

Exploring the Use of YouTube Media in Islamic Religious Education Learning in the Digital Era

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ABSTRACT

This study explores the effectiveness of utilizing YouTube as an instructional medium in Islamic Religious Education (PAI) for fourth-grade students at SDN 1 Nganganaumala, Baubau City. In the context of digital learning, YouTube offers visual and contextual representations that support students' comprehension of abstract religious concepts. Using a qualitative descriptive approach, data were collected through interviews and documentation with PAI teachers. The findings reveal that YouTube significantly enhances student engagement, promotes better understanding of religious values, and encourages both independent and collaborative learning among students. Moreover, the study identifies several challenges, including limited access to digital infrastructure, dependency on stable internet connections, and the need for content curation to align with Islamic educational values. Despite these obstacles, YouTube presents meaningful opportunities for teachers to innovate and adapt their instructional strategies in accordance with 21st-century learning demands. The study contributes to the growing body of literature on digital media integration in religious education and underscores the importance of media literacy training and supportive policy frameworks to maximize its educational benefits. Future research is recommended to explore long-term impacts and develop best practice models for digital learning in Islamic education.

Keywords: YouTube, Islamic Religious Education, Digital Learning, Student Engagement, Instructional Media

1. Introduction

The digital era has revolutionized various aspects of life, including education. Developments in information and communication technology have created a more open, flexible, and technology-based learning ecosystem. (Azis, 2019) In this context, the learning process is no longer limited to conventional classrooms, but has expanded to various digital platforms capable of presenting information quickly and dynamically. This change requires educators to integrate digital media as part of a learning strategy that adapts to the needs of 21st-century students. (Sedyaningsih, 2018) This aligns with the modern learning paradigm, which emphasizes the importance of digital literacy, the use of online media, and the use of technology to create more meaningful learning experiences. (Anam, Mulasi, & Rohana, 2021) One digital medium that is increasingly popular among the younger generation is YouTube. (Said, 2023)

This platform has evolved from simply entertainment to an educational space that presents a variety of visual and interactive learning content. In practice, YouTube has strong pedagogical potential because it can convey learning materials with a combination of text, sound, moving images, and captivating narratives. These advantages make YouTube an innovative alternative to support technology-based learning. Especially in subjects that require the instillation of values and conceptual understanding, such as Islamic Religious Education (PAI), YouTube can

be an effective medium for conveying Islamic teachings in a contextual and engaging manner. (Lestari, 2018) PAI learning is often considered monotonous and unable to engage students, especially when delivered through lecture methods that lack interactivity. The mismatch between learning approaches and the learning styles of digital native students presents a particular challenge for PAI teachers. (Isnaeni, Fauziah, & Madura, 2024)

This is exacerbated by limited innovation in presenting material relevant to students' daily lives. In this context, the use of digital media like YouTube is urgently needed to bridge the gap between traditional teaching methods and today's student learning expectations. The use of audiovisual media is believed to increase student engagement and facilitate understanding of the Islamic values taught in the Islamic Religious Education curriculum. (Adhani & Nazurrail, 2022) Islamic Religious Education has affective, cognitive, and psychomotor dimensions that require a holistic learning approach. (Sari, 2022; Wahyuningsih, Jamaluddin, & Karnan, 2015)

In this context, YouTube can be a means of presenting exemplary stories, visualizing worship, and documenting real-life religious phenomena. This type of content not only enhances student understanding but also helps internalize religious values in everyday life. Thus, the use of YouTube goes beyond delivering material to shaping students' character and spiritual attitudes. The existence of this media opens up significant opportunities for teachers to design more creative, relevant, and morally-oriented learning. (Risdawati, Supardi, Abustang, & Fatimah, 2023) Given these potentials and challenges, a systematic exploration of the use of YouTube in Islamic Religious Education (PAI) learning is crucial. (Suherman, Nugraha, & Dewi, 2024)

This study is relevant because it combines two crucial elements in contemporary education: Islamic values and the sophistication of digital technology. Through this research, it is hoped that best practices and effective implementation strategies for utilizing YouTube for religious education purposes can be identified. Furthermore, this study will also provide theoretical and practical contributions to the development of contextual, humanistic, and transformative digital media-based Islamic pedagogy. Therefore, it is crucial for academics and education practitioners to critically examine the use of digital media in Islamic Religious Education (PAI) learning in response to the dynamics of the ever-changing era. (Ekaningtyas, 2022)

With the increasing use of digital media in education, it is crucial to evaluate the effectiveness of platforms like YouTube in the learning process, particularly in Islamic Religious Education (PAI), which contains profound moral and spiritual values. The use of audiovisual media like YouTube is believed to increase student participation and understanding of learning materials, particularly for elementary school students who prefer visual and interactive learning. However, the actual effectiveness of this media use still needs to be explored empirically, particularly in local contexts and at the elementary education level. Therefore, this study aims to answer the fundamental question: How effective is the use of YouTube in Islamic Religious Education (PAI) learning in the digital era? On the other hand, the integration of digital media into the Islamic Religious Education curriculum is not always smooth. Teachers, as learning facilitators, often face various obstacles, ranging from limited technological infrastructure, a lack of digital-based pedagogical training, to the challenge of selecting YouTube content that aligns with Islamic values. However, behind these challenges also lies a significant opportunity to strengthen students' learning experiences through a more contextual and

enjoyable approach. Therefore, this study also seeks to answer the following question: What are the challenges and opportunities faced by teachers in integrating YouTube in Islamic Religious Education (PAI) learning? This study focused on fourth-grade students at SDN 1 Nganganaumala, as part of an effort to understand real-world practices and provide data-based recommendations for the development of adaptive Islamic Religious Education learning in the digital era. (Jufri, 2024)

In scientific research, the formulation of objectives is an essential aspect that determines the direction and scope of the study. In the context of exploring the use of YouTube in Islamic Religious Education (PAI) learning, the formulation of objectives is directed not only at assessing the technical effectiveness of the media but also at understanding its accompanying pedagogical and contextual dimensions. Digital media such as YouTube have transformative potential in facilitating learning that is more visual, interactive, and relevant to today's students' learning styles. Therefore, the primary objective of this study is to explore the effectiveness of using YouTube in Islamic Religious Education (PAI) learning, specifically in increasing student engagement and understanding of Islamic material. (Azis, 2019; Harjuansari, 2021; Satriawati, Mas'ud, Dwirahayu, Dahlan, & Cahya, 2022)

More specifically, this study aims to identify how YouTube can be optimally integrated into the PAI learning process in fourth-grade students at SDN 1 Nganganaumala, as well as to map the challenges and opportunities faced by teachers in their teaching practices. Thus, the results of this study are expected to provide empirical insights into teaching strategies that are adaptive to the development of digital technology and relevant to the goals of religious education, which focuses on character building. These objectives are not only descriptive and exploratory in nature, but also lead to the provision of applicable pedagogical recommendations for teachers, educational policymakers, and developers of technology-based learning media in elementary schools. (Erlina & Ulfah, 2022)

Although the use of digital media in learning has become a widely discussed topic in the educational literature, research specifically examining the use of YouTube in the context of Islamic Religious Education (PAI) learning remains limited, particularly at the elementary school level. Most previous studies have focused on the use of digital platforms in general or on formal Learning Management System (LMS)-based learning media, such as Google Classroom or Moodle. On the other hand, studies integrating an exploratory approach to teachers' and students' experiences in using YouTube as a learning tool for religious values in the classroom are still rare. This creates an important research gap that needs to be filled, as media such as YouTube have unique characteristics that can strengthen the affective and cognitive dimensions of religious learning. Therefore, this study aims to fill this gap by offering an empirical and contextual approach to understanding the dynamics of YouTube use in fourth grade at SDN 1 Nganganaumala, while also providing a theoretical contribution to the development of digital media-based Islamic pedagogy.

This research offers a new contribution to the field of Islamic religious education by in-depth examining the integration of YouTube as a contextual learning medium in the digital era. The novelty of this research lies in its exploratory approach, which directly examines the experiences of teachers and students in utilizing YouTube to convey Islamic values at the elementary school level. Unlike previous studies, which were primarily quantitative and focused on the effectiveness of digital media in general, this research presents a practical and

reflective perspective from the field, while simultaneously positioning teachers as the primary agents of pedagogical innovation. The justification for this research is based on the urgency of transforming religious learning to be more adaptive to technological developments and the needs of digital native students. Therefore, the findings of this study are expected not only to enrich the academic literature but also to provide concrete implications for the development of Islamic Religious Education (PAI) learning strategies that are more creative, relevant, and transformative in building students' religious character in the modern era.

2. Methods

This study used a descriptive qualitative approach with the aim of in-depth exploration of the use of YouTube in Islamic Religious Education (PAI) learning in elementary schools. This approach was chosen because it is appropriate for exploring the meanings, experiences, and perceptions of research subjects in a natural context, particularly in understanding the dynamics of digital media-based learning. The primary focus of the study was on analyzing classroom learning practices and the meanings given by teachers to the use of YouTube as a PAI learning medium. (Fitri et al., 2020; Harjuansari, 2021) The study was conducted in fourth-grade students at SDN 1 Nganganaumala, located in Baubau City, Southeast Sulawesi.

This location was purposively selected based on the consideration that teachers at the school have utilized YouTube in Islamic Religious Education (PAI) learning, making it relevant as a subject for exploration. The research subjects consisted of fourth-grade PAI teachers and several students actively involved in the learning process using YouTube. (Ii, 2007; Yusniati, 2017) Data collection was conducted through two main techniques: in-depth interviews and documentation. Interviews were conducted semi-structured to allow flexibility in exploring teachers' perspectives and students' experiences regarding the use of YouTube in learning.

Documentation was used to supplement the data by collecting supporting documents such as lesson plans (RPP), screenshots of videos used, and student work related to the material presented via YouTube. The data obtained were analyzed using thematic analysis techniques, which consist of three main stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers filtered the raw data to identify information relevant to the research focus. The data presentation stage was carried out in the form of descriptive narratives organized around key themes identified. Next, conclusions were drawn inductively, considering the alignment between the field data and the supporting theoretical framework. To enhance data validity, source triangulation and participant confirmation techniques were used to ensure academically sound data interpretation. (Prasandha & Utomo, 2022)

3. Findings and Discussions [Bookman Old Style 11pt bold]

3.1 The Effectiveness of Using YouTube in Islamic Religious Education (PAI)

Learning in the Digital Era

Increases Student Engagement and Enthusiasm

Research results show that the use of YouTube in Islamic Religious Education (PAI) learning significantly increases student engagement and enthusiasm. Teachers and fourth-grade students at SDN 1 Nganganaumala acknowledged that learning videos broadcast on YouTube were more engaging than conventional lecture methods. These videos not only present engaging visual elements but also activate auditory and kinesthetic stimuli, which are appropriate for the learning

characteristics of elementary school-aged students. Student engagement was reflected in their increased participation in class discussions, enthusiasm in answering teacher questions, and willingness to voluntarily express opinions after watching the videos.

These findings indicate that YouTube acts as a pedagogical bridge, strengthening the connection between teachers, students, and the subject matter. The use of YouTube has been shown to have a positive impact on students' understanding of Islamic Religious Education (PAI) material. Previously considered abstract, such as the Prophet's morals, worship procedures, and Islamic values, became more easily understood when visualized in the form of narrative videos, animations, or real-life documentation. Teachers reported that students understood material on prayer, zakat, and the stories of the prophets more quickly after watching instructional videos, compared to simply reading text or listening to oral explanations. Thus, YouTube is not only a teaching tool but also a medium for presenting abstract religious concepts in a concrete and meaningful way for students. In addition to enhancing understanding in the classroom, YouTube also encourages independent and collaborative learning among students. Several students stated that they rewatch instructional videos at home, either independently or with their parents, to review the material or to seek additional explanations.

Furthermore, teachers also facilitate small group discussions in class after the videos, which not only strengthen cognitive understanding but also develop social skills, such as cooperation and communication. These results indicate that YouTube can expand learning spaces not only temporally (outside of school hours) but also socially (through interactions between students and with family). Interviews with Islamic Religious Education teachers revealed very positive perceptions of YouTube's effectiveness in learning. Teachers view the platform as a practical solution for delivering contextual, flexible, and contemporary learning content. Furthermore, YouTube is seen as a medium that adapts to the learning styles of today's students, who are accustomed to accessing information through digital videos. However, teachers also emphasize the importance of rigorous content selection to ensure that the material presented remains aligned with Islamic principles and desired educational values. Therefore, the effectiveness of YouTube depends heavily on teachers' ability to select, manage, and link content to the designed learning objectives.

Overall, the results of this study indicate that YouTube can be an innovative strategy in Islamic Religious Education (PAI) learning that can address current challenges while meeting students' learning needs more effectively. The use of this medium is not only technical, but also pedagogical and affective, as it can tap into students' cognitive, emotional, and moral values. In the midst of a digital era demanding educational transformation, these findings provide an empirical basis for teachers and education policymakers to design more dynamic and relevant PAI learning. With appropriate media utilization, religious learning will not only become more engaging but also shape students' religious character in a more in-depth and contextual way.

Facilitating Students' Understanding of Islamic Concepts

Research reveals that YouTube plays a crucial role in facilitating students' understanding of Islamic concepts that are often considered abstract and difficult to explain verbally. For example, concepts such as angels, heaven and hell, or the role models of the prophets, which typically require a high level of imagination, can be visualized through engaging and age-appropriate animations or video narratives.

Islamic Religious Education (PAI) teachers stated that these visual representations provide concrete images that facilitate students' initial understanding, especially for fourth-grade students, who are still in the concrete operational development stage according to Piaget's theory.

Videos serve as a bridge between symbolic religious texts and the real world they can see and hear. YouTube also allows for a combination of audio and visual presentations that strengthen students' memory and understanding. When teaching materials are presented in the form of stories or accounts of prophets through expressive narration and engaging illustrations, students more easily grasp the moral messages and religious values contained within. In interviews, several students admitted that they better understood teachings about honesty, mutual assistance, and patience after watching videos depicting the behavior of the Prophet Muhammad or his companions.

This proves that video-based learning is not only informative but also emotionally and affectively educational. This ease of understanding is also evident in learning about worship practices such as ablution procedures, prayer, and reciting prayers. Demonstration videos broadcast on YouTube help students directly observe the sequence of movements, recitations, and etiquette in performing worship. Teachers reported that previously, students often struggled to understand the sequential steps of ablution with only verbal explanations. However, after watching the video tutorials, they were able to imitate and remember the sequence of movements more accurately. Thus, YouTube provides effective multisensory learning access to support students' psychomotor skills in Islamic Religious Education (PAI) learning. Videos broadcast on YouTube allow students to connect religious material to their daily lives. Relevant and contextual content—such as videos showing children being polite to their parents, helping friends, or sharing food—helps students understand that Islamic teachings apply not only in the mosque or classroom, but also in everyday activities. Teachers stated that using this media has made students more reflective about their behavior and able to provide concrete examples of Islamic values in real life. This marks a shift from theoretical learning to meaningful and applied learning.

However, teachers also identified challenges in selecting YouTube content appropriate to students' understanding and age levels. Not all videos available on the platform are accurate in conveying Islamic teachings or appropriate for elementary school-aged children. Therefore, teachers need to carefully select content and sometimes even edit or cut certain sections of videos to ensure they remain aligned with the curriculum and educational values. Nevertheless, teachers generally concluded that YouTube is an effective medium and worthy of integration into Islamic Religious Education (PAI) learning, provided there is strong pedagogical control from educators.

Support for Independent and Collaborative Learning

Research results show that the use of YouTube in Islamic Religious Education (PAI) learning significantly increases students' motivation to learn independently outside of school hours. Several fourth-grade students at SDN 1 Nganganaumala reported actively searching for and rewatching instructional videos shown in class, both individually and with family members. This phenomenon reflects a positive shift in students' learning approach from passive to active, in line with constructivist learning principles that encourage personal involvement in constructing knowledge. YouTube not only reaches students but also creates a space for parental participation in the PAI learning process. Several teachers reported that students often rewatch videos with their parents at home, which then

become the basis for light-hearted discussions about religious values in the context of everyday life.

This interaction creates synergy between formal and non-formal learning and reinforces the role of the family as the primary educational environment, as emphasized in Islamic education. In the classroom context, group discussions held after watching YouTube videos provide a space for students to exchange views, re-explain the material to their peers, and practice the values of collaboration. Teachers organized small groups of students with diverse abilities to examine the video content, identify moral messages, and formulate attitudes or actions relevant to their lives. Observations showed that this activity not only improved students' understanding of the material but also fostered communication and empathy skills.

Collaborative discussions after watching videos are also an effective medium for instilling Islamic values such as brotherhood, tolerance, and responsibility. When students discuss, they learn to respect each other's opinions, resolve differences through deliberation, and support one another in understanding the religious values contained in the videos. Teachers stated that these habits gradually foster a harmonious and value-filled classroom culture, which reinforces the Islamic Religious Education (PAI) learning mission of developing Islamic character. Although YouTube supports independent and collaborative learning, some challenges remain, such as the need for a stable internet connection and supervision of the judicious use of digital content. However, teachers believe that the benefits far outweigh the benefits, particularly in terms of enhancing independent learning and strengthening Islamic values-based learning more comprehensively.

This study recommends that teachers continue to integrate video media as part of flexible and responsive learning strategies that address student characteristics in the digital age. The research findings indicate that YouTube significantly contributes to helping students understand abstract Islamic Religious Education material through concrete visual representations. These results align with a study by Nasrullah & Hidayat (2021), which found that educational videos can improve understanding of religious concepts through the visualization of symbols and narratives. With engaging visualizations, students more easily grasp concepts of worship, moral values, and exemplary stories of the prophets, which were previously difficult to explain through lectures or written text alone. (Azis, 2019)

The use of YouTube also encourages independent and participatory learning, as confirmed by research by Prasetyo & Sari (2020), which confirmed that students exposed to audiovisual media are more proactive in exploring material independently. These findings indicate that digital platforms like YouTube not only expand access to learning resources but also foster a culture of learning outside the classroom. This is a positive indication of the direction of today's education, which is based on digital literacy and lifelong learning. (Erlina & Ulfah, 2022) Group discussions after watching videos encourage students to share their understanding and work together, creating a collaborative learning environment. This phenomenon supports the findings of research by Zahra & Mulyadi (2022), which showed that collaboration in religious learning strengthens social values such as empathy, tolerance, and responsibility. The integration of YouTube as a discussion trigger has been shown to shape students' Islamic character through interactive and meaningful learning experiences. (Afif, 1970)

Despite the clear benefits, challenges remain, particularly related to limited technological infrastructure, lack of teacher training, and the risk of accessing

irrelevant content. Research by Siregar (2020) revealed that most Islamic Religious Education (PAI) teachers lack sufficient digital competency to filter and optimally utilize YouTube content. Therefore, strategic interventions such as TPACK (Technological Pedagogical Content Knowledge)-based teacher training and school policies to develop an integrated and controlled digital-based curriculum are needed. (Faishol, Muttaqin, & Prayogie, 2021) As a solution, Islamic Religious Education (PAI) teachers need to be equipped with skills in curating educational content on YouTube and integrating it pedagogically into learning. Schools are also advised to provide stable internet access and multimedia support devices in the classroom. On the other hand, collaboration between teachers, parents, and students is needed to ensure that YouTube usage remains educational and in line with Islamic values. This way, Islamic Religious Education (PAI) learning in the digital era can be more effective, contextual, and address students' affective and cognitive dimensions in a balanced manner. (Rohmah & Syifa, 2021)

3.2 Challenges and opportunities faced by teachers in integrating YouTube in PAI learning

One of the main challenges teachers face in integrating YouTube into Islamic Religious Education (PAI) learning is limited infrastructure within the school environment. At SDN 1 Nganganaumala, several classrooms are not yet equipped with projectors or adequate audio-visual equipment. Furthermore, unstable internet access is a major obstacle to online video playback. This situation forces teachers to seek alternatives, such as downloading videos in advance or using personal devices, which are not always ideal for a systematic and continuous learning process. Although teachers are enthusiastic about utilizing digital media, they still experience limitations in their digital competency, particularly in searching, filtering, and integrating YouTube content relevant to the PAI curriculum.

Some teachers admitted they are not yet accustomed to evaluating video content from a theological and pedagogical perspective. This challenge highlights the importance of ongoing training in religious digital literacy for PAI teachers so they can act as critical, ethical, and educational content curators. Despite these challenges, the use of YouTube offers significant opportunities for increasing student engagement and interest in learning. Teachers report that students are more enthusiastic about learning when presented through engaging, visual videos. Stories of the prophets, worship practices, and Islamic values can be conveyed through animated stories or documentaries that can capture students' attention and engage them more actively in the learning process. This opportunity presents a crucial opportunity for teachers to reconstruct teaching methods that are more contextual and engaging. The use of YouTube in Islamic Religious Education (PAI) also allows for the creation of learning spaces that extend beyond the school setting. Teachers revealed that some students re-watch instructional videos with their parents at home, which has a positive impact on family involvement in their children's religious education. This presents a strategic opportunity to build a collaborative learning ecosystem between schools and families, particularly in instilling religious values from an early age in a sustainable and targeted manner.

To overcome these challenges and maximize these opportunities, teachers need to be supported with training programs focused on digital content development, credible Islamic media curation, and technology-based pedagogical strategies. Schools must also provide supporting policies such as access to ICT devices, a schedule for media integration in the syllabus, and regular evaluation of the effectiveness of digital content in Islamic Religious Education (PAI) learning.

Thus, YouTube integration becomes more than just a visual aid, but part of a transformation in Islamic education that adapts to current developments. One of the main challenges teachers face in integrating YouTube is limited digital infrastructure, such as projectors, speakers, and a stable internet connection. Teachers acknowledge that learning activities are often delayed due to technical issues or limited signal in the school environment.

This aligns with findings from Wahyuni (2021), who stated that infrastructure barriers are a major inhibiting factor in the use of digital media in elementary schools, particularly in suburban or rural areas. This situation indicates the importance of institutional support and continued investment in technology facilities in elementary education settings. In addition to technical aspects, teachers also face challenges adapting YouTube content to the applicable Islamic Religious Education (PAI) curriculum. Many videos are visually appealing, but not all align with Islamic values or the local cultural context. This creates ethical and pedagogical challenges for teachers in selecting relevant and value-appropriate content. According to research by Hasanah (2022), content selectivity is a crucial skill in the use of digital media in religious learning.

Therefore, a digital curriculum guide is needed to guide teachers in selecting and integrating audiovisual content based on Islamic values. Despite various challenges, YouTube integration also presents significant opportunities for teachers to improve their technological and pedagogical competencies. Teachers are encouraged to adapt to digital trends and design more creative learning based on TPACK (Technological Pedagogical Content Knowledge). Research by Mishra & Koehler (2006) supports that technology integration can be a path to transforming teacher competencies in the digital education era. With appropriate digital literacy training, Islamic Religious Education teachers can become more confident and innovative in delivering learning that aligns with the characteristics of the digital generation. (Trinova & Nini, 2019) Using YouTube in Islamic Religious Education learning also opens up opportunities for teachers to build a more participatory and collaborative learning environment. Interactive videos enable students to learn independently at home and strengthen group discussions in class. These findings align with a study by Rahmawati & Nugroho (2020), which stated that audiovisual media can increase students' learning motivation and cognitive engagement in religious subjects. Thus, media such as YouTube can serve as a bridge between the digital world familiar to students and contextually taught Islamic content. (Lubis, Manik, Mardianto, & Nirwana Anas, 2021)

These findings regarding challenges and opportunities have strategic implications for the development of education policies, particularly in strengthening digital media integration in elementary schools. The government and stakeholders need to provide specialized training for Islamic Religious Education (PAI) teachers on the selection, adaptation, and production of contextual and educational religious video content. Furthermore, an adaptive curriculum is needed that accommodates the use of digital media as part of a legitimate and productive learning method. With appropriate policy support, integrating YouTube into Islamic Religious Education (PAI) learning will not only improve the quality of learning but also create a religious and technologically literate generation. (Rohmah & Syifa, 2021)

4. Conclusion

The results of this study indicate that the use of YouTube in Islamic Religious Education (PAI) learning in fourth grade students at SDN 1 Nganganaumala positively contributes to the effectiveness of the learning process. YouTube has

been proven to improve students' understanding of Islamic teaching materials through concrete, contextual, and engaging visualizations. Furthermore, this platform also encourages independent learning outside the classroom and strengthens collaboration among students through active group discussions. However, YouTube integration also faces various challenges, including limited digital infrastructure, dependence on a stable internet connection, and difficulty in filtering content that aligns with Islamic values and the PAI curriculum. On the other hand, there are significant opportunities for teachers to develop digital competencies and create more innovative and relevant learning that addresses the characteristics of digital-era students. With the support of media literacy training, adaptive curriculum guidelines, and responsive education policies, YouTube can be a strategic medium for improving the quality of PAI learning at the elementary school level. Therefore, its utilization needs to be continuously optimized in a targeted and sustainable manner.

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