The Influence of YouTube-Based Learning on Student's Learning Outcomes in Aqidah Akhlak at MIN 1, North Gorontalo Regency

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ABSTRACT

This study investigates the impact of YouTube-based learning on students' motivation in Akidah Akhlak at MIN 1 North Gorontalo Regency. YouTube was selected as a learning medium due to its capability to deliver engaging visual and audio content, which is expected to enhance students' interest and motivation. The study employed a quantitative experimental design with a purposively selected sample of students. Data were collected using a learning motivation questionnaire and classroom observation sheets. Findings reveal a significant increase in students' learning motivation following the implementation of YouTube-based learning, indicating the effectiveness of digital media in fostering active participation and improving motivation in Akidah Akhlak learning. These results suggest that teachers can leverage digital platforms as an instructional strategy to enhance both the quality of teaching and students' learning motivation.

Keywords: *YouTube-Based Learning; Learning Motivation; Akidah Akhlak.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran berbasis YouTube terhadap motivasi belajar siswa pada mata pelajaran Akidah Akhlak di MIN 1 Kabupaten Gorontalo Utara. YouTube dipilih sebagai media pembelajaran karena kemampuannya menyajikan konten visual dan audio yang menarik, sehingga diharapkan dapat meningkatkan minat dan motivasi belajar siswa. Penelitian ini menggunakan desain eksperimen kuantitatif dengan sampel siswa yang dipilih secara purposive. Data dikumpulkan melalui angket motivasi belajar dan lembar observasi

kegiatan pembelajaran di kelas. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada motivasi belajar siswa setelah penerapan pembelajaran berbasis YouTube. Hal ini menunjukkan bahwa penggunaan media digital efektif dalam mendorong partisipasi aktif siswa serta meningkatkan motivasi belajar pada pembelajaran Akidah Akhlak. Temuan ini menunjukkan bahwa guru dapat memanfaatkan platform digital sebagai strategi pembelajaran untuk meningkatkan kualitas proses pembelajaran sekaligus motivasi belajar siswa.

Kata kunci: Pembelajaran Berbasis YouTube; Motivasi Belajar; Akidah Akhlak.

INTRODUCTION

The development of digital technology has brought significant changes in various aspects of life, including the field of education. (Hakim & Yulia, 2024) One digital platform that has a major influence in the context of learning is YouTube (Munawir et al., 2023). In the field of religious education, the use of YouTube as a visual-based learning medium has been proven to have great potential to enhance conceptual understanding through symbolic representations, audiovisual narratives, and relevant cultural contexts (Yulistian et al., 2023).Advances in information technology, particularly through YouTube, have transformed the way students access knowledge, including in the learning of Islamic Religious Education (PAI) (Baihaqi et al., 2020)." The presentation of learning in video form allows students to experience learning either directly or indirectly, in which they can observe simulations of moral practices, explanations of religious doctrines, as well as exemplary stories of the prophets in a more vivid and contextual manner .

Thus, YouTube serves as a bridge between theological abstraction and concrete representation, enabling metaphysical religious concepts—such as faith in God, angels, or the Day of Judgment—to be understood more concretely through engaging narratives and audiovisual illustrations (Rahma, 2025). With the continuously increasing internet penetration and the widespread ownership of smart devices among madrasah students, access to video-based educational content is no longer a structural barrier but rather a pedagogical opportunity (ANDIANUS, 2022). Various studies indicate that the use of YouTube in Islamic Religious Education (PAI) learning is able to enhance students' motivation, cognitive engagement, and information retention (Mahbubi & Aini, 2024).However, its effectiveness still depends on instructional design, content quality, and alignment with curricular objectives—particularly in the domain of values and character formation (Amir et al., n.d.).

One of the main indicators of success in Islamic Religious Education (PAI) learning is students' achievement in Aqidah Akhlak, which reflects not only cognitive mastery but also the affective and psychomotor manifestations in

everyday life (Yunianto, 2020). Although YouTube has been widely adopted as a learning medium across various levels of education, its implementation in Aqidah Akhlak learning at Madrasah Ibtidaiyah remains uneven and not inclusive. Not all students, especially those in remote areas such as North Gorontalo Regency, have consistent access to digital devices, stable internet connectivity, or digital literacy support from their families." A study by Hapsari et al. (2023 shows that only 58% of madrasah students in Indonesia's 3T regions (Frontier, Outermost, and Disadvantaged areas) are able to independently access video-based learning content, while the rest rely entirely on conventional methods (Habibah, 2025). This disparity creates an epistemological gap in the process of internalizing aqidah values—where some students gain understanding through interactive visualization, while others remain confined to textual memorization without deep emotional context (Mashuri & Syahid, 2024).

Furthermore, the use of YouTube as a learning medium does not automatically guarantee an improvement in learning outcomes, especially in the affective domain, which is central to the Akidah Akhlak subject. Initial observations at MIN 1, North Gorontalo Regency, indicate that although teachers have integrated YouTube videos into 60% of lesson plans (RPP) during the odd semester of 2024, students' average scores in the moral aspect (attitude assessment) reached only 72.4, below the Minimum Mastery Criteria (KKM) target of 75 (Muhlis, 2022). This phenomenon aligns with the findings of Alharbi (2024), who emphasizes that 'mere exposure to digital media does not equate to meaningful learning, especially in moral and spiritual domains where reflection, dialogue, and guided practice are (Muhlis, 2022) This contradicts the common assumption that digital technology automatically improves the quality of learning (Ramadhani et al., 2025).

The gap between expectations and reality becomes even more apparent when linked to the duration of implementation (Gultom & Khudri, 2024). Within a period of less than one year, the impact of YouTube-based learning on the development of a strong faith (akidah) and consistent moral character (akhlak) has not shown significant changes (Dinda, 2025). This contradicts the common assumption that digital technology automatically enhances the quality of learning (Hidayat et al., 2025). In fact, as reminded by Sihabudin & Sharfina'Alaniah, 'the effectiveness of video-based learning in Islamic education is contingent upon pedagogical design, teacher mediation, and cultural relevance—not merely on technological access (Sihabudin & Sharfina'Alaniah, 2023) . Without adequate teacher guidance and content curation aligned with local Islamic values (such as mopulo values or Gorontalo customs), YouTube videos risk becoming mere entertainment without fostering value transformation.

This paradox is exacerbated by the lack of formative evaluation of YouTube usage in Islamic Education (PAI) learning. (Rifa'i, 2025b). Many teachers adopt YouTube content based on its popularity or ease of access, rather than its alignment with affective learning objectives. (Agustian et al., 2025). As a result, students may be able to explain the concepts of the pillars of faith verbally (cognitive), but fail to

demonstrate honest, patient, or respectful behavior in daily life—key indicators of successful Akidah Akhlak learning (kurniawati, 2025). A longitudinal study in Central Java found that without integration with project-based classroom practices or journalistic reflection, the use of YouTube does not produce long-term effects on students' character (Pandita, n.d.).

Therefore, it remains empirically unknown how YouTube-based learning affects comprehensive Akidah Akhlak learning outcomes (cognitive, affective, and psychomotor) in the context of madrasahs in coastal areas such as North Gorontalo—particularly when facing challenges of access, short implementation duration, and the need for local cultural contextualization (Rifa'i, 2025b). "It is this lack of knowledge that drives this study to empirically examine whether YouTube truly has a significant impact on improving learning outcomes, or whether it actually widens the learning gap between students who have adequate digital access and those who do not (Agustian et al., 2025). This study specifically aims to examine the effect of YouTube-based learning on the Akidah Akhlak learning outcomes of 3rd and 4th grade students at MIN 1 North Gorontalo Regency, by comparing the cognitive, affective, and psychomotor achievements between the group using YouTube as the primary medium and the group using conventional methods (Rifa'i, 2025).

This objective is designed to address the empirical uncertainty regarding whether the integration of YouTube—in the context of less than one year of implementation and disparities in digital access—can truly bridge learning gaps and enhance the quality of holistic internalization of akidah and akhlak values (Agustina & Hasan, n.d.). The significance of this study lies in its relevance to the transformation of Islamic Education (PAI) pedagogy in technology-based madrasahs, particularly in coastal and remote areas such as North Gorontalo. In the context of national budget efficiency policies (PMK No. 56/2025 and Presidential Instruction No. 1/2025) that restrict funding for learning innovations, this study proposes a low-cost yet potentially high-impact learning model (Supriyadi, 2024). Furthermore, this study fills a gap in the literature, which has tended to focus solely on the effectiveness of YouTube in the cognitive domain, while the affective dimension—the core of Akidah Akhlak—is often neglected (Fathurrohman, 2025).

on the effectiveness of YouTube in the cognitive domain, while the affective dimension—the core of Akidah Akhlak—is often neglected (Fathurrohman, 2025). Considering that this study adopts a quantitative-experimental approach, the researcher formulates the research hypothesis as follows:

H_0: There is no significant effect of YouTube-based learning on the Akidah Akhlak learning outcomes of students at MIN 1 North Gorontalo Regency.

H_1: There is a significant effect of YouTube-based learning on the Akidah Akhlak learning outcomes of students at MIN 1 North Gorontalo Regency—both overall and separately in the cognitive, affective, and psychomotor domains.

METHOD

This study employs a quantitative quasi-experimental approach using a nonequivalent control group design. This design was chosen because the researcher was unable to conduct full randomization of the subjects (as students had already been assigned to classes by the school), yet it still allows for testing the effect of a treatment on the dependent variable (Saputri & Mardiati, 2025). Two groups were compared: (1) an experimental group that received YouTube-based Aqidah Akhlak instruction, and (2) a control group that used conventional methods (lectures and classroom discussions). Measurements were conducted through pre-tests and post-tests to identify changes in learning outcome scores before and after the treatment over an eight-week period. The population of this study includes all students of MIN 1, North Gorontalo Regency, in the 2025/2026 academic year. The research sample consists of Phase B classes, namely Grade 3 and Grade 4. Grade 3 was designated as the control group, while Grade 4 served as the experimental group. This selection also considered the availability of digital infrastructure (internet access, devices, and projectors) as well as the commitment of the subject teachers to implement YouTube-based learning during the intervention period.

The primary instrument consisted of three components: (1) an Aqidah Akhlak Learning Outcomes Test, developed based on the Merdeka Curriculum and the Minimum Competency Assessment (AKM) blueprint of the Ministry of Religious Affairs. The test comprised 10 multiple-choice items that were validated by the madrasah principal as a subject-matter expert. Quantitative data were analyzed using inferential statistics with the assistance of SPSS version 28: (1) normality testing (Shapiro–Wilk test) and homogeneity testing (Levene's Test) were conducted to ensure parametric assumptions were met. (2) An independent samples t-test was used to compare gain score differences (N-Gain = (post-test – pre-test)/(ideal score – pre-test)) between the experimental and control groups.

The study was conducted in three stages: (1) the preparation stage, which included instrument validation by Islamic Religious Education (PAI) experts and statisticians, pilot testing in non-sample classes, and training for experimental-group teachers in curating YouTube content aligned with Islamic and local values. The YouTube-based learning materials used in this study were specifically focused on the topic of *kalimat thayyibah* (good and virtuous expressions in Islam), which is

an integral part of noble character formation in the Merdeka Curriculum for Grade 3 and Grade 4 Islamic Religious Education. The three main YouTube materials developed included: Material 1: *Kalimat Thayyibah* in Daily Life – presenting simulations of students' interactions at school and at home (e.g., saying 'Assalamu'alaikum,' 'Jazakumullahu khairan,' and 'Afwan'). Material 2: Aqidah Values in *Kalimat Thayyibah* – explaining the relationship between virtuous speech, faith in Allah, and moral conduct as manifestations of faith, Material 3: *Kalimat Thayyibah* and Gorontalo Local Wisdom – integrating local expressions that align with Islamic values (e.g., *Mo'otilahuyu*—mutual respect) into the practice of *kalimat thayyibah*. All videos were curated by the researcher and subject teachers, with durations of 5–8 minutes, using simple animations, Indonesian-language narration, and Nusantara cultural visual backgrounds to enhance contextual relevance.

Implementation Stage: Both groups participated in learning activities for eight weeks (two sessions per week). The experimental group watched one of the three YouTube videos at the beginning of each lesson, followed by reflective discussions, role-play simulations, and affective assignments (moral journals). The control group used conventional methods (interactive lectures and memorization exercises). A pre-test was administered prior to the intervention, and a post-test was conducted after the intervention to measure changes in the cognitive, affective, and psychomotor domains.

Evaluation Stage: Data collection included quantitative data (test scores), qualitative data (interviews and observations), and documentation (learning recordings and YouTube screenshots), as presented in Picture 1.

Persiapan	Pelaksanaan	Evaluasi	Hasil
Validasi instrumen dan pelatihan guru	Pembelajaran 8 minggu dengan metode berbeda	Pengumpulan data kuantitatif dan kualitatif	Analisis data dan kesimpulan penelitian

Descriptive Analysis

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Preetes Kontrol	40	43	57	50.03	4.054
Posttes Kontrol	40	51	65	58.18	4.156
Preetest eksperimen	40	42	57	49.68	4.047
Posttest Eksperimen	40	50	85	68.38	7.957
Valid N (listwise)	40				

The results of the descriptive statistical analysis of 80 students, divided into a control group and an experimental group with 40 students each, indicate differences in learning outcomes before and after the treatment. In the control group, the pre-test scores ranged from a minimum of 43 to a maximum of 57, with a mean score of 50.03 and a standard deviation of 4.054. After the learning process, the control group's post-test scores increased, with a minimum score of 51 and a maximum score of 65, a mean of 58.18, and a standard deviation of 4.156.

Meanwhile, in the experimental group, the pre-test scores ranged from a minimum of 42 to a maximum of 57, with a mean score of 49.68 and a standard deviation of 4.047. After the treatment was administered, the experimental group's post-test scores showed a more substantial improvement, with a minimum score of 50 and a maximum score of 85, a mean of 68.38, and a standard deviation of 7.957.

Descriptive data results are useful only for describing the data and cannot be used for drawing conclusions. Therefore, a t-test (difference test) is required to determine whether learning outcomes using YouTube-based learning media have a significant effect on the mastery of Arabic vocabulary among Grade IV students at MIN 1 North Gorontalo, compared to using conventional methods.

2.Normality Test

The normality test is an analytical technique used to determine whether the data are normally distributed. The normality test guides the choice of statistical analysis to be used in the study: if the data are normally distributed, parametric statistical analysis will be applied; if the data are not normally distributed, non-parametric statistical analysis will be used.

Table 2. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Preetes Kontrol	.075	40	.200*	.965	40	.247
Posttes Kontrol	.071	40	.200*	.961	40	.178
Preetest eksperimen	.094	40	.200*	.974	40	.477
Posttest Eksperimen	.144	40	.036	.960	40	.167

The results of the Shapiro–Wilk normality test indicated that several data points had significance values (Sig.) exceeding 0.05, suggesting that the data were normally distributed. Specifically, for the Control Group Pre-test, the Shapiro–Wilk statistic yielded Sig. = 0.247 (> 0.05), confirming normal distribution. Similarly, the Control Group Post-test showed a Sig. value of 0.178 (> 0.05), indicating that the data were normally distributed. In the Experimental Group, the Pre-test and Post-test exhibited significance values of 0.477 and 0.167, respectively, both slightly above the 0.05 threshold, which also indicates normality. Therefore, the Shapiro–Wilk test results demonstrate that all data in this study are normally distributed, satisfying the assumptions necessary for parametric statistical analysis.

Homogeneity Test

The homogeneity test was conducted to compare the variance of post-test scores between the control and experimental groups. The purpose was to ensure that both groups had relatively similar data variability. Although this test is not always an absolute requirement, homogeneity results are still needed as part of the procedure before proceeding with an independent samples t-test. The results of this test are presented in the following table.

Table 3. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
NILAI	Based on Mean	11.653	1	78	.001
	Based on Median	8.884	1	78	.004
	Based on Median and with adjusted df	8.884	1	53.411	.004
	Based on trimmed mean	11.513	1	78	.001

Based on the results of the homogeneity test using Levene's Test under the 'Based on Mean' section, the significance value obtained was 0.001. This value is below the 0.05 significance threshold. Therefore, it can be concluded that the variance between learning outcomes in the control and experimental groups is not homogeneous. Although the assumption of equal variances is not met, hypothesis testing can still be conducted using an independent samples t-test with 'equal variances not assumed.'

Paired Sample T-Test

Based on the results of the descriptive analysis, there was an observable increase in the average scores in the experimental group. The pre-test had a mean score of 49.67, while the post-test increased to 68.37. He paired sample t-test is employed to examine whether there is a statistically significant difference between the means of two related samples. As a parametric test, it requires the assumption of normally distributed data. In this study, the paired sample t-test was conducted to compare the pre-test and post-test scores of the experimental group. The results of this analysis are presented below.

Table 4. Paired Group Eksperiment

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Preetes Eksperimen - Posttest Eksperimen	-18.70000	9.21315	1.45673	-21.64651	-15.75349	-12.837	39	.000

The results of the paired sample t-test show that the significance value (2-tailed Sig.) for the comparison between the pre-test and post-test in the experimental group is 0.000. This value is far below the significance threshold of 0.05. Therefore, it can be concluded that there is a highly significant difference between the scores before and after the treatment. This finding reinforces that the treatment administered in the experimental class had a real impact on improving students' learning outcomes.

Independent Samples T-Test

The independent samples t-test is used to determine whether there is a difference in the mean scores between two unrelated groups. Before conducting this test, two important assumptions must be met: the data must be normally distributed, and the variances between the groups must be homogeneous.

Based on the descriptive data, there is a noticeable difference between the average learning outcomes of the two groups. The control group obtained a mean score of 58.18, whereas the experimental group achieved a higher mean of 68.38. This difference in means suggests that the experimental group, using YouTube-based learning media, attained better learning outcomes compared to the control group, which employed conventional methods.

Table 5. Result T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								Std. Error Differen ce	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differenc e		Lower	Upper
ScoreI	Equal variances assumed	11.653	.001	-7.186	78	.000	-10.200	1.419	-13.026	-7.374
	Equal variances not assumed			-7.186	58.808	.000	-10.200	1.419	-13.041	-7.359

The results of the independent samples t-test show that the significance value (2-tailed Sig.) in the 'Equal variances not assumed' row is 0.000. Since this value is far below the 0.05 significance threshold, it can be concluded that there is a highly significant difference between the average learning outcomes of the control and experimental groups. This finding confirms that the treatment administered in the experimental class made a substantial contribution to improving learning outcomes compared to the control class. Based on this significance value, the decision is to reject H_0 and accept H_1. This means that there is a significant difference in learning outcomes between the two groups. The findings indicate that the treatment, or YouTube-based learning media, applied in the experimental class had a positive impact and was more effective compared to the learning
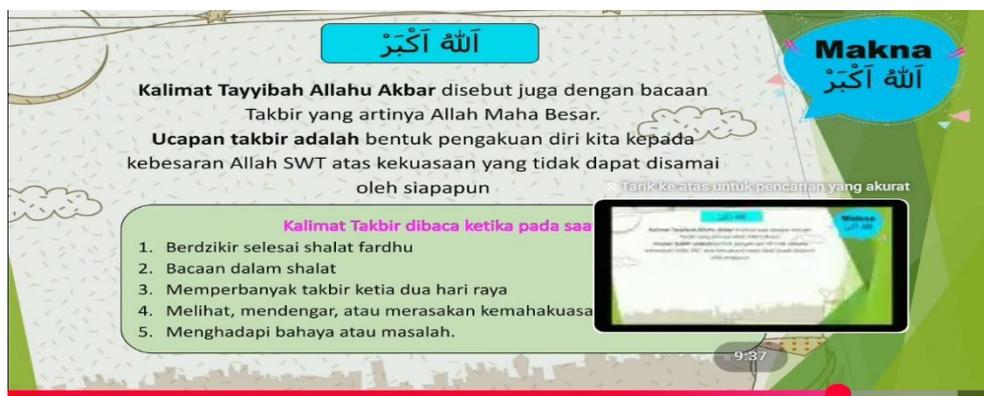
in the control class using conventional methods.
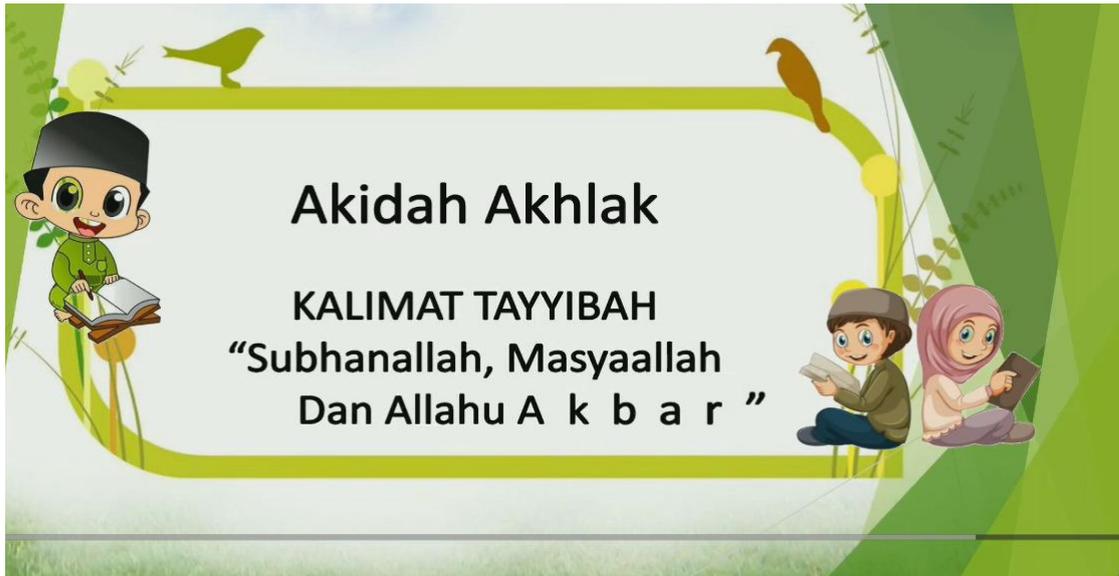
Picture 2. Aqidah Akhlak Material for Grade 3.4
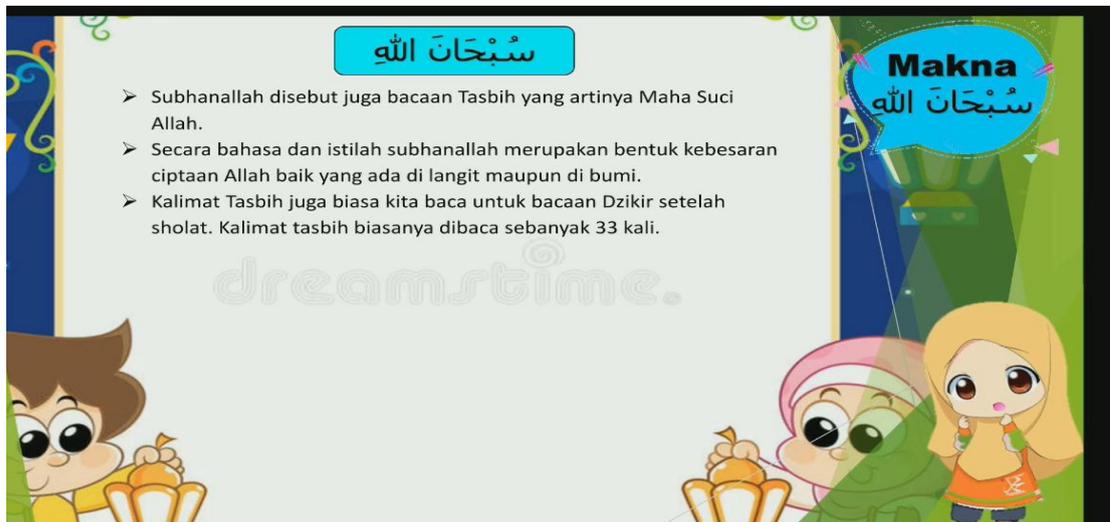
Picture 3. Material 1 "the Phrase '*Subhanallah.*"

Picture 4. Material 3 The Takbir Phrase is "*Allāhu Akbar.*"

Picture 5. "Aqidah Akhlak Assignment."

DISCUSSION

This study focuses on measuring the effect of YouTube-based learning on students' Aqidah Akhlak learning outcomes at MIN 1, North Gorontalo Regency. The study was conducted using a quantitative approach with an experimental design involving 80 students, divided into two groups: a control class and an experimental class. The control class employed conventional learning methods, while the experimental class received treatment through YouTube-based learning media. The division of groups aimed to compare the effectiveness of using YouTube as a learning medium in improving students' learning outcomes.

Based on the results of the descriptive statistical analysis, the control group's pre-test scores ranged from a minimum of 43 to a maximum of 57, with a mean of 50.03 and a standard deviation of 4.054. The control group's post-test scores increased, ranging from 51 to 65, with a mean of 58.18 and a standard deviation of 4.156. Meanwhile, in the experimental group, the pre-test scores ranged from 42 to 57, with a mean of 49.68 and a standard deviation of 4.047. After receiving the treatment, the experimental group's post-test scores increased significantly, ranging from 50 to 85, with a mean of 68.38 and a standard deviation of 7.957. These data indicate that the improvement in learning outcomes was greater in the experimental group compared to the control group.

Before hypothesis testing was conducted, the research data were first subjected to a normality test to ensure that the assumptions of parametric statistics were met. The results of the normality test showed that the significance values for each data group were above the 0.05 significance level, indicating that the data were normally distributed. With the normality assumption satisfied, the research data were suitable for further analysis using parametric statistical tests.

The results of the paired sample t-test in the experimental group showed a significant improvement in learning outcomes after the implementation of YouTube-based learning. Based on the descriptive analysis, the experimental group's pre-test mean

score was 49.67, which increased to 68.37 in the post-test. This difference in means indicates a clear improvement in learning outcomes after the treatment was administered. Furthermore, the paired sample t-test results showed a significance value (2-tailed Sig.) of 0.000, which is far below the 0.05 significance threshold. Thus, it can be concluded that there is a highly significant difference between the scores before and after the treatment, indicating that YouTube-based learning has a positive effect on students' Aqidah Akhlak learning outcomes.

Based on the results of the Levene's Test for homogeneity of variance, the significance value was found to be less than 0.05, indicating that the variances between groups are not homogeneous. Nevertheless, the condition of unequal variances does not hinder the subsequent hypothesis testing. Therefore, the analysis can still be conducted using an Independent Samples t-test with the 'equal variances not assumed' option, ensuring that the test results remain valid and statistically reliable."

The results of the Independent Samples t-test show that the significance value (2-tailed Sig.) in the 'Equal variances not assumed' row is 0.000, which is less than 0.05. Based on this result, the decision is to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). This indicates that there is a highly significant difference in learning outcomes between the control and experimental groups. Therefore, it can be concluded that YouTube-based learning is more effective in improving Aqidah Akhlak learning outcomes compared to conventional learning methods at MIN 1, North Gorontalo Regency.

CONCLUSION

Based on the research results and data analysis, it can be concluded that the use of YouTube-based learning media has a significant effect on improving the Aqidah Akhlak learning outcomes of Grade IV students at MIN 1, North Gorontalo Regency. This is evidenced by the comparison of learning outcomes between the control class, which used conventional learning methods, and the experimental class, which utilized YouTube-based learning media.

The results of the descriptive statistical analysis indicate that both classes had relatively comparable initial abilities, as shown by the control group's pre-test mean score of 50.03 and the experimental group's mean of 49.68. After the treatment was administered, both classes experienced improvements in learning outcomes; however, the increase in the experimental group was much higher. The control group's post-test mean rose to 58.18, whereas the experimental group's mean increased significantly to 68.38.

The normality test showed that all data were normally distributed, thus meeting the requirements for parametric statistical analysis. Furthermore, the results of the paired sample t-test in the experimental group showed a significance value of 0.000 (< 0.05), indicating a highly significant difference between the pre-test and post-test scores. This demonstrates that YouTube-based learning can effectively improve students' learning outcomes.

Although the homogeneity test indicated that the variances between the two

groups were unequal, the analysis was still performed using the Independent Samples t-test with the "equal variances not assumed" option. The results revealed a significance value of 0.000 (< 0.05), leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1). This indicates a highly significant difference in learning outcomes between the control and experimental groups.

Considering these results, it can be concluded that YouTube-based learning is more effective than conventional teaching methods in enhancing students' learning outcomes in Aqidah Akhlak. The use of YouTube as a learning medium can increase students' interest, understanding, and engagement, thereby positively influencing their academic performance. Consequently, YouTube-based learning is a viable and innovative alternative for teaching Aqidah Akhlak, particularly at the Madrasah Ibtidaiyah level.

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