Increasing Students' Understanding of Masbuk in Prayer Through the Use of YouTube Learning Videos

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Abstract

This study aims to enhance students' understanding of the "Masbuk in Prayer" material through the use of YouTube video-based learning media at MTs Maarif in Pinrang Regency. The Classroom Action Research (CAR) was conducted in two cycles, involving 25 students. The study focused on improving learning quality and outcomes through the integration of video-based media into the instructional process. The results indicate significant improvements in both cycles. In Cycle I, the average student score reached 75, with a mastery level of 64%, categorized as "sufficient." In Cycle II, the average score rose to 83, with a mastery level of 88%, categorized as "good." This increase demonstrates the effectiveness of YouTube videos in addressing gaps in understanding and fostering better engagement among students. The use of video media proved effective in enhancing several aspects of learning. Students exhibited increased active participation during class discussions, greater confidence in expressing opinions, and improved ability to summarize and organize information from video content. These improvements were attributed to the interactive nature of YouTube videos, which helped transform abstract concepts into concrete and relatable knowledge. The findings align with existing theories on the benefits of visual and audio-based learning media. Interactive video content facilitates better comprehension and retention of material, fostering analytical skills and deeper understanding. This study confirms that integrating YouTube video-based learning media can be an effective and efficient strategy for improving learning quality, particularly in Islamic jurisprudence topics such as "Masbuk in Prayer." This research highlights the importance of utilizing technology to create an engaging learning environment that aligns with the needs of Generation Z students, who are accustomed to visual and interactive learning tools. It emphasizes the role of educators in leveraging such media to achieve better learning outcomes.

Keywords: *Masbuk in Prayer, YouTube Learning Media, Learning Outcomes.*

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1. Introduction

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Information and communication technology now plays a crucial role in the world of education, having a significant impact on learning and teaching (Fani et al., 2022). In the era of industrial revolution 4.0, educational technology is designed as a tool to solve various problems, including improving the quality of learning, providing a more interactive learning experience, and overcoming gaps in educational access (Mokalu et al., 2022). The use of technology to support the educational process is something that must be done by education stakeholders, from educators, students, to managers of educational institutions.

Media comes from the Latin medius which means 'middle', 'intermediary' or 'introduction', while in Arabic it is known as wasala (intermediary) (Arsyad, 2017). In general, media is an intermediary used to convey information or data. In the learning context, media refers to all tools that can be used as an intermediary for conveying messages to achieve learning goals, helping to present and explain learning material more attractively (Maharani & Hidayah Putri, 2023). Learning media is a crucial element in providing adequate and effective learning experiences for students. Learning media can be an important part of motivating students as well as creating enthusiasm for learning (Ashari et al., 2022).

The use of various learning media, such as videos, simulations, digital applications, and online learning platforms, provides opportunities for students to learn according to their respective learning styles, whether visual, auditory, or kinesthetic (Hayati & Harianto, 2017). Learning media also plays a role in increasing learning motivation by providing a more interactive experience (Saadah et al., 2022). The use of images, videos, animations or simulations can clarify abstract material and make it more concrete and relevant to everyday life. Learning media allows for flexibility in the teaching and learning process, where students can access learning material outside school hours or repeat learning as needed (Wahyudi, 2023).

One of the popular platforms in the world of education is YouTube. This platform has become a widely used learning resource because it provides a variety of video content, ranging from tutorials, online lectures, to educational documentaries (Azhari & Hilmi, 2022). According to data released by Business of Apps, YouTube has 2.68 billion active users worldwide in the first quarter of 2023

(Mutia Annur, 2023). YouTube provides educators and students with the opportunity to access educational materials easily and for free.

Teachers are required to understand the characteristics and needs of generation Z (Gen-Z), especially in the use of technology for learning. Generation Z, who were born in the era of information technology, are very familiar with the use of digital devices and the internet from an early age. They are used to accessing information quickly and tend to be more interested in visual and interactive content, so teachers need to adapt teaching methods by utilizing technology that is familiar to Gen-Z (Wijaya & Miyanto, 2022).

Fiqh is one of the subjects that is characteristic and distinguishes Islamic schools. As an important subject, fiqh has a crucial role in the lives of Muslims because it studies the rules of Islamic law which serve as guidelines in various aspects of life. One understanding of fiqh that needs to be explained in detail is the understanding of congregational prayer, including the practice of masbuk which has deep significance in the spiritual, social and psychological context for Muslims (Trinovita, 2022).

Students' understanding of masbuk fiqh subjects in prayer experiences various challenges, such as a lack of understanding of the material or a lack of interest in learning. The use of technology such as the use of the YouTube application in learning masbuk fiqh in prayer is important because it can motivate students, increase learning achievement and interest in learning. Through the use of technology based on video learning applications, it is hoped that students can learn with more interesting, interactive methods and understand fiqh concepts better.

The integration of learning technology, especially the YouTube platform, is a necessity that cannot be ignored in improving the quality of learning masbuk fiqh in prayer. This platform not only acts as a learning medium, but is also able to encourage motivation, increase learning outcomes, and foster students' interest in learning (Sari & Bahara, 2022). As junior secondary level educational institutions, madrasas have an obligation to provide quality education that enables students to understand and practice Islamic teachings comprehensively, although the main challenge lies in creating learning methods that are both effective and interesting.

In the context of learning masbuk fiqh in prayer, students' low understanding and interest is a problem that needs to be overcome. The use of learning videos via YouTube is present as a strategic solution to overcome these challenges. By utilizing interactive video-based learning technology, students are expected to be able to develop a deeper understanding of fiqh concepts through more dynamic and interesting learning methods.

Several studies have been carried out and have relevance to this research. Like M. Mahir's research entitled 'Improving Understanding of Compulsory Prayer Material Through Learning Videos in Class 3 UPT SD Negeri 8 Bangkala Barat'. This research shows that the use of learning video media in obligatory prayer material in Islamic religious education and character subjects can improve student learning outcomes (Mahir, 2023). The relevance of this research lies in the main topic which discusses the use of learning media in increasing understanding of learning material. Apart from that, research conducted by Muhammad Ayyub Syamsul entitled, 'Development of video-based learning media for congregational prayer material (regarding mistakes, makmum masbuk and their position)', and research by Robbyyatun Hasanah and Rizka Harfiani entitled, 'Increasing understanding of prayer services through media Audio Visual for Students at Tadika Al Fikh Orchard Pendamar Indah 2 Selangor Malaysia", also has relevance to this research. The relevance lies in the discussion of how video-based learning media intervenes in students' understanding of prayer (Hasanah & Harfiani, 2024; Syamsul, 2024).

This research is important because it will be a practical reference for teaching staff in terms of creating learning situations that are conducive, interesting and of course have an impact on increasing students' understanding of learning. Technology-based media, which is currently used in various human lives, must also have a positive impact on the development of learning in educational institutions.

1. METHODS

This research is Class Action Research according to Suharsimi Arikunto, Class Action Research is an examination of learning activities in the form of actions that are deliberately created and occur in a class together. Classroom

Action Research (PTK) is carried out as a problem solving strategy by utilizing real actions and then reflecting on the results of the actions. Action research is suitable for improving the quality of the subjects to be researched (Arikunto, 2006). In this classroom action research, the research subjects were class III students at MTs Maarif, Pinrang Regency, consisting of 25 students.

Classroom Action Research (PTK) is carried out through a cycled assessment procedure that refers to the Kemmis and Mc concept. Taggart (Prihantoro & Hidayat, 2019), which consists of 4 (four) stages, namely: Planning, action, observation and reflection. The stages of each cycle can be seen in the following picture:
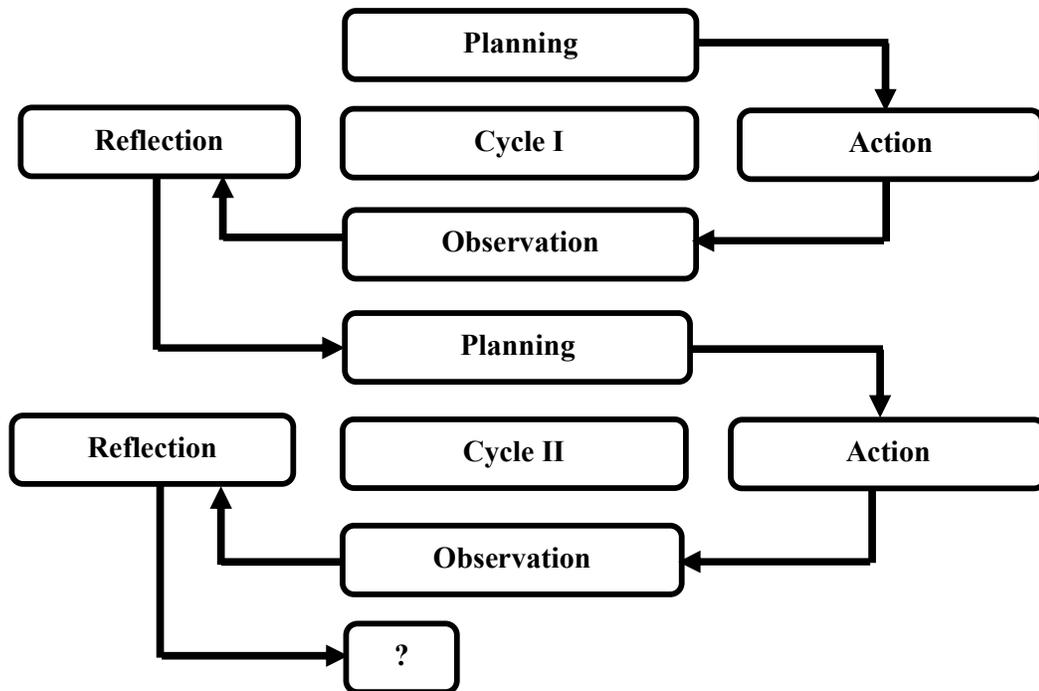

Figure 1. Stages of each cycle

These stages show the flow of classroom action research (PTK) which consists of two cycles, namely Cycle I and Cycle II. Each cycle has the same four stages:

a. Planning: The initial stage in each cycle is marked by an arrow pointing to the right

b. Implementation: The second stage that follows planning

c. Observation: The third stage which is carried out after implementation

d. Reflection: The final stage that provides feedback to the planning stage

This research flow shows a continuous process, where reflection from Cycle I leads to planning for Cycle II. At the end of Cycle II, there is a question mark (?) which indicates the possibility of continuing to the next cycle if necessary or ending the research if the objectives have been achieved. This pattern represents the cyclical nature of classroom action research, where each cycle is an effort to improve and increase the previous cycle based on the results of the reflection carried out. Data collection instruments in Classroom Action Research (PTK) are observation sheets, field notes, tests and documentation. The form of the observation sheet is a structured guideline. The observation grid is used as a guide for researchers when carrying out observations. This research requires data or information that supports understanding the use of learning video media via YouTube in improving students' understanding of Islamic jurisprudence at MTs. Maarif Pinrang Regency. So that the data obtained is relevant about the variables studied, the researcher uses several data collection techniques, namely through observation, tests or exams, and documentation. The data analysis technique used is through analysis of learning outcomes test results and analysis of observation results.

2. RESULT AND DISCUSSION

Classroom action research regarding the application of YouTube learning videos in increasing students' understanding of masbuk in prayer was carried out

in various stages, namely the pre-cycle stage, cycle I and cycle II. The results of research at the pre-cycle stage are presented in table 1 and table 2 as follows:

Table 1. Pre-Cycle Observation Results

No	Student's Name	Understanding of Makmum Masbuk	Ability to Recite the Pillars of Salat for Makmum Masbuk	Knowledge of the Provisions of Following the Imam
1	Muh. Akbar	Low	Very Low	Very Low
2	Muh. Aidhiel alfath	Very Low	Very Low	Very Low
3	Muh. Haikal	Tinggi	moderate	Tinggi
4	Muhammad Ardianza	Very Low	Very Low	Very Low
5	Nurul Sajanatul Nisa	Tinggi	moderate	Tinggi
6	Muh. Fahmi Bijaksana	Very Low	Very Low	Very Low
7	Salsabila	Tinggi	Moderate	Tinggi
8	Anisa Ramadani	Very Low	Very Low	Very Low
9	Muhammad Aidil	High	Moderate	High
10	Putri Nurain	High	Moderate	High
11	Muh. Zyakir	Low	Very Low	Very Low
12	Citra Madina	Very Low	Very Low	Very Low
13	Nurul Tasya	Very Low	Very Low	Very Low
14	Muh. Fitra	Very Low	Very Low	Very Low
15	Muh. Kamalatul Qur'an	Very Low	Very Low	Very Low
16	Disti Dwi Noviani	Very Low	Very Low	Very Low
17	Tiara	Very Low	Very Low	Very Low
18	Fitri	Very Low	Very Low	Very Low
19	Jubedah	Very Low	Very Low	Very Low
20	Jufri	Very Low	Very Low	Very Low
21	Junaidi	Very Low	Very Low	Very Low
22	Nur Safitri	Very Low	Very Low	Low
23	M Rahesa Setiana Nurul	High	Moderate	High
24	Muhammad Haikal	Low	Very Low	Very Low
25	Nur Aulia Syaqura	Low	Very Low	Very Low

Table 1 shows that the majority of the 25 students have a very low understanding of the concept of makmum masbuk, the pillars of prayer, and the provisions for following the imam in congregational prayers. A total of 14 students were classified as 'Very Low' in understanding the makmum masbuk, 22 students in their ability to mention the pillars of prayer, and 20 students in their knowledge of the provisions for following the imam. Only a few students, such as

Muh. Haikal, Nurul Sajanatul Nisa, and Putri Nurain, who are in the 'High' category in this understanding. These findings indicate the need to improve learning methods to increase students' understanding. Meanwhile, researchers conducted a pretest to determine the completeness of students' reasoning abilities. Following are the test results:

Table 2. Results of the pre-test for the completeness of students' reasoning abilities

No	Student's Name	Item True	Value	KKM	Description
1	Muh. Akbar	11	73	78	Not Completed, Not Enough
2	Muh. Aidhiel alfath	3	20	78	Not Completed, Not Enough
3	Muh. Haikal	12	80	78	Done, Good
4	Muhammad Ardianza	10	67	78	Not Completed, Not Enough
5	Nurul Sajanatul Nisa	12	80	78	Done, Good
6	Muh. Fahmi Bijaksana	5	33	78	Not Completed, Not Enough
7	Salsabila	12	80	78	Done, Good
8	Anisa Ramadani	7	47	78	Not Completed, Not Enough
9	Muhammad Aidil	12	80	78	Done, Good
10	Putri Nurain	12	80	78	Done, Good
11	Muh. Zyakir	8	53	78	Not Completed, Not Enough
12	Citra Madina	8	53	78	Not Completed, Not Enough
13	Nurul Tasya	11	73	78	Not Completed, Not Enough
14	Muh. Fitra	11	73	78	Not Completed, Not Enough
15	Muh. Kamalatul Qur'an	10	67	78	Not Completed, Not Enough
16	Disti Dwi Noviani	10	67	78	Not Completed, Not Enough
17	Tiara	9	60	78	Not Completed, Not Enough
18	Fitri	11	73	78	Not Completed, Not Enough
19	Jubedah	9	60	78	Not Completed, Not Enough
20	Jufri	9	60	78	Not Completed, Not Enough
21	Junaidi	10	67	78	Not Completed, Not Enough
22	Nur Safitri	10	67	78	Not Completed, Not Enough
23	M Rahesa Setiana Nurul	12	80	78	Done, Good
24	Muhammad Haikal	6	40	78	Not Completed, Not Enough
25	Nur Aulia Syaqura	10	67	78	Not Completed, Not Enough
	Total		**1.600**		
	Average		**64**		

The student pre-test table regarding masbuk material in prayer shows the number of correct answers, the scores obtained, the Minimum Completeness Criteria (KKM) of 78, and the completion status. Students who achieve a score of

78 and above are considered 'Completed,' while those below 78 are considered 'Not Complete.' Qualitative evaluation includes the category 'Poor' for low performance and 'Good' for performance that is close to completion but does not yet meet the standards. In addition, a graph is presented that illustrates students' initial understanding of the material provided:
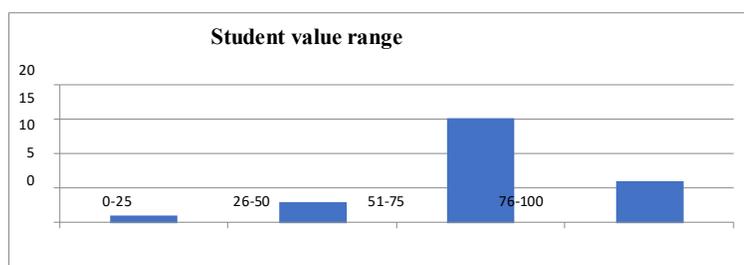
Graph 1. Students' initial learning understanding

The majority of students (76%) are in the 'Not Completed' category with a score below the KKM (78), indicating that their understanding of the Mamum Masbuk material is still very low. Most scored between 51 and 73 with performance of 'Poor.' Only six students achieved a score of 80 in the 'Good' category, indicating little potential for improvement. The pre-test results show that almost all students have not met competency standards, with most scores ranging from 53 to 67 and only four people approaching completion with a score of 73. This finding emphasizes the importance of learning interventions, such as the use of video media, a learning method that innovative, and enriching material, to strengthen students' understanding of basic concepts and help them achieve the expected competencies in learning Fiqh, especially material on makmum masbuk in prayer. After the initial intervention was carried out at the pre-cycle stage, action was then carried out in cycles I and II. The results of observations of students starting from the first action can be seen in the following table :

Table 3. Observation Results of Cycle I Students

No	Observed aspects	Value Criteria							
		Meeting 1				Meeting 2			
		4	3	2	1	4	3	2	1
1	Students are able to perform congregational prayers even though they are late joining			√			√		
2	Students are still able to complete one full rak'ah			√			√		
3	Students are able to complete the missed rak'ah		√				√		
4	Students are able to follow the priest in the correct harmony			√				√	
	Total	15				17			
	Presentation	60%				68%			
	Average	64%							
	Information	Enough							

Observations of students' involvement and understanding of masbuk material in prayer via YouTube video media showed positive results in two meetings. Students' interest in the material and active participation in discussions increases, marked by their enthusiasm and courage to ask questions, answer and express opinions. Students' understanding of video content also shows progress, supported by their ability to summarize important points.

The total score increased from 15 at the first meeting to 17 at the second meeting, with the percentage of engagement and understanding increasing from 60% to 68%. The average total student involvement reached 64%, falling into the 'sufficient' category. This increase shows that the use of video media is effective in increasing students' active participation, understanding and interaction in learning Fiqh, especially regarding masbuk material in prayer

Meanwhile, the results of observations of students in the second action can be seen in the following table:

Table 4. Observation Results of Cycle II Students

No	Observed aspects	Value Criteria							
		Meeting 3				Meeting 4			
		4	3	2	1	4	3	2	1
1	Students are able to perform congregational prayers even though they are late joining		√			√			
2	Students are still able to complete one full rak'ah		√			√			
3	Students are able to complete the missed rak'ah		√			√			
4	Students are able to follow the priest in the correct harmony		√				√		
	Total	21				23			
	Presentation	84%				92%			
	Average	88%							
	Information	Very Good							

The results of observations from Cycle II showed a significant increase in students' involvement and understanding of the 'Masbuk in Prayer' material delivered via video media. At two meetings (Meetings 3 and 4), positive developments were seen in various aspects. Learners demonstrate high interest in the material, consistent attention, and increased active participation in discussions, reflecting greater engagement and readiness to contribute. Students' ability to express opinions and the courage to ask and answer questions increases, indicating a better sense of self-confidence. Understanding of the material through videos is clearly visible with consistent 'Good' ratings. Additionally, students demonstrated progress in summarizing key points from the video, reflecting improved ability to process and organize information. The total score increased from 20 at Meeting 3 to 23 at Meeting 4. The percentage of engagement and understanding also increased from 80% to 92%, with an average of 88% falling into the "Good"

category. These results indicate that video-based learning is effective in motivating and increasing students' understanding, while encouraging them to be more active in the learning process.

After observations are made, tests are held at the end of Cycles I and II to measure the development of students' knowledge of the material presented, both through direct delivery and understanding of the learning videos used in class. The following table shows the development of student test results:

Table 5. Increased understanding of masbuk in prayer in cycles I and II

No	Description	Cycle I	Cycle II	Improvement
1.	Number of values	1900	2087	273
2.	Average value	76	83	11
3.	Students complete	16	22	6
4.	Completion percentage	64 %	88%	24 %

$$percentage = \frac{\sum students\ completed\ cycle\ II}{\sum Number\ of\ Student} \; x \; 100\%$$

$$= \frac{22}{25} \; x \; 100\ \%$$

$$= 88\ \%$$

The post-test results in Cycle II showed a significant improvement compared to Cycle I, with 22 students successfully achieving or exceeding the Minimum Completeness Criteria (KKM) of 78, up from 16 students previously. Students such as Nurul Sajanatul Nisa and Putri Nurain achieved the highest score (100) in the 'Complete, Special' category, reflecting a deep understanding of the 'Masbuk in Prayer' material delivered through learning videos. The number of students who achieved a score of 80-93 in the 'Completed' category also increased, while some students such as Nurul Tasya, Jufri, and Nur Safitri showed progress even though they were still in the 'Not Completed' category. Overall, the use of video learning media in Cycle II succeeded in increasing students' understanding

by up to 88%, with a learning completion level reaching 16 students, indicating the positive impact of video-based learning strategies in increasing engagement and mastery of the material.

Classroom Action Research at MTs Maarif, Pinrang Regency shows that the use of learning video media via YouTube to increase students' understanding of the 'Masbuk in Prayer' material has succeeded in improving the quality of learning and learning outcomes. In Cycle I, the average student score was 75 with a completeness level of 64%, while in Cycle II the average score increased to 83 with a completeness level of 88%. Students' active participation and understanding of the material has increased significantly, as seen from their activeness in discussions, courage to express opinions, and ability to summarize important points.

This success is in accordance with the opinion of Imanuddin Abil Fida who emphasizes the effectiveness of interactive visual and audio learning media in increasing understanding of Fiqh (Fida, 2019). This research is also relevant to Roslinda's study on the effectiveness of YouTube media in increasing understanding of scientific concepts, although the substantive focus is different (Roslinda et al., 2022). Overall, YouTube video media has proven to be effective as a learning tool to increase students' understanding in both cognitive and interaction aspects of learning, making it an efficient and relevant method.

3. CONCLUSION

The use of learning video media via YouTube has proven effective in increasing students' understanding of the 'Masbuk in Prayer' material at MTs Maarif, Pinrang Regency. This is shown by the increase in the average score from 75 (medium category) in Cycle I to 83 (high category) in Cycle II, with the level of completion increasing from 64% to 88%. Apart from that, students' activeness in learning has also increased significantly, as seen from participation in discussions, courage to express opinions, and ability to summarize learning points. This research shows that learning video media can help students understand abstract concepts better, support learning interactions, and increase learning motivation. These results are in line with the theory which states that interactive

visual and audio media can strengthen students' analytical and understanding powers. Thus, the use of learning video media via YouTube can be used as an effective and efficient method for improving the quality of learning and student learning outcomes.

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