Youtube Bassed Learning Media Innovation In SKI Lesson in MIN 3 Ciamis

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ABSTRACT

One of the strategic efforts in creating quality education is by innovating learning media. From the results of research investigations and observations, it was found that SKI learning is one of the monotonous subjects, because it is delivered through lectures. One of the subjects that contains historical material, so a competent teacher is needed in explaining SKI material. Through this research, researchers see the factor of media innovation that has not been fully used in SKI learning. This research uses qualitative research methods with the type of field research. It is a field study which is the main source in this research is the results of observations and interviews in the field. The results of this study are that before using YouTube-based learning media or using the lecture method, students' understanding of SKI material has not reached the expected understanding of the minimum completeness criteria in SKI learning subjects. From the results of oral and written tests, it was found that 20% of 16 students understood the material well, while the other 80% had not reached the minimum criteria for SKI learning. After making innovations to the learning media, the level of student understanding increased from 16 students, 10 of whom got the minimum completeness predicate. This means that 70% of the total number of students reached a good level of understanding, while the other 30% were still at an understanding below the minimum completeness.

Keywords: Media Innovation, YouTube-Based Learning Media, SKI Learning

INTRODUCTION

Education is one of the important factors to improve the quality of human resources (Lestari & Nuryanti, 2022). There are various ways to achieve quality learning objectives. Teachers are the dominant factor in determining the success of education. Teachers have a role as facilitators in producing a smart generation of the nation's successors (Badrudin et al., 2020).

Therefore, teachers are able to implement innovations in learning. Innovation in learning can be done in various ways, one of which is by using interesting and effective learning media. However, to successfully implement this innovation, it must be accompanied by a commitment from teachers. Commitment is an attitude of loyalty to always protect, save, obey, and obey with full devotion (Zainuddin, Badrudin, & Haryanti, 2020).

The subject of Islamic Cultural History (SKI) is one of the important subjects in Madrasah Ibtidaiyah (MI) which aims to equip students with knowledge and understanding of Islamic history and culture. SKI learning is generally still carried out using lecture and discussion methods that are less interesting and interactive. This causes a lack of student interest and motivation in understanding SKI material.

Looking at the current advances in information and communication technology (ICT) has opened up new opportunities to improve the quality of learning (Japar, Fadhillah, & Hp, 2019), one of which is the use of YouTube-based learning media. YouTube is a popular online video platform that is easy for students to access and can be used to improve the quality of learning (Suwarto, Muzaki, & Muhtarom, 2021).

YouTube is an online video platform that provides facilities for users to watch, upload, and share videos. YouTube has become a popular platform for various purposes, including in education. Because YouTube can be utilised as a learning media that can help students in learning. Apart from being easy to access, YouTube is also a technological tool that can be utilised for free. (Suwarto et al., 2021).

YouTube has great opportunities in education because YouTube can be used as a creative and innovative learning media for students (Salsabila et al., 2022). The use of YouTube media in learning has several advantages. First, YouTube provides a variety of educational videos that can be used to help students understand the subject matter. Second, YouTube can be used by students to learn independently with their own skills. Third, YouTube can increase students' motivation and participation in learning.

This research is based on several theories, firstly: Jean Piaget's Theory of Constructivism. A Swiss psychologist who is famous for his theory of children's cognitive development. Piaget argued that children construct their own knowledge through interaction with their environment. Constructivism theory states that learning is an active process in which students construct their own knowledge through interaction with their environment (Trianto, 2010).

In the context of SKI learning at MIN 3 Ciamis, constructivism theory can be used to explain how students learn about SKI through YouTube videos. Students can watch YouTube videos to learn various SKI techniques, then understand and convey back in class what has been listened to and understood from the SKI video material.

Second, the theory of learning motivation presented by Abraham Maslow. An American psychologist who is famous for his theory of the hierarchy of human needs. Maslow argues that humans are motivated to meet their needs, starting from basic physiological needs to self-actualisation needs. learning motivation theory states that students who are motivated to learn are more likely to achieve optimal learning outcomes (S. Sugiyono, 2015).

In the context of SKI learning at MIN 3 Ciamis, learning motivation theory can be used to explain how the use of YouTube-based learning media can increase students' motivation to learn SKI. Interesting and informative YouTube videos can help students to be more interested in SKI subject matter. This media will be an effective means of delivering information to increase the efficacy of students or learners. (Rosadi, Qomaruzzaman, & Zaqiah, 2023).

Third, the learning media theory presented by Edgar Dale. An American educational figure who is famous for his cone of experience. Dale argues that the most effective learning occurs when students are directly involved in the learning experience. Learning media theory states that learning media can help students to understand the subject matter better. (Mayer, 2013).

In the context of SKI learning, learning media theory can be used to explain how the use of YouTube-based learning media can help students to understand SKI learning materials better. YouTube videos can show and explain SKI material clearly and in detail, so that students can easily and more quickly understand SKI subject materials. Through YouTube media students can be helped in understanding detailed material from history, even students can analyse and synthesise historical material so that it can be comprehensively understood.

From some of these theories, so this study aims to examine the effectiveness of the use of YouTube-based learning media in SKI subjects at MIN 3 Ciamis, namely to increase the effectiveness of SKI learning through technology-based learning media, to increase student learning motivation in SKI lessons so that it can attract more attention to student learning. Learning that is more centred on students (student centre).

Here teachers are required to create relevant learning technology innovations (Jaelani, Mansur, & Zaqiyah, 2020) so as to improve teacher pedagogical competence specifically in technology-based SKI learning. This research is expected to contribute to improving the quality of SKI learning at MIN 3 Ciamis.

RESEARCH METHODOLOGY

This research uses a qualitative approach and descriptive method as the type of research. According to Sugiyono, descriptive qualitative is research based on the philosophy of postpositivism used to research on natural object conditions where the researcher is the key instrument. Descriptive research seeks to describe various groups, circumstances, and events accurately and methodically (Sugiyono, 2019).

According to Bogdan and Taylor, the qualitative research process produces descriptive data in the form of written data or audible comments and behaviour of individuals (Abdussamad & Sik, 2021). Creswell outlines the steps involved in qualitative research, including formulating questions and following conditions, collecting relevant data, collecting the necessary data, evaluating it inductively, starting from narrow themes and progressing to broader themes and outlining the meanings that can be found in the data. (Kusumastuti & Khoiron, 2019).

Field research is a methodical and rigorous procedure that focuses on everyday life. Direct research uses long-term observation techniques. To generate knowledge about a social phenomenon, one must deliberately engage in field experiences at different periods and actively interact with specific individuals or groups of people (Ruane, Mustika, & Zakkie, 2021).

The determination of this descriptive qualitative research method helps make it easier for the author to reveal the reality of the field regarding YouTube-based learning media innovation in SKI subjects at MIN 3 Ciamis, which is the subject of study in the discussion of this research. Therefore, this research will discuss these issues in accordance with the methods used.

The triangulation technique will be used in the research to ensure the validity of the data obtained. Researchers use this technique to gain a thorough understanding of the phenomenon they are studying, which allows for the acquisition of a high degree of truth when examining the phenomenon from multiple angles.

Photographing the same event from several angles will enable the acquisition of reliable truth. Triangulation is further an attempt to minimise bias in data collection and analysis by obtaining information from multiple sources and using them to verify the accuracy of the data or information collected by the researcher (Rahardjo, 2010). Therefore, this research will use data source triangulation, which includes checking the truth of certain information using various data collection techniques and sources.

Procedurally, this study will conduct interviews with teachers and institutional leaders during the research process using as a data collection method in this study (Wakarmamu, 2022). Interviews with direct sources become a guide for further observational research. This YouTube-based learning media innovation at MIN 3 Ciamis needs to be observed and studied for research purposes.

Last but not least, documentation uses pictures or videos as tools to help retrieve info from existing publications (Hamid & Hadi, 2020). Then data collection is followed by analysis to draw findings that are appropriate and in accordance with current issues. using qualitative descriptive data analysis procedures, namely describing the data received by the research equipment, to obtain conclusions from the data: Data reduction, data presentation (data display), conclusion drawing (verification) (Moleong, 2021).
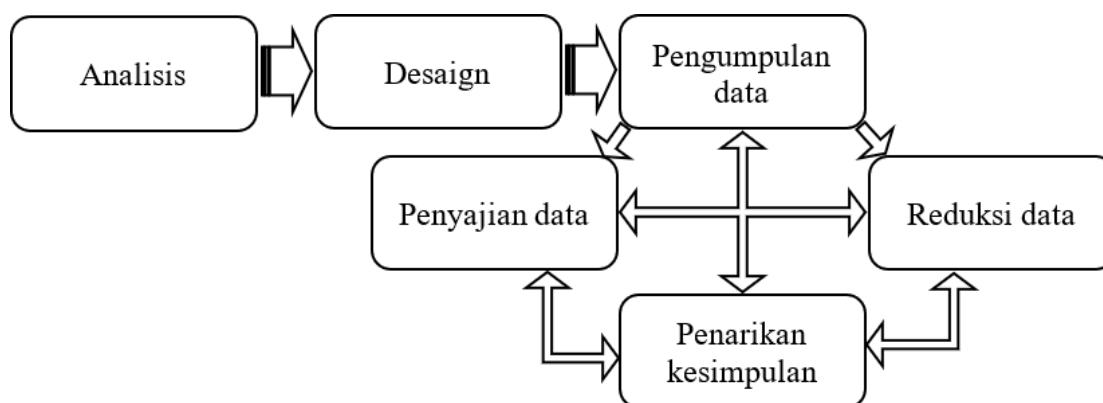

Figure 1. Data Analysis Techniques

Data analysis is one of the steps in the research methodology used. Miles and Huberman's stages of analysis will be used by researchers to examine the data. This research will use an inductive approach strategy through data analysis. With the inductive method, conclusions are drawn from evidence and further supported by accepted theory (Sarosa, 2021).

The steps of data analysis are as follows: First, data reduction is an effort to reduce the amount of raw data by selecting, focusing, simplifying, summarising, and transforming it. The second is displaying data, which is an effort to present the data collected in such a way that facilitates inference. The third step is drawing and validating conclusions, which is the act of drawing conclusions from research findings while ensuring that these conclusions are supported by evidence that has been collected and examined.

RESULTS AND DISCUSSION
Research Results

The author takes the research locus at Madrasah Ibtidaiyah Negeri 3 Ciamis because he teaches daily at the institution which is located in the northern part of Ciamis Regency with mountainous conditions approximately 30 KM from the city centre, with 162 students consisting of various social backgrounds with a teaching staff of 14 civil servants and non-civil servants.

The author takes a sample of learning Islamic Cultural History (SKI) in class IV students totalling 16 people with the intention of innovating SKI learning by using YouTube-based digital media, which so far SKI learning activities are dominated by blackboard media, board markers, textbooks presented in the form of lectures and questions and answers. With various arguments and looking at the current situation and conditions in the digital era which are very complex, so to adapt the situation and conditions in learning

in this context SKI, the author took the initiative to innovate learning media in SKI learning with You Tube-based digital media, the devices used are Laptop, Infocus, YouTube Video with the content "Theme of the Hijrah of the Shahabat to Habasyah".

The observations that the author made were through 3 stages (Descriptive, focused and selected). In the descriptive observation stage, the author observes the learning conditions of students when using conventional learning media, both behaviour, activities and motivation of students with makeshift conclusions and not yet arranged, popularly known as "grand tour observation" so that researchers get the results of initial conclusions in the form of (descriptions related to all aspects encountered) in this context are the learning conditions of grade IV students, in SKI learning using conventional media with objective observation results from a total of 14 students (30% of the total number of students) taking part in learning with a fairly good level of motivation and learning behaviour, while the other 70% show a low level of learning motivation.

In the same learning with different media in this context, YouTube-based Digital learning media contains the content of the story "Hijrah Shahabat to Habasyah" which the author deliberately presents while still conducting analysis and observations related to the condition of students in participating in SKI learning, from behaviour, and motivation and level of learning enthusiasm, producing syllogisms that can be described against all the conditions of students found, and this domain analysis produces a description. "By using different learning media, in the same theme, 70% of 4th grade students of MIN 3 Ciamis" follow SKI learning with a level of motivation and learning behaviour whose effectiveness is much more improved than using conventional learning media while 30% of the number of students are still at a low level of motivation.

In principle, the author makes observation efforts with three stages until the taxonomic analysis stage and finds a focus in this context, the researcher focuses on observing the level of student enthusiasm in listening to YouTube video content containing Hijrah story content by producing a different description from domain analysis, as well as in the third stage, namely the researcher parses the focus found and presents more detailed data, the author uses componential analysis on the focus and at this stage the researcher has found contrasting characteristics (differences and similarities between categories and finds correlations between categories with each other. Thus the researcher can present an answer to the hypothesis which shows that YouTube-based SKI learning media is more effective in improving students' understanding of the content of the story "Hijrah of the Shahabat to Habasyah" Spradley in (Sugiono, 2008).

Then the researcher completes the evidence from the research results with interviews, and with that the researcher can find out about the participants more deeply, then the author makes interpretations and scientific ijtihad on the phenomena encountered which actually this phenomenon is not found in the realm of observation, so important is the interview that it is said that the interview is the heart of social research (Esterberg, 2002). And in the final completeness, the researcher conducts oral and written tests as documentary evidence that contains the value or learning outcomes that are actually documented as evidence of the level of student understanding of the teaching material in learning coupled with a video simulation of SKI learning using YouTube Video as a form of innovation initiated by the researcher.

To complement the results of the research, the author conducted interviews with students directly even though they were semi-structured (Semistructure interview) because it is freer than structured interviews, to find more open problems and students can express their own opinions and ideas directly, while researchers listen and record carefully what is stated (Sugiyono, 2019). In addition, researchers complement the research results with documentation, in the form of simulation video images that prove that research data collection involves documentation techniques because images or photos of these simulations add credibility to the research results even though not all documents have high credibility, but

at least dismiss negative images for readers who assume that it does not describe objective research (P. Sugiyono, 2019).

For other completeness the author uses the instrument "Triangulation" which is a data collection technique that combines different data data to get data from the same source, meaning that in the context of this research the author gets the research results "That the use of YouTube-based digital learning media in SKI lessons in class IV MIN 3 Ciamis is more effective than the previous conventional learning media", because researchers really use participatory observation, in-depth interviews and documentation related to the same data sources in this context the level of understanding of concepts in SKI learning using YouTube-based digital media simultaneously and with this Triangulation the research results are obtained concurrently, more certain, complete and consistent. Mathinson in Sugiyono (2019), even more increasing the strength of the data than using only one approach (Moleong, 2007).

In line with the stages of the research stages that the author uses, namely data reduction, data display and conclusions, the author seeks to collect data with observation, interview and documentation techniques as optimally as possible in an effort towards YouTube-based digital media innovation in SKI learning by taking the locus of class IV MIN 3 Ciamis through various stages in data reduction efforts.

Research Discussion

In the first stage, the researcher conducted a pre-test related to the learning theme "Hijrah to Habashah" by presenting the material using conventional media as usual, namely by listening to the teacher's lecture and students listening, while the media used were the blackboard and manual writing tools, after which students were given the opportunity to ask questions and discuss, and at the last point an oral and written test was conducted with the results of 20% of 16 students understanding the learning well, while the other 80% had not yet reached the expected understanding of the minimum completeness criteria in SKI learning subjects.

In the Second stage, as planned by the author in this study is to present learning materials using YouTube-based learning media, the author prepares audio-visual learning devices, infocus, material slides and YouTube Videos containing the content of the story "Hijrah to Habasyah". Students are given the opportunity to listen to illustrated videos that tell the story of the Hijrah of the Prophet's Companions to Habasyah. After listening to the YouTube learning video, students are given the opportunity to ask questions and discuss what has been listened to in the learning video, some students are told to repeat the story they remember and one or two of them are able to explain what they watched in the learning video. And at the last point students are given oral and written tests with the number of questions as in the initial test, in the final session students collect the results of the test sheet and it is evident that out of 16 students, 10 of them got the title of a good level of understanding, and seen in the test results, or 70% of the number of students reached a good level of understanding, while the other 30% are still at the level of understanding that is less.

With a comparative approach from two tests with the use of different media, the authors get the conclusion that the use of YouTube-based learning media in learning Islamic cultural history is more effective and significantly increases the understanding of concepts for students, compared to the previous conventional learning media, with evidence: (The level of understanding of students in learning SKI using Conventional Media produces a good level of understanding as much as 20% of the number of students).

While the level of student understanding in learning Islamic cultural history (SKI) after using YouTube-based digital learning media, is showing a significant increase, namely 70% of the number of students achieving good understanding of concepts and 30% of other students have not shown the level of understanding of concepts as expected.

At the end of this discussion, the author indicates that the use of YouTube-based learning media is very effective in improving students' understanding of the theme "Hijrah to Habashah" besides that YouTube-based learning media greatly encourages students' active participation in learning, because students can access material anytime and anywhere, according to student preferences and the use of these media can enrich students' learning experience by presenting information in various interesting and easy-to-understand formats.

CONCLUSION

One of the important factors in improving the quality of education is to innovate in learning media. As a teacher, learning media is a powerful weapon in creating an interesting and effective learning atmosphere. YouTube digital-based learning innovation in SKI learning is very suitable for use. From the results of research on learning innovations conducted in class IV at MIN 3 Ciamis, it shows the effectiveness of technology-based learning innovations or YouTube.

Before using YouTube (conventional learning) students were evaluated as bored because learning was monotonous and tended to dominate the learning atmosphere. This means that in conventional learning, the teacher is the centre of learning. While after using technology-based learning media/YouTube, students are enthusiastic and motivated to listen to SKI subject matter. Thus, it is important for educators to know that learning that can involve students (student centre) is one of them by innovating learning media. Then that each student has different abilities in learning, therefore a varied learning strategy and model is needed so that it can be accepted by students who have different abilities..

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