Ashlach Journal of Islamic Education

Journal of Islamic Education

e-ISSN/p- ISSN : 2988-1285/2988-1277
https://ejournal.unupasuruan.ac.id/index.php/ashlach

Vol. 4, No. 1, 2026 | Hal 185 - 197
DOI: https://doi.org/10.55757/ashlach.v4i01.896

The Effect of YouTube-Based Learning Media on Students' Achievement in Akidah Akhlak at the Madrasah Tsanawiyah Level

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Article Info

Article history:
Submitted:Januari 11, 2026
Revision: Februari 29, 2026
Accepted: April 20, 2026
Publish: April 30, 2026,

Keywords :
YouTube media; Akidah Akhlak; learning outcomes; Islamic education

Abstract

This study aims to analyze the effect of using YouTube media in Akidah Akhlak learning on the learning outcomes of eighth-grade students at MTsN 3 Sukoharjo, Indonesia, as a response to the growing need for digital learning media in religious education. The study employed a quantitative approach with a correlational survey design involving 43 students drawn from a total population of 172 students. Data were collected through a 20-item Likert-scale questionnaire to measure the use of YouTube media and through documentation of students' midterm assessment scores. The data were then analyzed using descriptive statistics, a normality test, a linearity test, and Pearson Product-Moment correlation with the assistance of SPSS version 25. The results showed that the use of YouTube media was in the moderate category (70%), while students' learning outcomes were also in the moderate category (60%). Statistical analysis indicated that there was no significant effect between the use of YouTube media and students' learning outcomes, with a correlation value of r = -0.088 and a coefficient of determination of R^2 = 0.008, meaning that the use of YouTube media contributed only 0.78% to students' learning outcomes. These findings suggest that, in the context of Akidah Akhlak learning, YouTube media functions more as a supporting learning medium than as a primary determinant of learning outcomes. Its effectiveness depends greatly on pedagogical integration, content relevance, and students' readiness to engage in the learning process.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan media YouTube pada pembelajaran Akidah Akhlak terhadap hasil belajar siswa kelas VIII MTsN 3 Sukoharjo, Indonesia, sebagai respons terhadap meningkatnya kebutuhan media pembelajaran digital dalam pendidikan agama. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei korelasional yang melibatkan 43 siswa dari total populasi 172 siswa. Data dikumpulkan melalui angket skala Likert berjumlah 20 butir untuk mengukur penggunaan media YouTube serta dokumentasi nilai Penilaian Tengah Semester siswa, kemudian dianalisis menggunakan statistik deskriptif, uji normalitas, uji linearitas, dan korelasi Pearson Product Moment berbantuan SPSS versi 25. Hasil penelitian menunjukkan bahwa penggunaan media YouTube berada pada kategori

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		sedang (70%), sedangkan hasil belajar siswa juga berada pada kategori sedang (60%). Analisis statistik menunjukkan bahwa tidak terdapat pengaruh yang signifikan antara penggunaan media YouTube dan hasil belajar siswa dengan nilai korelasi sebesar r = -0,088 dan koefisien determinasi R^2 = 0,008, yang berarti penggunaan media YouTube hanya memberikan kontribusi sebesar 0,78% terhadap hasil belajar siswa. Temuan ini menunjukkan bahwa dalam konteks pembelajaran Akidah Akhlak, media YouTube lebih berfungsi sebagai media pendukung pembelajaran daripada sebagai faktor penentu utama hasil belajar. Efektivitas penggunaannya sangat bergantung pada integrasi pedagogis, relevansi konten, serta kesiapan siswa dalam mengikuti proses pembelajaran.

How to cite this article (APA 7th Edition):
Ni'madina, T. A., Rochmawan, A. E., & Fatchurrohman, M. (2026). The Effect of YouTube-Based Learning Media on Students' Achievement in Akidah Akhlak at the Madrasah Tsanawiyah Level. Ashlach : Journal of Islamic Education, 4(01), 276–288. https://doi.org/10.55757/ashlach.v4i01.896

INTRODUCTIONS

Digital transformation has brought major changes to the field of education, particularly in the use of internet-based learning media. Advances in information technology have encouraged students to acquire knowledge through various digital platforms that are more flexible, interactive, and accessible. One rapidly growing platform in education is YouTube. This platform is used not only for entertainment but also as a learning resource that provides a wide range of instructional materials in audio-visual form. Data from the Indonesian Internet Service Providers Association (APJII) show that the number of internet users in Indonesia in 2024 reached 221.56 million people, or approximately 79.5% of the total national population (Haryanto, 2024). In addition, the 2024 DataReportal report indicates that YouTube is the digital platform with the highest level of use in Indonesia (Simon Kemp, 2024). These conditions demonstrate that YouTube has great potential to be used as a learning medium that aligns with the characteristics of today's digital generation.

The use of YouTube in learning is considered capable of creating a more engaging and contextual learning experience. Kohler & Dietrich (2021) explain that YouTube-based video media can help students understand subject matter more concretely through the combination of visual and audio elements. In line with this, studies on YouTube-based education by Beautemps & Bresges (2021) and Greeves & Oz (2024) state that instructional videos on YouTube can increase students' attention, motivation, and engagement in the learning process, although their effectiveness still depends on content quality, presentation structure, and teachers' ability to select relevant materials. The presence of audio-visual media enables students to gain a learning experience that is not only verbal but also provides concrete illustrations of the material being studied. Therefore, the use of YouTube in learning is considered appropriate for the needs of 21st-century learners, who tend to be closely connected to digital technology and visual media.

Within the context of national education, the use of digital learning media has become an important part of improving the quality of instruction. The proper use of media can help teachers create learning that is more effective, efficient, and enjoyable. Learning media serve to clarify the delivery of material, reduce verbalism, and enhance students' attention and learning motivation. Putry et al. (2020) explain that video-based learning has become a trend in the digital era because it can help students understand material independently and repeatedly. In addition, Sutarti & Astuti (2021) affirm that YouTube makes a positive contribution to increasing students' creativity and learning activities. Thus, the use of

YouTube in learning not only supports knowledge transfer but also encourages active student participation in the learning process.

In Islamic Religious Education, especially in the subject of Akidah Akhlak, the use of engaging learning media is highly important. Akidah Akhlak does not only emphasize cognitive aspects, but is also concerned with the formation of attitudes, character, and the application of Islamic values in daily life. Azizan et al. (2020) state that YouTube-based learning media can increase students' interest in Akidah Akhlak because the material is presented in a more attractive and easier-to-understand manner. In addition, Zartiyana et al. (2023) explain that YouTube can be used as an effective medium for Islamic Religious Education because it can present religious material in a visual and contextual form. Therefore, the use of YouTube in Akidah Akhlak learning is seen as having the potential to improve the quality of instruction and students' learning outcomes.

Based on preliminary observations and interviews conducted by the researcher at MTsN 3 Sukoharjo, it was found that the Akidah Akhlak teacher had utilized YouTube media in the learning process. Before its use, instruction relied more heavily on printed media, causing students to become drowsy and less focused, especially during afternoon classes. After YouTube was introduced with the assistance of a laptop, LCD projector, and speakers, students appeared more enthusiastic and actively engaged in learning. However, the school has a policy that does not allow students to bring mobile phones to school, so the use of digital media still depends on facilities provided by the teacher and the school. In addition, students' learning outcomes in Akidah Akhlak still indicate that some learners have not reached the minimum mastery criterion (KKM). This condition suggests that the use of YouTube media needs to be examined further to determine its influence on students' learning outcomes.

In response to this condition, learning media should be viewed as part of a pedagogical strategy that supports the achievement of instructional objectives. Learning media do not merely function as visual aids; they also serve as a means of increasing students' attention, motivation, and engagement in the learning process. Kohler & Dietrich (2021) explain that the use of YouTube-based instructional videos can improve learning effectiveness because students have the opportunity to understand material through the simultaneous combination of audio and visual elements. Meanwhile, Abu-Taieh et al. (2022) state that YouTube as a learning medium can influence academic achievement when it is used in a directed manner and in accordance with learning needs. Thus, the success of YouTube media use is strongly influenced by the teacher's ability to select, manage, and present learning content that is relevant to the instructional material.

In addition, the use of YouTube in learning must also take into account the quality of information and the relevance of the material presented. Colás-Bravo & Quintero-Rodríguez (2023) explain that the effectiveness of YouTube as a learning medium is influenced by content quality, source credibility, and students' ability to adopt the information received. This indicates that digital media do not automatically produce positive effects on learning outcomes but instead require appropriate instructional management. In Akidah Akhlak learning, teachers are responsible for ensuring that the videos used contain educational values and are aligned with learning objectives. Therefore, the use of YouTube media must remain under the teacher's pedagogical control so that learning proceeds effectively and in a directed manner.

Previous studies have shown that the use of YouTube in learning tends to have a positive effect on students' learning outcomes. Oktiana (2021) found that YouTube video media had a significant effect on learning motivation and learning outcomes in Islamic Religious Education at SMP Negeri 20 Bengkulu City. The study by Egenza et al. (2024) also showed that the use of YouTube media affected elementary school students' learning outcomes in

science learning. Halilintar & Nadlif (2025) emphasized that Akidah Akhlak learning with YouTube media can help shape students' character when accompanied by appropriate content selection and optimal teacher guidance. In addition, Wulandari et al. (2021) explained that YouTube-based learning media can improve elementary students' science learning outcomes because learning becomes more engaging and easier to understand. These findings indicate that YouTube has the potential to serve as an effective learning medium for improving students' learning achievement.

Other studies also show that the use of YouTube-based instructional video media can increase student engagement in the learning process. Mawarni et al. (2024) explain that YouTube as an interactive learning platform can increase student participation and help them understand learning materials. Ratnawati et al. (2024) found that students who used YouTube media experienced a significant improvement in writing ability, with an average score of 67.89 compared to 42.31 for students who did not use this medium. Nashiruddin (2024) also found that the use of YouTube videos in Islamic Religious Education learning significantly improved students' learning outcomes. However, most previous studies have been conducted in general subjects, at the elementary school level, or in learning contexts other than Akidah Akhlak in madrasah settings. Thus, there remains a research gap related to the use of YouTube media in Akidah Akhlak at the madrasah tsanawiyah level.

This research gap constitutes an important basis for the present study. In theoretical terms, video-based learning media have the potential to improve learning outcomes because they can provide a more concrete, engaging, and interactive learning experience. However, the effectiveness of YouTube media in Akidah Akhlak has not been extensively examined, particularly in the madrasah context. Yet Akidah Akhlak learning requires not only knowledge acquisition but also the formation of students' attitudes and character. Therefore, research is needed to provide empirical evidence regarding the effect of YouTube media use on students' learning outcomes in Akidah Akhlak.

The novelty of this study lies in its empirical context and direction of findings. Unlike most previous studies, which tend to report a positive effect of YouTube use on learning outcomes, this study shows that in the context of Akidah Akhlak learning in madrasah tsanawiyah, the use of YouTube media does not have a significant effect on students' learning outcomes. This finding confirms that the effectiveness of digital media cannot be generalized automatically across all subjects and learning contexts, but instead depends heavily on the characteristics of the material, the intensity of media use, students' readiness, and the accompanying pedagogical design. Accordingly, this study makes an important contribution by providing evidence that YouTube is more appropriately understood as a supportive learning medium rather than as the sole determining factor of learning achievement, especially in subjects that require value internalization such as Akidah Akhlak.

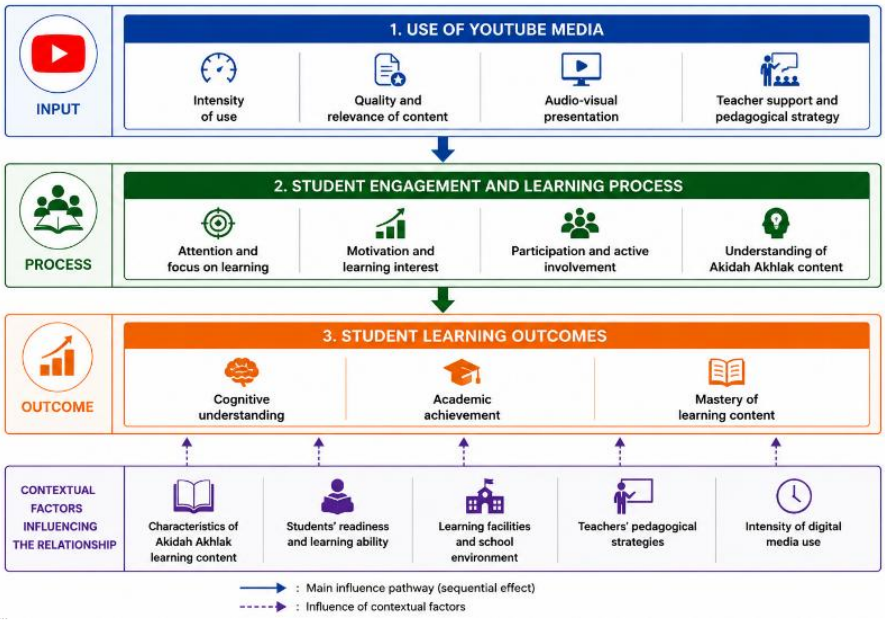

Figure 1. Conceptual Framework of the Study

As shown in Figure 1, the conceptual framework of this study positions the use of YouTube media as the main variable that operates through pedagogical processes in the form of attention, motivation, engagement, and material comprehension. This pathway is assumed to be relevant because audio-visual media tend to be more effective in building attention and making abstract material more concrete. However, in Akidah Akhlak, this process does not always lead directly to higher test scores, since learning outcomes are also determined by value internalization, attitude habituation, and students' readiness to understand religious material. Therefore, this study does not only examine the direct relationship between YouTube and learning outcomes, but also places the learning process as a conceptual bridge that explains the strength or weakness of the effect that emerges.

Based on the foregoing discussion, this study focuses on describing the use of YouTube media in Akidah Akhlak, determining the level of learning outcomes among eighth-grade students, and analyzing the effect of YouTube media use on the learning outcomes of eighth-grade students at MTsN 3 Sukoharjo in the 2025/2026 academic year. This study is expected to contribute theoretically and practically to the development of more innovative, contextual, and technology-responsive Islamic Religious Education learning media.

METHOD

Research Design

This study employed a quantitative approach using a correlational survey research design to examine the relationship between the use of YouTube-based learning media and students' learning outcomes in Akidah Akhlak. The correlational design was selected because the study aimed to investigate the extent to which the use of YouTube media was associated with students' academic achievement without providing any experimental treatment or manipulation of variables. The study sought to determine whether the use of YouTube-based learning media significantly influenced the learning outcomes of eighth-grade students at MTsN 3 Sukoharjo.

Data Collection

Data were collected through questionnaires and documentation techniques. The questionnaire was used to measure students' perceptions of the use of YouTube media in Akidah Akhlak learning. The instrument consisted of twenty statements developed based on indicators of YouTube media utilization, including intensity of use, relevance of learning content, audio-visual presentation, and instructional support provided by teachers.

Documentation was employed to obtain students' learning outcome data in the form of Mid-Semester Assessment (PTS) scores in the Akidah Akhlak subject for the 2025/2026 academic year. The questionnaires were administered directly to respondents under the supervision of the researcher to ensure the completeness and accuracy of the responses. All collected data were subsequently coded and analyzed using IBM SPSS Statistics version 25.

Subjects and Research Locations

The subjects of this study consisted of eighth-grade students of MTsN 3 Sukoharjo, Central Java, Indonesia, during the 2025/2026 academic year. The total population comprised 172 students distributed across several classes.

This study employed a probability sampling technique using simple random sampling because each member of the population had an equal opportunity to be selected as a research

participant. Based on the predetermined sampling criteria, 43 students were selected as the research sample. The respondents were drawn from Class VIII PK A and VIII PK B.

MTsN 3 Sukoharjo was selected as the research site because the school had implemented YouTube-based learning media in Akidah Akhlak instruction as part of its effort to integrate digital technology into the teaching and learning process..

Data Analysis

Data analysis was conducted in several stages. First, descriptive statistical analysis was performed to determine the level of YouTube media utilization and students' learning outcomes. The analysis included the calculation of means, percentages, frequencies, and category distributions.

Second, prerequisite analyses consisting of normality and linearity tests were conducted to ensure that the data met the assumptions required for parametric statistical testing. The Kolmogorov–Smirnov test was used to assess data normality, while the linearity test was employed to examine the linear relationship between the variables.

Finally, Pearson Product-Moment correlation analysis was performed to determine the relationship between the use of YouTube media and students' learning outcomes. In addition, the coefficient of determination was calculated to identify the contribution of YouTube media utilization to learning outcomes. Statistical significance was determined at the 0.05 level, and all analyses were conducted using IBM SPSS Statistics version 25.

Research Instruments

The study utilized two sources of research data. The first instrument was a questionnaire measuring the use of YouTube-based learning media. The questionnaire was developed based on indicators related to the intensity of media use, the quality and relevance of instructional content, audio-visual presentation, and teacher support during the learning process.

The second source of data consisted of students' learning outcomes obtained through official school documentation. Learning outcomes were measured using students' Mid-Semester Assessment (PTS) scores in Akidah Akhlak, which reflected their academic achievement during the first semester of the 2025/2026 academic year.

The questionnaire employed a five-point Likert scale ranging from strongly disagree to strongly agree, allowing respondents to express their perceptions regarding the implementation of YouTube media in classroom learning.

Validity and Reliability

The validity of the questionnaire instrument was examined using the Pearson Product-Moment correlation technique. The results indicated that eighteen of the twenty questionnaire items met the required validity criteria, while two items did not satisfy the minimum validity threshold and were therefore excluded from further analysis.

Instrument reliability was assessed using Cronbach's Alpha coefficient. The reliability analysis yielded a Cronbach's Alpha value of 0.89, indicating a high level of internal consistency. Therefore, the questionnaire was considered reliable and suitable for measuring students' perceptions regarding the use of YouTube-based learning media in Akidah Akhlak learning.

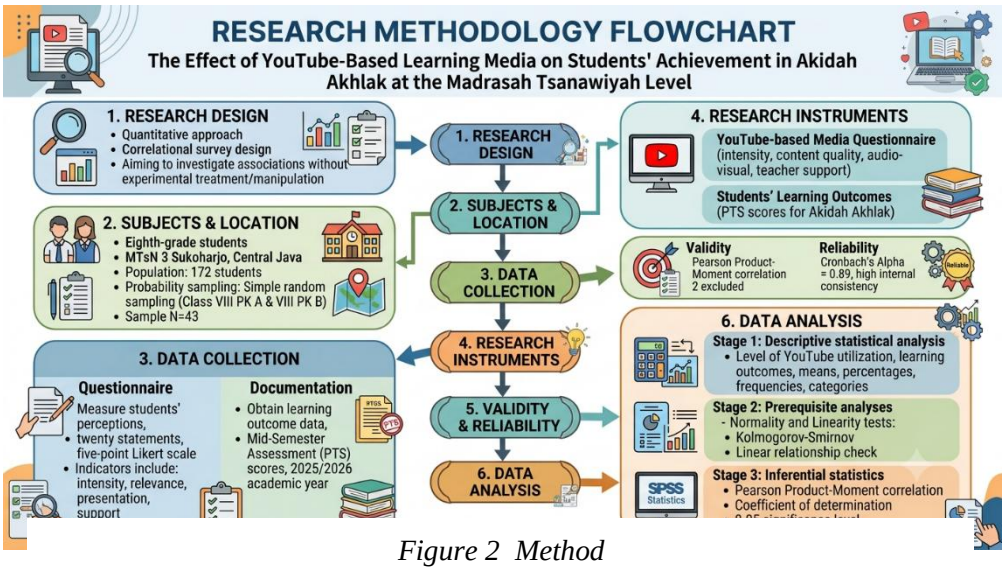

Figure 2 Method

RESEARCH RESULT

Validity and Reliability Testing of the Instrument

Table 1. Instrument Validity and Reliability

Test Component	Result
Number of questionnaire items	20
Valid items	18
Invalid items	2
Invalid item numbers	12 and 15
Cronbach's Alpha	0.89
Reliability criterion	Highly reliable

Before the main analysis was conducted, the instrument measuring the use of YouTube media was tested first. Of the 20 statements administered to 30 non-sample respondents, 18 items were found to be valid and 2 items were invalid, namely items 12 and 15; only the valid items were subsequently used in data collection. The reliability test produced a Cronbach's Alpha value of 0.89, confirming that the instrument was reliable and consistent for measurement purposes.

Data Description

Table 2. Descriptive Statistics of the Research Variables

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Use of YouTube media (X)	43	55	80	66.70	6.66
Akidah Akhlak learning outcomes (Y)	43	75	100	91.30	6.91

Based on the descriptive statistics, the use of YouTube media showed a fairly moderate data spread with a mean of 66.70, whereas students' learning outcomes showed a higher mean of 91.30. Empirically, this indicates that although YouTube media was used in instruction, students' learning outcomes tended to remain relatively stable and did not show extreme variation. These data provide an important basis for examining whether the media use truly contributed to learning achievement or merely formed part of a broader learning ecosystem.

Categorization of Research Variables

Table 3. Categorization of YouTube Media Use and Learning Outcomes

Variable	Category	Frequency	Percentage
Use of YouTube media (X)	High	6	14%
	Moderate	30	70%
	Low	7	16%
Akidah Akhlak learning outcomes (Y)	High	11	26%
	Moderate	26	60%
	Low	6	14%

The categorization results show that the use of YouTube media was most commonly in the moderate category, with 30 students or 70%. Only 6 students (14%) were in the high category and 7 students (16%) in the low category. This pattern indicates that YouTube had been used, but it had not yet become an intensive or evenly distributed learning experience for all students. In other words, the medium was present in the learning process, but its use remained at a moderate level rather than being optimal.

For the learning outcomes variable, 26 students or 60% were in the moderate category, 11 students or 26% in the high category, and 6 students or 14% in the low category. This finding confirms that the Akidah Akhlak learning outcomes of eighth-grade students at MTsN 3 Sukoharjo were concentrated mainly in the moderate category, and high achievement had not yet become dominant. Academically, this distribution is important because it signals that learning outcomes were not fully driven by the level of YouTube media use in the classroom.

Assumption Testing

Table 4. Prerequisite Tests and Intervariable Relationship Test

Test	Value	Decision
Kolmogorov–Smirnov normality test	Asymp. Sig. = 0.114	Data are normally distributed
Linearity	Sig. deviation from linearity = 0.744	Linearity assumption met
Pearson correlation	r = -0.088	Very weak and negative relationship
r table value (N = 43; α = 5%)	0.308	r calculated < r table
Coefficient of determination	R^2 = 0.008	Contribution of 0.78%

The normality test yielded an Asymp. Sig. value of 0.114, which is greater than 0.05; therefore, the residual data were declared normally distributed. The linearity test also produced a significance value of 0.744, indicating that the relationship between the use of YouTube media and learning outcomes met the linearity assumption. Methodologically, these two requirements confirm that parametric analysis was appropriate for testing the relationship between the variables.

At the hypothesis-testing stage, Pearson Product-Moment correlation showed an r value of -0.088. This value falls within the category of a very weak negative relationship, indicating that the direction of the relationship is opposite but extremely weak. Because the calculated r value is smaller than the r table value of 0.308, the null hypothesis is accepted and the alternative hypothesis is rejected. Thus, the use of YouTube media did not show a significant effect on students' learning outcomes in Akidah Akhlak in grade VIII at MTsN 3 Sukoharjo.

The simple regression analysis reinforced this finding. The R value of 0.088 and R square value of 0.008 indicate that the contribution of YouTube media use to learning outcomes was only 0.78%, while the remaining 99.22% was explained by other factors outside the study. Substantively, this finding suggests that the presence of YouTube media in learning was not strong enough to determine learning outcomes, so other variables such as the teacher's

method, learning motivation, students' readiness, and learning conditions are likely to have played a more dominant role.

DISCUSSION

The results of the study show that the use of YouTube media in Akidah Akhlak class VIII at MTsN 3 Sukoharjo was in the moderate category, with a percentage of 70%. This finding indicates that YouTube media had been used in the learning process and was fairly well received by students, but its utilization had not yet reached an optimal level. In the learning context, this condition suggests that YouTube functioned as a supporting medium to help the teacher present the material more attractively through a combination of audio and visual elements. The presence of visual media in Akidah Akhlak learning was able to reduce student boredom, which had previously been more dominant when learning relied on printed media. This is consistent with the observation and interview results, which showed that students became more enthusiastic and more focused when learning used YouTube media compared with conventional textbook-based instruction.

Nevertheless, the implementation of YouTube media in this study was still limited and had not been fully integrated intensively into the overall learning process. Instructional videos were used at certain moments to assist in explaining the material and increasing students' attention, rather than serving as the main learning model systematically applied in every meeting. In addition, the duration of video use was relatively short and still depended on teacher-provided facilities such as a laptop, LCD projector, and speaker. This condition indicates that, in the context of this study, YouTube functioned more as a medium for visualizing content than as a comprehensive digital learning system. This factor likely also explains why the use of YouTube media had not shown a significant effect on students' learning outcomes.

From a theoretical perspective, these results reinforce the view that video-based learning media are capable of creating a more concrete and interactive learning experience. Kohler and Dietrich (2021) explain that YouTube-based video media can help learners understand material through the integration of visual and audio elements, thereby making learning more dynamic and communicative. In addition, Beautemps and Bresges (2021) emphasize that the use of instructional videos can increase learner engagement and attention because students obtain a learning experience that is closer to the visual realities of everyday life. Thus, the use of YouTube media in Akidah Akhlak learning can be understood as a form of instructional adaptation to the characteristics of the digital generation, which tends to respond more strongly to audio-visual media than to text alone.

Although the use of YouTube media was in the moderate category, students' learning outcomes also showed a similar tendency, namely being in the moderate category with a percentage of 60%. This finding indicates that the use of YouTube media had not fully succeeded in driving a significant improvement in learning outcomes. Academically, this condition shows that learning outcomes are influenced not only by instructional media but also by various other internal and external factors. Internal factors may include learning motivation, comprehension ability, discipline, and students' readiness to learn, while external factors include the teacher's teaching methods, the learning environment, instructional facilities, and support from the family and school. Thus, YouTube media in this study is more appropriately positioned as a supporting learning medium rather than as the main factor that directly determines whether students' learning outcomes are high or low.

The main finding of this study shows that there is no significant effect between the use of YouTube media and students' learning outcomes in Akidah Akhlak. This is indicated by the Pearson Product-Moment correlation value of -0.088, with the calculated r value smaller than the r table value (0.308), so the alternative hypothesis is rejected and the null hypothesis is accepted. The very low and negative correlation value indicates that the relationship between

the two variables is statistically almost negligible. In addition, the coefficient of determination of 0.008 shows that the use of YouTube media contributed only 0.78% to students' learning outcomes, while the remainder was influenced by variables outside the study.

When analyzed through the study's conceptual framework, the non-significant result suggests that the use of YouTube media may have a stronger effect on the learning process than on academic outcomes directly. In this study, students showed greater attention and enthusiasm during learning with YouTube media, but this improvement was not strong enough to produce a significant change in academic scores. This condition indicates that the learning engagement and initial understanding built through audio-visual media have not been fully converted into measurable cognitive learning outcomes. Thus, the findings of this study support the view that the effectiveness of digital media is highly dependent on the quality of pedagogical integration and the characteristics of the learning material.

These results imply that the use of attractive learning media does not necessarily lead automatically to improved student learning outcomes. In the context of Akidah Akhlak learning, learning success is determined not only by the attractiveness of the media but also by students' ability to internalize the moral and spiritual values being taught. Akidah Akhlak differs from general subjects because it emphasizes affective aspects and character formation in addition to cognitive achievement. For this reason, YouTube media, which primarily highlights content visualization, may be more effective in increasing attention and learning interest than in directly improving academic achievement. This finding indicates that successful Akidah Akhlak learning requires a combination of engaging media, teacher exemplification, habituation of attitudes, and deep learning interaction.

Compared with previous studies, the results of this research differ from most earlier findings. Oktiana (2021) found that YouTube media had a significant effect on learning motivation and learning outcomes in Islamic Religious Education. Egenza et al. (2024) also showed that the use of YouTube media had a positive effect on elementary students' science learning outcomes. In addition, Wulandari et al. (2021) found that YouTube-based learning media could improve science learning outcomes because learning became more engaging and easier to understand. In contrast to those studies, the results of this research show no significant effect of YouTube media use on Akidah Akhlak learning outcomes. This difference suggests that the effectiveness of YouTube media is strongly influenced by the subject context, student characteristics, intensity of media use, and the instructional strategies applied by the teacher.

From the perspective of scientific novelty, the findings of this study are important because they present results that do not fully align with the dominance of previous research findings. If many studies have shown that YouTube has a positive effect on learning outcomes, this study instead demonstrates that, in the context of MTsN 3 Sukoharjo, YouTube use was not yet strong enough to significantly improve Akidah Akhlak learning outcomes. This finding does not negate the benefits of YouTube as a learning medium, but rather confirms that its effectiveness is highly determined by the alignment between the medium, learning objectives, and the characteristics of the material. In Akidah Akhlak, which emphasizes both knowledge acquisition and character formation, digital media appear to be more effective as a stimulus for attention and learning engagement than as a direct determinant of cognitive achievement. Therefore, this study enriches the literature by showing that learning outcomes in Akidah Akhlak cannot be explained solely by the presence of media, but must be understood within a more comprehensive pedagogical framework.

The differences in findings may also be influenced by the characteristics of Akidah Akhlak as a subject whose learning outcomes are more complex to measure. In general subjects such as science or social studies, video media tend to help students more easily understand concrete concepts through visual demonstration. In contrast, in Akidah Akhlak, some materials are related to the formation of beliefs, attitudes, and behavior, which cannot always be measured

directly through academic tests. Thus, the use of YouTube media may have a greater influence on motivation, interest, and learning engagement than on cognitive learning outcomes measured through midterm assessment (PTS) scores. This condition explains why student enthusiasm increased during learning with YouTube, but that improvement did not correspond proportionally to the learning outcomes obtained.

In addition, the results of this study also indicate the possibility that the use of YouTube media at school has not been carried out optimally or continuously. Based on the interviews, the use of YouTube still depended on teacher-provided facilities such as a laptop, LCD projector, and speaker because students were not allowed to bring mobile phones to school. This condition limited students' interaction with digital learning media to classroom learning time only. In fact, one of YouTube's main advantages is its flexible accessibility, which allows students to learn independently outside the classroom. This limited access may have been one of the factors causing the effect of YouTube media on learning outcomes not to appear significant in this study.

From a theoretical standpoint, this study contributes to the development of digital-based learning media research in Islamic Religious Education, especially in Akidah Akhlak. The findings show that digital media cannot be viewed as a single solution for improving student learning outcomes. The effectiveness of media depends on the integration of media, pedagogical strategy, material characteristics, and learner readiness. These findings strengthen the theory that learning media function as tools to facilitate the delivery of material, not as the main determinant of learning success. Thus, this study broadens understanding by showing that the use of YouTube media in Islamic Religious Education should be balanced with a more reflective, contextual, and value-internalization-based learning approach.

In practical terms, the results of this study have implications for teachers and schools in developing technology-based learning. Teachers need to be more selective in choosing instructional videos that align with the learning objectives of Akidah Akhlak and integrate media use with reflective activities and discussions that encourage deep understanding of values. Schools also need to support the use of learning technology by providing more adequate digital facilities so that media use is not limited to video playback alone. In addition, the findings of this study can serve as an evaluation that the use of digital media should not only focus on visualizing content but also be directed toward building students' emotional and spiritual engagement in the learning process.

Nevertheless, this study has several limitations that need to be noted. First, the sample size was relatively limited, involving only 43 students from two classes, so the generalizability of the findings remains limited to a specific context. Second, this study examined only the use of YouTube media as a factor related to learning outcomes, whereas many other factors may have had a more dominant influence on students' achievement. Third, the measurement of learning outcomes relied only on midterm assessment (PTS) scores, so it was not able to fully capture the affective and behavioral aspects that are the main characteristics of Akidah Akhlak learning. Fourth, the use of a questionnaire instrument may have introduced subjective response bias. Therefore, future research is recommended to use a larger sample, combine quantitative and qualitative approaches, and include additional variables such as learning motivation, student engagement, or teacher pedagogical competence in order to obtain a more comprehensive picture of the effectiveness of YouTube media in Islamic Religious Education learning.

CONCLUSION AND SUGGESTION

This study confirms that the use of YouTube media in eighth-grade Akidah Akhlak learning at MTsN 3 Sukoharjo was in the moderate category, as were students' learning outcomes. Statistically, the study shows that there was no significant effect between the use of YouTube

media and students' learning outcomes, with a Pearson correlation value of -0.088 and a coefficient of determination of 0.008, or 0.78%. These findings affirm that, in the context of this study, YouTube is more appropriately understood as a supportive learning medium that facilitates the learning process rather than as a single factor that directly determines learning outcomes.

Conceptually, this study makes two main contributions. First, it strengthens the understanding that the effectiveness of digital learning media is contextual and highly influenced by the way it is used, the characteristics of the instructional material, and the pedagogical readiness of both teachers and students. Second, it shows that in Akidah Akhlak, audio-visual media such as YouTube tend to have a stronger influence on attention, motivation, and learning engagement than on direct academic achievement measured through test scores. Thus, this study fills an empirical gap by showing that positive findings on the use of YouTube in other studies cannot always be generalized to all learning contexts.

This study also has limitations, particularly the limited sample size, the scope of the research, which was confined to one madrasah and two classes, and the measurement of learning outcomes, which was based solely on midterm assessment scores. In addition, this study did not include other variables that may have had a more dominant influence on learning outcomes, such as learning motivation, teachers' teaching strategies, the intensity of independent study, and family support. Therefore, future research is recommended to expand the sample, add explanatory variables, and use a mixed-method approach in order to obtain a more comprehensive picture of the effectiveness of YouTube media in Akidah Akhlak learning.

Pernyataan Etika & Peran Penulis (CRediT Statement)

Penulis Satu (Tien Azhari Ni'madina): Konseptualisasi, Metodologi, Penulisan – draf asli.
Penulis Dua (Alfian Eko Rochmawan): Kurasi data, Validasi.
Penulis Dua (Muhammad Fatchurrohman): Kurasi data, Validasi.

Kebijakan Data

Data yang mendukung temuan penelitian ini tersedia dari penulis korespondensi berdasarkan permintaan yang wajar.

Persetujuan Etik

Penelitian ini telah disetujui oleh Komite Etik IIM Surakarta dan mematuhi standar etika penelitian pada manusia.

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