

DEVELOPMENT OF ISLAMIC CULTURAL HISTORY TEACHING MATERIALS IN IMPROVING STUDENTS' LEARNING INTEREST THROUGH YOUTUBE MEDIA

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Abstract :

In the era of rapidly developing information technology, the use of digital media in education is becoming increasingly important. Conventional teaching and learning no longer attracts students because it is boring, including in teaching and learning SKI. SKI material, which is related to Islamic history, requires a creative and related to Islamic history, requires a creative and innovative approach to keep students interested and motivated. innovative approach to keep students interested and motivated. The use of technological media such as YouTube is an effective solution. YouTube teaching and learning media can increase student interest and enthusiasm for learning, facilitate understanding of complex concepts, and provide easy access to educational content. complex concepts, and provide easy access to interesting educational content. educational content. This research aims to examine the potential and benefits of using the YouTube platform as a teaching and learning medium in the context of the history of Islamic culture. A qualitative descriptive method with a library research approach was used in this research. approach was used in this research. This research resulted in a statement that the use of YouTube media to *Islamic Cultural History* teaching materials has the potential to increase students' interest in learning students.

Keywords : *YouTube; Teaching Material Development; Islamic Cultural History*

Abstrak :

Di era teknologi informasi yang berkembang pesat, pemanfaatan media digital dalam dunia pendidikan menjadi semakin penting. Pembelajaran konvensional sudah tidak lagi menarik minat siswa karena membosankan, termasuk dalam pembelajaran SKI. Materi SKI yang berkaitan dengan sejarah Islam memerlukan pendekatan yang kreatif dan inovatif agar siswa tetap tertarik dan termotivasi. Pemanfaatan media teknologi seperti YouTube menjadi solusi yang efektif. Media pembelajaran YouTube dapat meningkatkan minat dan semangat belajar siswa, memudahkan pemahaman konsep yang kompleks, serta memudahkan akses konten pendidikan. konsep yang kompleks, serta memudahkan akses konten pendidikan yang menarik. konten pendidikan. Penelitian ini bertujuan untuk mengkaji potensi dan manfaat pemanfaatan platform YouTube sebagai media pembelajaran dalam konteks mata kuliah sejarah kebudayaan Islam. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan library research. Penelitian ini menghasilkan pernyataan bahwa pemanfaatan media YouTube pada materi ajar SKI berpotensi meningkatkan minat belajar siswa

Kata Kunci: *Youtube; Pengembangan Bahan Ajar; Sejarah Kebudayaan Islam.*

INTRODUCTION

Rapid technological developments have brought Indonesia and several other countries into the era of revolution 4.0. In today's era, the use of computers and the internet has become an important part of people's lives (Nastiti & Ni'mal, 2020). This has an impact on all groups, from the young to the old generation, both in cities and villages, who experience changes in social and cultural conditions as a result of the use of technological media (Yose Indarta et al., 2022). The development of information technology has now spread to various aspects of people's lives, including education (Suminar, 2019).

The use of technology in education has become something that cannot be avoided. The application of digital technology in the teaching and learning process has become one of the impacts of change in this era, where many educational units have adopted it. Digital technology has an important role in improving the abilities and skills of students as a teaching and learning medium (Das, 2016). In addition, technology is also a practical and interesting teaching and learning medium, and meets the demands in the world of education (Irwandani et al., 2019). Students tend to be enthusiastic about the use of technology in teaching and learning because it provides its own appeal. Teaching and learning media acts as a communication channel between teachers and students, where choosing the right media is very important to ensure that the content taught by educators can be well received and understood by students (Amirudin & Muzaki, 2019; Wardani et al., 2021).

The development of computer-based information technology has a significant impact on education, especially with the presence of the internet and applications that can be used in teaching and learning. YouTube is one of the media that can be integrated into teaching and learning to improve the effectiveness and quality of teaching and learning (Kusumaningrum et al., 2022; Simanjuntak et al., 2021). YouTube's popularity continues to increase along with the increasing number of users and viewers. In addition to being used for entertainment, YouTube has also become a source of accurate information in the field of education, one of which is in teaching and learning the History of Islamic Culture (Kamhar & Lestari, 2021).

Teaching and learning Islamic Cultural History (ISH) can utilize YouTube as an effective source of teaching and learning. ISH material covers past events, dates, years, heroes, and moral messages that can be learned from the past. ISH teaching and learning is often delivered through monotonous lecture methods, which can make students feel bored. In this modern era, teachers need to adapt to technological developments and innovate by utilizing ISH media such as YouTube (Pratama & Hakiman, 2023; Nursobah, 2021). Through YouTube, teachers can search for ISH videos according to their teaching and learning needs. This provides variation in teaching and learning and makes it more interesting for students. As a creative and innovative ISH media, YouTube has great potential. Because YouTube is a popular social media among children. Its main advantage is the ease of access through various devices such as laptops, computers, smartphones and tablets (Bakri & Yusni, 2021).

The results of the Indonesia Digital Report survey, Andi Dwi Riyanto,

show that 93.8% of the Indonesian population are YouTube social media users. YouTube is also the most widely used social network by the Indonesian people, ranking first in popularity (Riyanto, 2022). YouTube as a social media platform has become an access for various groups because of the ease and interactivity it offers. Users can easily search for information, watch news, or simply entertain themselves by watching movies, music videos, and other content online. Basically, the use of YouTube by children is nothing new, even students at the elementary school level are very familiar and skilled in using the video platform (Permatasari et al., 2021).

However, currently, attention to the use of YouTube as an educational tool in best practices and student learning outcomes in elementary schools is increasing. The presence of various YouTube media has helped students and teachers in the teaching and learning process. Moreover, in today's era, teaching and learning can be done online or offline. The use of YouTube media as a means of teaching and learning in the modern technological era shows significant potential. This media attracts the interest of students and has extraordinary power in delivering teaching and learning materials. Thus, utilizing YouTube as a teaching and learning medium can be an effective choice (Mujianto, 2019; Bakri & Yusni, 2021).

According to research by Permatasari et al., the use of YouTube as an online PAI teaching and learning medium is effective and relevant during the pandemic. YouTube videos help the teaching and learning process and facilitate students (Permatasari et al., 2021). According to Mujianto, as an online teaching and learning medium, YouTube is considered to be able to increase students' interest in learning and is recognized as something positive and important (Mujianto, 2019). Sharma & Sharma's research results show that the human brain processes images faster than text, with a ratio of around 60,000 times. In addition, around 90% of the information received by the brain is visual (Sharma & Sharma, in Kusumaningrum et al., 2022). YouTube, as a proven effective educational tool, connects academics, teachers, and researchers from various countries. This platform offers interesting, knowledgeable, and creative content, and provides a new dimension in education through high innovation (Kusumaningrum et al., 2022).

Based on previous research, previous research has reviewed various studies on the use of YouTube for teaching and learning activities through various subject areas (Pratama & Hakiman, 2023). However, this research focuses on examining the potential and benefits of using the YouTube platform as a teaching and learning medium in the context of Islamic Cultural History. It is hoped that the findings of this research can provide a way out and a positive contribution to improving the quality of teaching and learning of Islamic Cultural History both in online and offline formats .

RESEARCH METHOD

This research is a descriptive qualitative research conducted through a library research approach. Library research is the process of collecting, analyzing, and compiling information contained in literature or written sources that are

relevant to the research topic being conducted (Opan, 2020). This research aims to examine the potential and benefits of using the YouTube platform as a teaching and learning medium in the context of Islamic cultural history. This research is based on various references, sources, and current results such as journals, theses, dissertations, and so on as literature materials. This research begins by conducting a search for relevant journals through Google Scholar and journals indexed in SINTA. The collected data will be analyzed and compared with the latest findings related to the research focus, with the aim of gaining a deep understanding of the meaning of the data presented and finding solutions to the problems being studied.

FINDINGS AND DISCUSSION

Utilizing YouTube in the Teaching and Learning Process

The development of YouTube as a popular social media platform provides opportunities for the world of education to improve the quality of human resources. Education plays a crucial role in shaping quality individuals, and educational institutions are now required to be creative and innovative in developing engaging learning media for students. YouTube is one such medium that is favored by students due to its interactive and visual nature. Research shows that students tend to comprehend material more effectively through information technology media such as YouTube compared to traditional methods (Mujianto, 2019, 137).

YouTube offers attractive visual content that caters to students interested in video-based learning. This media enables students to understand material more quickly and reduces the risk of boredom, thereby enhancing learning motivation. Educators can utilize YouTube as an effective instructional resource that aligns with modern learning styles, enhances student engagement, and even reduces educational costs. In the context of online learning, YouTube is convenient to use, requiring only a URL or video link to access content (Lurita Sari, 2020, 1081).

Furthermore, YouTube has several pedagogical advantages, such as: 1) Improving listening skills through engaging audio-visual materials. 2) Developing speaking skills via exposure to public speaking examples and motivational content. 3) Enhancing reading skills through written elements in videos. 4) Encouraging writing skills through assignments like video summaries. (Elva Tati Susanti & Mila Amelia, 2021, 16)

These benefits make YouTube a powerful alternative for fostering active and video-based learning among student groups. Additionally, YouTube offers multiple advantages such as being informative, cost-effective, flexible, shareable, and interactive (Hening Kusumaningrum et al., 2022). Nevertheless, every advantage comes with its drawbacks. The YouTube platform may not suit discussion-based learning as it typically features a single speaker, limiting real-time interaction. It also requires a stable internet connection, which can be a barrier for some students. Moreover, educators unfamiliar with digital streaming tools like Zoom or Google Meet must invest additional time in training and practice (Mujianto, 2019, 137). There is also the challenge of managing inappropriate content and comment sections, necessitating careful moderation

by educators.

Developing Instructional Resources for Teaching Islamic Cultural History

History of Islamic Culture (SKI) is a subject that holds a strategic position in shaping students' historical insight, Islamic identity, and character. SKI not only presents a series of events and prominent figures in Islamic history but also instills moral values, ethics, and virtues that serve as guidance in daily life. According to Salim et al., the goal of SKI is not merely informative but also transformative – aimed at guiding students to develop a worldview rooted in the noble values of Islamic civilization (Salim et al., 2017).

To achieve these goals, appropriate teaching materials are required – ones that can articulate the values of Islamic history through relevant pedagogical approaches. Teaching materials serve as a bridge between teachers and students in the learning process. Therefore, these materials must be systematically, attractively, and contextually designed to stimulate learning interest and activate students' critical thinking. Kartika Devi emphasizes that the development of teaching materials is a complex process that requires references from various credible sources such as books, academic journals, and reliable online content (Kartika Devi, 2022, 167). The development of teaching materials in SKI generally involves four main phases: *Preparation*, *Presentation*, *Implementation*, and *Continuation*. To clarify these phases, the following table is provided:

Table 1. Phases of SKI Teaching Material Development

Phase	Description Of Activities	Main Objective
Preparation	Designing lesson plans, formulating learning objectives, selecting teaching media, and logistics	Preparing comprehensive strategies and tools for learning
Presentation	Opening lessons in an engaging way, delivering objectives, and creating an active learning atmosphere	Building interest and mental readiness among students
Implementation	Applying teaching media in class, assessing student progress, and evaluating media effectiveness	Optimizing the actual teaching and learning process
Continuation	Providing reinforcement, follow-up activities, and in-depth understanding of values through the media	Ensuring long-term understanding and internalization of values

These phases are interconnected and serve as a crucial framework to ensure the quality of SKI instruction. Failure in any one phase can negatively impact the overall effectiveness of the learning process. For example, if the *Preparation* phase is not carried out thoroughly, the media used in the classroom may be irrelevant or mismatched with students' cognitive levels.

Furthermore, the development of SKI teaching materials should adopt an integrative approach—combining cognitive (knowledge), affective (attitudes), and psychomotor (skills) aspects. In this context, SKI learning can be directed toward forming students who not only understand history but are also capable of embodying the noble values demonstrated by historical Islamic figures and events.

Developing Islamic Cultural History Teaching Materials via YouTube Media to Improve Students' Learning Engagement

The internet has revolutionized the landscape of education, bringing about a paradigm shift in how teachers deliver content and how students access and engage with knowledge. Among the most influential digital platforms in this transformation is YouTube, which has become a cornerstone in modern pedagogical practices. As a video-sharing platform with massive reach and accessibility, YouTube enables educators to transcend the traditional boundaries of classroom instruction. Media integration, especially through platforms like YouTube, not only increases student interest and engagement but also supports the formation of values and facilitates a more systematic learning experience (Achmad Baihaqi, Amaliya Mufarroha & A. Ilham Tsabit Imani, 2020, 84).

In the context of Islamic Cultural History, which often involves abstract and conceptual content such as historical events, cultural developments, and biographical narratives of Islamic figures, YouTube serves as a powerful visualization tool. It transforms intangible and distant historical narratives into vivid, accessible learning experiences. For instance, a lesson on the Abbasid Caliphate or the development of Islamic architecture can be enriched with documentary footage, virtual reconstructions, or dramatizations that foster greater understanding and emotional connection. YouTube is particularly well-suited for teaching process-based and conceptual skills, as it promotes active, student-centered learning where students are not merely passive recipients but participants in constructing meaning (Mujianto, 2019, 137).

One of the primary advantages of using YouTube in Islamic Cultural History teaching is its accessibility and flexibility. YouTube videos are available anytime and anywhere, allowing students to learn at their own pace. This feature is particularly useful for students who require repeated exposure to complex material or who prefer to review lessons in a relaxed, self-directed environment. The ability to pause, rewind, and replay content enables deeper understanding and accommodates different learning styles.

In addition, YouTube significantly enhances teacher-student interaction through asynchronous communication. Even outside the classroom, teachers can provide explanations, feedback, or additional resources by linking them to videos (Ashoumi & Hariono, 2020). This can be further enriched by incorporating comment sections, quizzes, or follow-up discussions embedded in the learning flow. Such flexibility fosters continued engagement without the constraints of real-time interaction, making learning more adaptive to individual schedules.

Another major benefit lies in the potential for content personalization and creativity. Teachers are not limited to ready-made content but can design and upload customized instructional videos that align with specific curriculum goals

and student needs. The process of video creation encourages educators to experiment with innovative formats—such as digital storytelling, visual simulations, and background music—to make abstract or historical content more vivid and engaging. This not only avoids monotonous teaching but also invites students into a richer and more immersive learning experience.

Lastly, YouTube contributes significantly to student motivation and engagement. Studies by Kartika Devi (2022) and Lurita Sari (2020) show that students respond more positively to video-based learning than to traditional text-based methods. The dynamic audiovisual nature of YouTube videos appeals especially to Generation Z learners, who are highly visual and digital-oriented. The relevance, accessibility, and emotional appeal of video content make it a powerful tool for sustaining interest and enhancing the learning experience in SKI classrooms (Kartika Devi, 2022, 167; Lurita Sari, 2020, 1081).

Table 2. Pedagogical Benefits and Challenges of Using YouTube in SKI Learning

Aspect	Benefits	Challenges
Engagement	Increases student interest through dynamic visual and audio elements	Risk of distraction from unrelated video content
Accessibility	Enables flexible, self-paced learning across various devices	Unequal internet access among students
Content Delivery	Facilitates clearer understanding of abstract or historical concepts	Requires high-level planning and media skills from teachers
Teacher-Student Interaction	Enables asynchronous instruction and feedback	Limits spontaneous discussion and real-time clarification
Autonomy and Responsibility	Encourages independent learning and information-seeking behavior	Demands strong self-regulation and digital literacy from students

Incorporating YouTube into SKI learning aligns well with the broader goals of Islamic education, which seeks not only to transfer knowledge but also to nurture moral character and critical thinking. Through curated content, educators can embed lessons with ethical messages, reflections on Islamic civilization, and values such as justice, tolerance, and perseverance. Video content can also bridge interdisciplinary learning, linking SKI with geography, sociology, art, and theology.

Furthermore, integrating YouTube encourages teachers to evolve into digital content creators, moving beyond conventional roles and embracing the opportunities of 21st-century education. This shift demands professional development in areas like video editing, digital storytelling, and media evaluation, which are essential to ensure that the content remains pedagogically sound and spiritually enriching.

CONCLUSION

The use of YouTube media in the development of Islamic Cultural History (IS) teaching materials has great potential to increase students' interest in learning and improve the quality of teaching and learning. YouTube as an online teaching and learning media provides advantages such as easy access, interesting content, and interactivity that can facilitate understanding of complex concepts. The use of YouTube media in IS teaching and learning can enrich the material, prevent student boredom, and provide variation in teaching and learning. However, the use of this media also has several disadvantages, such as limitations in discussion-based teaching and learning models and dependence on a stable internet connection. Therefore, it is important for teachers to have innovation in utilizing YouTube media and optimizing existing advantages while overcoming possible shortcomings. With the right approach, the use of YouTube media in IS teaching and learning can be an effective solution to increase students' interest in learning and achieve quality teaching and learning.

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