

Utilization of the YouTube Application in Learning Akidah Akhlak at Senior High School

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Abstract

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This research aims to (1) determine the current condition of Akidah Akhlak learning and (2) design Akidah Akhlak learning through YouTube media. Objek penelitian dilakukan di MAN 1 Lampung Timur. The method used in this research is Research and Development (R&D). This research uses the ADDIE model. There are five stages in the ADDIE development model. Several phases are carried out, namely (Analysis, Design, Development, Implementation, and Evaluation). The results of this research are: First, the process of learning moral beliefs is going well, such as teachers using lecture, discussion, demonstration and memorization methods. However, no innovation can be implemented in the teaching and learning process. Second, several applications such as Canva, Clipchamp, and Text Voice Free are supported in designing learning through the YouTube application. Then, quantitative data was obtained at the validation stage by six teams of validators consisting of material experts, who got 83.0%; learning design experts, who got a percentage of 83.0%; and learning media experts, who got a score of 83.0%. The category is Very Eligible. However, this research is only limited to the design stage so that future researchers can complete these five stages to obtain maximum data.

Keywords: Akidah Akhlak, YouTube Application, Learning Design.

INTRODUCTION

In the current era, social media has a large role in helping students learn in modern education, where digital technology is increasingly important to provide broad knowledge and education in using technology wisely.¹ In the context of the YouTube application, this is one of the platforms most widely used

¹ Bima Fandi Asy'arie, Weni Mariyana, Fauzi Nadziiran Haq, Muhammad Syihab As'ad, Dimas Aditia, "Use of Social Media in Schools and Madrasas: A Systematic Review of Social Studies Learning Innovations," *Southeast Asian Journal of Islamic Education* 7, no. 2 (2024): 31-54, <https://doi.org/https://doi.org/10.21093/sajie.v7i2.9051>.



by students which can be designed to provide learning material content to increase their interest in learning.² Through the YouTube app, students can learn anytime and anywhere, allowing wider and more flexible access to education. Teachers need to see how the material content can be engaging and interactive so that teachers can positively influence students' attitudes and behaviors.³ On the other hand, it is highly expected that schools can guide educators in designing learning materials through technological advances.⁴ So, this form of innovation brings the value of Islamic education that can be conveyed optimally through social media.

The phenomenon that is problematic in madrassas includes several important elements.⁵ Among them, the limitation of technological infrastructure is the main obstacle; this often happens in madrasas located in remote areas. The unstable quality of the internet network or the lack of access to technology can hinder the implementation of learning through social media.⁶ In addition, teachers' digital skills are often a problem, as not all teachers are skilled in designing and managing engaging digital content. This requires adequate training and technical support to ensure teachers can use the platform optimistically.⁷ Then, there are also concerns about the control and supervision

² Ana González-Neira, Jorge Vázquez-Herrero, and Natalia Quintas-Froufe, "Convergence of Linear Television and Digital Platforms: An Analysis of YouTube Offer and Consumption," *European Journal of Communication* 37, no. 4 (August 8, 2022): 426–42, <https://doi.org/10.1177/02673231211054720>.

³ Xu Du et al., "Learning Anytime, Anywhere: A Spatio-Temporal Analysis for Online Learning," *Interactive Learning Environments* 30, no. 1 (January 2, 2022): 34–48, <https://doi.org/10.1080/10494820.2019.1633546>.

⁴ Jinhee Kim, Hyunkyung Lee, and Young Hoan Cho, "Learning Design to Support Student-AI Collaboration: Perspectives of Leading Teachers for AI in Education," *Education and Information Technologies* 27, no. 5 (June 28, 2022): 6069–6104, <https://doi.org/10.1007/s10639-021-10831-6>.

⁵ Anharul Ulum and Bima Fandi Asy'arie, "Islamic Religious Education in Forming Muslim Identity in the Modern Era," *Ri'ayah: Jurnal Sosial Dan Keagamaan* 9, no. 1 (June 11, 2024): 1–13, <https://doi.org/10.32332/riayah.v9i1.8498>.

⁶ Jaddon Park and Sarfaro Niyozov, "Madrasa Education in South Asia and Southeast Asia: Current Issues and Debates," *Asia Pacific Journal of Education* 28, no. 4 (December 2008): 323–51, <https://doi.org/10.1080/02188790802475372>.

⁷ Garry Falloon, "From Digital Literacy to Digital Competence: The Teacher Digital Competency (TDC) Framework," *Educational Technology Research and Development* 68, no. 5 (October 29, 2020): 2449–72, <https://doi.org/10.1007/s11423-020-09767-4>.

of the content that students access through digital-based media, given that this type of social media has a variety of content that is not by Islamic values. Without strict supervision, students can be exposed to material that is irrelevant or even contrary to learning objectives.⁸ On the other hand, there is a lack of integration of digital content with the curriculum, where learning through social media needs to be adjusted to curriculum standards and educational goals that have been set.⁹

Learning design is a systematic planning and development process to create an effective and efficient learning experience. This includes determining learning objectives, analyzing student needs, selecting appropriate teaching strategies, and preparing learning materials and activities that support achieving these objectives.¹⁰ Meanwhile, *Akidah Akhlak* is one of the lessons that focuses on teaching the values of beliefs (*akidah*) and moral behavior (*akhlak*) through Islamic teachings.¹¹ *Akidah* includes aspects of the basic beliefs that a Muslim must believe in.¹² Meanwhile, *Akhlak* is related to the procedure of good and correct behavior by Islamic teachings.^{13;14} Furthermore, the YouTube application is a video-sharing platform that allows users to watch, upload, share, and comment on videos online. This media is also the right solution to overcome problems in doing assignments for students. This is because the material content presented

⁸ Roihan Arroseyid & Dzulfikar Akbar Romadlon, "The Role Of Digital Literacy In PAI Learning In Improving The Quality Of Youth Worship," *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam* 5, no. 3 (November 15, 2022): 437–48, <https://doi.org/10.37758/jat.v5i3.507>.

⁹ Mostafa Hamadi et al., "A Social Media Adoption Framework as Pedagogical Instruments in Higher Education Classrooms," *E-Learning and Digital Media* 18, no. 1 (January 20, 2021): 55–85, <https://doi.org/10.1177/2042753020950869>.

¹⁰ Agung Heru Setiadi et al., "Design of Heyzine Flipbook Based Arabic E-Module as an Alternative Teaching Material for Basic's Level," *An Nabighoh* 26, no. 2 (October 18, 2024): 195–216, <https://doi.org/10.32332/an-nabighoh.v26i2.195-216>.

¹¹ Eka Nurjannah et al., "Strategi Guru Mata Pelajaran Akidah Akhlak Dalam Meningkatkan Kedisiplinan Belajar Siswa," *Journal of Education and Instruction (JOEAI)* 3, no. 2 (December 2, 2020): 159–71, <https://doi.org/10.31539/joeai.v3i2.1381>.

¹² Ramli, *Ilmu Aqidah* (Yogyakarta: Manggar Pustaka, 2023).

¹³ Achmad Gholib, *Akidah Akhlak Dalam Perspektif Islam*, 2016.

¹⁴ Bima Fandi Asy'arie, Rachmad Arif Ma'ruf, and Anharul Ulum, "Analisis Pendidikan Agama Islam Dan Pendidikan Akhlak Perspektif Al-Ghazali," *Al-Qalam: Jurnal Kajian Islam Dan Pendidikan* 15, no. 2 (December 9, 2023): 155–66, <https://doi.org/10.47435/al-qalam.v15i2.2279>.

through YouTube has a variety of explanations to trigger students' enthusiasm for learning while increasing their interest in learning.¹⁵

This research aims to (1) find out the current learning conditions of the *Akidah Akhlak*, and (2) design the learning of *Akidah Akhlak* through YouTube media. The focus of this research was carried out at MAN 1 East Lampung. Then, some previous research trends have three main trends; First, Susanti et al., "*Innovative digital media in Islamic religious education learning.*" The findings of data that have been obtained from as many as ten articles by the research of the Islamic religious education teacher group (PAI), namely (*Akidah Akhlak, Fiqh, al-Qur'an Hadis, and History of Islamic Culture*), who use the YouTube application in learning. This is a form of innovation for teachers who create the learning process through digital media. YouTube social media is one of the largest video-sharing platforms in the world, and it always offers endless opportunities to enhance the learning experience.¹⁶

Second, Ramadhani, Setiawan & Hayati, "*The use of YouTube channel-based audio-visual learning media in forming children's character in the Qur'an education park.*" These findings show that the non-formal educational institution is doing something quite interesting: utilizing YouTube channels to support learning activities. The selection of this app as this learning medium is based on the fact that students are already familiar with it due to their regular use.¹⁷ Third, Nawwaroh, Istikomah & Rashed, "*The use of YouTube media in Islamic religious education learning.*" This study reveals that PAI teachers often use YouTube in the learning process, especially for worship materials that require practice, such as

¹⁵ Hasmiza and M. Nurul Humaidi, "Efektivitas Youtube Sebagai Media Pembelajaran Pendidikan Agama Islam Di Era Digitalisasi," *Research and Development Journal of Education* 9, no. 1 (April 11, 2023): 97, <https://doi.org/10.30998/rdje.v9i1.13928>.

¹⁶ Septiani Selly Susanti et al., "Innovative Digital Media in Islamic Religious Education Learning," *Jurnal Pendidikan Agama Islam* 21, no. 1 (June 30, 2024): 40-59, <https://doi.org/10.14421/jpai.v21i1.7553>.

¹⁷ Devina Ramadhani, Dedi Setiawan, and Rina Mida Hayati, "Pemanfaatan Media Pembelajaran Audio Visual Berbasis Channel Youtube Dalam Pembentukan Karakter Anak Di Taman Pendidikan Al-Qur'an," *Bustanul Ulum Journal of Islamic Education* 2, no. 1 (June 29, 2024): 1-20, <https://doi.org/10.62448/bujie.v2i1.55>.

Hajj or Umrah, mandatory prayers, eclipse prayers, funeral prayers, and other religious services. The use of YouTube media not only functions as a means of entertainment, attracting attention and developing knowledge, but also can convey clearer and more in-depth information about the topics taught with the help of YouTube media.¹⁸ All relevant research studies have their differences and characteristics, even none have used the type of research and development (R&D); of course, this is a novelty of this research topic to fill the gap from previous studies, especially in the lesson of *Akidah Akhlak* by using the YouTube application which is carried out at the Madrasah Aliyah level.

METHOD

The method used in this study is known as Research and Development (R&D). This research uses the ADDIE model. This model has five stages (Analysis, Design, Development, Implementation, and Evaluation).¹⁹ This research was conducted because of interest in research on implementing the “Independent Curriculum” at MAN 1 East Lampung. Techniques in collecting researcher data include questionnaires, interviews, and documentation. Then, quantitative data was obtained at the validation stage of as many as six validator teams (Material Experts, Learning Design Experts, and Learning Media Experts) for product feasibility test analysis techniques in the learning development process of *Akidah Akhlak*. To assess the eligibility level, the criteria are interpreted using the “Likert Scale 5.”²⁰ The eligibility criteria for such grades are outlined in the guidelines below.

Table 1. Eligibility Criteria Test

Criterion	Percentage	Value Scale
Not Feasible	00%-20%	5

¹⁸ Qotrunnada Nawwaroh, Istikomah Istikomah, and Zetty Nurzuliana Rashed, “The Use Of YouTube Media In Islamic Religious Education Learning,” *Tadrib* 8, no. 2 (December 31, 2022): 265–82, <https://doi.org/10.19109/tadrib.v8i2.13967>.

¹⁹ Robert Maribe Branch, *Instructional Design: The ADDIE Approach* (Boston, MA: Springer US, 2009), <https://doi.org/10.1007/978-0-387-09506-6>.

²⁰ Riduwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2015).

Not Worth It	021%-40%	4
Decent Enough	041%-60%	3
Worthy	061%-80%	2
Very Feasible	081%-100%	1

RESULTS AND DISCUSSION

Current Conditions of Learning *Akidah Akhlak*

So far, in the process of learning the *Akidah Akhlak* at MAN 1 East Lampung, it has been done optimally. For example, teachers can choose appropriate learning material sources, learning models, and learning techniques to create a supportive learning atmosphere. This is through an interview with a teacher of *Akidah Akhlak* and the arguments presented.

"The learning process of Akidah Akhlak is running well because of our rigor in choosing learning models in making approaches, methods, selection of teaching materials, provision of media such as textbooks, patterns of interaction with students and classroom management that can create a pleasant learning atmosphere. However, in the learning methods that we use in learning only with methods in general, namely lectures, discussions, demonstrations and memorization methods, there has been no innovation in the learning process. Our teaching materials also include student worksheets (LKS) and teacher handbooks. Meanwhile, the learning media we use is only limited to use such as power points that explain teaching materials, due to limited time and skills in terms of other media, still do not have special expertise."

The interviews reveal the problems and difficulties faced by teachers, as they have not been able to use technology properly, which has the potential to help and assist students' learning. As a result, innovations that support educators in utilizing social media as a teaching and learning tool and to enhance their creativity must be developed. Therefore, teachers of *Akidah Akhlak* must integrate technology into education to improve effective learning and education for students to use technology wisely.

According to Anggraeni & Maryanti, teachers can manage the classroom well if they get a more varied learning model.²¹ This is to attract and train teachers' expertise and provide learning opportunities for students to strengthen their skills.²² Skilled educators should consider learning strategies by choosing more comprehensive media, techniques, and approaches. So, during the process of teaching and learning activities, the preferred method can have a positive impact on students.²³ In addition, teachers can also point out that in this era of modernization, technology is needed to make student learning activities easier. Because of this modernization, the form of innovation developed can contribute to the world of education.²⁴ That way, the innovations teachers create during the learning process can increase enthusiasm and energize students because teachers can make various variations when learning.²⁵ It helps educators optimally overcome students' barriers to using technology and other media.

In addition, the methods *Akidah Akhlak* teachers often use at MAN 1 East Lampung include the lecture method. Teachers' use of lecture methods in learning has advantages and disadvantages that must be considered. The lecture method allows teachers to deliver material directly and structured, making it easier to provide information to students quickly.²⁶ Through lectures, teachers can clearly explain the basic concepts of faith and morals, providing a deep

²¹ Risma Anggraeni and Rina Maryanti, "Implementation of Video Learning Media in Islamic Religious Education Subjects," *Indonesian Journal of Multidisciplinary Research* 1, no. 2 (September 11, 2021): 257–66, <https://doi.org/10.17509/ijomr.v1i2.37609>.

²² Yetti, "Peningkatan Kemampuan Guru Dalam Memilih Model Pembelajaran Melalui Workshop Di SMA Negeri 1 Sunggal Kabupaten Deli Serdang," *Jurnal Serunai Administrasi Pendidikan* 10, no. 1 (April 13, 2021): 10–15, <https://doi.org/10.37755/JSAP.V10I1.376>.

²³ Rusyda Mutanaffisah, Resmi Ningrum, and Ari Widodo, "Ketepatan Pemilihan Pendekatan, Metode, Dan Media Terhadap Karakteristik Materi IPA," *Jurnal Inovasi Pendidikan IPA* 7, no. 1 (July 24, 2021): 12–21, <https://doi.org/10.21831/JIPI.V7I1.32622>.

²⁴ Bima Fandi Asy'arie et al., "Strengthening Learning Priorities in the 21st Century: Review of Islamic Education Policy in Indonesia," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 10, no. 02 (November 25, 2024): 279–94, <https://doi.org/10.32678/tarbawi.v10i02.10615>.

²⁵ Fitri Rahmawati, "Kecenderungan Pergeseran Pendidikan Agama Islam Di Indonesia Pada Era Disrupsi," *TADRIS: Jurnal Pendidikan Islam* 13, no. 2 (December 10, 2018): 247, <https://doi.org/10.19105/tjpi.v13i2.1752>.

²⁶ Riyo Asmin Syaifin, "Peranan Guru Akidah Akhlak Terhadap Pembentukan Akhlak Peserta Didik Di Madrasah Aliyah DDI At-Taufiq Padaelo Kabupaten Barru," *AL-QAYYIMAH: Jurnal Pendidikan Islam* 5, no. 1 (June 21, 2022): 67–79, <https://doi.org/10.30863/aqym.v5i1.2918>.

understanding of the importance of moral and ethical values in Islam.²⁷ Second, the discussion method. The use of the discussion method by *Akidah Akhlak* teachers in learning has advantages in encouraging active student involvement, but it also has its challenges if used exclusively. The discussion method allows students to actively participate in learning, share views, and delve into the material through interaction with classmates and teachers.²⁸ Discussions can deepen students' understanding of faith and morals by exposing them to diverse perspectives that help them critically analyze and internalize moral values.²⁹ Therefore, teachers of *Akidah Akhlak* need to combine discussion methods with lectures or text-based learning so that students not only engage in discussions but also get structured and in-depth information about the teachings of Islamic religious teachings.³⁰

Third, demonstrations. Using demonstration methods by teachers of *Akidah Akhlak* in learning can effectively demonstrate the practical application of the concepts of faith and morals taught.³¹ Through protests, teachers can provide concrete examples of how moral values, such as honesty, patience, and responsibility, are applied daily. The demonstration method allows students to see the expected behavior or practice firsthand to understand and imitate it more

²⁷ Saimah Saimah, "Kompetensi Kepribadian Guru Akidah Akhlak Di Madrasah Aliyah Nurul Ittihad Kuala Jambi," *Jurnal Pendidikan Guru* 2, no. 2 (June 6, 2021): 25–36, <https://doi.org/10.47783/jurpendigu.v2i2.226>.

²⁸ Ainul Luthfia Al Firda and Nikmatul Choirah Pamungkas, "Penerapan Model Pembelajaran Aqidah Akhlak Berbasis Project Based Learning Di Madrasah Aliyah Nurul Islam Ngesrep Boyolali," *Jurnal Kiprah Pendidikan* 1, no. 4 (October 31, 2022): 254–60, <https://doi.org/10.33578/kpd.v1i4.114>.

²⁹ Alexander Guci et al., "Pengaruh Metode Diskusi Terhadap Hasil Belajar Pendidikan Agama Islam Di Madrasah Aliyah Negeri 1 Tangerang," *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 5, no. 1 (January 23, 2024): 269–78, <https://doi.org/10.62775/edukasia.v5i1.753>.

³⁰ Wisudatul Ummi Tanjung and Dian Namora, "Kreativitas Guru Dalam Mengelola Kelas Untuk Mengatasi Kejenuhan Belajar Siswa Di Madrasah Aliyah Negeri," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 1 (July 5, 2022): 199–217, [https://doi.org/10.25299/al-thariqah.2022.vol7\(1\).9796](https://doi.org/10.25299/al-thariqah.2022.vol7(1).9796).

³¹ Luluk Maulidiya, "Upaya Guru Pendidikan Agama Islam Dalam Menerapkan Metode Demonstrasi Untuk Membentuk Akhlakul Karimah Pada Siswa Ma Al-Qomar Kelas XI Tahun Ajaran 2021/2022," *Jurnal Tsurayya* 1, no. 1 (2022): 1–10, <https://doi.org/https://doi.org/10.31004/jpdk.v4i1.3543>.

easily.³² Teachers of the *Akidah Akhlak* need to balance the demonstration method with discussion, reflection, and analysis so that students understand how and why the values of faith and morals are important and must be applied in their lives.³³ Fourth is memorization. The use of memorization methods by teachers of *Akidah Akhlak* in learning can help students remember such verses of the Qur'an, hadith, and important concepts in faith and morals. By memorization, students can access religious knowledge quickly and easily and have a solid foundation for understanding Islamic teachings.³⁴ In this way, students not only memorize but can also internalize the values of faith and morals to become part of their daily character and behavior.³⁵

Designing *Akidah Akhlak* Learning through the YouTube Application

The predetermined learning design model must guide the preparation process as a structured framework. At this point, five steps must be taken to develop and design the learning of the *Akidah Akhlak* through the YouTube application, which includes (Analysis, Design, Development, Implementation, and Evaluation). The following is an explanation of the stages.

a. Analysis

First, Needs analysis. Lessons on *Akidah Akhlak* must be given to students at MAN 1 East Lampung. In this case, a deep understanding of the student's need to develop religious knowledge and the nature of religion in this learning is necessary. It aids in creating educational programs appropriate to the student's moral, intellectual, and emotional growth phases while considering their social

³² Arif Rohman Hakim & Luthfiah Luthfiah, "Efektifitas Penggunaan Metode Demonstrasi Pada Pembelajaran Fiqih Di MA Kapetakan," *Equivalent: Jurnal Ilmiah Sosial Teknik* 2, no. 2 (2020): 70–76, <https://doi.org/https://doi.org/10.59261/jequi.v2i2.2>.

³³ Muhammad Firmansyah, "Penerapan Metode Demonstrasi Untuk Meningkatkan Pemahaman Belajar Siswa Pada Mata Pelajaran Fikih Di Kelas XI MAS Yaspen Muslim Pematang Tengah," *Journal Millia Islamia* 3, no. 1 (2024): 96–110.

³⁴ Arif Munandar, "Metode Guru Dalam Membina Akhlak Siswa Di Madrasah Aliyah," *Journal of Educational Research* 1, no. 1 (June 22, 2022): 1–22, <https://doi.org/10.56436/jer.v1i1.2>.

³⁵ Muhamad Kasim and Muhammad Tamrin, "Analisis Kemampuan Kognitif Siswa Dalam Pembelajaran Akidah Akhlak Di Madrasah Aliyah Al-Hikmah Soe Kelas X IPA," *Ta Lim Jurnal Pendidikan Agama Islam Dan Manajemen Pendidikan Islam* 2, no. 02 (August 31, 2023): 13–27, <https://doi.org/10.59098/talim.v2i02.1251>.

and cultural backgrounds. Given how quickly things are changing, educators must incorporate technology, social interaction, and problem-based learning strategies into their lessons to help students broaden their understanding and utilize it responsibly. This way, the study's information serves as a blueprint for creating and organizing teaching materials using YouTube media.

Technological advances have had a greater and greater impact on education these days, requiring updates to keep up with and adapt to the realities of life.³⁶ This applies to several academic subjects, including social studies, science, and religion. Any obstacle can be overcome by becoming proficient with the methods and resources. Undoubtedly, using technology in the classroom can lead to new educational advancements.³⁷ Since YouTube is a popular app across all demographics and can be used as an educational tool, there are undoubtedly many benefits. Teachers should help students gain better information and skills and support their personal growth.³⁸ On the other hand, it is important to understand the motivation behind the teacher's instructions to assist them in this endeavor. Teens' use of social media, particularly the YouTube app, is becoming an important aspect of their lives and should influence students' use of social media more responsibly.³⁹

Third, curriculum analysis. Currently, the curriculum implemented at MAN 1 East Lampung is the "Independent Curriculum," which is designed based on three main pillars: the response to the needs of students, the needs of

³⁶ Weni Mariyana Meiria Nurphi, Bima Fandi Asy'arie, Rachmad Arif Ma'ruf, "Menggali Dampak Penerapan Kurikulum Merdeka: Tinjauan Antara Keunggulan, Manfaat Dan Persepsi Negatif," *Mauriduna: Journal of Islamic Studies* 5, no. 2 (2024): 380-97, <https://doi.org/https://doi.org/10.37274/mauriduna.v5i2.1199>.

³⁷ Khojir Khojir, Ifah Khoirunnikmah, and Nela Syntha, "Teknologi Sebagai Media Pembelajaran Pendidikan Agama Islam Di Era Revolusi Industri 4.0," *El-Buhuth: Borneo Journal of Islamic Studies* 5, no. 1 (December 30, 2022): 65-77, <https://doi.org/10.21093/el-buhuth.v5i01.4373>.

³⁸ Alif Kurniawan Muh et al., "The Dynamics of Utilizing Youtube to Enhance the Quality of Islamic Education Learning," *At Turots: Jurnal Pendidikan Islam*, June 29, 2024, 331-42, <https://doi.org/10.51468/jpi.v6i1.525>.

³⁹ Nila Rohmatul Jannah and Farid Ahmadi, "Developing Flipbook Benadaku with YouTube Videos to Improve Students' Learning Outcomes in Natural and Social Sciences," *Journal of Educational Management and Instruction (JEMIN)* 4, no. 1 (July 27, 2024): 113-26, <https://doi.org/10.22515/JEMIN.V4I1.9482>.

the community and the world of work, and government policies. The curriculum structure at this school includes all learning materials held for three years. This curriculum consists of 1 subject 0-12, local content, and self-development given to students. To determine the graduation rate, each indicator describes student achievement in core competencies, with an expected completion percentage of at least 75%. In addition, schools need to determine minimum completeness criteria such as the Competency Achievement goal that considers the average ability of students.

To get the desired product results, initial observations must be made to determine the needs analysis. After that, the product should be used to ensure it works properly for the student.⁴⁰ According to Rusdi, the analysis of needs, characteristics of student media use, initial ability, availability of supporting facilities, and curriculum are prioritized for now.⁴¹ Since this needs analysis serves as the basis for design, researchers have a very important role to play in doing so. This analysis aims to prevent mismatch with the student's needs from being misused.⁴² In addition, a teacher must have a good understanding of his students' characteristics and initial abilities. Initial ability analysis is an important step to determine the needs and ability of students to set appropriate goals and materials for behavior change.⁴³ To ensure that the curriculum helps students understand the subject matter and the learning process, a teacher must examine it according to its needs.⁴⁴

⁴⁰ Andi Rustandi and Rismayanti, "Penerapan Model ADDIE Dalam Pengembangan Media Pembelajaran Di SMPN 22 Kota Samarinda," *JURNAL FASILKOM* 11, no. 2 (August 26, 2021): 57–60, <https://doi.org/10.37859/jf.v11i2.2546>.

⁴¹ Muhammad Rusdi, *Penelitian Desain Dan Pengembangan Kependidikan* (Depok: PT Rajagrafindo Persada, 2018).

⁴² Bima Fandi Asy'arie, "Tik-Tok Application: Development Of Achievement Learning To Increase Interest In Learning At Madrasah Aliyah Negeri 1 Lampung Timur," *At-Turats* 17, no. 2 (December 22, 2023): 129–45, <https://doi.org/10.24260/at-turats.v17i2.2779>.

⁴³ Ahmad Taufik, "Analisis Karakteristik Peserta Didik," *EL-Ghiroh* 16, no. 01 (February 25, 2019): 1–13, <https://doi.org/10.37092/el-ghiroh.v16i01.71>.

⁴⁴ Amelia Arnes, Muspardi Muspardi, and Yusmanila Yusmanila, "Analisis Pemanfaatan Platform Merdeka Mengajar Oleh Guru PPKn Untuk Akselerasi Implementasi Kurikulum Merdeka," *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 1 (January 24, 2023): 60–70, <https://doi.org/10.31004/edukatif.v5i1.4647>.

b. Design

The second stage is product design, which seeks to create a new *Akidah Akhlak* learning model through the YouTube application. There are several steps to take in this design. First, determine the structure of the material. Second, choose the specifications of the development design. Third, take advantage of applications that support learning design available downloaded from the "Play Store." Then, after creating the learning video design, the product is assessed by validators or specialists. Before being applied to students, this is done to determine suitability and feasibility. The display of the video that has been made in the process of learning moral beliefs can be viewed through the account "@FF Channel" or can be viewed by clicking on the link (<https://www.youtube.com/watch?v=c8hhJ5DkpB4>). The following is a video image display of the developed product design.



Figure 1. Display of the Results of the *Akidah Akhlak* Learning Design Video

Before the researchers designed the product, to make it easier, several supporting applications were first selected that could help make the process of making video-based learning designs easier. The following are supporting applications that can be used.

Table 2. Applications that Support the Design of *Akidah Akhlak* Learning

No	Application Type	Images and Sources
1	Canva	 Sumber: https://play.google.com/store/apps/details?id=com.canva.editor
2	Clipchamp	 Sumber: https://clipchamp.com/en/
3	Text Voice Free	 Sumber: https://play.google.com/store/apps/details?id=com.TextVoice.TextVoiceG

A validator assessed the product after creating a video design for learning *Akidah Akhlak*. Before being applied to students, this is done to determine suitability and feasibility. The following is a video image display of the developed product design.

Apart from that, there is a validator assessment in learning media, design, and learning content, which the validator team reviews. Content verification by experts. Three people completed the material expert assessment, including indicators such as “use of language, description of material, student learning participation, presentation of material, and correctness and suitability of material.” The total score is 62. This score is around 83.0% in the **Very Feasible**

category. The diagram below shows the results of the validator team to make it clearer.

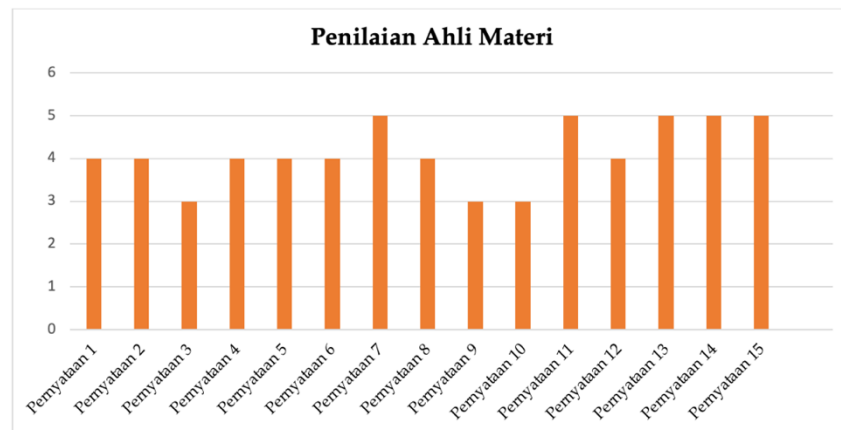


Figure 2. Material Expert Validator Assessment

Second, Validation of the Learning Design Expert Team. In this team, the assessment was carried out by three people. Where the validation carried out by related learning design experts includes aspects of related indicators: “the accuracy of the formulation of learning objectives, the relevance of learning strategies to learning objectives, the technical quality of learning design, online learning as a learning resource, the attractiveness and accuracy of learning design,” which obtained a score of 61, this score is 83.0% with the category of **Very Feasible**. The following diagram presents the results of the assessment obtained.

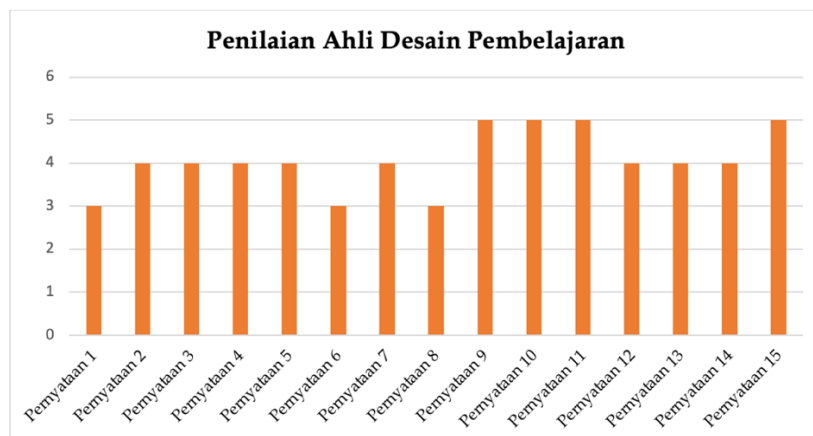


Figure 3. Learning Design Expert Validator Assessment

Third, Validation of learning media experts. The assessment by relevant learning design experts includes indicators related to “attractiveness of appearance, lettering, and writing, interaction level of learning design and graphic display,” The total score obtained was 62. This score obtained a percentage of 81.3% with the **Very Feasible** category. For more details, the results obtained by the research validator team are presented in the form of the diagram below.



Figure 4. Learning Media Expert Assessment

Various supporting applications can help the design to improve *Akidah Akhlak's* learning through the YouTube application. According to Purba & Harahap, using social media in an educational environment can undoubtedly provide significant assistance in increasing students' willingness to learn. Interesting teaching materials are needed for students to be more active in the learning process and not bored.⁴⁵ The benefits of learning with technology include increased digital skills, self-paced learning, adaptability to individual curricula, access to information worldwide, and collaboration between students worldwide.⁴⁶ Through technological developments, users such as YouTube media can prepare content more easily and participate in video chats with role

⁴⁵ Yusnita Adelina Purba and Amin Harahap, "Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Matematika Di SMPN 1 NA IX-X Aek Kota Batu," *Jurnal Cendekia : Jurnal Pendidikan Matematika* 6, no. 2 (April 5, 2022): 1325–34, <https://doi.org/10.31004/cendekia.v6i2.1335>.

⁴⁶ Rachmad Arif Ma'ruf et al., "Islamic Boarding Schools and Technology: Efforts to Overcome Social Changes in Santri Misuse of Gadgets," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (June 20, 2024): 2472–84, <https://doi.org/10.35445/alishlah.v16i2.5338>.

players who then duet with other users.⁴⁷ Because, one of the advantages of the YouTube application is that it allows for distance learning. In this way, students can study independently at home or elsewhere.⁴⁸

In addition, the product design developed awaits supporting applications. The six types of applications have functions and benefits in designing the learning of *Akidah Akhlak* through the YouTube application. Some of the applications that have been determined include First, Canva. The Canvas app type is an online design and visual communication platform that aims to empower people worldwide to create and publish any design anywhere.⁴⁹ The Canva application provides a variety of templates that can be adjusted to your learning needs, such as infographics, posters, presentations, and worksheets. With this feature, teachers can present material in a more dynamic and easy-to-understand manner.⁵⁰

Second, Clipchamp. In designing learning, this app offers an innovative way to create engaging and educational video content for students. The Clipchamp type of app is an online video editing platform that allows teachers to create dynamic and interactive visual learning materials, thereby increasing student engagement and understanding of concepts that align with the learning of the *Akidah Akhlak*.⁵¹ Interesting sketches or animations help students understand and remember these messages better, making them easy to

⁴⁷ Sedigheh Moghavvemi et al., "Social Media as a Complementary Learning Tool for Teaching and Learning: The Case of Youtube," *The International Journal of Management Education* 16, no. 1 (March 2018): 37–42, <https://doi.org/10.1016/j.ijme.2017.12.001>.

⁴⁸ Quan Zhou et al., "Understanding the Use of YouTube as a Learning Resource: A Social Cognitive Perspective," *Aslib Journal of Information Management* 72, no. 3 (June 16, 2020): 339–59, <https://doi.org/10.1108/AJIM-10-2019-0290>.

⁴⁹ Khairunnisak Nur Isnaini, Dina Fajar Sulistiyani, and Zezya Ramadhany Kharisma Putri, "Pelatihan Desain Menggunakan Aplikasi Canva," *SELAPARANG Jurnal Pengabdian Masyarakat Berkemajuan* 5, no. 1 (December 5, 2021): 291, <https://doi.org/10.31764/jpmb.v5i1.6434>.

⁵⁰ Qadhli Jafar Adrian et al., "Pengenalan Aplikasi Canva Kepada Siswa/Siswi SMKN 1 Tanjung Sari, Lampung Selatan," *Journal of Social Sciences and Technology for Community Service (JSSTCS)* 3, no. 2 (September 14, 2022): 187, <https://doi.org/10.33365/jsstcs.v3i2.2020>.

⁵¹ Alec Chillingworth, "What Is Clipchamp and How Do You Use It?," *epidemicsound.com*, 2024, <https://www.epidemicsound.com/blog/what-is-clipchamp/>.

understand.⁵² Third, the Text Voice Free app falls under the category “Text-to-Speech,” or what is commonly called “Voice Maker.” This type of app can convert text into speech. To attract users' attention, the app uses information technology to access different sounds, including sounds from anime, cartoons, and other languages.⁵³

CONCLUSION

The design process of learning *Akidah Akhlak* through the YouTube application at MAN 1 East Lampung has offered an innovative approach that can increase effectiveness and attractiveness in the learning process. YouTube media as a visual platform provides opportunities for teachers to convey moral beliefs more interactively and interestingly, especially through videos rich in visual, audio, and animation elements. Using supporting applications such as Canva, Clipchamp, and Text Voice Free for animation further enriches the content conveyed. With the right design, the material can be arranged systematically, from introducing basic concepts and in-depth explanations of Islamic values to practical applications in daily life. In addition, YouTube allows for further interaction with students through comments, questions and answers, and discussions, which can strengthen students' understanding and reflection on the material being studied. Then, quantitative data was obtained at the validation stage by as many as three teams of validators consisting of material experts, who received 83.0%; learning design experts, who obtained a percentage of 83.0%; and learning media experts, who obtained a score of 83.0%. The category is categorized as Very Feasible. However, this research is only limited to the design stage so that the next researcher can complete the five stages to obtain maximum

⁵² Rudi Permadi et al., “Pelatihan Pembuatan Media Pembelajaran Multiliterasi Digital Bagi Calon Guru Praktik Pengalaman Lapangan Di Kampus Islam Swasta Kota Tasikmalaya,” *Jurnal Pengabdian Multidisiplin* 3, no. 2 (October 22, 2023), <https://doi.org/10.51214/japamul.v3i2.658>.

⁵³ Bima Fandi Asy'arie & Nugroho Noto Suseno, “Desain Pembelajaran Pendidikan Agama Islam (PAI) Melalui Aplikasi Tik-Tok,” *Ar-Rusyd: Jurnal Pendidikan Agama Islam* 3, no. 1 (May 30, 2024): 46–63, <https://doi.org/10.61094/ARRUSYD.2830-2281.142>.

data. Thus, using YouTube as a learning medium for the *Akidah Akhlak* can be an effective tool in the learning process in the current digital era.

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