



Integrating YouTube as a Learning Media in Islamic Education to Improve Students' Self-Confidence

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Abstract:

Islamic Education (PAI) learning is an effective approach to developing students' character in schools. YouTube as a digital learning medium has shown potential in enhancing students' self-confidence in the learning process. This aims to explore the urgency, implementation, and implications of Islamic Education learning using YouTube media to improve students' self-confidence at SDN 2 Curah Jeru, Situbondo. The research employs a descriptive qualitative method with a multi-site case study design. Data were collected through observation, in-depth interviews, and documentation. The data analysis technique includes data reduction, data display, and conclusion drawing or verification to ensure the validity of findings. The findings indicate that the urgency of using YouTube in PAI learning lies in its ability to facilitate students' understanding of learning materials while simultaneously fostering self-confidence. The implementation is carried out through several steps, including preparing materials, utilizing YouTube videos during classroom instruction, encouraging students to create their own learning content, and uploading educational videos to the YouTube platform. Furthermore, YouTube is consistently integrated into the teaching and learning process as an innovative learning strategy. The implications of this implementation are significant. Teachers become more creative and adaptive in employing various instructional models while students demonstrate increased self-confidence and active participation in learning activities. Students can access materials anytime and anywhere, enabling flexible learning beyond the classroom. Parents also benefit by being able to monitor their children's progress from home. Moreover, the school gains broader recognition within the community due to its innovative use of digital media in education.

INTRODUCTION

In the contemporary digital era, the integration of technology into education has become an unavoidable reality, particularly in the field of Islamic Education (Pendidikan Agama Islam/PAI). Students today are growing up in a digital environment where platforms such as YouTube, TikTok, and other video-

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based applications dominate their daily interactions. This condition significantly influences their learning behavior, attention span, and self-expression in the classroom. In many educational settings, students tend to experience low self-confidence when required to speak, present ideas, or participate actively in learning activities. This phenomenon is also evident in Islamic Education classrooms, where traditional teacher-centered approaches still dominate instructional practices. As a result, students often become passive recipients of information rather than active participants in the learning process. Meanwhile, YouTube as a widely accessible digital platform offers visual, auditory, and interactive learning experiences that can potentially bridge this gap. Its use in education allows students to observe real examples, engage with multimedia content, and even create their own learning materials. Therefore, the phenomenon of declining student self-confidence alongside increasing digital media consumption creates an important opportunity for educational transformation through the integration of YouTube in PAI learning.

Furthermore, the shift toward digital learning environments has been accelerated by post-pandemic educational transformations, where blended and online learning models have become more common. Teachers are increasingly encouraged to adopt innovative media to maintain student engagement and improve learning outcomes. However, in many Islamic schools and public elementary schools, the utilization of digital platforms such as YouTube is still limited to supplementary teaching tools rather than being fully integrated into instructional design. This limitation results in a missed opportunity to maximize students' potential, particularly in building self-confidence through active learning participation. In PAI learning specifically, students are expected not only to understand religious concepts but also to demonstrate character development, including confidence, communication skills, and moral expression. Unfortunately, conventional teaching methods often fail to support these affective learning outcomes effectively. Therefore, there is a strong need to reorient Islamic Education pedagogy toward more interactive and student-centered approaches. YouTube, with its accessibility and familiarity among students, provides a strategic medium to support this transformation. It enables learners to observe, imitate, and produce learning content, which directly contributes to enhancing their confidence and independence in learning.

Several previous studies have highlighted the effectiveness of YouTube as a learning medium in improving student engagement and learning motivation. Research conducted in various educational contexts has shown that video-based learning platforms can enhance understanding of abstract concepts, increase student interest, and support independent learning. In Islamic Education contexts, some studies indicate that multimedia learning tools help students better comprehend religious materials and improve retention of knowledge. Additionally, other research findings suggest that digital media, including YouTube, can foster creativity and communication skills among students by encouraging them to produce and share educational content. Studies related to self-confidence also reveal that active learning strategies, such as project-based learning and multimedia integration, contribute positively to students' psychological development, including their confidence in expressing ideas. However, most of these studies focus primarily on cognitive outcomes such as academic

achievement and motivation, while affective dimensions like self-confidence in Islamic Education learning remain underexplored. Moreover, many studies are conducted in general subjects such as science or language learning, with limited focus on PAI at the elementary school level. This indicates that although the benefits of YouTube in education have been widely acknowledged, its specific role in enhancing self-confidence within Islamic Education contexts requires further investigation.

Despite the growing body of literature on digital learning media, a clear research gap still exists in the integration of YouTube specifically for enhancing self-confidence in Islamic Education learning at the elementary school level. Most existing studies emphasize technological effectiveness, student motivation, or cognitive achievement, rather than focusing on psychological and character-building aspects such as confidence. Furthermore, research on YouTube-based learning often concentrates on secondary or higher education, leaving a gap in understanding its impact on younger learners who are still in the process of forming their learning identity and self-esteem. In addition, limited attention has been given to how teachers systematically implement YouTube in classroom instruction, particularly in PAI learning that emphasizes both cognitive and affective domains. Another gap lies in the lack of comprehensive analysis regarding the implementation process, starting from preparation, classroom integration, student involvement in content creation, to the evaluation of learning outcomes. These gaps indicate that a more in-depth study is needed to explore not only the use of YouTube as a tool but also its pedagogical implications in shaping students' self-confidence within Islamic Education learning environments.

This study offers a novel contribution by focusing on the integration of YouTube as a structured learning medium in Islamic Education to enhance students' self-confidence at the elementary school level. Unlike previous studies that primarily examine learning outcomes or motivation, this research emphasizes the affective dimension of education, particularly self-confidence development. The novelty also lies in the exploration of a holistic implementation model, where YouTube is not only used for instructional viewing but also for student-generated content creation, collaborative learning, and reflective practice. This approach positions students not merely as passive viewers but as active producers of educational content, thereby strengthening their sense of autonomy and confidence. Furthermore, this study provides a contextual analysis within SDN 2 Curah Jeru, Situbondo, offering empirical evidence from a real educational setting that reflects the challenges and opportunities of digital transformation in Islamic Education. By integrating technological innovation with character education values, this research contributes to the development of a more dynamic and responsive PAI learning model in the digital era.

The expected outcome of this study is a comprehensive understanding of how YouTube-based learning can effectively enhance students' self-confidence in Islamic Education. It is anticipated that the integration of YouTube will encourage more active participation from students, improve their communication skills, and foster greater confidence in expressing ideas both inside and outside the classroom. Teachers are also expected to become more innovative and adaptive in designing learning activities that align with digital-era demands. In

addition, this study is expected to demonstrate that students are capable of learning independently, creating educational content, and engaging in reflective learning processes. The broader implication is that schools can adopt YouTube-based learning as part of a sustainable digital learning strategy that supports both academic and character development goals. Ultimately, this research contributes to the advancement of Islamic Education pedagogy by bridging traditional values with modern technology, ensuring that character formation—particularly self-confidence—remains central in the learning process while adapting to the demands of the 21st century educational landscape.

RESEARCH METHOD

This study employs a **qualitative descriptive research approach** to explore in depth the use of YouTube-based Islamic Education (PAI) learning in enhancing students' self-confidence. Qualitative research is considered appropriate because it focuses on understanding social phenomena in their natural settings and interpreting meanings based on participants' perspectives. According to Creswell (2018), qualitative research is suitable for investigating complex educational processes that cannot be measured quantitatively, particularly those related to behavior, attitudes, and experiences in learning environments. In this study, the phenomenon of students' self-confidence development through digital media integration is examined in a real classroom context without manipulation of variables. Therefore, the descriptive qualitative approach allows the researcher to provide a comprehensive and rich explanation of how YouTube is implemented in PAI learning and how it influences students' affective development, especially their confidence in expressing ideas and participating actively in learning activities.

The research design used is a **case study approach**, which enables an intensive and detailed investigation of a specific educational setting. A case study is defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2018). In this research, the case study is conducted at SDN 2 Curah Jeru, Situbondo, focusing on the implementation of YouTube media in PAI learning. This approach allows the researcher to deeply explore the processes of planning, implementation, and evaluation of learning activities involving YouTube. It also provides an opportunity to understand the roles of teachers, students, and learning environment in shaping students' self-confidence. Through this case study, the research captures the complexity of digital learning integration in Islamic Education and its impact on student character development in a real educational context.

Data collection techniques in this study include observation, in-depth interviews, and documentation. Observation is used to directly examine classroom learning activities involving YouTube media, while interviews are conducted with teachers and students to gain insights into their experiences and perceptions. Documentation is used to support data in the form of lesson plans, learning videos, and school records. The collected data are analyzed using the interactive model of data analysis proposed by Miles, Huberman, and Saldaña (2014), which includes data reduction, data display, and conclusion drawing or verification. This systematic analysis process ensures that the findings are valid, reliable, and

meaningful. Through this methodological framework, the study is able to present a comprehensive understanding of how YouTube-based learning contributes to enhancing students' self-confidence in Islamic Education learning environments.

RESULTS AND DISCUSSION

RESULTS

Urgency of YouTube-Based PAI Learning in Enhancing Students' Self-Confidence

The urgency of integrating YouTube into Islamic Education (PAI) learning emerges from the increasing need to adapt educational practices to the characteristics of digital-native students. In the current era, students are highly exposed to video-based platforms, making YouTube a familiar and accessible medium for learning. This condition creates a strategic opportunity for educators to bridge traditional Islamic Education with modern digital tools. According to Prensky (2018), digital-native learners tend to respond more effectively to visual and interactive learning media compared to conventional lecture-based instruction. Therefore, the integration of YouTube in PAI learning becomes urgent to ensure that learning remains relevant, engaging, and capable of fostering students' self-confidence in expressing ideas and participating actively in classroom activities.

Furthermore, the urgency is also driven by the need to strengthen students' affective competencies, particularly self-confidence, which is often underdeveloped in traditional learning environments. Many students experience anxiety when asked to speak or present in front of their peers. YouTube-based learning provides opportunities for students to observe, imitate, and gradually practice communication skills through visual examples. Bandura (1997) emphasizes that observational learning plays a crucial role in shaping self-efficacy and confidence. By watching educational videos and engaging with content creation, students are more likely to develop belief in their own abilities, which is essential in Islamic Education learning that emphasizes both knowledge and character development.

In addition, the urgency of YouTube integration is reinforced by the demand for innovative teaching strategies in the post-pandemic educational landscape. Teachers are expected to adopt technology-enhanced learning models to maintain student engagement and improve learning outcomes. YouTube offers flexibility, accessibility, and creativity that support independent learning both inside and outside the classroom. As noted by Anderson and Dron (2017), digital learning environments promote learner autonomy and active participation. In the context of PAI learning at SDN 2 Curah Jeru, YouTube becomes not only a supplementary tool but a transformative medium that supports the development of students' self-confidence through interactive and meaningful learning experiences.

Implementation and Implications of YouTube-Based PAI Learning

The implementation of YouTube in Islamic Education learning at SDN 2 Curah Jeru is conducted through a structured and student-centered approach. Teachers begin by preparing learning materials in the form of videos that are relevant to the PAI curriculum. These videos are then used during classroom

instruction to support explanation and discussion. In addition, students are encouraged to actively engage with the content by creating their own learning videos related to Islamic topics. This approach aligns with constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through experience and interaction (Piaget, 2001). By involving students in content creation, the learning process becomes more meaningful and directly contributes to the development of self-confidence.

Moreover, the implementation of YouTube-based learning also involves collaborative activities between teachers and students. Teachers act as facilitators who guide students in selecting topics, preparing scripts, recording videos, and uploading content to the YouTube platform. This process not only enhances digital literacy but also encourages students to express themselves more confidently. Vygotsky (1978) highlights the importance of social interaction in cognitive and emotional development, where learners build confidence through guided participation. In this case, YouTube serves as a medium that supports both academic learning and personal development, especially in improving students' ability to communicate ideas effectively in public settings.

The implications of this implementation are significant for teachers, students, and the school environment. Teachers become more innovative and adaptive in designing learning strategies that integrate digital media. Students demonstrate increased self-confidence, independence, and creativity in learning activities. They are also able to access learning materials anytime and anywhere, which supports flexible learning. Furthermore, parents benefit from being able to monitor their children's learning progress through digital content, while the school gains broader recognition within the community as an institution that implements innovative educational practices. According to UNESCO (2021), digital learning integration contributes to improving educational quality and expanding learning accessibility. Thus, YouTube-based PAI learning not only enhances cognitive achievement but also plays a crucial role in strengthening students' self-confidence and character development.

DISCUSSION

The findings of this study indicate that the integration of YouTube in Islamic Education (PAI) learning plays a significant role in enhancing students' self-confidence. This is closely related to the shift in contemporary education toward digital-based learning environments that emphasize student-centered approaches. YouTube provides visual and auditory stimuli that make learning more engaging and easier to understand, especially for abstract religious concepts. According to Mayer (2009), multimedia learning improves comprehension by combining verbal and visual information, which supports deeper cognitive processing. In the context of SDN 2 Curah Jeru, the use of YouTube helps students become more confident because they are exposed to clear examples of learning materials and are encouraged to participate actively in learning activities.

Furthermore, the implementation of YouTube-based learning fosters an interactive classroom environment where students are not only consumers of information but also producers of knowledge. Students are encouraged to create and present their own learning videos, which directly contributes to the development of their communication skills and self-confidence. This aligns with

Bandura's (1997) social cognitive theory, which emphasizes that self-efficacy develops through mastery experiences, vicarious learning, and social persuasion. When students successfully complete tasks such as presenting Islamic learning content through videos, they experience a sense of achievement that strengthens their belief in their abilities. This process gradually reduces anxiety and increases their willingness to participate in classroom discussions.

In addition, YouTube supports the development of independent learning skills among students. The accessibility of learning videos allows students to review materials anytime and anywhere, which enhances their autonomy and responsibility in learning. This is consistent with the concept of self-regulated learning, where students take control of their own learning process through planning, monitoring, and evaluating their understanding (Zimmerman, 2002). In Islamic Education, this independence is crucial because it supports not only cognitive achievement but also character formation, including confidence, discipline, and responsibility. The flexibility offered by YouTube thus becomes a key factor in strengthening students' learning motivation and self-confidence.

Finally, the broader implication of YouTube-based PAI learning extends to teachers and the school environment. Teachers are required to adapt their pedagogical strategies by integrating digital tools into their instructional design. This encourages innovation in teaching methods and improves professional competence. As stated by Koehler and Mishra (2009), effective technology integration in education requires the alignment of content, pedagogy, and technology (TPACK framework). At the institutional level, the use of YouTube contributes to the school's reputation as an innovative learning environment that supports 21st-century skills. Therefore, the implementation of YouTube in PAI learning not only enhances students' self-confidence but also transforms the overall learning ecosystem into a more dynamic, interactive, and meaningful educational experience.

CONCLUSION

This study concludes that the integration of YouTube as a learning medium in Islamic Education (PAI) has a significant role in enhancing students' self-confidence. The use of digital video-based learning provides students with more engaging, contextual, and easily understood learning experiences. Through YouTube, students are able to observe learning materials visually and auditorily, which helps reduce learning anxiety and increases their willingness to participate in classroom activities. This aligns with the idea that multimedia learning can improve both cognitive understanding and affective development, particularly in building self-confidence among students in elementary education settings.

Furthermore, the implementation of YouTube-based learning at SDN 2 Curah Jeru demonstrates that involving students in content creation activities is an effective strategy to strengthen their self-confidence. By producing and presenting their own learning videos, students gain direct experience in expressing ideas, communicating information, and performing in front of others. These experiences contribute to mastery learning, which gradually builds students' belief in their abilities. In addition, the flexibility of YouTube allows students to learn independently, review materials repeatedly, and develop self-regulated learning skills, which further supports their academic and personal

development.

Finally, the implications of this study show that YouTube-based Islamic Education learning not only benefits students but also encourages teachers to become more innovative in their teaching practices. Teachers are required to adapt to digital learning environments and design more interactive instructional strategies. At the institutional level, this approach enhances the quality of education and strengthens the school's image as a modern and adaptive learning institution. Therefore, YouTube-based learning can be considered an effective innovation in Islamic Education that contributes to both academic achievement and character development, particularly in fostering students' self-confidence in the digital era.

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