STUDENT'S PERCEPTION OF INSTRUCTIONAL VIDEO ON YOUTUBE CHANNEL USED IN ISLAMIC RELIGIOUS EDUCATION LEARNING DURING THE COVID-19

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa sekolah dasar terhadap pelaksanaan Pendidikan Agama Islam yang difasilitasi media video pembelajaran di channel youtube yang dikembangkan oleh guru PAI di masa pandemi Covid-19. Penelitian ini merupakan penelitian deskriptif dengan menggunakan model survei dengan teknik pengumpulan data berupa kuesioner. Partisipan dalam penelitian ini adalah 118 siswa SD kelas I-VI. Teknik analisis data yang digunakan adalah analisis deskriptif. Persepsi siswa terhadap video pembelajaran Pendidikan Agama Islam terbagi menjadi tiga aspek yaitu aspek visual, aspek narasi, dan aspek materi pelajaran. Aspek visual memperoleh skor rata-rata 3,523 atau 88% dengan predikat sangat positif, aspek narasi memperoleh skor rata-rata 3,496 atau 87% dengan predikat sangat positif, dan aspek materi pelajaran memperoleh skor 3,504 atau 87,5% dengan predikat sangat positif. Dengan demikian hasil penelitian menunjukkan bahwa persepsi siswa terhadap pelaksanaan Pendidikan Agama Islam dan Pendidikan Karakter yang difasilitasi media video pembelajaran di channel YouTube sangat positif dengan memperoleh skor rata-rata 3,510 atau persentase 88%.

Kata kunci: Covid-19, persepsi siswa, video pembelajaran, youtube

ABSTRACT

This study aims to know the perceptions of elementary school students on the implementation of Islamic Religious Education facilitated by instructional video media on the YouTube channel which was developed by the Islamic Religious Education teacher during the Covid-19 pandemic.This research is a descriptive study using a survey model with the data collection technique in the form of a questionnaire.The participants in this study were 118 elementary school students in grades I-VI.The data analysis technique used is descriptive analysis. Student's perceptions of the Islamic Religious Education learning videos are divided into three aspects, visual aspect, narration aspect, and subject matter aspect. The visual aspect obtained an average score of 3.523 or 88% with a very positive predicate, the narration aspect received an average score of 3.496 or 87% with a very positive predicate, and the subject matter aspect received a score of 3.504 or 87.5% with a very positive predicate. Thus the results of the study show that the student's perceptions of the implementation of Islamic Religious Education and Character

Education facilitated by instructional video media on the YouTube channel are very positive by obtaining an average score of 3.510 or a percentage of 88%.

***Keywords:** Covid-19, instructional videos, student's perceptions, youtube*

INTRODUCTION

Distance Learning came into effect in Indonesia in mid-March 2020. This was done as a form of preventing the spread of the Covid-19 virus, especially in educational institutions. Various learning methods and media are attempted to facilitate the teaching and learning process within the framework of distance learning. Distance learning is not without obstacles, the difficulty of utilizing media and learning resources is a real problem. Based on a survey by the Indonesian Child Protection Commission (KPAI) of 1,700 students from various levels of education on April 13th - April 20th, 2020, around 76.7% of them admitted that they were not happy to participate in distance learning. Only 23.3% of respondents thought distance learning was impressive (Mediana, 2020).

Schools seek to overcome this problem by using a variety of learning media as a means of enabling easy and fun distance learning.One of the learning media used to facilitate distance learning is instructional video media that is uploaded and displayed on the YouTube channel.

The YouTube platform is a social media that provides various types of videos including instructional videos. Instructional videos are included in the classification of audiovisual technology.Audiovisual technology is a way of producing and delivering subject matter using mechanical and electronic equipment to present audio and visual messages (Barbara & Rita, 1994). In addition, learning using instructional videos can also be grouped into types of multimedia learning (Mayer, 2009).

Kelftodimos and Evangelidis (2016)point out that the use of online videos is a common practice today amongst education professionals. Interactive features in videos continue to evolve and the latest trend is the integration of interactive elements and web content into

educational videos. Scagnoli, et al. (2017) in their research revealed that the use of video in online learning has a strong relationship with positive overall learning experiences and perceptions of the impact of video on learning. In addition, instructional videos can increase feelings of engagement with content because of learners' control of the media and the presence of educators. One of the largest video media provider platforms is YouTube.

YouTube provides various types of videos including instructional videos. Moghavvemi, et al. (2017) stated that YouTube can be used as a complementary learning tool to facilitate the learning experience when the video being watched has relevance to the learning topic. Mujianto (2019)in his research concluded that the use of YouTube as a learning media can affect student's learning interest and motivation.

The use of YouTube to facilitate distance learning allows students to access learning anywhere and anytime. This is an advantage in itself because not all students can access learning in the morning because the gadgets they use for studying must be brought by parents to work.

The studies that have been mentioned above specifically discuss the use of video in normal learning in general. The current education and learning process, especially in Indonesia, is entering a period of new normality. Researchers saw a research gap where there was still a lack of research discussing the use of instructional videos during the new normality of the Covid-19 pandemic. Researchers think there is a need for research that discusses student's perceptions of the use of instructional videos on the YouTube channel to facilitate or support the learning process during the new normality, especially in the subject of Islamic Religious Education.

The research questions formulated in this study are 1) How are student's perceptions of the visual aspects of the Islamic Religious Education instructional videos on the YouTube channel?; 2) How are the student's perceptions of the narration aspect of the Islamic Religious Education instructional videos on the YouTube channel?;

and 3) How are the student's perceptions of the subject matter aspects of the Islamic Religious Education instructional video on the YouTube channel? Data about student's perceptions will be collected using a questionnaire technique. Furthermore, the data that has been obtained will be analyzed descriptively.

DISCUSSION

Distance learning is a solution used in Indonesia to facilitate the teaching and learning process during the Covid-19 pandemic. One of the alternative media is instructional videos. The video-based learning model provides a challenging experience at a personal level that also supports motivation and a deep learning approach. It adds a solid basis for reflection that encourages active student-centered learning (Backåberg, Brunt, Rask, & Gummesson, 2021).

Sablic, et al. (2020) explain that video is one of the most powerful learning media that captures and distributes information while providing a stimulating learning environment in which

students can better understand and store information.

Koster (2018) divides videos into two categories. First, the instructional video that assumes the main instructional function consisting of video lectures and explanations. Videos in the second category fall in-between instructional videos and those meant for some other purpose, such as marketing, infotainment, or edutainment. This second type can be targeted toward audiences with instructional purposes in mind but may have many additional objectives, as well

Moghavvemi (2017) in his research considers that YouTube is an effective learning tool that can enhance the learning experience if the videos watched are relevant to the subject matter. Teachers who integrate YouTube videos with their lessons gain an inherent advantage in the context of learning.

The main objective of this study was to determine the results of a survey of student's perceptions of the use of YouTube videos as a learning medium for Islamic Religious Education during the Covid-19 pandemic. To obtain this

goal, the researcher compiled seven questions to obtain student perceptions of the use of YouTube videos as a medium for learning Islamic Religious Education during the Covid-19 pandemic.

Researchers used a Likert scale 4 on the student perception questionnaire, namely: "Strongly Agree" = 4; "Agree" = 3; "Disagree less" = 2; "Disagree" = 1. The preparation of the frequency distribution in this study uses the steps as quoted from Sugiyono (2015), namely:

a. Determining the Number of Interval Classes.

The formula for determining the number of interval classes is using the Sturges formula, namely the number of interval classes = 1 + 3,3 log n. Where n is the number of respondents.

b. Determine the data range for the maximum score-minimum score + 1.

c. Determine the Length of the Interval Class.

$$\frac{data\ ranges}{number\ of\ i\llcorner terval\ classes}$$

Based on the points above, the researcher arranged the frequency distribution as follows.

a. Number of interval classes

$$1 + 3, 3 \log n = 1 + 3{,}3 \log (118)$$
$$= 1 + 6{,}837$$
$$= 7, 837 = 8$$

b. Range $= 4 - 1 = 3$

c. Length of the interval class

$$\frac{3}{8} = 0{,}375$$

Table 1. Frequency Distribution

No.	Interval	Category
1.	3,626 - 4	Very Positive
2.	3,26 – 3,625	Very Positive
3.	2,876 – 3,25	Positive
4.	2,6 – 2,875	Positive
5.	2,125 – 2,5	Not Positive
6.	1,76 – 2,125	Not Positive
7.	1,376 – 1,75	Very Not Positive
8.	1 – 1,375	Very Not Positive

In the following researcher describes the analysis of student's perceptions of the use of YouTube videos as a learning medium for Islamic Religious Education during the Covid-19 pandemic.

Table 2. Overall Perception Questionnaire

	Research Question		Indicators		Score	Predicate
1	How are student's perceptions of the visual aspects of the Islamic Religious Education instructional videos on the YouTube channel?	1.1	The clarity of the text on the instructional video		3.534 88%	Very Positive
		1.2	Image display on instructional video		3.475 87%	Very Positive
		1.3	Animation display of the speaker on the instructional video		3.559 89%	Very Positive
Average perception of visual aspects					**3.523 88%**	**Very Positive**
2	How are the student's perceptions of the narration aspect of the Islamic Religious Educationinstructional videos on the YouTube channel?	2.1	The clarity of the speaker's voice on the instructional video		3.585 90%	Very Positive
		2.2	Use of communicative language		3.407 85%	Very Positive
Average perceptions of the narration aspect					**3.496 87,5%**	**Very Positive**
3	How are the student's perceptions of the subject matter aspect of the Islamic Religious Educationinstructional videos on the YouTube channel?	3.1	Delivery of subject matter in a systematic and logical manner		3.483 87%	Very Positive
		3.2	Contextualization of subject matter with everyday life		3.525 88%	Very Positive
Average perception of subject matter					**3.504 87,5%**	**Very Positive**
Average overall aspects					**3.510 88%**	**Very Positive**

Student's perceptions of the Islamic Religious Education instructional videos as a whole can be seen in the table above. The questionnaire was given to 118 students from grade I to grade VI. After carrying out learning facilitated by instructional video media on the YouTube channel, students were asked to fill out a perception questionnaire. Based on the data analysis that has been done, studentsgive a very positive response in all aspects reaching 3,510 or 88%.

Student's perceptions of the visual aspect of the video reached 3.523 or 88% in the very positive predicate. It shows that the appearance of the speaker's text, images, and animations is quite clear and proportional.

Meanwhile, students' perceptions of the narration aspect reached 3.496 or 87.5% with a very positive predicate. This indicates that students think the sound on the video is clear enough and the language used in delivering the material is also communicative.

Then the student's perceptions of the subject matter aspects of the discussion reached 3.504 or 87.5%

with the predicate 87.5%. It shows that students think that the subject matterdelivered through the instructional videos is quite systematic and logical and has a fit with the daily lives of students.

In detail, the following will describe the data description regarding each of the aspects and indicators that underlie the analysis of student's perceptions of the Islamic Religious Education instructional videos in elementary schools.

Visual Aspect

Mayer's multimedia cognitive theory concludes that learning that is delivered using images and words will be better than learning that is delivered using words only. (Mayer, 2009). Sanaky (2013) said that learning would be more effective than learning materials that could be visualized both realistically and by modeling.

In the instructional videos used as learning media for Islamic Religious Education, the words in the form of text and images are combined into a unity of the visual aspect and become one of the aspects contained in the analysis of student's perceptions of the instructional video.

In this study, the visual aspect consists of three indicators, namely the clarity of the text, the appearance of images, and the animation display of the speakers.

In the first indicator, the clarity of the text on the instructional video, the following data are obtained.
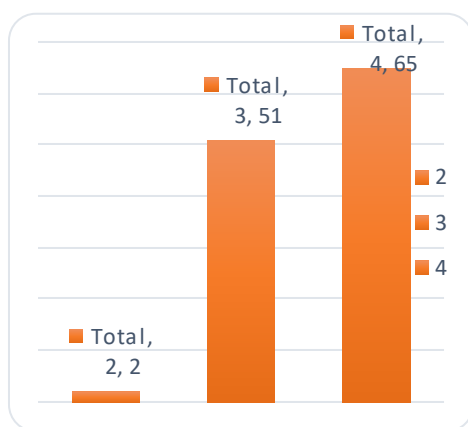
Clarity of the Text on the Instructional Video

Figure 1. Indicator Graph 1.1

On the text clarity indicator in the instructional video, it was obtained a score of 2 from 2 students, a score of 3 from 51 students, and a score of 4 from 65 students. The average score on this indicator is 3.534 with a very positive predicate.

This indicates that the text in the instructional video is clear enough and can be read by students. Mayer (2009) in multimedia cognitive theory states that learning that multimedia

learning includes words in the form of narration and images or visuals that appear on the screen, namely in the form of text and illustrations. In addition, text and illustrations must also be integrated and clear.

The second indicator, the display of images on the instructional video, obtained the following data.

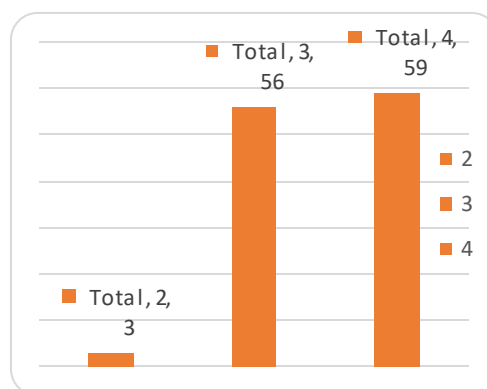**The Display of Images on the Instructional Video**

Figure 2. Indicator Graph 1.2

In the image display indicator in the instructional video, it was obtained a score of 2 from 3 students, a score of 3 from 56 students, and a score of 4 from 59 students. The average score on this indicator is 3.475.

It shows that the images contained in the instructional videos are clear enough and in accordance with the material contained in the

instructional videos. Good visualization in learning media can generate interest and interest in learning students effectively (Sanaky, 2013).

The third indicator, the display of speaker animation on the instructional video, obtained the following data.

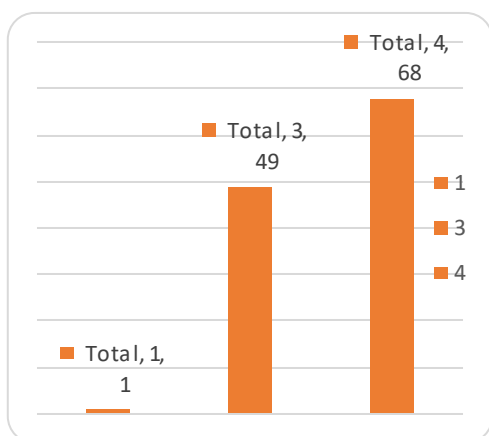**The Display of Speaker Animation on the Instructional Video**

Figure 3. Indicator Graph 1.3

This indicatorhas obtained a score of 1 from 1 student, a score of 3 from 49 students, and a score of 4 from 68 students. The average score on this indicator is 3.559.

Social cues such as the conversational style of the speaker in instructional videos and their appearance can have a large effect on how well students understand the subject matter in a lesson (Mayer, 2009). Meanwhile, Wang (2017) in his research concludes that instructor or teacher presence produced a significant positive effect on student's perceived learning, satisfaction, and mental effort, which are essential factors that contribute to learner motivation and engagement in the autonomous and self-regulated online learning environment. The average score on the speaker animation display indicator shows that visually, the speaker animation in the learning video is good enough and has social cues.

Narration Aspect

Humans can learn better from multimedia presentations including videos if words are narrated in a conversational or spoken language rather than in a formal style (Mayer, 2009). This is a reference for the Islamic Religious Education learning video which is presented as a learning media for students in this study. Narration that containing learning material is delivered in a conversation format between a teacher and a student. Student's perceptions of the narration aspect in this study consisted of two indicators, the clarity

of the voice and the use of communicative language.

In the first indicator, the clarity of voice/narration in the instructional video, the following data are obtained.

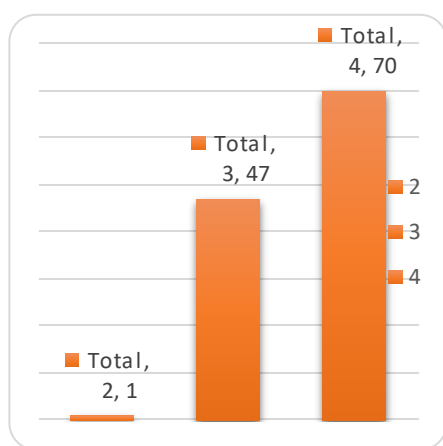**The Clarity of Voice / Narration in the Instructional Video**

Figure 4. Indicator Graph 2.1

This indicator obtained a score of 2 from 1 student, a score of 3 from 47 students, and a score of 4 from 70 students. The average score on this indicator is 3.585 with a very positive predicate.

It shows that the sound or audio in the instructional video can be heard well by students. In addition, the voice messages in the instructional videos are also narrated by the teacher who is familiar to the students. Nass and Barave as quoted from Mayer (2009) provide evidence that people

may be more influenced by online spoken messages when they hear the speaker's voice coming from people like them in terms of gender, race, ethnicity, or emotional state.

The second indicator, the use of communicative language in the instructional videos, obtained the following data.

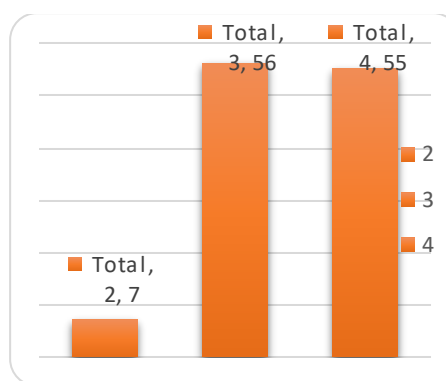**The Use of Communicative Language in The Instructional Video**

Figure 5. Indicator Graph 2.2

This indicator has obtained a score of 2 from 7 students, a score of 3 from 56 students, and a score of 4 from 55 students. The average score on this indicator is 3.407 with a very positive predicate.

It shows that the narration used in the instructional video is quite communicative. The narration

concept used in the instructional video is a conversation format between the teacher and students. This is appropriate with what Mayer (2009) has explained in his book entitled Multimedia Learning where a person can learn better if the material is narrated using conversational language compared to if the material is narrated informal language.

Subject Matter Aspect

The subjects to be included in the instructional videos are Islamic Religious Education. The teachings of Islam require practice from its adherents, to achieve this requires skills. However, Islamic teachings must also be understood first. Learning Islam in schools tries to facilitate this by providing subject matter in the form of concepts and principles to support student's understanding of Islamic teachings (Tafsir, 2017).

The first indicator is the delivery of subject matter systematically and logically, the following data is obtained.

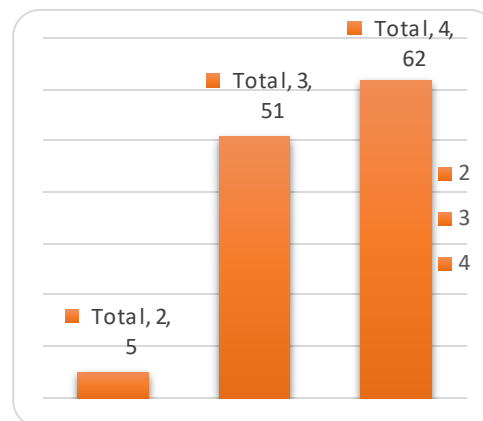**The Delivery of Subject Matter Systematically and Logically**

Figure 6. Indicator Graph 3.1

On the indicators of systematic and logical delivery of subject matter was obtained score of 2 out of 5 students, a score of 3 from 51 students, and a score of 4 from 62 students. The average score on this indicator is 3.483 with a very positive predicate.

It shows that Islamic Religious Education instructional videos uploaded and watched on the YouTube channel are able to deliver material logically and systematically to students. The delivery of material systematically and logically will make students able to receive learning messages clearly.

The second indicator, namely the suitability of the subject matter with everyday life, obtained the following data.

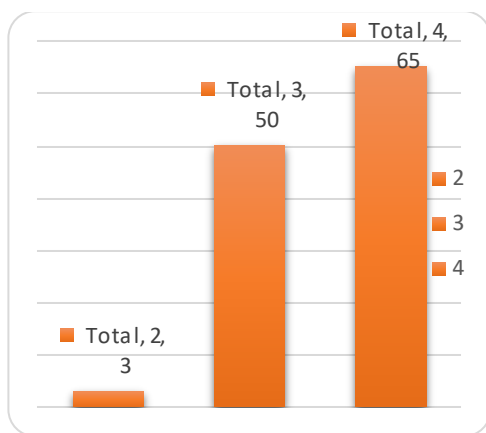**The Suitability of The Subject Matter with Everyday Life**

Figure 7. Graph of Indicators 3.2

On the indicator of the suitability of the discussion topic with everyday life was obtained a score of 2 out of 3 students, a score of 3 out of 50 students, and a score of 4 from 65 students. The average score on this indicator is 3.525 with a very positive predicate.

It shows that the learning video of Islamic Religious Education from the material side is compatible with the lives of students or in other words, the instructional videos of Islamic Religious Education which are used as learning media are quite contextual. Learning messages that are presented and received by students are influenced by factors of children's age development and cultural background and experiences

(Sanaky, 2013). Therefore, the contextualization of learning messages is very important, especially for students at the elementary school level.

CONCLUSION

Based on the results of the study, it can be concluded that the analysis of student's perceptions of the Islamic Religious Education learning videos on the YouTube channel during the Covid-19 pandemic as a whole is very positive. In detail, there were 118 students with an average perception of 3.510 or with a percentage of 88% with a very positive predicate. The perception assessment is divided into three aspects, namely the visual aspect, the narration aspect and the subject matter aspect.

The visual aspect with indicators of text clarity, image display, and speaker animation displays an average score of 3.523 with a very positive predicate. The narration aspect with indicators of the clarity of the speaker's voice and the use of communicative language obtained an average score of 3.496 with a very positive predicate. Aspects of the topic of discussion

with indicators of delivering material in a logic and systematic and suitable subject matter obtained an average score of 3.504 with a very positive predicate. It shows that overall students have a very positive perception of the Islamic Education learning videos both from the visual aspect, the narration aspect, and the subject matter aspects.

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