

Implementation of Video as a Learning Media in Islamic Religious Education and Character Subjects at Unior High School 1 Padang Ganting

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ABSTRACT

This research is motivated by the implementation of video-based learning media in Islamic Religious Education and Character Education at the Technical Implementation Unit of SMPN 1 Padang Ganting, which has been implemented by Islamic Religious Education and Character Education teachers. This video-based learning has been included in the school's strategic plan, namely a digitalized school that has implemented the independent curriculum since the 2022/2025 academic year. This type of research is field research using descriptive qualitative methods. Data collection techniques include observation, interviews, and documentation. Data processing is carried out descriptively and then described based on the problems that occur in the field using effective sentences. Data sources in this study are primary and secondary. Primary data sources were obtained from the Islamic Religious Education and Character Education teacher, the Principal, and five students. Meanwhile, documentation is obtained in the form of documents related to general findings. Based on research conducted, in planning the implementation of video-based learning media, teachers conduct an initial assessment or diagnostic to determine students' needs and learning styles. Then, they adjust to CP and TP as well as existing learning resources and materials. In the learning process, teachers show videos at the beginning and middle of the learning steps. Teachers often use PBL strategies and combine lecture methods, questions and answers, and discussions so that students can focus and be actively involved in learning.

Keywords: media, learning videos, Islamic Religious Education and Character

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INTRODUCTION

An ideal education provides students with a platform for understanding knowledge so it can be applied in their daily lives. Education is not merely a process of teaching, but rather one that focuses solely on imparting knowledge. It is also expected to instill character values to create and nurture a generation of people with noble character and a sense of religion and nation. Therefore, education will produce a society with good morals, civilized individuals, and the ability to solve problems intelligently and wisely because good character is inherent in the hearts and minds of the children. (Efendi, 2023).

Islamic Religious Education (IS) encompasses elements of faith, worship, and social interactions. Not only in other countries, but in Indonesia, IS is a mandatory subject taught to students in educational institutions at every level. The urgency of teaching IS to children is crucial,

as it serves as a foundation for them to develop strong faith and piety. Islam itself encompasses a set of rules that must be implemented in all aspects of human life. Islam obliges its followers to seek knowledge in accordance with Islamic law, which is based on the Quran and Hadith.(Ardiansyah et al., 2023). This is in accordance with the word of Allah SWT. QS Al-Mujadilah verse 11:

Meaning: O you who believe, if it is said to you: "Majlis be spacious", then be spacious and Allah will make room for you. And when it is said: "Stand up", then stand up, surely Allah will raise those who believe among you and those who have been given knowledge by several degrees. And Allah is All-Knowing of what you do.

This excerpt from the verse explains the importance of seeking knowledge, particularly the virtues of those who possess knowledge. Allah SWT will elevate the status of those who believe and possess knowledge. Therefore, in practice, there are no obstacles for anyone in seeking knowledge. Knowledge can be sought if the intention and sincerity to pursue it are strong. Everything on earth can be used as a lesson and wisdom. For Allah SWT, nothing is in vain to create without wisdom behind it.

Technological developments in the 4.0 era now offer significant opportunities for economic and educational development. The information and communication technology era has had a positive impact on supporting education, particularly through the use of technology as a learning medium. Technology-based learning media have now become a necessity for educators, providing support in the learning process. This is because technology has unique features that make learning more effective and efficient.(Roza et al., 2023).

Learning media is a non-personal tool used by teachers to convey messages in teaching to achieve instructional goals, thereby stimulating students' thoughts and feelings during learning activities. Learning media functions as a medium for messages and lesson information, as a learning resource, as a tool to help motivate students and achieve meaningful learning outcomes, and can improve skills.(M. Sahib Saleh Syahrudin et al., 2023:28) Learning media contains information obtained from various sources, including the internet, books, films, television, newspapers, and so on, to be communicated to students. Conceptually, learning media is divided into two parts: software and hardware, which mutually support each other in implementing the media. For example, when a teacher displays PPT material and then projects it through an LCD projector, the material in the PPT represents the software, while the LCD projector represents the hardware.(H. Pagarra et al., 2022: 6).

Learning media in Islamic education, as a learning resource, is crucial for enhancing learning effectiveness. Learning media can be delivered comprehensively, enabling students to apply it in their daily lives. By utilizing and utilizing learning media, religious values can be easily accepted by today's younger generation due to their high relevance (Leni Oktawira et al., 2024).

Based on the results of initial observations conducted by researchers from July to November at the UPT SMPN 1 Padang Ganting, Islamic Religious Education and Character Education teachers implemented learning videos during the teaching and learning process in class. Learning became controlled by the teacher because by implementing learning videos at the front of the class, students became focused on watching and understanding the learning. In the process of playing learning videos, the teacher varied learning methods, such as question and answer methods, and after that, the teacher varied with discussion methods. Thus, students were actively involved in learning.

It was apparent that the teacher selected instructional videos from YouTube that were relevant to the subject matter or learning objectives. The videos the teacher played were watched by all students using Smart TV, which served as a medium or tool for delivering the material in class. Implementing instructional videos can save teachers time and energy in teaching because students more easily understand the lesson by watching and comprehending the content of the videos presented to the class. Students can also take notes on important points in the videos and the teacher's explanations.

Based on initial interviews conducted by researchers with Islamic Religious Education teachers, teachers frequently use video learning media in their lessons. The use of learning media is in accordance with the characteristics of students who tend to have an audio-visual learning style. With the current development of digital learning, students are interested in learning rather than teachers simply delivering lessons through lectures or storytelling. Lack of student engagement is one of the inhibiting factors for students in developing their ideas, opinions, and concepts. Another factor is that students become passive learners if there is no in-depth interaction between teachers and students or between students. Beyond just explanations from teachers, students must be able to develop their ideas to understand learning concepts. Therefore, innovative media is crucial in the learning process so that learning objectives can be optimally achieved.

If the media or methods used by teachers are less innovative and less engaging for students in learning, it will result in a lack of interaction between students and teachers during the lesson. This results in them being less involved in discussions and direct Q&A sessions with the teacher, thus limiting the opportunity to gain a deeper understanding. Therefore, Islamic Religious Education and Character Education teachers implement video media in the learning process based on these problems.

The use of video media can improve students' memory and activeness in learning and expressing opinions. During learning, feedback often occurs between teachers and students regarding the learning videos shown. Students who were initially shy and reluctant to speak up take the initiative to ask questions and express opinions regarding anything they don't understand

about the lesson or material. Teachers also revealed that implementing video learning media in the classroom allows teachers to vary their teaching methods.

Furthermore, teachers also employ discussion methods after showing instructional videos. Students are divided into groups by the teacher to discuss the learning material contained in the video after watching it, or vice versa, before the video is played. This method encourages students to be active, helping each other and working together in groups. This fosters responsibility, as each group is given the same tasks and responsibilities. All video-based learning, whether from TikTok or YouTube, with difficult-to-understand material, makes it easier for teachers to explain and transfer material and knowledge. Furthermore, TikTok and YouTube provide students with easy access at any time and allow them to analyze their learning at home.

METHOD

The type of research used by the researcher is field research with a descriptive qualitative method. Qualitative research, as described in Sugiyono's 2013 book "Quantitative, Qualitative, and R&D Research Methods," is a research method based on the philosophy of postpositivity, used to examine natural object conditions, and its results emphasize meaning rather than generalization.(Sugiyono, 2013)In this study, the primary instrument was the researcher herself. She also used interview guidelines and tools such as a cell phone to record the interviews, a notebook, and writing utensils to record information from informants.

In this study, the researcher used a snowball sampling technique, where the data sources, which were initially small, gradually became large. The primary data sources were the Islamic Religious Education and Character Education teachers, the principal, and several students. Meanwhile, the secondary data sources were the school profile, vision and mission, number of students, learning styles, and teaching modules. The data collection techniques used were observation, interviews, and documentation. Then, the researcher also used the Miles and Huberman data analysis techniques, namely data reduction, data presentation, and conclusion. In addition, to ensure data validity, data validity assurance techniques were required in the form of source triangulation, technical triangulation, and time triangulation.

RESULTS AND DISCUSSION

1. Planning the Implementation of Learning Video Media

The initial stage before implementing learning video media, therefore, it is necessary to have a plan to determine the actions to be taken in accordance with the objectives to be achieved:

a. Video Learning Needs Analysis.

Video-based learning planning begins with identifying student needs. Islamic Religious Education teachers at the UPT SMPN 1 Padang Ganting conducted diagnostic assessments to determine students' learning styles, interests, and initial abilities in accepting visual-audio learning. This aligns with the perspective of Muhammad Hasan et al. (2021). Mapping student needs is the initial stage in media planning to create adaptive and responsive learning that adapts to student characteristics. This assessment activity then serves as the basis for selecting videos that align with the teaching topic and student learning preferences.

Based on the theory expressed by (Daniyati et al., 2023) As a teacher, you must understand the characteristics of your children so you can devise media that suits them. Furthermore, this will prevent children from getting bored, so the effectiveness of the media used depends on the group itself.

Teachers proactively conduct initial assessments or diagnostics to understand students' learning style preferences, whether they are audio, visual, or audiovisual. This approach is highly relevant given that students in this digital age have a strong preference for learning that utilizes digital media, and the use of video instruction responds to this need. This is crucial for teachers as part of the planning process to ensure appropriate and targeted learning.

b. Determining Learning Objectives

Establishing learning objectives is the primary foundation. These objectives are not formulated haphazardly, but rather refer to the Learning Outcomes (CP) and Learning Objectives (TP) established by the government, while also considering available learning resources and the activities of the surrounding community. Harmonizing these three elements is crucial to ensure there are no misunderstandings in achieving learning objectives. Therefore, the video media chosen must always be relevant and

support the achievement of these objectives. Learning objectives serve as the primary reference in video utilization.

The above is in accordance with the theory. When determining all matters related to media and the use of facilities and infrastructure in learning, it is necessary to align them with the learning objectives to be achieved. Furthermore, they must be aligned with the content or subject matter to ensure more focused learning and minimize student difficulties in understanding. The flexibility and durability of the selected media are also considered to ensure learning proceeds as expected.

In the context of the Independent Curriculum, teachers develop objectives based on learning outcomes that integrate Islamic values and religious practices with a scientific approach. These objectives are outlined in measurable indicators, for example, "students can read Quranic verses with correct pronunciation and tajweed after watching a learning video." The videos shown reinforce students' cognitive and affective achievements. Setting these objectives is crucial in guiding the selection and use of videos to ensure they are not out of context.

c. Video Media Selection

The selection of video media is based on its suitability to the teaching material, ease of access, visual and audio quality, and depth of message. Teachers use YouTube and TikTok as primary platforms, as both provide instructional videos such as Quran recitations, Islamic history, and Islamic jurisprudence practices. This is supported by research that shows videos from popular platforms are effective in increasing student motivation and interest in religious learning. Selection criteria also consider broadcast time, meaningful content, and the use of simple and communicative language. Teachers make a series of careful considerations. Factors such as students' learning style tendencies, the availability of school facilities, and teacher competence in operating and optimizing instructional videos are key determinants. Although students are not directly involved in the media selection process, their learning style preferences remain a benchmark.

The relevance of video media to Islamic Religious Education and Character Education materials is strongly emphasized; teachers ensure that

the videos selected are appropriate to the teaching material, student conditions, learning situations, and reliable learning resources. Videos can be sourced from various platforms such as YouTube or even created by teachers themselves, with content varying from animations, Islamic songs, Islamic stories, to relevant film clips. This aligns with research.(Putry et al., 2020) Learning through video instructional media, such as YouTube, can support Islamic Religious Education, such as playing Arabic songs, Islamic history, Islamic jurisprudence, and so on. In this regard, video-based learning can deliver more effective and efficient learning because it can display moving images, animations, and images with sound.

In line with previous research(Asari, 2023) The history of learning media, invented by Thomas Edison in the 19th century, the Kinetoscope, enabled people to play and record films simply. Advances in technology and the internet have made learning media readily accessible and affordable. Today, a wide variety of learning videos offer flexibility in learning subject matter, including tutorial videos, documentaries, presentations, interactive videos, and more.

d. Learning Planning Process

The lesson plan (RPP)/teaching module that was developed included video integration within the learning activity structure. Videos were shown at the beginning as a catalyst, then in the middle of the session to deepen understanding, followed by discussion and questions, and answers. This strategy is called a blended approach, as it combines digital media with interactive methods such as PBL, discussion, and reflection. During this process, teachers also ensured the readiness of devices such as Android TVs, active speakers, and Wi-Fi connections, so that the learning process ran smoothly. Overall, the process involved structured steps. Teachers began by reviewing the Learning Objectives Flow (ATP) and TP, and examining available learning resources. Comparisons with other sources were also conducted to ensure the accuracy and completeness of the teaching materials before finally finding the most appropriate media. To optimize the use of video, teachers also conducted pre-tests to identify

students' learning styles and ensure that students would be able to understand the learning through video media.

As the theory states (Daniyati et al., 2023) Before undertaking the learning process, teachers must prepare learning materials and media to ensure effective and efficient learning. The importance of carefully prepared learning media will influence obstacles and constraints in the learning process. Furthermore, teachers are required to design learning media, lesson plans, or teaching modules, which include materials, methods, media, sources, tools and materials, assessments, and so on. (Muhammad Hasan et al., 2021).

The importance of accountability is also evident in the inclusion of video media used in the learning modules, particularly in the learning steps section, complete with sources, if taken from YouTube or original work. The timing of video use is also strategic; videos can be played at the beginning of the lesson to trigger attention or in the middle to convey core material. Video duration is also carefully calculated to suit students' attention spans and learning time allocation. This aligns with (Basyaev et al., 2021). In planning the use of media, it must be consistent and aligned with learning objectives. The duration of the video must be taken into consideration during its implementation. The video media used must have a process that serves as a reference for learning activities. This means that the video media must be implemented consistently with the lesson plan (RPP) or teaching module used. This is done to minimize the occurrence of undesirable learning outcomes. Students also understand the learning more easily if the learning activities flow sequentially and orderly.

2. Implementation of Learning Video Learning Media

a. Preparation for Implementation

Preparations are carried out technically and pedagogically. Teachers ensure that the videos to be shown have been downloaded or tested beforehand to avoid connection issues. The availability of infrastructure such as Android TV and Wi-Fi significantly supports the success of video-based learning. In this regard, the school's role in supporting digitalization is crucial. This is in line with studies that emphasize that adequate digital

infrastructure is a primary requirement for implementing visual media-based learning, ensuring a smooth learning process. Schools provide adequate facilities and infrastructure, such as Android TV, active speakers, an infocus, and Wi-Fi access, so teachers only need to prepare personal devices such as laptops. Android TV is considered the best choice due to its superior picture and sound quality, as well as its ease of operation and connectivity with laptops.

In line with research, one of the obstacles teachers note is that schools' inadequate provision of facilities and infrastructure for implementing video media is a major obstacle. Therefore, supporting the availability of digital infrastructure for learning at school requires teachers to personally prepare and provide it. This is also in line with the theory. (Muhammad Hasan et al., 2021) In the criteria for using media in learning, it is necessary to ensure the readiness and need for the tools and materials that will be used with certainty.

b. Video Implementation

Video implementation was carried out using various strategies, such as showing videos at the beginning of the lesson as a starter or in the middle of the session to reinforce concepts. Teachers also paused the videos at key points to spark discussion. This strengthened the research findings. (Yudha & Sundari, 2021) Video learning becomes effective when accompanied by interactive and reflective methods, not just passive viewing. Teachers combine lectures, discussions, and group work so that students are not just spectators, but also active subjects of learning. In implementing media, teachers flexibly display videos at the beginning and middle of learning steps. This approach is combined with other learning methods such as lectures, questions and answers, and discussions, often using Problem-Based Learning (PBL) strategies to encourage critical thinking. With Android TVs available in every classroom, students can fully focus on the videos, which greatly assists in understanding and mastering the subject matter.

In line with research (Zubaedah & Rustan Efendy, 2024), whose research shows that video learning media can be used in conjunction with

other learning strategies such as project learning, discussion, and debate in the classroom. Students can think critically and solve problems through the use of video media in the classroom. Video media can engage students and increase their participation through quizzes and reflective questions.

c. Interactivity and Response

The videos shown opened up a two-way communication space between teachers and students. Students became more engaged in asking questions, answering questions, and responding to the video content. Student responses, which were initially passive, became active, demonstrating that video media is effective in activating students' affective and social aspects. Based on the theory (Asari, 2023), the use of video as a learning medium can increase student interest and engagement in learning. Furthermore, video can increase motivation and facilitate complex learning materials, making learning more flexible through various electronic devices.

Study (Manik et al., 2023) Studies have shown that videos have a high stimulating power, capable of fostering students' interest and emotional engagement in learning. Student feedback on the use of video media has shown very positive results. Students demonstrated high enthusiasm and activeness, especially when videos presented new and interesting content, which often sparked many questions. They felt motivated and engaged because videos created a less monotonous and more enjoyable learning experience. Videos have also been shown to facilitate understanding of the material thanks to the combination of visuals, audio, and direct examples. To maintain student focus, teachers provided assignments and feedback immediately after the videos were shown.

d. Constraint

Implementation challenges included teachers' limited ability to utilize technology, unstable internet connections, and some students remaining passive despite the use of visual media. These challenges were addressed through teacher training, the selection of short videos, and additional tutoring. According to research, (Dewinta et al., 2024) Technical and non-technical obstacles in video learning need to be anticipated

through careful planning and school policy support. The obstacles faced by teachers are mostly technical in nature. Issues such as incompatible connections between devices (laptop and projector/Android TV) or internet/power outages, although rare, can hinder the process. Teachers overcome connection issues by purchasing additional adapters, such as HDMI and USB ports, and for network issues, teachers set up personal hotspots. Furthermore, video editing skills are also a challenge for teachers.(Basyaev et al., 2021)He also revealed that implementing video learning media requires tools and materials to display it. Therefore, given these constraints, such as a lack of resources and supporting infrastructure, video media is likely to be unsuitable for implementation in the learning process.

e. Evaluation

Evaluation is conducted using oral exams, reflections, and formative tests. Teachers observe students' active participation during discussions and their understanding of assignments. Evaluation also covers affective aspects, such as enthusiasm for learning and politeness in discussions. Continuous evaluation ensures that video media not only provides entertainment but also reinforces learning outcomes measurably. Evaluation is conducted to measure the effectiveness of learning using video media. This process involves monitoring the achievement of Learning Objectives (TP) and reflections from students and teachers. As a result, students expressed satisfaction and enjoyment in learning using video media because the combination of visuals, audio, and text helped them better understand and remember the material.(Basyaev et al., 2021)For teachers, the benefits include a more enjoyable and efficient learning process, easier classroom management, the ability to focus more on students who need extra attention, and savings in time and energy by no longer relying entirely on lecture methods.

This is in accordance with research.(Daniyati et al., 2023) This reveals that learning media can enable educators to control and manage the classroom. Learning media can be tailored to the learning material, allowing teachers to manage the time needed to display the media as a means to

support learning. With audio-visual media, teachers can overcome the limitations of space, time, and energy in teaching. The presence of engaging media can stimulate passive students in learning. Furthermore, technological developments can help students understand the digital world, thus enabling interactive learning that is active, enjoyable, and fosters engagement and feedback.

As for research by (Afifah & Gunawan, 2022) Research results show that students are active in the learning process using video media in the classroom. This is supported by research conducted by (Zubaedah & Rustan Efendy, 2024), that the results of his research showed that video media can increase students' motivation to learn in the Islamic religious education subject, Creed and Morals. Furthermore, it can provide a more dynamic conceptual framework for learning, making it easier for students to understand.

CONCLUSION

Based on research, when planning the implementation of video learning media, teachers conduct an initial assessment or diagnostic to determine students' needs and learning styles. They then adjust these assessments to reflect their CP and TP, as well as available learning resources and materials. Afterward, teachers determine the type of video appropriate to the material, including animated videos, Islamic songs, and other types. Teachers predominantly use learning videos from YouTube.

During the implementation, teachers prepare everything needed for learning. The school's infrastructure is excellent, with digital media such as Android TVs, active speakers, Infocus cameras, and Wi-Fi. During the learning process, teachers show videos at the beginning and middle of each lesson. Teachers often use PBL strategies, combining lectures, questions, answers, and discussions to keep students focused and actively engaged in the learning process. Furthermore, video media can motivate students to learn due to its innovative and enjoyable learning experience.

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