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The Role of Social Media (YouTube) in Increasing Interest in Religious Learning Among FAI Students in Private Universities

Devita Sari Sono

Azam Syukur Rahmatullah

Hasse Jubba

Akbar Nur Aziz

Universitas Muhammadiyah Yogyakarta

Pos-el: devisono366@gmail.com

azam.sy@mail.umy.ac.id

hasse@umy.ac.id

akbar.nur.psc24@mail.umy.ac.id

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Abstract

Several challenges are faced in religious learning, such as low student motivation and high academic load. As one of the most popular digital platforms, YouTube has great potential as an innovative and interactive learning tool. This study aims to analyze the role of the YouTube social media platform in increasing interest in religious learning. This study uses a qualitative approach with a survey method to collect data from 33 FAI students at the University of Muhammadiyah Yogyakarta. The study results show that YouTube can be a practical learning resource, increase student involvement in the learning process, and increase their understanding of religious materials.

Keywords

Social media, YouTube, interest in learning, students, religious education

Abstrak

Beberapa tantangan yang dihadapi dalam pembelajaran keagamaan, seperti rendahnya motivasi siswa dan beban akademik yang tinggi. YouTube, sebagai salah satu platform digital paling populer, memiliki potensi besar sebagai alat pembelajaran yang inovatif dan interaktif. Penelitian ini bertujuan untuk menganalisis peran platform media sosial YouTube dalam meningkatkan minat belajar agama. Penelitian ini menggunakan pendekatan kualitatif dengan metode survei untuk mengumpulkan data dari 33 mahasiswa FAI Universitas Muhammadiyah Yogyakarta. Hasil penelitian menunjukkan bahwa YouTube dapat berfungsi sebagai sumber belajar yang efektif, meningkatkan keterlibatan siswa dalam proses pembelajaran, dan meningkatkan pemahaman mereka terhadap materi agama.

Keywords

Media sosial, YouTube, minat belajar, mahasiswa, pendidikan agama

Introduction

Islamic religious education in higher education is essential to forming student character and spirituality (Aziz et al., 2021). This education aims to not only increase religious knowledge but also instill moral and ethical values that are relevant to daily life. However, in recent years, significant challenges have emerged in religious learning, especially in private universities' Faculty of Islamic Religion (FAI). These challenges include a lack of motivation to study

religion among students, less interactive learning methods, and students' high academic burden (Muslimin & Ruswandi, 2022).

One of the main factors that causes a decline in students' interest in studying religion is a lack of motivation. Motivation is an internal force that drives a person to perform an action or achieve a specific goal. In the context of religious learning, low motivation can be caused by various factors, including students' perception of the relevance of the material taught to their daily lives and how the material is delivered by lecturers or lecturers (Syarif, 2022) . For example, many students feel that religious materials taught on campus are not directly related to the challenges and problems they face in real life. This causes them to feel less motivated to study religious studies and consider religious studies an additional burden that does not provide direct benefits.

In addition, less interactive or monotonous learning methods cause declining interest in religious learning (Baihaqi et al., 2020). Many lecturers or lecturers still use the conventional lecture method as the primary approach to teaching, where students only listen and take notes without active participation. Despite having the advantage of conveying information in a structured manner, this method often makes learning uninteresting. As a result, students become passive and uninvolved in the learning process, ultimately negatively impacting the material's understanding and absorption.

In addition, the high academic burden also affects students' interest in studying religion (Radisti et al., 2023). Students at private universities, especially at the Faculty of Islamic Studies, often face tight schedules and high academic demands from various other courses. This makes it difficult for them to give enough time and energy to study religion. With the plethora of assignments, projects, and exams from non-religious courses, students tend to allocate more time to courses that are considered more important or directly impact their future careers. On the other hand, religious courses are often considered complements that do not require more attention, so the interest in studying them is low.

However, in this digital era, there are opportunities to overcome these challenges using technology (Syarif, 2022), especially the YouTube application. YouTube has become one of the most popular platforms in the world, not only as a source of entertainment but also as an educational tool (Rahmawan et al., 2018). Based on the millions of videos available, YouTube provides easy and free access to various educational materials, including religious content. Students can find lectures, discussions, tutorials, and other content relevant to Islamic religious learning (Pradana & Susilawati, 2023)

According to Rizkiyah & Shohib (2024) using YouTube in religious learning has several advantages. First, YouTube offers a wide variety of content and can be accessed anytime and anywhere. Students can study according to their free time, which allows them to fit their learning into a busy academic schedule. In addition, many videos on YouTube are packaged interestingly and interactively so that it can increase students' interest and motivation to learn. For example, many YouTube channels present religious material through animated videos, interactive discussions, or lectures by charismatic and well-known religious figures.

Second, YouTube allows students to repeat the material according to their needs. In the context of classroom learning, students often do not have the opportunity to repeat the material



taught, especially if they do not fully understand it. With YouTube, students can rewatch relevant videos and pause or replay parts that are difficult to understand so that the learning process becomes more effective and tailored to individual abilities. In addition, YouTube can also be used to broaden students' horizons about various perspectives and views on Islam. Through access to a wide range of channels from different parts of the world, students can explore various interpretations and approaches to understanding religion, enriching their understanding and fostering more significant curiosity (Rizkiyah & Shohib, 2024).

However, while YouTube offers many benefits, its use in religious learning also requires special attention. One of the main challenges is the validity and accuracy of the information available on these platforms. Not all content on YouTube can be accounted for scientifically or theologically. Therefore, students need to have critical skills in assessing the sources of information they access and get guidance from lecturers or lecturers in choosing appropriate and valuable content.

To optimize YouTube's role in increasing interest in religious learning, universities can take strategic steps. For example, lecturers can recommend specific channels or videos relevant to the material taught in class or even create educational content uploaded to YouTube. In addition, the integration of YouTube in religious education curricula can also be considered, as can adding assignments or projects that involve using this platform as a learning resource. Overall, the YouTube application has great potential to increase interest in religious learning among FAI students at private universities. With the right approach and support from educational institutions, YouTube can be an effective tool in overcoming challenges in religious learning, such as lack of motivation, less interactive methods, and high academic load (Bening & Diana, 2022).

Using this technology, it is hoped that students can be more involved in the religious learning process, improve their understanding, and ultimately foster a sense of love and commitment to the teachings of Islam in daily life. Information and communication technology development has brought significant changes in various aspects of life, including in the world of education (Permatasari et al., 2021). One of the most influential digital platforms in education is YouTube. This video-sharing application has become a top-rated source of information and learning among the public, especially among students. The use of YouTube in education, including in religious learning, is an exciting topic to explore, especially in understanding its role in increasing interest in religious learning among students of the Faculty of Islamic Religion (FAI) in private universities.

Several previous studies have discussed various studies on using YouTube to learn diverse subjects and fields of study. *First*, a study was conducted by Rhesnandia et al. (2024) entitled "Analysis of the Effectiveness of YouTube Applications in the Spread of Islam." This study aims to evaluate the effectiveness of the YouTube application as a medium in spreading Islam. Using a quantitative and qualitative approach, this study examines the extent to which YouTube has managed to reach a broader and deeper audience in the context of the spread of Islam. The data was collected through surveys, interviews, and content analysis from several popular YouTube channels focusing on Islamic material. The results show that YouTube has significant

potential to increase religious understanding and awareness despite the challenges in ensuring the accuracy of its content and its conformity with Islamic teachings.

Second, research was conducted by Huda et al. (2024) entitled “*Islamic Religious Education Learning Media in the Technology Era: A Systematic Literature Review*” This study aims to explain the use of the YouTube application as a PAI learning medium. As one of the digital platforms in great demand by internet users in Indonesia, YouTube has great potential as a source of learning media. This study uses a qualitative descriptive method, with information collected through descriptive analysis using a journal as a research tool. The study results show that the YouTube application's ease of use and various functions can be helpful as an innovative and interactive learning tool. However, besides the positive impact, there is also a negative impact on the use of YouTube. Therefore, it is hoped that educators can be creative and careful in using this media so that learning runs effectively, and students are expected to be wise in their use.

Third, research conducted by Baihaqi et al. (2020) entitled “*YouTube as an Effective Islamic Religious Education Learning Media at SMK Nurul Yaqin Sampang*.” This study aims to identify the impact of implementing YouTube as a practical learning medium for Islamic Religious Education. This study uses a qualitative approach with the SMK Nurul Yaqin Sampang research location. Data was collected through observation, interviews, and documentation and analyzed using data reduction techniques by comparing the results of the interviews with other relevant data. The results of the study show: (1) The learning process of Islamic Religious Education becomes more accessible in terms of information search, manipulation, management, and knowledge transfer; (2) Improving skills in the field of information and communication technology (ICT) to support the smooth learning process; (3) Improving teachers' professionalism in utilizing YouTube media, especially in PAI subjects; and (4) Transforming schools into creative and dynamic learning institutions, so that students are more motivated and have high curiosity in PAI learning .

Previous research on the use of YouTube in learning with diverse subjects and fields of study has generally focused on the effectiveness of this platform in improving understanding and technology skills among students and teachers at the secondary education level. Meanwhile, the research that will be carried out will be more specific in examining how YouTube can increase interest in students learning religion in the Faculty of Islamic Religion (FAI) at private universities. With a more focused focus on the context of higher education, this research is expected to provide new insights and more applicable strategies for integrating YouTube into the religious education curriculum in the digital era.

Method

The approach used in this study is quantitative research with a descriptive model. The design of this quantitative research focuses on presenting data in the form of numbers rather than words (Moleong, 2007). Sugiyono (2006) also explained that survey research uses questionnaires as a data collection tool. In addition, this study describes fundamental interpretive analysis to understand specific phenomena, processes, or viewpoints and responses of the participants involved (Amirudin et al., 2020). This participant's perspective was explored to explore a statement related to “*The Role of Social Media (Youtube) in Increasing Interest in Learning*



Religion in FAI Students in Private Universities." In analyzing the data, students provided different perspectives on increasing interest in learning religion by using YouTube as a learning medium, the aspect of information sources, the aspect of providing the context of religious lessons, and the aspect of tools or sources of information. This study involved 33 students from the faculty of Islamic religion at the University of Muhammadiyah Yogyakarta. Data collection was carried out through a survey using a closed questionnaire on the Likert scale filled out through Google Forms (Balbay & Kilis, 2017). This research instrument is adapted from the student perception instrument using YouTube learning media developed by Balbay & Kilis, (2017). The Likert scale used is depicted in the interpretation as follows.

Table 1
 Interpretation

Range	Interpretation
1,00 - 1,80	Strongly disagree (STS)
1,81 - 2,60	Disagree (KS)
2,61 - 3,40	Entirely agree (CS)
3,41 - 4,20	Agree (S)
4,21 - 5,00	Strongly Agree (SS)

Result and Discussion

The results and discussion are presented in a section consisting of several paragraphs. This section is the most dominant part of the article, at 60%. The research results are described first, followed by the discussion section to facilitate understanding and reading. Results and discussion subtitles are presented separately.

Result

Aspects of Information Sources

The first aspect measured was the YouTube information sources for students. The results are reported as follows.

Table 2
 Aspects of Information Sources

No	Statement	SS	S	CS	KS	STS
1.	YouTube provides easy access to Islamic content and can be accessed anywhere and anytime.	18	12	2	1	0
	Percentage (%)	54,5	36,3	6,6	3,3	0
2.	YouTube allows students to stay updated with the latest developments in Islamic science.	14	9	8	1	1
	Percentage (%)	42,4	27,3	24,2	3,3	3,3
3.	The comment and discussion feature on YouTube allows students to interact directly with content creators or fellow users more interestingly.	15	8	6	4	0
	Percentage (%)	45,4	24,2	18,2	12,1	0

Based on the survey data analysis results, most students agree that YouTube provides easy access to Islamic content and can easily access anywhere and anytime, with an average of 3.5 (good). Most of the students responded that they agreed that YouTube Media allows students to keep up with the latest developments in Islamic science, with an average of 3.4 (good). Similarly, most students responded that the comment and discussion feature on YouTube allows students to interact directly with content creators or fellow users using media to be more attractive, with an average of 3.2 (good).

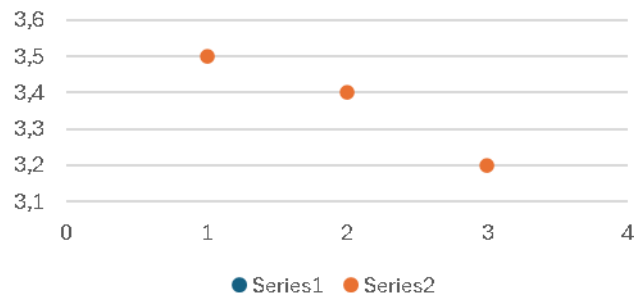


Figure 1. Aspects of Information Sources
 (Source: Data Processed by Researchers, 2024)

Classically, the average aspect of information sources is 3.36. This shows that YouTube media can provide information sources to students, making students comfortable in learning, easy to access, learning interesting, and helping students easily understand the teaching material.

Religious Education Context Provider

The second aspect measured is the aspect of the Religious Education Context Provider, which is explained in Table 3 as follows.

Table 3
 Aspects of Providing Religious Lesson Context

No	Statement	SS	S	CS	KS	STS
1.	YouTube provides content that connects Islamic principles to contemporary issues.	6	10	14	2	1
	Percentage (%)	18,1	30,3	42,4	6,6	3,3
2.	YouTube provides a concrete overview of the development of Islamic civilization and religious practices in different parts of the world.	5	10	17	0	1
	Percentage (%)	15,2	30,3	51,5	0	3,3
3.	YouTube allows students to access additional subject matter on religious topics in depth.	15	13	4	1	0
	Percentage (%)	45,5	39,4	12,1	3,3	0

The results of the analysis of survey data show that most students claim that YouTube provides content that connects Islamic principles with contemporary issues, with an average of 2.8 (quite good). Most students responded that YouTube media provides a concrete picture of the development of Islamic civilization and religious practices in various parts of the world with



an average of 3.3 (excellent/practical). Similarly, students responded that YouTube media allows students to access in-depth additional subject matter on religious topics with an average of 3.3 (excellent/practical).

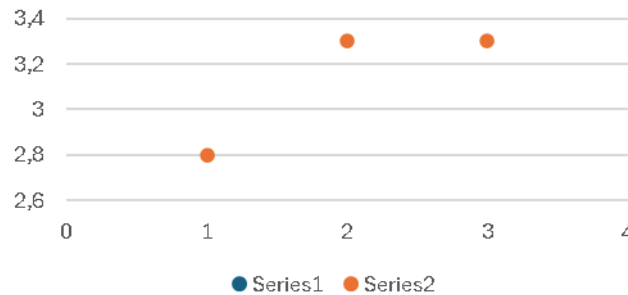


Figure 2. Religious Learning Context Provider
 (Source: Data Processed by Researchers, 2024)

Classically, the average aspect of providing the context of religious lessons is 3.1. This shows that YouTube media is effective in helping students by providing content that connects Islamic principles to contemporary issues, providing a concrete picture of Islamic civilization and religious practices, and facilitating additional subject matter that is more in-depth on religious topics and others.

Aspects of Tools or Sources of Inspiration

The third aspect measured is the aspect of tools or sources of inspiration obtained by students with YouTube media, which is explained in Table 4.

Table 4

Aspects of Tools or Sources of Inspiration

No	Statement	SS	S	CS	KS	STS
1.	YouTube features inspiring stories from individuals who have undergone spiritual, emotional, and motivational transformations to students learning and practicing religious teachings.	11	17	2	2	1
	Percentage (%)	33,3	51,5	6,6	6,6	3,3
2.	Lectures and Aaliyah delivered by scholars on YouTube with an attractive rhetorical style inspire students to get closer to God and live by religious values.	13	10	6	4	0
	Percentage (%)	39,4	30,3	18,2	12,1	0
3.	Students can follow the spiritual journey of admired figures, thus increasing motivation to learn and believe more deeply.	10	18	4	1	0
	Percentage (%)	30,3	54,5	12,1	0,3	0

Based on the results of the analysis of survey data, it shows that most students claim that YouTube displays various inspirational stories from individuals who have experienced spiritual, emotional, and motivational transformations to students in learning and practicing religious teachings with an average of 3.6 (excellent/relevant). Most students responded that the content of the lectures and Aaliyah delivered by the ulama on YouTube with an attractive

rhetorical style inspired students to get closer to God and live their lives by religious values with an average of 3.3 (excellent/relevant). Most students responded that following the spiritual journey of admired figures on YouTube can increase motivation to learn and believe more deeply, with an average of 2.9 (quite good).

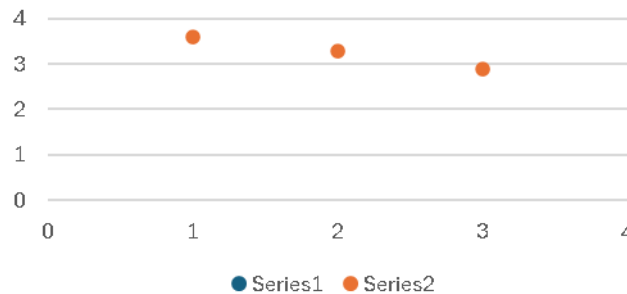


Figure 3. Aspects of Tools or Sources of Inspiration
(Source: Data Processed by Researchers, 2024)

Classically, the average relevance aspect is 3.26. This shows that YouTube media helps students display various inspirational stories through lectures and Aaliyah delivered by scholars on YouTube with an attractive rhetorical style, inspiring students to get closer to God and live their lives by religious values. So that students can follow the spiritual journey of admired figures and increase their motivation to learn and have faith more deeply.

Discussion

YouTube has become one of the world's largest and most popular sources of information (Azizan et al., 2020). For FAI students, YouTube can be a broad gateway to religious knowledge. This platform provides various content, ranging from lectures and scientific discussions to in-depth studies on various Islamic topics. The ease of finding videos from credible Muslim scholars makes YouTube a valuable source of information (Oftaviani & Negoro, 2022). One of the main advantages of YouTube as a source of information is its ability to present *up-to-date* content. Students can easily follow the latest developments in Islamic science through live lectures (live streaming) and recordings that can be accessed at any time (Permatasari et al., 2021). The information presented is also diverse, covering theological aspects, Islamic law (fiqh), and the interpretation of the Qur'an and hadith. YouTube also allows access to a wide range of viewpoints and interpretations that can enrich students' understanding of religion.

Besides being a source of information, YouTube also serves as a context provider for religious lessons. One of the challenges in religious learning in higher education is how to connect the material taught with the daily reality students face (Sulaeman et al., 2020). In this case, YouTube offers a wide range of content that relates religious teachings to relevant contemporary issues. Videos on YouTube often explain how Islamic principles can be applied in modern life (Fairuz et al., 2024). For example, many videos discuss how Islam views issues such as human rights, the environment, social justice, and technology.

This kind of content helps students understand that religious teachings are not static but dynamic and always relevant to changing times. Furthermore, YouTube provides visual documentation that can provide a more concrete picture of Islamic history and culture (Lubis



et al., 2022). Videos about the Hajj journey and the history of Islamic civilization, as well as documentaries about Muslim life in different parts of the world, can help students understand the historical and social context of the religious teachings they learn in class. This makes religious learning more prosperous and profound, arousing students' curiosity and interest.

In addition, YouTube allows students to access subject matter that may not be covered in depth in class. By watching these videos, students can broaden their horizons and gain a more comprehensive understanding of specific topics in the Islamic religion. For example, if the class only briefly discusses one school in Islam, students can look for videos that explain the differences and similarities between schools in more detail. By providing relevant context and enriching the subject matter in the classroom, YouTube can be an effective tool in helping students understand and apply religious teachings in their daily lives.

In addition, YouTube's advanced algorithm can recommend content based on user interests and preferences (Cahyono & Hassani, 2019). This helps students find relevant and quality material that may not be found in traditional sources of information. With the comment and discussion feature, students can interact directly with content creators or fellow users, allowing for constructive and critical dialogue. However, it is essential to remember that as a source of information, YouTube also requires critical skills from its users. Students must be able to sort out which content is valid and trustworthy and avoid inaccurate or misleading information. However, with proper use, YouTube can be a very effective tool in improving the quality of religious learning among students.

No less critical, YouTube also serves as a tool or source of inspiration for students studying religion (Sulaeman et al., 2020). One of the essential aspects of religious learning is how the teachings conveyed can inspire and motivate students to practice them in their daily lives. In this case, YouTube offers a variety of content that inspires students through inspirational stories, motivations from religious figures, and spiritual experiences shared by users. YouTube is filled with inspiring stories from people who have undergone spiritual transformations, both from famous personalities and ordinary individuals. These videos are often emotionally evocative and heart-moving, so they can encourage students to be more severe in studying and practicing religious teachings.

Through this kind of content, students can find real examples of how religious teachings can positively impact a person's life. In addition, lectures and Aaliyah delivered by scholars or preachers with good rhetorical skills can also be a source of inspiration. These contents are often designed to motivate and inspire the audience to get closer to God and live by religious teachings (Aisyah & Rofiah, 2022). An engaging delivery style and a strong message can profoundly affect students, making them more enthusiastic about learning and practicing religious teachings. YouTube also allows students to follow the spiritual journey and religious learning process of the figures they admire. For example, many Muslim content creators share their experiences of learning about religion, facing spiritual challenges, and finding peace through faith.

Through these videos, students can feel the closeness and resonance with the figure, which can ultimately increase their motivation to learn religion. Furthermore, the inspiration obtained from YouTube is not only limited to religious aspects but also includes how religion can be a

source of strength in facing various challenges in life (Marti et al., 2023). For example, content on how Islam views patience, sincerity, and determination in facing trials can be a valuable lesson for students in living their daily lives. This inspiration can strongly motivate them to continue learning and deepening their understanding of religion.

Thus, YouTube serves not only as a platform to get information and understanding but also as a source of inspiration that motivates students to live their religious lives more seriously and passionately. The inspirational content on YouTube can provide emotional and spiritual encouragement to strengthen students' commitment to learning and practicing religious teachings daily.

Conclusions

The study indicates that YouTube does operate as a source of information for its viewers, but more than that, it can inspire learners to seek after and put into practice religious teachings more as it is quite easy to do so. Easy access enables students to obtain Islamic materials from different and credible international sources and has enabled the students to multitask and extend their studies beyond lecture times. Availability of comments and discussions also adds value to the learning process. Thematic contents such as video lessons and conversion stories can motivate learners to come closer to the religion as well as enhance their belief. But also the study draws attention to the responsible use of YouTube as to avoid adverse effects. It is expected that such educators will be able to select the appropriate materials for the purposes of the learning process. On the whole, FAI students' interest towards YouTube has greatly increased their interest in religious learning which can be incorporated in the digital curriculum of the religious education.

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