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Students' Responses to the Application of YouTube-Based Learning Media in Class XI Fiqh Learning at MA DDI Tellu Limpoe, Sidenreng Rappang Regency

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Article Info	ABSTRACT
	The aim of this research was: (1) to determine the implementation process of YouTube-based fiqh learning in Grade XI at MA DDI TelluLimpoe, Sidenreng Rappang Regency, and (2) to assess the student response to the implementation of YouTube-based learning media in Grade XI fiqh lessons at MA DDI TelluLimpoe, SidenrengRappang Regency. The research employed a qualitative (field research) approach with an interpretative perspective. The research instruments used were observation, interviews, and documentation. The data analysis techniques included data reduction, data presentation, and drawing conclusions. The results of this research indicated that: (1) The implementation process of YouTube-based fiqh learning in Grade XI at MA DDI TelluLimpoe, SidenrengRappang Regency, was conducted in three stages: planning, implementation, and evaluation. (2) Students responded to the implementation of YouTube-based learning media in Grade XI fiqh lessons at MA DDI TelluLimpoe, SidenrengRappang Regency. The students exhibited both positive and negative responses, which could be used as an indicator of their comfort level during the teaching and learning process. According to the students, the implementation of fiqh learning based on the YouTube application improved their learning outcomes and received positive responses. The use of visuals and audio in YouTube-based learning, along with its engaging nature, prevented boredom and facilitated better understanding of the subject matter. This indicates the effectiveness and efficiency of using the YouTube application for learning purposes.

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1. INTRODUCTION

Education is an effort to improve the quality of students after going through learning efforts to achieve certain goals. The expected goal is for students to be able to develop their potential so that they can be useful for themselves and in the community. Education is also a process that includes three dimensions, the individual, society or national community of that individual, and the entire content of reality, both material and spiritual which plays a role in determining the nature, fate, form of humans and society.

Education has characteristics related to how to obtain and develop knowledge and experience. The basic assumption is that every human being is born with a natural disposition and is equipped with various potentials and abilities that are different from other humans. With this provision he learns: first through things that can be sensed by using his five senses as windows of knowledge; then gradually from things that can be sensed to things that are abstract, and from things that can be seen to things that can be understood.

The growth of science and technology increasingly emphasizes several reform efforts when an educator utilizes the results of technology in the learning process. One of the outputs of the rapid growth and development of technology is the internet. The internet is the best output from the process of technological and communication development whose sophistication will still continue to be developed. Internet media has

become the most up to date media, almost everyone now uses the internet, they use the internet to look for information that is useful for them. The widespread use of the internet among the public, whether accessed via laptops, computers, cellphones, or other modern communication tools, shows that communication between people and each other has now progressed.

The era of globalization cannot avoid the very rapid growth and development of technology and information, because its influence on the world will always adapt to technological developments, especially in the world of education, especially in the learning process. In the era of globalization, everything can be accessed easily, therefore an educator inevitably has to come into contact with technology. An educator is expected to be able to bring and introduce technology to students in the learning process. Moreover, today's students are different from before, where today's students' activities are carried out completely digitally. The internet is generally used by someone to provide news, as advice for one's own existence, a source of knowledge and experience, entertainment, and so on. Now there are many applications available that are connected to the internet, each of which certainly has various advantages and disadvantages, it just depends on how someone adapts it to their needs.

Currently, there are many applications connected to the internet that are related to education, one of which is YouTube. YouTube itself has provided a lot of content in the form of comedy, music, education, and so on. YouTube was born in 2005. The founders were Chad Hurley, Steve Chen, Jawed Karim. The three of them are former PayPal employees. However, now YouTube has been owned by Google since 2006. Initially people only used YouTube as social media to share videos for entertainment and to relieve boredom. However, as time has progressed, YouTube has provided various kinds of videos that can be sources, materials or media that can be used by educators as an alternative to provide and understand learning to students.

YouTube is used to stimulate students to be motivated and enthusiastic in participating in learning activities. YouTube is used as a learning medium which aims to make the teaching and learning process more interesting, fun and interactive. Apart from being interesting, fun and interactive, YouTube media can also make it easy for students to repeat learning videos provided by educators without having to worry about cell phone memory being full or being deleted. With YouTube media, educators are forced to think more imaginatively and innovatively when delivering learning material to students.

The researcher took class and society. The learning is also carried out according to the schedule, namely with a YouTube duration of approximately 20 minutes.

2.   RESEARCH METHODS

This type of research is qualitative research (filed research), qualitative research is an assessment process that produces descriptive data in the form of written data, speech or actions from the subjects being observed. According to Moleong, qualitative research is research that aims to understand the phenomena experienced by research subjects. This research is intended to provide a clear picture of students' responses to the application of YouTube-based learning media in class XI fiqh learning at MA DDI Tellu Limpoe, Sidenreng Rappang Regency. This research uses an interpretive approach. In general, the interpretive approach is a social system that interprets behavior in detail by directly observing it. The interpretive approach sees facts as something unique, having a special context and meaning as the essence in understanding social meaning. Interpretatives also see facts as fluid or non-rigid things that are attached to a system of meaning in an interpretive approach. Facts in this approach are not impartial, objective and neutral. Where facts are specific and contextual actions that depend on the meaning of some people in social situations. Interpretative states that social situations contain great ambiguity, behavior and statements can have many meanings and can be interpreted in various ways. The research location that will be used as a place for conducting research is the MA DDI Tellu Limpoe School, Tellu Limpoe District, Sidenreng Rappang Regency. Because initial observations carried out by researchers found that at MA DDI Tellu Limpoe there were teachers who used the YouTube application as a tool or medium in carrying out the teaching and learning process.

The use of data collection methods in this research was adapted to the analysis of the researchers' own needs and abilities without reducing applicable procedures. The data collection in this research was carried out in three stages, namely the preparation stage, the implementation stage (data collection) and the completion stage.

Preparation Stage, at this stage the researcher conducted a study first at the research location by visiting the research location to find out students' responses to the implementation of YouTube-based learning at MA DDI Tellu Limpoe. At this preparation stage, the researcher carries out research administration preparations related to research permits, then the researcher creates interview guidelines which are prepared according to the problems that occur. The interview guide contains basic questions that will develop during the interview, then direct note-taking and recording will be carried out when the researcher conducts observations and interviews. Before the interview was carried out, the researcher first asked the subject about his readiness to be interviewed. After the subject agrees to be interviewed, the researcher makes an agreement with the subject regarding the time and place to conduct the interview. Carrying out preliminary studies on research objects, preparing

instruments, and testing instruments.

Implementation or data collection stage, at this stage the researcher carried out observations and interviews with informants related to students' responses to the application of YouTube-based learning media in fiqh learning, in this case the researcher also looked for as much data or theory as possible by reading literature, books related to the issues discussed. After conducting the interview, the researcher then transferred the recording results based on the interview in written form. Next, the researcher carried out data analysis and data interpretation. After that the researcher made conclusions. And then the researcher provides suggestions for further research.

Completion stage, at this completion stage the data that has been collected in the field is then processed in several stages, namely data identification, data reduction or data analysis, data verification stage or drawing conclusions. Data collection techniques in this research were carried out using observation, interviews, documentation and triangulation. In this research, there are several data analysis techniques used, including: 1) Data Reduction. 2) Data Presentation. 3) Conclusion Drawing and Verification.

3. RESULTS AND DISCUSSION

Analysis of the findings in this research will reveal problems from various sources comprehensively through descriptive explanations, where qualitative research with an interpretive approach will describe or describe systematically, factually and accurately the factors, nature and relationships between the events studied and the data produced in the form of words, pictures and not numbers. Furthermore, the results of this research will show and explain descriptively the analysis related to the researchers' findings in the field with the analysis which lies in the students' responses to the application of YouTube-based learning media in class XI fiqh learning at MA DDI Tellu Limpoe, Sidenreng Rappang Regency. The analysis of the findings of this research is as follows:

3.1 Analysis of the Process of Implementing Youtube-Based Fiqh Learning in Class XI at MA DDI Tellu Limpoe, Sidenreng Rappang Regency

The learning process is a system consisting of teacher, student, learning resources and media components that interact with each other. The success of the teaching and learning process is determined by the condition and quality of these three components. Learning media is a component that plays an important role in determining the success of the teaching and learning process, which has the function of providing the information needed by students. To support the implementation of a quality learning process, it cannot be denied that every educational institution has complete facilities and infrastructure and varied learning media. Apart from that, educational facilities must be adequate for use, especially learning media facilities.

Formally, fiqh learning at MA DDI Tellu Limpoe lasts 45 minutes. At each meeting the teacher often shows videos related to the learning material. After that, each student studies material that matches the theme as a stimulus for discussion, the teacher asks one question, then the students respond according to the knowledge they have gained, then the other students respond again. It is not uncommon for students to ask questions after the teacher has finished explaining because it is not the same as what the students have read in their handbook. For this reason, further explanation from the teacher is needed. After completing the question and answer process, the teacher displays a video from YouTube that he has previously downloaded or made to be displayed offline in front of the students. Learning using videos from YouTube as learning media has helped make it easier for students to learn and made it easier for teachers to teach. After participating in fiqh lessons, teachers often give assignments related to the videos that have been shown.

Based on the results of interviews with Mr. Muh. Saleh, M.Pd., regarding the process of implementing YouTube-based learning media in class XI fiqh learning at MA DDI Tellu Limpoe Sidrap Regency, the process of implementing the YouTube application in class previously used, so try to use a new method by using the YouTube application as a learning medium to attract attention and be fun for students.

In general, class XI fiqh learning material is still mostly theoretical, with only some discussion of practical material, so students must really understand the material if they don't want to memorize the material. Therefore, the MA DDI Tellu Limpoe fiqh teacher is looking for media for learning that can improve student learning outcomes and which does not take up a lot of storage capacity because the large amount of storage capacity on cellphones (cellphones) will cause students' cellphones to work slowly, so the fiqh teacher MA DDI Tellu Limpoe tried the YouTube application which had been installed on her cellphone since the beginning of use as a learning medium.

The YouTube application is a new medium that is very familiar among students to be used for various things. Based on several things, the fiqh teacher decided to use YouTube as a medium for learning fiqh in class XI MA DDI Tellu Limpoe, Sidrap Regency. Although only a few videos were made personally to be shown and shared with students, the rest of the educators only shared video shows of class will encourage students' enthusiasm for learning, so that the material presented will be easier for students to accept and understand.

Regarding the process of implementing YouTube-based learning, based on the results of interviews

that researchers conducted with Mr. Muh. Saleh, M.Pd., MA DDI Tellu Limpoe Fiqh teacher, Sidrap Regency, said that in the implementation process there are several things or steps that are prepared before the video material on YouTube is shown in front of the students and distributed which the researchers have analyzed, namely:

3.1.1 Planning Analysis

Planning is a process of preparing material, media, approaches, or methods used in learning within a time allocation that will be implemented in the coming semester, in order to achieve the stated goals. Learning planning is an educational scenario that will be used as a reference and pattern for implementing a teaching program for a teacher, as well as a systematic and efficient learning experience for a student. The preparations that teachers must make in using YouTube media in learning are: 1) Creating a YouTube channel, 2) Determining the material, 3) Developing objectives, 4) Determining media, strategies and methods, 5) Developing an assessment system.

Based on the results of interviews conducted with Mr. Muh. Saleh, M.Pd., regarding the process of implementing YouTube-based learning as a learning medium, especially in the scope of planning, where before carrying out teaching and learning activities a teacher must prepare several things which will later influence learning activities. Some of the planning carried out by fiqh teachers before carrying out fiqh lessons using the YouTube application are as follows: 1) Create a YouTube channel if the teacher wants to use videos made personally. 2) Prepare and select material to be made directly by the teacher, so it requires making the material first and then making a learning video and publishing it via the previously created YouTube channel. However, if the teacher uses other people's YouTube channel videos that are already available, the teacher must first select and adapt the video to the material that will be discussed and that can be given to students. 3) Develop learning objectives. 4) Determine the learning method. 5) Determine learning steps. 6) Determine the assessment. The assessments used in fiqh learning are formative and summative assessments.

The application of the YouTube application in Islamic jurisprudence learning is carried out based on preparations prepared previously, in the form of material, objectives, methods, steps, assessments and mature media so that later the learning process can be carried out optimally as expected. For example, when carrying out learning with munakahat material, the teacher first provides an explanation regarding the material using a video made by himself or taken from someone else's with several power point slides filled with audio visuals or voice explanations from the teacher himself, filled with pictures. Related to the material to be discussed. Then the teacher uploads the video to YouTube and then shares the link with students via the fiqh class WhatsApp group. After that, the teacher asked the students to watch it and then answered several questions from the students as well as practice questions that were given in separate writing with the YouTube broadcast.

Planning in a learning process is a very important thing, because the more mature the teacher prepares a plan for learning, the better and more effective the learning will take place, so that later the learning objectives that have been determined will be achieved well because remembering that the learning media is in the form of Interesting YouTube videos can definitely increase students' interest and enthusiasm for learning. Thus, the results of the analysis regarding planning for the implementation of YouTube as a medium for teaching fiqh class teaching and learning activities.

3.1.2 Implementation Analysis

At this implementation stage, an educator carries out what has been previously planned. as follows: 1) The teacher makes or looks for videos related to the material to be presented, 2) The teacher shares the YouTube link with the students, 3) If possible the students are asked to discuss in the comments column, if not then they just watch the video and continue discussion in the WhatsApp group, 4) The teacher gives assignments to students, then carries out evaluations regarding the material shared via videos on YouTube.

In line with the explanation above, based on the results of observations made by researchers regarding the implementation of YouTube-based learning for class XI MA DDI Tellu Limpoe jurisprudence learning, Sidrap Regency has implementation stages, including:

The fiqh teacher chooses the material that will share the YouTube link with students in class XI MA DDI Tellu Limpoe, Sidrap Regency. However, if it is not a video that you have made yourself, then the fiqh teacher will look for it and then watch it first to adapt it to the material in the lesson plan. If the video is made by yourself, the fiqh teacher just needs to share it with the students.

The fiqh teacher opened the meeting in front of class XI MA DDI Tellu Limpoe students, Sidrap Regency. Fiqh teachers share YouTube video links first before showing them in front of students to study at home. The fiqh teacher asks students to watch YouTube videos of fiqh learning that are broadcast or want to use their own cellphones to watch them. The fiqh teacher gives students time to ask if they have anything they want to ask. The fiqh teacher gives assignments to students in the form of questions or in the form of conclusions from the fiqh material being studied and asks them to collect them at the next meeting. Closing

the learning activity with closing words and greetings.

So the results of the analysis of the implementation of using YouTube as a learning medium for class XI fiqh are appropriate because the steps implemented by the fiqh teacher in carrying out learning using the YouTube application as a learning medium for class.

3.1.3 Evaluation Analysis

Evaluation in general is a systematic and continuous process to collect, describe, interpret and present some information related to an activity which can later be used as a basis for making decisions, formulating policies, and organize activities to be carried out next. Evaluation is an activity to estimate how far the program has run according to what was previously planned by the educator. Evaluation of Fiqh learning at MA DDI Tellu Limpoe provides knowledge about Islamic teachings from the perspective of Sharia law which is carried out by teachers and students in the classroom using various strategies, media, methods and materials that have been prepared previously, so that the teaching and learning process can be achieved. Achieve a desired goal. This evaluation activity was carried out to improve several existing activity programs and increase the participation of parents and the community to support the efforts made by the madrasah in order to improve the quality of fiqh learning in the madrasah.

Based on the results of interviews conducted by researchers with Mr. Muh. Saleh, M.Pd., indicated that in evaluating students' understanding of the material in the study of fiqh, he made observations by seeing how many views there were after sharing the link with students, apart from that, the class XI fiqh teacher also saw how many students paid attention to the YouTube videos that were broadcast. , then the fiqh teacher gives assignments to students to determine the level of student learning outcomes. This task can be in the form of practice questions to hone the extent of their understanding of the broadcast they have previously watched or questions in the form of conclusions about events to compare and then examine the reasons for this.

By using various types of questions and asking him to compare them and then examine the reasons for the existence of something. Then it will be easier to find out how far students have understood the material that has been provided via the shared YouTube link. Students can answer all the questions and commands to compare and study the videos provided on YouTube.

Asking questions related to the evaluation of jurisprudence teachers can do this by combining them all at once or with an assessment. This is done for the reason that later students will not feel bored and fed up with the tasks given by the teacher because students are not only burdened with assignments in one subject, but also other subjects.

As in the theory of evaluation and assessment techniques carried out by fiqh teachers for all basic competencies such as cognitive (knowledge), affective (attitudes) and conative (skills). Affective assessment (attitude) through observation, self-assessment, assessment between students and interviews. Cognitive (knowledge) assessment can be done with written tests, oral exams and assignments. Conative assessment (skills) of a teacher through work assessments, practical tests, projects and portfolios. Thus, the results of the analysis of the implementation of the evaluation assessment in Class as well as non-test techniques by making observations.

Teaching and learning activities at MA DDI Tellu Limpoe are designed innovatively to achieve the desired goals. The teaching and learning process is not only carried out using the classical system but also applies independent learning and can solve its own problems from various problems faced in learning. This means that students are trained to look for sources of information, data and solutions to problems they face or to complete assigned tasks either by reading books or by watching shows on YouTube according to the lesson material. Then the teacher evaluates what students have obtained and adds or completes deficiencies if necessary.

Teachers often give assignments to students to reflect on the lessons they have been given, both independent assignments and group assignments at each meeting. Independent assignments usually involve doing practice questions in printed books. Meanwhile, for group assignments, students are asked to find and study material for the upcoming meeting from the material that has been studied. Students in groups will present it in class.

Based on this explanation, it can be concluded that the techniques for evaluating Islamic jurisprudence learning are related to one another. Where attitude assessment is done through observation, self-assessment, assessment between students and interviews. Knowledge assessment can be done with written tests, oral tests and assignments. Assessment of an educator's skills can be taken into account through work assessments, practice tests, projects and portfolios.

So the results of the evaluation analysis carried out by the MA DDI Tellu Limpoe Fiqh teacher, Sidrap Regency, show that attitude assessment can be seen from how honest the students are in carrying out the tasks given, knowledge assessment can be seen from the students' accuracy in answering, and skills assessment can be seen from how fast the participants are. Students write explanations related to the reasons why something exists.

3.2 Analysis of Student Responses to the Application of YouTube Media in Class XI Fiqh Learning at MA DDI Tellu Limpoe, Sidenreng Rappang Regency

The factor that influences student learning outcomes is the learning process. The learning process is no less important in determining learning outcomes. The learning process is a joint effort between teachers and students to share and process information with the aim that knowledge is formed within students and becomes the basis for independent and sustainable learning, so that the criterion for the success of a learning process is the emergence of students' continuous learning abilities that are independent.

A good learning process must involve at least three aspects, namely: psychomotor aspects, cognitive aspects and affective aspects. Apart from that, the achievement of a person's learning outcomes can be seen from the responses given by students in following the learning process. These factors will then be able to challenge students to be fully involved in the learning process. A learning interaction in which there is participation of students with each other varies in their activity. This is caused by the different learning processes of students, there are students who are actively involved in educational interactions, and there are also students who are less active. Students are active in the learning process, if the teacher's abilities are good and vice versa. With a good student learning process, student success in learning will also be created. Student learning outcomes are greatly influenced by the quality of the learning methods carried out by teachers at school.

The use of YouTube application videos, from the results of interviews conducted by researchers with students, found that the aim was for students to be able to study fiqh materials independently. YouTube was chosen because students already feel familiar and proficient in accessing YouTube videos on it. Student responses to the YouTube application learning media were obtained in the "Student Satisfaction" category. The student satisfaction test is a benchmark for determining a product and also a satisfaction test that is suitable for implementation, development and realization. Based on the satisfaction test stage of the YouTube application learning media on fiqh material, it is carried out with the aim of assessing the learning media that has been prepared so that the YouTube learning media can be used properly and appropriately.

This can show that students are satisfied with the implementation of YouTube-based learning. However, it is still necessary to handle the development of knowledge for students who should already have a high understanding of the material, students who were initially bored and unenthusiastic become more enthusiastic, pay attention and can understand the material and can complete the tasks given efficiently because they use the application. YouTube in learning.

Apart from that, the data above also shows that YouTube application-based learning videos are in accordance with what Hatta stated that one thing that influences student satisfaction in learning is the use of the learning facilities used. Apart from that, learning satisfaction has a positive relationship with student learning outcomes. Even though the level of student satisfaction there are still those who feel dissatisfied with the implementation of this YouTube application-based learning, looking at the responses from several other question items shows that these students still have an interest in the YouTube application-based learning model provided. This student engagement reflects that the YouTube learning facilities used by the teacher are very good.

These results are not only measured from exam test scores, but also more broadly include abilities in cognitive, affective and conative aspects. Therefore, with the learning satisfaction that students get, it is hoped that they will get optimal learning results. So, with a very positive response to the YouTube-based learning media used, it is hoped that students will be facilitated and carry out learning optimally.

4. CONCLUSION

The process of implementing YouTube-based fiqh learning in class XI at MA DDI Tellu Limpoe, Sidenreng Rappang Regency is carried out in 3 stages, namely: planning stage, implementation stage and evaluation stage. Student responses to the application of the YouTube application learning media in class XI fiqh learning at MA DDI Tellu Limpoe, Sidenreng Rappang Regency. The application of jurisprudence learning based on the YouTube application attracts students' attention with pictures and audio-visuals, does not make them bored or bored and the material is easy to understand.

5. IMPLICATIONS

This research discusses students' responses to the application of YouTube-based learning media in class YouTube-based in class XI fiqh learning at MA DDI Tellu Limpoe, Sidenreng Rappang Regency.

Things that need to be improved in this research for further research are that researchers must examine more deeply what things are contained in students' responses to the application of YouTube-based learning media in class XI fiqh learning at MA DDI Tellu Limpoe, Sidenreng Regency. Rappang.

6. RECOMMENDATION

Research on student responses to the application of YouTube-based learning media in class both in practicing it in everyday life and attracting students so they don't get bored with learning.

This research is in carrying out the role of a teacher which can directly have a good influence on students, because the efforts made for student learning outcomes directly provide an example of the skills of being a teacher.

As a student, you should be more extra in your studies, both at home and at school, so that you can become a better student in the future, not only in terms of attitudes or character values, but also better in terms of learning outcomes in order to achieve planned goals or expectations.

In connection with the various limitations of this research, this research still has many shortcomings in it, therefore in future research it is hoped that it can produce something that is more optimal and of better quality.

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