THE ROLE OF YOUTUBE-BASED LEARNING MEDIA IN ENHANCING STUDENTS' LEARNING CREATIVITY

Susandi[1*]

[*1]Universitas Muhammadiyah Sumatera Utara
[*1]email: susandi86@guru.smp.belajar.id

Abstract: Youtube-based learning media helps teachers convey information to students. Because it combines sound and images, this type of learning media has the potential to enhance students' learning creativity. Islamic Religious Education at SMP Negeri 4 Tanjung Beringin utilizes Youtube media, utilizing available videos to create materials that are easily understood by students. The level of student participation in class and their activity in participating in learning shows the success of efforts to enhance students' creativity in Islamic Religious Education through Youtube. The aim of this research is to explain how the implementation of Youtube-based learning media at SMP Negeri 4 Tanjung Beringin and its role in enhancing students' learning creativity. The research method used is descriptive qualitative, with data collection through interviews and observations. The results show that students have used this Youtube media in Islamic Religious Education to understand lesson materials, and Youtube as a learning media can enhance students' learning creativity.

Keywords: Creativity, Learning Media, Youtube

Introduction

Education is organized with the aim of enabling students to develop their talents, potential, and skills to face life. Therefore, educational design must be done optimally to provide a good understanding in enhancing students' learning creativity. The process of educational design is not easy, given the need to create an engaging learning model so that students do not easily get bored or tired during the learning process. This is due to the difficulty in understanding the teacher's explanations and the lack of attractive teaching methods.

In the learning process, much depends on the learning media, where media serves as a tool in the learning process to facilitate learning and as a means for teachers to deliver material (Sapriyah, 2019). By using media, it is hoped that students can more easily understand the material taught by the teacher. The use of media can also make the learning experience more interesting and enjoyable for students, thereby increasing their interest in the material taught by the teacher. All of this aims to achieve learning goals optimally (Intan Nurhasanah, 2021).

With the advancement of technology and the rapid development of digital technology, which fundamentally aims to simplify human tasks in daily life, digital technology has become an integral part of our lives. Social media is one result of digital technology development, where social media platforms online allow users to easily engage, share, and create content through various channels such as blogs, social networks, wikis, forums, and virtual worlds. Blogs, social networks, and wikis have become very popular forms of social media globally.

YouTube is a social media platform widely favored by people today. A survey titled "WhyVideo" conducted by the research agency Kantar in September 2023 showed that YouTube has become the favorite video platform for viewers aged 18-24, or Generation Z, in Indonesia. They allocate up to 24 percent of their total watching time on the platform (https://www.liputan6.com).

Furthermore, YouTube also provides several benefits. According to the survey results, it is evident that people greatly appreciate YouTube as one of the social media platforms used. Therefore, it can be concluded that YouTube has great potential as a means to convey information, and thus, YouTube can be used as a learning media applied in the learning process. As previous research states, YouTube is very interesting for students in learning because they can directly see examples and explanations of the subject matter being studied, stimulating students' creativity and motivation to learn (Hendar et al., 2022). This research was conducted at MI At-Ta'awun in the fifth grade with 24 students, and the obtained sample consisted of 10 students. Another study also states that YouTube can improve students' self-directed learning and enhance students' easy understanding of the material in a subject (Septiana Puji Wahyuningsih, 2022).

In the context of this research, the decision to use YouTube as a platform for Islamic Education learning aims to stimulate students' creativity. The choice to utilize YouTube is based on specific reasons, considering that this online platform offers a variety of videos appealing to various audiences, especially students. By leveraging YouTube as a learning medium, students have the opportunity to learn and practice what they have watched. Using YouTube as a learning medium provides high convenience and practicality, facilitating a better understanding of the materials.

However, during literature search, information found on YouTube is rarely cited as a reference. Although YouTube provides insights into the effective use of applications as a teaching tool in schools, as evident in clear examples in educational programs, it is seldom cited in academic references. There are several benefits that can be obtained from utilizing YouTube in an educational context, including its use as a teaching strategy to find references in teaching and learning activities, an effective instructional source, and a motivational teaching tool actively engaging students while supporting modern learning approaches.

Additionally, YouTube offers several benefits for education, such as enriching the online learning process, facilitating material delivery through instructional videos unhindered by distance or time, and aiding in students' understanding of the materials (Setiawan, 2021). With YouTube, the online teaching and learning process becomes more practical by simply embedding the selected video's URL on the YouTube site. Users can use accounts to broadcast videos in front of the class, offering timely alternative educational sources. Nevertheless, there are unique challenges, such as the limited availability of videos. Therefore, developers should review and evaluate all videos before presenting them to students.

The integration of YouTube videos allows students to become more creative in learning, extending beyond the curriculum. YouTube videos provide clarity to students by presenting visual representations of various conditions and offering them opportunities to observe real-life situations.

Given this background, it is intriguing to use YouTube as a learning medium. This research is conducted at SMP Negeri 4 Tanjung Beringin, with the research subjects being ninth- grade students. The research aims to determine how the implementation and role of YouTube as one of the online learning media can enhance the learning creativity of students at SMP Negeri 4 Tanjung Beringin in the subject of Islamic Education for ninth-grade students.

Literature Review

Nunu Mahnun (2012) explains that the term "media" comes from the Latin word "medium," which means "intermediary" or "conduit." Furthermore, media is defined as a means used to convey messages or learning information from the message source to the target or recipient of the message. The use of teaching media can contribute to the success of the learning process. According to Steffi Adam and Muhammad Taufik Syastra (2015), instructional media encompass everything, both physical and technical, used in the learning process to assist teachers in delivering lesson materials to students, thus facilitating the achievement of predetermined learning objectives.

Moreover, Joni Purwono et al. (2014) state that instructional media play a crucial role in improving the quality of the teaching and learning process. Media also has the ability to make learning more engaging and enjoyable. One evolving type of instructional media is audio-visual media. From the above understanding, it can be concluded that instructional media serve as tools in the teaching-learning process, stimulating the minds, feelings, attention, and abilities or skills of learners, with the aim of promoting an effective learning process.

Instructional media are tools that enhance the understanding of learning messages, clarify meanings, and improve the quality of the teaching-learning process. Their function is to enhance learning effectiveness and achieve learning goals more efficiently (Cecep, 2020). The rapid development in the field of education significantly impacts the psychology of learning and the existing educational structure. This phenomenon also drives the advancement of learning technology and the addition of new elements in instructional media. With technological progress, the development of instructional media is rapidly evolving, where each medium has its unique characteristics and capabilities. In response to this, efforts are made to regulate through classification based on common characteristics. According to Oemar Hamalik (1994), the general characteristics of instructional media include several aspects. First, instructional media are identified as demonstrations that can be touched, seen, and heard, and can be observed through the senses. Second, the primary focus of instructional media is on objects or things that can be seen and heard. Third, instructional media are used in the context of communication between teachers and students. Fourth, instructional media serve as tools in the teaching-learning process, both inside and outside the classroom. Fifth, instructional media function as intermediaries used in the learning process. Sixth, instructional media involve specific aspects as tools and techniques closely related to learning methods. Seventh, Therefore, as an operational action, the term "instructional media" is used in this book.

In addition to the above characteristics, what is included in instructional media? According to Rudi Bretz, as quoted by Arif Sadiman (1993), media can be classified into 8 categories: (1) Moving audio-visual media. (2) Static audio-visual media. (3) Semi-moving audio media. (4) Moving visual media. (5) Static visual media. (6) Semi-moving

visual media. (7) Audio media. (8) Print media. Meanwhile, according to Briggs (cited in Arif Sadiman, 1993), there are 13 types of media, namely: (1) Objects. (2) Models. (3) Direct sound. (4) Audio recordings. (5) Print media. (6) Programmed learning. (7) Whiteboard. (8) Transparency media. (9) Sequential film. (10) Frame film. (11) Film. (12) Television. (13) Picture. From the various types of media mentioned above, it is concluded that instructional media are tools, methods, and techniques used to identify communication and interaction between teachers and students in the learning process at school.

YouTube is a video-sharing platform originating from the United States, founded in February 2005 by three former PayPal employees. The site allows users to upload, watch, and share various types of videos. Headquartered in San Bruno, California, YouTube uses Adobe Flash Video and HTML5 technology to display video content, including movie clips, TV clips, music videos, video blogs, short original videos, and educational videos. Most content on YouTube is uploaded by individuals, but some major media companies such as CBS, BBC, Vevo, Hulu, and others also participate by uploading their material as part of the YouTube partnership program. Unregistered users can watch videos, while registered users have the ability to upload an unlimited number of videos. Videos considered to contain offensive content can only be viewed by registered users aged 18 and older. In November 2006, Google acquired YouTube, LLC for 1.65 billion, and it has since operated as an official subsidiary under the Google umbrella (www.wikipedia.com).

Naturally, the development of children varies in talents, interests, physical, emotional maturity, personality, physical condition, and social aspects. Additionally, every child has unlimited learning abilities to think creatively and productively. Creativity, according to the Indonesian dictionary, comes from the base word "creative," which means having the ability to create something. According to Munandar (2004), creativity is the ability to create new combinations based on data, information, or existing elements. Creativity is also defined as the ability, based on data or information, to find many possible answers to a problem, with an approach focusing on the quantity and diversity of responses. Operationally, creativity can be formulated as an ability that reflects fluency, flexibility, and originality in thinking, as well as the ability to elaborate (develop, enrich, detail) an idea. One crucial concept in the field of creativity is the relationship between creativity and self-actualization.

According to Munandar (2004), someone is said to self-actualize when they use all their talents and abilities to become what they are capable of becoming, actualizing or realizing their potential. Self-actualization is a fundamental characteristic, a potentiality present in all humans at birth, but often lost, hindered, or buried in the process of culturalization. Thus, the source of creativity is the tendency to self-actualize, realize potential, the drive to develop and mature. Hamdani (2002) suggests that creativity can be viewed from three perspectives: (1) Creativity is an ability, the ability to imagine or create something new, the ability to build new ideas by combining, modifying, reapplying existing ideas; (2) Creativity is an attitude, the willingness to accept change and renewal, play with ideas, and have flexibility in perspective; (3) Creativity is a process, working hard and continuously, bit by bit, to make changes and improvements to the work being done.

Creativity can be defined as the ability to think about something in a new and unusual way and produce a unique solution to various problems. From various definitions by experts, it can be concluded that creativity is the ability to create something new that is different from

before, whether it is ideas or actual works by combining elements that already exist. What is new here is something unknown to the individual, although it may not be unfamiliar to others, and not only from what does not exist but also a new combination of something that already exists.

Susanto (2011) states that creativity is generally formulated in several terms: Personal (person), which refers to the ability as a characteristic of creative individuals. This means that creativity is a unique expression of the whole person as a result of individual interactions, feelings, attitudes, and behavior; Process (process), which reflects the smoothness of thinking; Driver (press), which is an individual's initiative reflected in their ability to break free from conventional thinking; and Product (product), which is the ability to produce something new.

Islamic Religious Education is a learning process aimed at providing a deep understanding of Islamic teachings, values, norms, and principles. Its goal is to equip individuals to practice religious values in their daily lives. This education covers creed, worship, morality, Islamic law, Islamic history, and other religious aspects. In addition, Islamic religious education also plays a role in developing good religious, moral, and ethical attitudes in individuals. It is taught at various education levels, from elementary to higher education, in schools and Islamic educational institutions (Zailani, 2016).

Method

The objective of this research is to explain the implementation of YouTube-based learning media at SMP Negeri 4 Tanjung Beringin and its role in enhancing students' learning creativity. This study utilizes a qualitative approach to analyze the utilization of YouTube as a learning media in improving students' learning creativity.

The applied method in this research is the descriptive method or approach. Rahayu explains that qualitative descriptive research can be interpreted as a series of activities related to the analysis of social events, phenomena, or conditions (Rahayu, 2020). The type of research conducted is qualitative research, as expressed by Ibnu in Arifudin, where qualitative research produces data in verbal form and is analyzed without involving statistical techniques (Arifudin, 2018). Referring to these definitions of qualitative research, it can be concluded that this study is an approach that produces verbal data without involving numerical values, and its analysis does not involve statistical techniques (Hendar et al., 2022).

This research involves two objects: the formal and material objects (Arifudin, 2019). The formal object in this study takes the form of data related to critical views on the utilization of YouTube as a learning media to enhance students' learning creativity.

Data collection methods include documentation, observation, and interviews. Data sources consist of primary and secondary data. Primary data is collected directly from the research target or firsthand data. Meanwhile, secondary data is obtained by reviewing literature related to the research. Primary data in this study includes observational data related to the utilization of YouTube as a learning media to enhance students' learning creativity, while secondary data is obtained from both national and international journals.

Research methods involve observation, documentation, and interviews, serving as tools for data collection due to the qualitative nature of the research. In other words, the method aims to collect data from both primary and secondary sources (Ulfah, 2022). Data analysis is conducted from the stage of data collection.

Information in this research is recorded, sorted, and then categorized based on available categories. The method used is the descriptive analysis approach. Analytical description is a search for facts, the result of someone's thought through finding, analyzing, interpreting, and generalizing the results of the conducted research (Nasser, 2021). The research procedure will generate descriptive data in written form after analyzing thoughts from a text. After the author collects material related to the issue to be discussed in this research, further analysis and narration are carried out to draw conclusions.

In other words, population can be defined as all subjects focused on in the research. Hadari Nawawi (2005) reveals that the population refers to the entirety of research objects, including humans, objects, animals, plants, phenomena, test values, or events that serve as data sources with specific characteristics in a study. In summary, population is defined as the totality of research subjects (Suaharsimi Arikunto, 2002).

Based on the context outlined, the population in this research includes all ninth-grade students who adhere to Islam at SMP Negeri 4 Tanjung Beringin. Data collection methods involve observation and interviews. Data analysis is conducted using data reduction techniques, where interview results are compared with other data.

Result and Discussion

In the execution of the research, observations and interviews were conducted with ninth- grade students who are Muslim at SMP Negeri 4 Tanjung Beringin. From the available population of 25 students, interviews were conducted. The interview questions were formulated in the interview instrument, using language that is simpler and understandable by students, aiming to obtain information relevant to this research. Based on the interview results with the students, it was revealed that almost all students, or around 80%, prefer learning using YouTube. This suggests that teachers should utilize this preference by creating YouTube content or searching for educational videos, thereby enhancing students' learning creativity. In this regard, it can be said that teachers need to have ideas or innovations in using instructional media, such as YouTube, to boost student creativity. During the interviews, students mentioned that the reason they prefer learning through YouTube is because it is easier to understand the lessons provided by teachers. They can directly see examples and practical demonstrations shown on YouTube, facilitating better understanding and direct application of concepts. Other students also expressed similar sentiments, with 80% of those who prefer YouTube as a learning tool stating that it is easier to understand lessons through visual explanations. This indicates that YouTube can enhance students' creativity in learning by providing visual demonstrations for them to follow. Following the interviews with ninth-grade students at SMP Negeri 4 Tanjung Beringin, additional interviews were conducted with the school principal to further strengthen the results. By asking several questions to the school principal, it can be concluded that the school encourages teachers to use various social media platforms, including YouTube, as instructional media. SMP Negeri 4 Tanjung Beringin is recognized as a pioneering school, emphasizing engaging and enjoyable teaching methods. Therefore, it is expected that teachers can utilize enjoyable and attractive instructional media to enhance student creativity, leveraging existing social media as learning tools.

It can also be inferred from the interviews with teachers that they understand the creation of instructional media through YouTube, and some teachers have already implemented it. However, teachers acknowledge that there are both advantages and disadvantages to using YouTube. Advant ages:

1) Allows users to enjoy and upload videos according to their preferences.
2) Serves as a platform for self-promotion.
3) Provides download options for each video.
4) Offers opportunities for learning through streaming with a variety of beneficial videos.
5) Available in high-definition (HD) video resolution that can be downloaded.
6) Presents a variety of video content.

Disadvantages:

1) Potential misuse by users.
2) Many pieces of information may be irrelevant.
3) Some countries restrict access to YouTube.
4) Free upload availability may result in the appearance of low-quality or inappropriate content.
5) Possibility of stuttering or buffering of video images.
6) Many videos have low quality.
7) Not suitable for slow internet connections.

Through YouTube as a temporary but effective learning medium, students' learning creativity can be enhanced. Based on the interviews conducted (with students, the school principal, and teachers), it can be concluded that the utilization of YouTube in improving students' learning creativity is relevant to the explanations regarding creativity and needs. In the current situation, learning activities must be conducted in an engaging and enjoyable manner to foster students' creativity. With YouTube, teachers can create content that encourages students to achieve their learning goals. YouTube is well-organized in presenting videos that can attract students to watch easily, especially when supported by teachers who understand how to create educational video content. Therefore, with YouTube, the creativity of ninth-grade students at SMP Negeri 4 Tanjung Beringin in learning can be enhanced.

Fundamentally, in this era of rapid technological development, technology should be utilized effectively; otherwise, it can have detrimental effects on individuals. In education, teachers need to incorporate technology into the learning process to utilize it effectively, especially platforms like YouTube. This aligns with Arifudin (2021), stating that in the implementation of education in the digital era, there is a need for an approach that involves the use of technology in education.

The opinion of Muhasim (2017) can serve as a reference, where motivation consists of internal and external elements. Internally, individuals have physical and non-physical needs, while externally, factors such as social needs, status, recognition, attention, and others play a role. Naturally, individuals have a desire to pursue these needs as easily as possible, and this is where the benefit of digital media or information lies. In relation to students' learning creativity, internal elements can contribute to enhancing creativity in learning. This creativity is formed through self-awareness of the importance of learning to develop oneself and prepare for future life. Additionally, external factors, such as stimuli from others or the

surrounding environment, can influence the psychological state of individuals, whether it is support from educators, parents, or the influence of digital technology advancement, affecting the utilization of information systems and digital technology.

Conclusion And Recommendations

Conclusion:

　　Based on the research results obtained through interviews with various sources, including students, the school principal, and teachers at SMP Negeri 4 Tanjung Beringin in the Tanjung Beringin Subdistrict, Serdang Bedagai Regency, regarding the Role of YouTube- Based Learning Media in Enhancing Student Learning Creativity, several conclusions can be drawn:

　　a.　The utilization of YouTube at SMP Negeri 4 Tanjung Beringin has been implemented, and students are very enthusiastic about using this media. This enthusiasm translates into increased motivation and creativity among students in their studies, particularly in Islamic Religious Education, where YouTube is extensively used.

　　b.　The research reveals a diverse range of learning creativity among students.

　　c.　The characteristics, habits, and desires of students play a significant role in their learning. Some students are motivated due to their interest in a particular subject or the teaching methods employed by the teacher. The combination of these factors can be effectively integrated by packaging students' interests and how teachers deliver instructional content in the form of educational videos uploaded to YouTube.

　　d.　Students are interested and delighted when YouTube is used as the primary basis for developing their potential. With an abundance of videos available on YouTube, proper guidance and support from parents and teachers are essential to curate educational videos that attract students' attention.

Recommendations:

　　a.　There is a need for strong commitment from the school principal and teachers to utilize social media as an instructional medium to enhance students' learning creativity, with a focus on platforms like YouTube.

　　b.　Schools should facilitate training sessions for teachers on creating and designing instructional media, including using platforms like YouTube. This training can enhance teachers' skills in developing engaging and effective learning content.

　　c.　Schools should provide the necessary facilities and infrastructure to support the utilization of instructional media through YouTube. This includes ensuring access to technology, internet connectivity, and any other resources required for creating and accessing educational content on YouTube.

　　In summary, fostering a commitment to leveraging social media, providing training opportunities for teachers, and enhancing infrastructure support will contribute to the effective use of YouTube as a learning tool, ultimately boosting student learning creativity at SMP Negeri 4 Tanjung Beringin.

References

Adam. Steffi dan Muhammad Taufik Syastra. (2015). *Pemanfaatan Media Pembelajaran Berbasis Teknologi Informasi Bagi Siswa Kelas X Sma Ananda Batam*. Dalam CBIS Journal, Volume 3

Apiyani, A. (2022). Implementasi Pengembangan Keprofesian Berkelanjutan (PKB) Guru Madrasah Dalam Meningkatkan Keprofesian. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *5*(2),

Arifudin, O. (2018). Pengaruh Pelatihan Dan Motivasi Terhadap Produktivitas Kerja Tenaga Kependidikan STIT Rakeyan Santang Karawang. *MEA (Manajemen, Ekonomi,& Akuntansi)*, *2*(3).

Arifudin, O. (2019). Manajemen Sistem Penjaminan Mutu Internal (SPMI) Sebagai Upaya Meningkatkan Mutu Perguruan Tinggi. *MEA (Manajemen, Ekonomi, & Akuntansi)*, *3*(1)

Arifudin, O. (2021). Implementasi Balanced Scorecard dalam Mewujudkan Pendidikan Tinggi World Class. *Edumaspul: Jurnal Pendidikan*, *5*(2)

Cecep Kustandi, Dedi Darmawan (2020), Pengembangan Media Pembelajaran, Jakarta : Kencana.

Hamalik, Oemar. (1994). *Media Pendidikan,* Bandung: Citra Adtya Bakti.

Hamdani, A. (2002). Pengembangan Kreativitas, Jakarta : Pustaka As-Syifa

Hendar, Rahman Tanjung, Dede Ajeng Arini, Ahmad Syahid, Rudiyana (2022). Pemanfaatan Youtube Sebagai Media Pembelajaran Guna Meningkatkan Motivasi Belajar Siswa. Jurnal Tahsinia Vol. 3, No. 1, 1-10

https://www.liputan6.com/lifestyle/read/5422244/survei-24-persen-waktu-gen-z indonesia-digunakan-untuk-nonton-youtube-90-persen-suka-fitur-video-singkat?page=3

Intan Nurhasanah (2021). Penggunaan Media Audio-Visual Pada Mata Pelajaran Bahasa Arab. Al-Fikru-Jurnal Pendidikan Dan Sains, 2 (2), 217-229 e-ISSN 2774-5627 p- ISSN 2747-1349

Jusuf Soewadji, Pengantar Metodologi Penelitian, (Jakarta: Mitra Wacana Media, 2012) Mahnun.Nunu.(2012). *Media Pembelajaran (Kajian terhadap Langkah-langkah Pemilihan Media dan Implementasinya dalam Pembelajaran)*. Dalam Jurnal Pemikiran Islam; Vol. 37

Muhasim. (2017). Pengaruh Tekhnologi Digital Terhadap Motivasi Belajar Peserta Didik. *Jurnal Palapa*, *5*(2)

Munandar, Utami, (2004). Pengembangan Kreativitas Anak Berbakat, Jakarta : Asdi Mahasatya

Nasser, A. A. (2021). Sistem Penerimaan Siswa Baru Berbasis Web Dalam Meningkatkan Mutu Siswa Di Era Pandemi. *Biormatika: Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, *7*(1)

Purwono. Joni, dkk. (2014). *Penggunaan Media Audio-Visual Pada Mata Pelajaran Ilmu Pengetahuan Alam Di Sekolah Menengah Pertama Negeri1 Pacitan*. Dalam Jurnal Teknologi Pendidikan dan Pembelajaran Vol.2,

Rahayu, Y. N. (2020). *Program Linier (Teori Dan Aplikasi)*. Bandung : Widina Bhakti Persada.

Sapriyah (2019). Media Pembelajaran Dalam Proses Belajar Mengajar. Prosiding Seminar Nasional Pendidikan FKIP Universitas Sultan Ageng Tirtayasa Vol. 2, No.1, 2019, 470 - 477 p-ISSN 2620-9047, e-ISSN 2620-9071

Selamat Pohan, Zailani (2016), Ilmu Pendidikan Islam, Medan: Umsupress.

Septiana Puji Wahyuningsih dkk, 2022 ; 5 Analisis Manfaat Penggunaan Youtube Sebagai Media Pembelajaran Online Bahasa Inggris Dalam Meningkatkan Pemahaman Siswa.Praniti Jurnal Pendidikan, Bahasa, & Sastra Vol. 2 No.1

Setiawan. (2021). *Pemanfaatan Youtube Pada Sistem Pembelajaran Dalam Jaringan Masa Pandemi Covid-19 Di Kelas Iic Sekolah Dasar*. Jambi: Universitas Jambi.

Ulfah, U. (2022). Kepemimpinan Pendidikan di Era Disrupsi. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *5*(1).