

Maximizing the Use of Youtube as English Learning Media for Islamic Education Students

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ABSTRACT

Meeting the requirements of the internet generation presents significant problems for the educational community. This is a result of their diverse life experiences, particularly in terms of technological encounters. Numerous opportunities for incorporating technology into classroom learning are presented by the Internet itself. One of the social media platforms that students can incorporate into their curriculum as a learning tool is YouTube. The goal of this study was to determine the extent to which YouTube may be utilized as a learning tool in English classes for students majoring in Islamic education. The findings demonstrate that using YouTube videos as instructional material can significantly improve learning outcomes and student engagement.

1. Introduction

Modern society depends heavily on technology, which is used in many facets of daily life. As an illustration, modern civilization frequently uses technology for tasks like working, researching, entertaining themselves, communicating, and interacting with others via the internet. Due to the internet's quick expansion, everyone can now access a wide range of material that is beneficial to their growth. The internet contains a variety of information that can be used as teaching resources, and teaching resources delivered online are typically more current, fascinating, entertaining, and very instructive, piquing students' interest in learning, reading, and gaining access to them.

The YouTube app offers a variety of educational resources, including media for learning English. Visual learning with appealing graphics is very simple to download. If course material is given with appealing images and visuals, especially students will very readily absorb it. YouTube may be utilized as a learning tool for subjects like English that are thought to be challenging for students. To complete the Islamic Education (PAI) study program, they must take this course. As is well known, this subject is regarded as challenging and painful by the majority of students due to the huge amount of reading required, the fact that it is taught in a foreign language, and the difficulty of the reading assignments.

This study examines how effective YouTube is as a teaching tool and as a nontraditional learning resource that is familiar with people's everyday lives. This study is based on English classes taken at UIN Datokarama Palu as part of the PAI study program. The findings of this study should serve as a guide for technology-based education, particularly in English courses and other topics generally.

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2. Literature Review

Educational media is a tool utilized in the delivery of the learning process. Communication between students, lecturers, and instructional materials is a key component of learning. Without the aid of media or other forms of message delivery, communication cannot function (Aniroh et al., 2018; Harianto & Saputra, 2021; Damayanti, 2022). The usage of the internet is a daily activity for youngsters in the current generation, so it plays a significant role in society. Students of today study in a different way than those of earlier generations. Many people believe that today's youth lack excitement, are easily bored, are unmotivated, and have poor endurance. The so-called "internet generation" is highly motivated and open to learning, according to numerous studies; their preferred method of information acquisition is just different (Fachriyah et al., 2020; Marsiah et al., 2021; Adisti, 2022; Abdullah et al., 2023). The learning style of this age is frequently independent and self-directed. However, they are tenacious information seekers who consciously select the best learning model for themselves. Additionally, they actively seek out diverse learning models and rapidly get weary of traditional learning models that include few resources and models (Ritonga et al., 2021; Sirait et al., 2021).

To satisfy the needs of the present phenomenon, lecturers must be more innovative in how they carry out the teaching and learning process. The expectations of today's youth are being met by technological advancements, particularly on the internet, so that their integration will be in line with how people learn, resulting in the best possible learning environment and outcomes. Giving students in class a visual and aural depiction of an event is a benefit of learning through video. One of the most widely used video-sharing websites today is YouTube (Suryani & Drajadi, 2021). Students are expected to be able to develop their collaborative skills and incorporate technology into educational programs by using YouTube as an alternate learning medium. YouTube can encourage active learning and deliver information beyond what is expected (Wahyuni et al., 2021; Marzuki, 2022).

Since it was first developed, the Internet has grown and advanced. Some benefits of the internet today include being a network platform where users may fully utilize a variety of apps using an internet browser, being content owners with complete control, encouraging user creativity, being interactive and user-friendly, and having social networking features (Albantani & Madkur, 2017).

Internet technology nowadays is essentially user-centered. Internet technology is currently in line with a learner-centered learning strategy, in which the student serves as the focal point and primary actor in learning activities. Internet-generation learners need a learning environment that supports their traits of autonomy, independence, multitasking, liking multidimensional input, and quickly becoming disinterested due to a short attention span. The development of the internet, which now permits read-write network-based operations, can help meet the needs of this digital generation. The daily experiences of the Internet generation will undoubtedly affect their thought processes and communication styles. According to a study conducted in America (Barnes et al., 2007), a child entering college has an average of 200,000 emails written, watched TV for 20,000 hours, played video games for 10,000 hours, used cell phones for 10,000 hours, and has only read for less than 5,000 hours.

YouTube is one website that can be used to support interactive learning for the digital generation. The most popular video website right now is YouTube. Video by itself, of course, is not a ready-to-use learning resource. Because they are in line with the learning methods and interests of the digital generation, careful planning by learning objectives and including YouTube videos as a supporting tool can optimize learning outcomes. Approximately 400,000 videos are watched daily on YouTube, according to a poll. 95,000 new videos are added to YouTube every 24 hours. 60 million people visit YouTube each month; the majority of them are between the ages of 12 and 17 (Barnes et al., 2007). Although YouTube is not a website for posting educational videos, it did introduce a dedicated education service in 2009 (www.youtube.com/edu). Users responded positively to this service right away.

To address the needs of the digital generation, YouTube may be a source of educational content. The digital generation's learning approach can be supported and piqued by YouTube. Additionally, YouTube provides students with technological learning opportunities that they can use after graduation (Marzuki & Santiana, 2022; Santiana & Marzuki, 2022). In addition, YouTube offers millions of videos on a wide range of subjects that can be incorporated into classroom instruction. A wide collection of free films on YouTube may also help students develop their independence as learners.

3. Methodology

This study is based on YouTube-based English learning exercises from the PAI study program at UIN Datokarama Palu. The first-semester class of 2022 has 55 students, all of them were born after the advent of the internet. There were eight weeks in the study. Students are invited to respond to questions on the learning process and use YouTube as learning material in a

questionnaire at the end of the semester. A Likert scale with five options for each of the fifteen questions, from "strongly disagree" to "strongly agree," was used. Two open-ended questions provide students with a chance to freely express their views on incorporating YouTube into the classroom.

4. Results and Discussion

This study demonstrates that there are two categories of YouTube videos. First, videos that can be utilized to learn English include tutorials and lectures. Other English-language videos, including video interviews, can also be utilized as a source of data on language variance. Additionally, this study demonstrates that students' opinions about using YouTube in English lessons are favorable.

The English class in the PAI study program, UIN Datokarama Palu, covers a wide range of subjects. Tenses and grammar, reading text, listening, speaking, and writing are some of these themes. These conversation topics are drawn from a variety of sources that have been modified to fit the straightforward language of the subject matter being taught to undergraduate students. In addition to the modules, YouTube videos are used as both learning tools and data sources to enhance the content. The course includes numerous videos that are tailored to the subjects taught each week. In addition, additional videos are also shown, such as interviews with celebrities, artists, and actors, to help students learn English more effectively.

These videos are all free and have decent audio and visual quality. Students are given a detailed syllabus at the start of the semester, along with required and supplemental reference materials. The YouTube videos that are viewed in class are tailored to the predetermined subject matter. In addition to watching YouTube videos that are played in class as extra material, case studies, and data sources, students are required to study reference books. The lecturer's laptop is used to play the video, which is sent to the available screen in front of the class with a lack of focus, and the speakers in the classroom are used to play the audio. Short videos-those under 10 minutes-are played live and only then discussed. Longer recordings are broken up into smaller segments and interwoven with conversations.

At the end of the semester, a survey was taken to ascertain student perceptions. 10 questions are presented with 10 possible responses on a Likert scale, ranging from "strongly disagree" to "strongly agree." Two open questions provide students the chance to voice their opinions about using YouTube in the classroom in addition to the closed questions with predefined answer options.

Three questions in the first section explore how students perceive the use of YouTube in the classroom. Students generally view the use of YouTube in class favorably. Twenty-three students, or 42%, and thirty-two students, or 58%, respectively, said they strongly agreed with the statement that watching YouTube videos piqued their interest in learning English. Additionally, 89% of students thought it was interesting to use YouTube. 91% of students said that watching videos on YouTube improved their understanding of the subject. Three questions in the first section explore how students perceive the use of YouTube in the classroom. Students generally view the use of YouTube in class favorably. Twenty-three students, or 42%, and thirty-two students, or 58%, respectively, said they strongly agreed with the statement that watching YouTube videos piqued their interest in learning English. Additionally, 89% of students thought it was interesting to use YouTube. 91% of students said that watching videos on YouTube improved their understanding of the subject.

Every student has a favorable opinion of YouTube. The terms "interesting" and "fun" are the ones that pop-up the most. Some students shared their belief that watching online videos can help them get over boredom. Additionally, many claimed that watching YouTube videos boosted their enthusiasm for learning. Additionally, students claimed that watching YouTube videos was more entertaining than simply reading textbooks or attending lectures. The significance of selecting a video with good sound and visual quality was also mentioned by some students.

5. Conclusion

In particular, linguistics lecturers who are interested in incorporating the internet as a tool and source of learning are expected to greatly benefit from this research. Students learning are greatly enhanced when YouTube is used in English-language classrooms. The Internet generation, which is used to a variety of digital information sources, can better absorb learning content with input that does not solely come from books. Additionally, it is believed that this research would give a

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general overview of how to incorporate technology, particularly internet-based films, into theoretical classes, which are frequently seen by students as challenging subjects. The use of technology in the classroom, especially web-based video technology, is seen favorably by students. YouTube integration in the English lesson has been successful in raising student engagement to the point that this subject is no longer seen as challenging and boring.

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