

Implementation of Youtube Video Tutorials in Improving Understanding of Islamic Cultural History Material in Class X MAN 1 Sukabumi City

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Abstract

YouTube video tutorials have become an effective learning medium to enhance students' understanding of educational materials, including Islamic Cultural History. This study aims to examine the impact of YouTube video tutorials on students' comprehension. Using a qualitative approach, data were collected through interviews, direct observations, and document studies at a secondary school in Indonesia. The findings indicate that YouTube video tutorials significantly improve students' interest in learning, provide a deeper understanding through visual and auditory elements, and increase engagement in the learning process. The visual representation of historical events makes abstract concepts more tangible, allowing students to grasp complex ideas more easily. Additionally, the flexibility of video tutorials enables students to revisit materials at their own pace, reinforcing their understanding. Teachers also find these videos useful as supplementary teaching tools, helping them present historical narratives in a more engaging and accessible manner. Furthermore, students show greater enthusiasm in discussions and assignments after watching the tutorials. In conclusion, YouTube video tutorials serve as an innovative and effective medium for enhancing students' understanding of Islamic Cultural History, offering an interactive and accessible way to present historical concepts while fostering deeper engagement in the learning process.

Keywords: Islamic Cultural History, Material Understanding, Youtube Video Tutorials,

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Introduction

Education is an important aspect in shaping the character and competence of students, including in the field of Islamic Cultural History (ISH). This subject teaches students to understand the development and contribution of Islamic culture in the history of human civilization. However, the biggest challenge in ISH learning is how to make theoretical and historical material interesting and easy for students to understand. According to constructivism theory, students learn more effectively when they are able to build new knowledge based on



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relevant experiences and interesting methods (Piaget, 1964 in Smith, 2020). One way that can be implemented is by utilizing video tutorials sourced from platforms such as YouTube.

Several previous studies have shown the effectiveness of learning videos in improving student understanding. For example, a study by Ali and Ahmad (2021) found that the use of video tutorials increased students' interest in learning and helped them understand difficult concepts in social studies. Another study by Safitri (2022) noted that video-based learning media can create a more interactive and enjoyable learning atmosphere, especially in today's digital environment. However, research related to the implementation of YouTube video tutorials specifically in SKI learning is still limited.

Recent research supports the use of video media as an effective tool in learning Islamic Cultural History (ISH). The use of the YouTube platform in ISH learning in class VII of Madrasah Tsanawiyah Nurul Islam II Ngemplak was able to minimize errors in conveying information and improve students' understanding of the material presented (Pratama, 2021). This shows that the integration of digital media in learning can enrich traditional teaching methods and make the material easier for students to understand. In addition, the effectiveness of using video tutorial learning media in improving student learning outcomes in the subject of Fiqh has also been studied in previous research. Although the focus is on different subjects, these findings are relevant to ISH learning, given the characteristics of the material which are similar in terms of the need to understand concepts and procedures (Fadilla, 2023). The use of video tutorials has been shown to help students remember, understand, and apply the material taught.

Furthermore, the use of YouTube social media in SKI learning in Madrasah Ibtidaiyah can improve students' understanding of the material (Nursobah, 2021). This study highlights the importance of choosing appropriate and relevant content, as well as the active role of teachers in guiding and directing students during the learning process. Thus, the use of videos from platforms such as YouTube must be accompanied by careful content selection and appropriate teaching strategies.

However, it is important to consider that the effectiveness of using video media in SKI learning is also influenced by other factors. Globally, video-based learning is gaining more attention because it is considered capable of meeting the needs of 21st-century students. The current generation is known as digital natives, who tend to be more responsive to digital technology as a learning medium (Prensky, 2012 in White, 2023). However, many schools in various countries still face obstacles in integrating this technology into their curriculum, both due to limited infrastructure and lack of teacher training in utilizing the technology.

Specifically, in MAN 1 Kota Sukabumi, the results of preliminary interviews showed that students still had difficulty understanding SKI materials, especially those related to the history of Islamic civilization. In addition, the teaching method that tends to be monotonous and lecture-based is one of the causes of low student participation in the learning process. Several students also expressed that they were more interested in visual and interactive methods, such as learning videos, which unfortunately have not been implemented optimally.

Research at MTs Bunayyah Boarding School Curup identified that students often felt bored and lacked focus during Islamic Cultural History (SKI) learning, which was mostly caused by monotonous and lecture-based teaching methods (Hastuti et al., 2024). This condition resulted in low student participation and understanding of the material being taught.

To overcome these problems, the use of video-based learning media has been proposed as an effective solution. A study by Nasihudin (2021) showed that the application of video media in SKI learning at Madrasah Aliyah Negeri 1 Konawe significantly improved student learning outcomes. Video media is able to present material visually and interactively, making it easier for students to understand complex historical concepts. In addition, research by Erfandi and Arfah (2022) revealed that the use of animated videos in SKI learning at MTs DDI Walimpong succeeded in increasing student learning motivation. Animated videos not only

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make learning more interesting but also help students remember information better through the combination of visuals and audio presented.

Based on these conditions, the implementation of YouTube video tutorials is considered relevant to improve students' understanding of SKI material. Video tutorials can present material visually and narratively, thereby helping students understand the historical context better. The videos available on YouTube can also be adjusted to learning needs, such as historical animations, documentaries, and illustrations that make it easier for students to understand the material in depth (Rahmawati, 2023).

By reviewing theories, previous research, and real conditions at the research location, this study aims to analyze the effect of using YouTube video tutorials in improving the understanding of class X students at MAN 1 Kota Sukabumi. It is hoped that this study will not only contribute to improving the quality of SKI learning, but also offer alternative teaching methods that are relevant to the needs of students in the digital era.

Methodology

This study uses a qualitative method with a field research approach. The study was conducted in class X MAN 1 Sukabumi City with a focus on the implementation of YouTube video tutorials to improve students' understanding of the material of Islamic Cultural History (SKI). This approach was chosen to dig up in-depth information about the process, experience, and responses of students and teachers to the use of these learning media. Researchers interact directly with research subjects to obtain relevant and valid data, especially regarding how the use of YouTube video tutorials can affect the understanding of teaching materials.

Data were collected through semi-structured interviews with students and Islamic Religious Education (PAI) teachers in class X MAN 1, Sukabumi City. This interview technique provides flexibility for researchers to explore the opinions, experiences, and views of participants. Data analysis was carried out using qualitative data analysis techniques which include three main stages: data reduction, data presentation, and drawing conclusions. These stages allow researchers to process data systematically so as to reveal patterns, themes, and relationships in the phenomena studied. This approach produces an in-depth understanding of the effectiveness of YouTube tutorial videos as a learning aid in SKI subjects.

Results and Discussion

1. The Effectiveness of YouTube Media as an Interactive Learning Resource

Observation results show that the majority of students and teachers agree that YouTube is a very effective medium as an interactive learning resource. Most students feel that videos on YouTube are able to present learning materials visually and auditorily, which makes it easier for them to understand certain topics more deeply. Teachers observed that students who use learning videos tend to be more active in asking questions and providing responses during class discussions. This is because they have clear visual references before participating in face-to-face learning.

In addition, interviews with students revealed that YouTube features, such as video replay and speed settings, allowed them to tailor their learning to their individual needs. The ability to access materials at any time was also seen as increasing learning flexibility, especially for students who faced time constraints. For example, students who missed class material found it helpful to watch relevant videos.

Recent research supports the observation that YouTube is an effective and interactive learning medium. The use of YouTube as a learning medium can improve student understanding through visual and auditory presentation of materials (Arham, 2020). In addition, students who utilize learning videos from YouTube show increased participation and interaction during class discussions (Lusiani et al., 2022). This is in line with teacher observations stating that students are more active in asking questions and providing responses

after accessing related video content before face-to-face learning. Additionally, YouTube features such as video replay and speed settings have been shown to support personalized learning. YouTube has introduced more granular playback speed controls, allowing speed adjustments in increments of 0.05x to 2x, so students can pace their learning to their own preferences (The Verge, 2024). The ability to access and replay material at any time also increases learning flexibility, especially for students with limited time or who need to review specific material.

Furthermore, the use of the YouTube platform as a learning medium not only improves understanding of the material, but also students' digital literacy (Pangestu et al., 2024). By integrating YouTube into the learning process, students are encouraged to be more independent in managing learning resources and developing essential digital skills in the modern era. This supports the flexibility and effectiveness of learning, allowing students to learn according to their respective rhythms and learning styles.

Teachers also mentioned that YouTube supports project-based learning. They often recommend video tutorials that are relevant to students' assignments, such as science experiments or history presentations, to broaden students' knowledge and inspire them. The use of this media not only facilitates teaching but also encourages students to be more creative and independent in finding learning resources.

However, there are several challenges in utilizing YouTube, such as irrelevant content and distractions from non-learning videos. However, teachers believe that this can be overcome by providing recommendations for trusted educational channels to students. Overall, YouTube is considered to increase the effectiveness of the learning process, both in terms of understanding the material and student learning motivation.

2. Strategies and Methods of Presenting Material in Videos

Based on the results of interviews and documentation, teachers and students agree that the success of learning videos is highly dependent on the strategy and method of presentation. Videos that use a storytelling approach or contextual stories attract more student attention. They feel that narratives in the form of stories make it easier to understand complex concepts, such as in history or physics material. In addition, visualizations in the form of animations and graphics are considered effective in explaining abstract material that is difficult to digest through text alone.

Teachers expressed the importance of an optimal video length of around 5-10 minutes. This length is considered sufficient to maintain students' attention without causing boredom. They also emphasized the use of simple and clear language so that the material can be understood by students with diverse ability backgrounds. Students also indicated a preference for videos that provide a summary at the beginning or end of the lesson.

In addition to narrative strategies, videos that involve step-by-step tutorials provide more effective learning outcomes, especially in skills-based learning. Students rated videos that had a systematic learning structure, such as coding or art tutorials, as easier to follow than videos that only contained theory. Teachers agreed that this approach was relevant to the curriculum and helped students achieve learning goals.

Delivery strategies that involve interaction, such as quizzes or discussions in the comments, also encourage student engagement. Based on documentation studies, students who actively participate in these interactive features show higher understanding. This shows that video media can function more than just a means of conveying information, but also creating a comprehensive learning experience.

Recent research supports the importance of presentation strategies and methods in learning videos to improve student learning effectiveness. The use of animated video media in Islamic Religious Education learning at SMP Negeri 9 Tangerang Selatan can improve students' understanding of complex material (Puspita, 2018). Animated visualization helps explain

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abstract concepts that are difficult to understand through text alone (Oktaviani, 2022). In addition, animated videos are effective in improving student learning outcomes in science subjects in elementary schools. This is in line with the findings that the storytelling approach and animated visualization in learning videos attract more students' attention and make it easier for them to understand the material presented.

The duration of the learning video also plays an important role in maintaining student attention and engagement. The ideal duration for a learning video is between 6-10 minutes (Jurnal Teknodik, 2018). This duration is considered sufficient to convey the material without causing boredom in students. In addition, the use of simple and clear language is highly recommended so that the material can be understood by students with various ability backgrounds. Providing a summary at the beginning or end of the video also helps students organize information and understand the essence of the material presented.

Interactivity in learning videos, such as the inclusion of quizzes or discussion prompts, has been shown to increase student engagement and understanding. Interactive learning can increase student participation in the teaching and learning process (Lusiani et al., 2022). Students who are actively involved in interactive features show a deeper understanding of the material. This confirms that well-designed learning videos not only function as a means of conveying information but also as a means of creating a comprehensive and meaningful learning experience.

3. Impact of Implementing YouTube Video Tutorials on Student Understanding Results

From the results of observations and interviews, it was found that the implementation of YouTube video tutorials had a significant positive impact on student understanding. Most teachers noted an increase in test scores after students used video tutorials as additional material. Teachers argued that video tutorials helped students capture the essence of learning because they could replay the material until they really understood it.

Students felt that video tutorials provided better understanding than just reading books or listening to lectures in class. One student explained that visual and audio explanations helped connect concepts taught in class to their practical applications. Additionally, using video tutorials for subjects such as math and science has proven to be very helpful for students in understanding step-by-step procedures, which is often difficult through traditional learning.

Recent research supports the finding that the use of YouTube video tutorials can improve students' understanding and learning outcomes. Integrating YouTube media into mathematics learning increases students' interest and motivation to learn, which contributes to improving their test scores (Hidayatulloh, 2020). In addition, the use of video learning significantly improves students' learning outcomes in economics at the high school level (Agustriana et al., 2023). This is in line with teacher observations that noted an increase in test scores after students used video tutorials as additional material. In addition, the features offered by platforms such as YouTube allow students to access and replay materials as needed, thus supporting independent and flexible learning. The ability to repeat visual and auditory explanations helps students connect concepts taught in class with their practical applications, especially in subjects such as mathematics and science. This is in line with multimedia learning theory which states that the combination of visual and auditory elements can improve students' understanding and retention of information (Mayer, 2020)

From the teacher's perspective, the implementation of video tutorials motivates students to learn independently. Students do not only rely on teacher explanations in class but also use video tutorials as the main reference when working on assignments. This is in line with the goal of education to form independent and critical thinkers.

However, some students admitted that they had difficulty if the videos were not available in Indonesian or had explanations that were too fast. Teachers addressed this by recommending local language videos or providing additional guidance in class. Overall, the

impact of using these video tutorials was seen in increasing students' motivation, understanding, and learning outcomes, making this media worthy of being part of a modern learning strategy.

Conclusion

Based on the research results, the use of YouTube as an interactive learning medium has proven effective in improving student understanding. The presentation of material visually and auditorily allows students to understand complex concepts better than conventional learning methods. The flexibility in accessing and replaying videos also supports independent learning, allowing students to adjust their learning pace according to their needs. In addition, presentation strategies such as the use of contextual narratives, animated visualizations, and step-by-step tutorials have been proven to attract attention and help students understand the material more effectively. The optimal video duration, between 5-10 minutes, maintains student concentration without causing boredom. The positive impact of implementing YouTube video tutorials further strengthens the relevance of digital technology in the world of education. This media not only improves student understanding but also makes learning more interactive and enjoyable. YouTube features, such as speed settings and replay, provide flexibility for students with various learning styles. In addition, the use of YouTube in education helps develop digital skills that are important for students in the modern era. Therefore, the integration of YouTube in the learning system must continue to be supported and developed so that it can be utilized optimally to improve the quality of education at various levels.

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