ready to carry out the learning process, pay attention to learning objectives, and do the tasks that have been given by the teacher. In the observation for teachers in this cycle, it has been found that teacher activities are fully in accordance with the learning module and the learning results are 100 percent successful. Thus, the learning process in cycle II can be said to be satisfactory or maximum.

## DISCUSSION

The use of YouTube videos in learning in high school can be a very effective method to improve student learning outcomes. Videos, with their visuals and audio, allow the subject matter to be delivered in a more engaging and easy-to-understand way. In the context of high school, where students often encounter complex and abstract material, such as math, physics, or chemistry, videos can make it easier for them to understand those concepts through more concrete explanations. For example, a scientific experiment or a difficult mathematical process can be clearly demonstrated through visual demonstrations in videos, so students can see the steps and their applications in real life. In addition, YouTube videos provide more flexible access for students to learn anytime and anywhere. This supports the concept of technology-based learning that allows students to access more subject matter than they received in class. With learning videos, students can replay explanations that they find difficult to understand, giving them the opportunity to learn at a pace that suits their individual abilities.

Videos can also enrich learning with a variety of sources and viewpoints, given that YouTube provides different types of content created by different parties, including teachers, experts, or even the students themselves, offering diverse perspectives. YouTube videos can also increase student engagement in the learning process. Learning through videos tends to be more interactive and engaging, especially with the visual and audio elements present. Many educational videos incorporate animations, graphics, and even educational games that can reduce student boredom and improve their concentration. By using videos that are relevant to the topic being studied, students can more easily focus on the material and not feel bored during the learning process. It can also help students who have various learning styles to more easily understand the material according to their preferences. Videos that contain real-life case examples or practical applications of the theories learned can make learning more meaningful and relevant to daily life, encouraging students to be more interested and active in following lessons.

On the other hand, teachers also benefit from the use of YouTube videos in learning. Videos allow teachers to make more effective use of classroom time by reducing lengthy explanations and replacing them with content that is already in the video. This gives teachers more time to facilitate discussions, answer questions, and provide more in-depth practical assignments. Teachers can also take advantage of the various educational videos that already exist to teach various concepts and ideas in a more creative and engaging way, without having to create them all from scratch.

Educational videos can also assist teachers in explaining material that may be difficult to convey with just lectures or texts. Overall, the use of YouTube videos in high school learning can improve student learning outcomes by providing a variety of benefits, ranging from ease of access, time flexibility, increased engagement, to providing opportunities for students to learn at their own pace and style. Videos help simplify complex materials, facilitate better comprehension, and increase students' motivation to learn. Therefore, the use of video as a learning resource can be a very useful tool in supporting the achievement of more effective and efficient educational goals at the high school level.

## CONCLUSION

Based on the results of the research that has been carried out, we can conclude that, 1) The application of the Learning Method using Youtube Video Media has a positive influence, namely it makes it easier for students to understand the material delivered by the teacher, students do not feel bored during the learning process, and students can find new concepts in PAI and BP learning, and are more active in the learning process; 2) Results achieved based on the cognitive realm through the application of Learning Methods that use Youtube Video Media on PAI and BP materials can improve student learning outcomes at SMA Negeri 5 Padang, Lubuk Kuranji District. This can be seen in the acquisition of learning outcomes given at the end of each cycle, that the average learning outcomes of PAI and BP in cycle II is 97.91.

The conclusion of this discussion shows that the use of YouTube videos in learning in high school (SMA) has a significant impact on improving student learning outcomes. Videos as a learning tool are able to present material in a more interesting and easy-to-understand way, especially for complex and abstract concepts. The time flexibility and access offered by videos allow students to learn at a pace that suits their abilities, as well as giving them the opportunity to repeat material that has not yet been understood in depth. Additionally, the visual and audio elements in the video can increase student engagement and motivation, making learning more interactive and enjoyable. For teachers, YouTube videos also provide advantages in time efficiency and creativity in

delivering material, as well as enriching the teaching methods used in the classroom. Thus, the integration of YouTube videos in the learning process can strengthen the quality of education in high school, improve student understanding, and facilitate more active and well-rounded learning.

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