

Optimizing Teachers' Potential as Youtubers to Face Merdeka Belajar

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ABSTRACT

The research aims to find out whether YouTuber teachers are able to face Merdeka Belajar, what variations of learning videos are produced by YouTuber teachers, and to what extent YouTuber teachers are able to face Merdeka Belajar in Aceh Jaya. The research method uses the Asset-Based Community Development method, which has five stages: Discovery, Dream, Design, Define, and Destiny. The research subjects were 20 teachers who served in madrasas, and the results were determined using purposive sampling techniques. Data collection uses interviews, observation, documentation, and focus group discussions. Data analysis uses data reduction, data coding, data verification, and drawing conclusions. The results of the research showed that YouTuber teachers in Aceh Jaya were ready to face Merdeka Belajar. The teachers' willingness could be seen from their competence in designing learning videos as a distance learning tool. Distance learning was a form of independent learning. YouTuber teachers were also able to produce attractive learning videos, which were divided into four variations: voice note type, mixed voice, direct type, and semi-practical. The research results had implications for the madrasah policy in Aceh Jaya in increasing the competence of other teachers in producing learning videos.

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1. INTRODUCTION

Today's education is expected to continue to be developed in line with the times and philosophy of our country as mandated in the 1945 Constitution and Law Number 20 of 2003. One of the things that needs to be considered in developing education is through the development of innovative learning (Muhammad & Nudyansyah, 2015). Therefore, it is necessary to improve the quality of teachers to improve education by improving the competence of human resources (HR) who are reliable and able to anticipate various changes or developments in the lives of children in the future. Teachers are the main determining factor and of course must be able to find solutions to every problem that exists in the educational process by having creative competence, critical competence, innovative competence and collaborative competence (Hasan, Masni, & Agustina, 2023).

Creative teachers are teachers who are open to new experiences, have flexibility in thinking, freedom in self-expression, independence, respect for fantasy, ability to generate solutions and self-confidence (Istarani & Pulungan, 2015). Teachers must always be ready for changes that may occur (Hasan, 2023). This is done by teachers by looking at the problems and opportunities around them, finding solutions that are in accordance with existing theories and phenomena, and being able to follow up by improving education in a better and new direction.

The occurrence of the Covid-19 pandemic, which is also endemic in Indonesia, has directly changed the order of human life from previously carrying out activities directly and face to face to all activities that are completely "online". This also has an impact on the world of education, the direct teaching and learning process in schools has shifted to indirect namely online learning. In this case, teachers are encouraged to be able to master and use technological media in the teaching and learning process. As stated by the Director of Secondary Education and Special Education from the Ministry of Education and Culture, Praptono, "Limited access during the Covid-19 Pandemic ultimately forced teachers to adapt to digital technology" (Thursday, 22/10/2020/ Tribunnews.com, Jakarta). In situations like this, teacher professionalism is relied upon to find solutions to difficult situations while still maximizing the learning process (Hasan, 2020). Professional teachers are able to find solutions to every learning obstacle found. When opportunities for direct interaction are limited, teachers can look for other innovations. Learning innovations that continue to facilitate students to learn by considering unstable conditions.

Apart from that, the Minister of Education, Culture, Research and Technology, Nadiem Makarim, in a statement stated that he initiated a policy program, namely Merdeka Belajar (Kompasiana; 20 February 2021). This program aims to create a pleasant learning atmosphere for students, teachers and schools. In this case, to be able to realize Merdeka Belajar many supporting factors are needed that are maximal and balanced, one of the main factors is the presence of teachers who have superior and professional competence. The professionalism of a teacher can be seen from his ability to convey or teach knowledge to his students effectively and efficiently and in line with current developments (Istarani & Pulungan, 2015 Learning using YouTubers is one of the results of the professionalism of teachers who are able to read developments in the world of education and technology.

Based on from these phenomena and hopes, it cannot be denied that there are still many things that we must and will continue to improve to realize the vision, mission and goals of national education. However, there are several obstacles and problems faced by teachers in the process of transferring knowledge to realize an independent learning program that is effective, creative, critical, innovative and collaborative. Such as the lack of teacher creativity in developing learning methods/models and media/tools, which makes students bored in following the teaching and learning process in class (Kamhar & Lestari, 2019). Another obstacle is the occurrence of learning difficulties for students at elementary school (SD) or Madrasah Ibtidaiyah (MI) level, and this is because students are not yet familiar with learning platforms in the form of via Google Meet, Google Classroom, Zoom Meeting and via WhatsApp, so that when the teaching and learning process of students must be accompanied by their respective parents (Salsabila, et al, 2020) . It is necessary to improve the skills of students and teachers in using various distance learning platforms so that their use is effective.

Several previous studies related to research objects have been carried out. The findings from previous research are an ideal benchmark for seeing the extent of teachers' potential in developing active, creative, critical, innovative and collaborative teaching and learning processes. The previous research conducted by Marco Aurelius Refo (2018) entitled The Effectiveness of YouTube Media in Tutorial Learning to Increase Student Interest in Learning, it shows that tutorial learning via YouTube media has several advantages for students, including 1) Potentially, students can use YouTube, 2) Practical, with school/madrasah WiFi, students can directly connect using a computer, laptop or cellphone, 3) Informative, we can get a lot of information, 4) Economical, because it can be accessed for free. Furthermore, a research entitled Using YouTube as an English Learning Media (Lestari, 2013), which shows that videos on YouTube can be used as an effective and innovative learning media. This research shows that students positively perceive using YouTube, because apart from being easy t access, learning media on YouTube is also easy to understand and can be repeated many times. Research conducted by Fira Nur Setiyana and Anggun Badu Kusuma in 2021,

titled "Potential Use of YouTube in Mathematics Learning," demonstrated that YouTube positively affects learning and increases students' motivation. The study found that teaching materials delivered through videos uploaded on YouTube made students more enthusiastic about learning (Nur Setiyana & Badu Kusuma, 2021). Another study by Achmad Baihaqi, Amaliya Mufarroha, and A. Ilham Tsabit Imani in 2020, titled "YouTube as an Effective Learning Medium for Islamic Religious Education at SMK Nurul Yaqin Sampang," showed that using YouTube enhances knowledge, learning motivation, and social skills within the community (Baihaqi, Mufarroha, & Imani, 2020).

Previous research tends to assess the impact of YouTube as a learning medium on students. Meanwhile, the research conducted focused on increasing teacher competence in using YouTube in learning. Teacher competence in using YouTube is very important. There is a strong suspicion that teacher competence in selecting relevant material, combining material and producing learning media on YouTube has a big impact on learning success. Based on current educational phenomena and previous research findings, the research aims to find out whether YouTuber teachers are able to face Merdeka Belajar, what are the variations in learning videos produced by YouTuber teachers, and to what extent YouTuber teachers are able to face Merdeka Belajar in Aceh Jaya.

2. METHODS

The research used the Asset Based Community Development (ABCD) method, prioritizing the utilization of assets or potential possessed by a group of people. Community is the main asset that plays an important role in building and making positive changes. The term ABCD (Asset Based Community Development) is also known as an approach that actively involves all parties who are relevant and have the potential to study and participate in making changes together and objectively (Nurdiyana, Mulyadi, Nur, & Haruna, 2016). ABCD has a discovery, dream, design, define and destiny scheme. These five stages are carried out collaboratively by a team working together with the community, in this context the madrasah teachers.

The resource persons were 20 teachers from madrasas in Aceh Jaya. Determining the sources used purposive sampling technique. The instrument uses interview, observation, documentation and focus group discussion guidelines based on indicators of the teacher's initial abilities, availability of learning media production equipment, subjects taught, and the teacher's final abilities after following the training carried out. The data analysis that was used included data reduction, data coding, data verification, and drawing conclusions.

The activity began by carrying out initial coordination with the Head of the Aceh Jaya Regency Ministry of Religion Office to see and map the problems, competencies, and potential of Aceh Jaya madrasah teachers. Next, the team conducted an FGD (Focus Group Discussion) with heads of madrasahs in Aceh Jaya, and from the results of the FGD it could be jointly concluded that a workshop would be held for madrasah teachers with several notes that; Each madrasah head has sent a teacher representative to take part in the workshop, and each teacher who has been sent must meet several criteria that have been mutually agreed upon during the FGD. The hope is that after participating in the workshop activities, madrasah teachers will have increased competence in developing effective learning methods both online and in this case, specifically on the use of YouTube media.

Then, observations were made regarding the extent to which teachers' abilities had increased in implementing and applying YouTube media as a creative and effective learning media/means at this time. Next, an evaluation was carried out by means of direct observation and surveys at madrasahs to see the changes that had occurred and the benefits of the activities for madrasah teachers in Aceh Jaya Regency. Observation indicators are the teacher's ability to take basic learning media materials, ability to produce learning media, variations in learning media, use of learning media in class, and dissemination of learning media production to other teachers. Communication continues to be established with respondents to obtain information on the development of teachers' abilities in using YouTube as a learning medium.



Figure 1. Five stages of research application

3. FINDINGS AND DISCUSSION

Data collection was carried out using interviews, observation, documentation and focus group discussions. Data collection was carried out in conjunction with the ABCD cycle (discovery, dream, design, define and destiny). Data collected from the field is analyzed based on predetermined indicators. Researchers conducted a suitability analysis between indicators and field findings. The indicators used are the teacher's ability to take basic learning media materials, the ability to produce learning media, variations in learning media, the use of learning media in the classroom, and the dissemination of learning media production to other teachers. Communication continues to be established with respondents to obtain information on the development of teachers' abilities in using YouTube as a learning medium.

3.1 *The Procedures to Optimize the Potential of Teacher YouTuber*

Using YouTube in learning is a necessity. Teachers already understand that learning patterns have greatly improved compared to learning in the past. The rapid development of information technology has had a significant influence. Wider spaces become easier to reach. Remote places can be connected in one interactive virtual space (Hasan & Anam, 2022).

Previous research conducted by Agus et al. at An-Nizomiyah Elementary School in 2020 found that YouTube containing videos about fairy tales based on thematic books has several benefits. The benefits of using video are moving images display, objects, places and events in a comprehensive manner so as to make it more interesting for students. Students can observe events and record events on YouTube media because the elements of color, sound, and movement are able to make the characters more alive, thus strengthening their understanding and allowing them to understand the content of the story directly. Students can also easily see the process and storyline of the fairy tales presented (Suradika, Gunadi, & Jaya, 2020). Various channels or channels on YouTube can be a source of student learning (Suwarno, 2017). YouTube's advantages as a learning medium outweigh its weaknesses (Hasmiza & Humaidi, 2023).

Learning resources become more diverse by using YouTube. Students' dependence on the material taught by the teacher is reduced. Students can easily access learning materials without having to interact directly with the teacher. The bond between teachers and students becomes threatened if it is not immediately anticipated. The solution to this problem is for teachers to develop teaching methods. YouTube as one of the learning resources and media that is widely accessed by students must be

accessible to teachers. The goal is for students to think that learning from their teachers is as easy to access as other teaching resources on social media (Hasan et al., 2023).

Implementing learning using YouTube media can make students interested, help them understand the material more quickly, be used flexibly in any situation, store videos for a long period of time, and have many features. In the learning process the teacher uses the method of learning while playing. Apart from that, teachers make their own learning videos starting from opening, core to closing activities (Amada & Hakim, 2022). The use of YouTube media increases students' interest in learning (Azizan, Lubis, & Muvid, 2020; Hamidah, Yanuarmawan, & Sukya, 2021) and makes it easier for students to learn (Purwandari, 2019). For learning Islamic Religious Education, YouTube can increase students' motivation, independence and discipline (Permatasari, Amirudin, & Sittika, 2021).

Benefits of YouTube media in the learning process (Kusumaningrum, Unik Hanifah Salsabila, Nanik Rahmanti, Istiani Nur Kasanah, & Dian Sidik Kurniawan, 2022):

1. Delivering learning material.

YouTube has become a means of delivering learning material to students in the world of education today. By providing a variety of educational video content that is easily accessible for free, YouTube allows students to learn from a variety of sources and topics that suit their needs. Through learning videos, teachers and instructors can explain complex concepts in a more visual and engaging way, facilitating better understanding for students.

2. Provide illustrations of learning materials.

YouTube provides excellent illustrations of learning through the various video content available on its platform. With a combination of visuals, audio and text, YouTube allows teachers to deliver learning material in a way that is interesting and easy for students to understand. These videos often include animations, practical demonstrations, and case studies that enrich understanding of the concepts being taught. The ability to combine these various elements allows YouTube to be an effective tool for illustrating learning material clearly and thoroughly to students, facilitating a more efficient and memorable learning process.

3. Provide tutorials on practical material.

YouTube provides tutorials for practical learning material very well through the variety of video content available. From cooking tutorials, music skills, arts and crafts, to programming and design skills, YouTube provides a wealth of resources for individuals looking to learn practical skills. These videos often feature detailed steps, practical demonstrations, and tips from experts in the field, allowing viewers to learn independently and have a hands-on learning experience. Thus, YouTube provides ample access for learners to develop their practical skills in a way that is easy to access and understand.

4. An attractive appearance will motivate students to participate in learning.

YouTube provides an attractive display that can motivate students to participate in learning with enthusiasm. By using animation, graphics and creative video editing, learning content on YouTube is able to enhance the learning experience in an entertaining and interesting way. This attractive display not only makes the learning material easier to understand, but also triggers students' interest in continuing to pay attention and be involved in the learning process. Thus, YouTube is not only a source of extensive knowledge, but also an effective tool in generating student learning motivation through interesting visual experiences.

5. Increase insight into science.

YouTube plays an important role in increasing students' insight into science by providing a variety of educational content that is interesting and easy to access. Through channels dedicated to science, such as science, math, technology, and more, students can explore complex concepts with engaging visualizations and easy-to-understand explanations. From laboratory experiments to explanations of fundamental theories, YouTube allows students to learn from scientists, educators, and experts in a variety of fields, expanding their understanding of the world of physics, biology, chemistry, and other scientific disciplines.

Thus, YouTube becomes a valuable resource for enriching students' knowledge in science, facilitating more interactive and enjoyable learning.

6. Obtain diverse and useful information in learning (Nurhidayati, 2015).

YouTube provides students with access to diverse and useful information in learning through the various content available on its platform. From practical tutorials, academic presentations, panel discussions, to educational documentaries, YouTube provides a wide range of resources covering a variety of topics and presented in a variety of engaging formats. Students can easily find information relevant to their learning needs, whether it is to understand academic concepts, develop practical skills, or explore their personal interests. With the diversity of content on offer, YouTube is an effective tool in expanding students' knowledge and enabling them to engage in diverse and enjoyable learning.

7. Teaching materials can be studied by students repeatedly.

One of the main advantages of YouTube in a learning context is the ability of students to repeat material repeatedly according to their needs. With the replay feature and rewind button, students can easily review specific parts of the learning video that are complex or difficult to understand. This allows them to strengthen their understanding of the material, overcome any difficulties they may encounter, and ensure that they truly understand the concepts being taught before moving on to the next section. Thus, YouTube provides unlimited flexibility for students to learn at their own pace, increasing the effectiveness of learning and ensuring a deep understanding of the material studied.

YouTube is a very useful learning medium because it provides free access to a variety of educational content. With thousands of channels dedicated to learning topics such as math, science, history, languages, and many more, users can choose material that suits their learning needs. These videos are often presented in an engaging and interactive manner, making it easier to understand complex concepts. In addition, YouTube also allows users to study independently and independently, with the ability to set their own learning pace and repeat material that is difficult to understand.

Additionally, YouTube also facilitates inclusive learning by providing automatic translation, subtitles, and customizable video speed options. This enables accessibility for those with hearing or language impairments, as well as providing flexibility for users who wish to customize their learning experience according to personal preferences. In addition, YouTube also facilitates collaboration between learners through comment features, forums, and online communities, where they can share understanding, ask questions, and support each other in the learning process. Thus, YouTube has become a very effective and easily accessible tool for improving the quality of learning at various levels of education.

Through its official website, the Ministry of Education and Culture stated that Merdeka Belajar was initiated to anticipate a slowdown in the development of the competence of the Indonesian generation. Merdeka Belajar essentially means accommodating student interests and providing supporting facilities (Kemendikbud, 2022). The role of students in learning is further explored. Students are guided to be trained to solve problems rather than passively receiving teaching material from the teacher. Problem solving skills will be a skill that determines students' future development. Students who are skilled and independent in solving their own problems will find it easier to adapt to any changes and come up with applicable and relevant solutions themselves (Hasan & Anam, 2022).

Limiting student learning space and time which is the focus of Merdeka Belajar. Attachment to space and time is thought to hinder students from developing their own potential. The solution offered to overcome this is to maximize social media which is widely accessed by students. The role of the teacher is very decisive in this matter. Teachers' abilities in using social media and producing learning media must be improved (Ahdan et al., 2021). Learning media uploaded by teachers to social media must be able to arouse students' enthusiasm for learning, so that motivation for independent learning can grow and develop.

In an effort to optimize the potential of teacher YouTuber in facing Merdeka Belajar, several steps are taken systematically. This method is applied starting from the planning stages, coordinating with various related parties, implementing optimization and evaluating the results. All steps are carried out based on previously established guidelines. These steps are discovery, dream, design, define, and destiny. (Nurdiyana et al., 2016)

1. Discovery

The stages were carried out in coordination with the Head of the Aceh Jaya Ministry of Religion Office to discuss plans for implementing training for madrasah teachers in Aceh Jaya. Then received instructions from the Head of the Aceh Jaya Ministry of Religion Office to be used as initial information in designing the next steps for activities. From this stage, several madrasah teachers were found who had the potential to become teacher YouTuber. This can be seen from several teachers who already have YouTube accounts and have made YouTube media as one of the media and learning resources for students in madrasahs both during the pandemic and after the pandemic.

2. Dream

A meeting was held in the form of a focus group discussion (FGD) in order to listen to the potential that exists in Aceh Jaya madrasah teachers and see what assets will later support the development of teachers in madrasahs, for example, the availability of a Wifi network in each madrasah and the presence of devices such as Android smartphones and laptops owned by each teacher. The results of the FGD with madrasah heads then agreed on the steps that would be taken with the aim of developing or improving teachers' abilities in designing more innovative learning media by utilizing digital media and social media, especially YouTube.

3. Design

Through a focus group discussion, it was agreed to present speakers who were relevant to the material that would be presented to the participants. The participants represented each madrasah with criteria that had been determined jointly by researchers and the Aceh Jaya Ministry of Religion office. The madrasah heads agreed that the form of activity that would be carried out for madrasah teachers would be in the form of workshops to develop and increase teacher potential. Teachers who took part in the workshop were given a questionnaire to determine the initial condition of the teachers' ability to use YouTube media as a learning medium in madrasahs so far. Next, a workshop was held on how to create a YouTube account first, then design a learning model, take and edit learning videos using the application, and upload the finished learning videos to their respective YouTube accounts.

4. Define

During this stage, it was jointly determined that each madrasah would send one teacher as a representative. The activity was carried out for two days to ensure that the teachers were truly capable and competent in implementing learning videos and making YouTube media one of the learning media in madrasahs in the future. During the workshop, the teachers practiced directly how to create a YouTube account first, then designed a learning model according to their respective skills, took videos directly, and edited the learning videos using the application, and uploaded the finished learning videos to their respective YouTube accounts.

5. Destiny

At this stage, assistance is provided in the form of monitoring the development of teacher potential in learning media innovation by utilizing YouTube media. Then, a WhatsApp group was formed as a means of communicating problems that might be found and monitoring teacher development. Madrasah teachers also provide input and support to each other in the form of liking and subscribing to learning videos whose YouTube links are sent to the WhatsApp group of teacher YouTuber

3.2 *Types of Learning Videos Produced by Teachers*

After carrying out the workshop, the teachers succeeded in producing learning videos according to the subjects taught. The workshop was carried out to improve teacher competence,

because Lestari (2021) stated that one of the obstacles to using YouTube in learning was teachers' lack of ability to operate technological devices. There are four variations of learning videos produced via YouTube media, namely:

1. Voice Note Type Video

In this type of video, the teacher conveys learning material by displaying a summary of the material or teaching material using sound and images. The teacher explains the material through a video that only uses sound and images related to the learning material with an explanation model without the teacher in question appearing. For example the video created by Siti Zahara that can be accessed through <https://youtu.be/qoe6PgwqmS0>.

2. Blended voice video

In this type of video, the teacher delivers learning material by presenting a summary of the teaching material using audio and visual media. The teacher explains the material using an explanatory model without displaying their own face. Subsequently, the teacher combines it with classroom activities and involves students in mastering the material. The video is produced by Lisa Rosida and can be accessed through <https://youtu.be/Bdv24vc126M>.

3. Direct Type Video

In this type of video, the teacher displays a video of the teaching and learning process directly in the classroom, which is then videoed and edited to be uploaded to each teacher's YouTube account. This can also be used to see and show the learning process with students directly. For example, the video can be accessed through <https://www.youtube.com/watch?v=eAlA18vNNr98> which was produced by Encang Syarif Hidayat. This type of video also shows directly how the teacher explains the material and demonstrates it, in this case the teacher does not use props or edit the video in the form of an application. The teacher here explains the material just like in the classroom. The video was made by Asyura which can be accessed through <https://youtube.com/shorts/dhWOCmrGnSg?feature=share>.

4. Semi Practical Video

In this type of video, the teacher delivers material directly through self-video using an application, then the teacher combines it directly with learning practice for students. So, the learning video that will be displayed will be material that is explained by the teacher and then practiced by students who have mastered the learning material. For example, the video created by Mariani that can be accessed through <https://youtu.be/jLXVMzEzy1w>.

3.3 Evaluation and Refocusing of Optimization Results

The scope of learning in virtual space is one of the goals of Islamic education in Aceh which is oriented towards convenience and quality felt by students (Hasan, 2023). Aceh, as a province that is very concerned about education, has begun to develop learning in virtual spaces. After a conflict that lasted decades and ended in 2005, the education sector received more attention from the government. To support this, support from educational practitioners is needed in the form of research and training for teachers. The training was carried out in relation to upgrade teachers' abilities to conduct virtual learning, one of which is by developing YouTube-based learning media. Abdulloh, Fahmi and Siswanto (2019) stated that training on the use of YouTube in developing innovative media received a positive response from teachers-

After training was carried out for the teachers, the evaluation stage was then carried out by means of direct observation and surveys at the madrasahs to see the changes that had occurred and the benefits of the activities for madrasa teachers in Aceh Jaya. Direct observations of teachers and students at madrasahs to see the changes that occur in utilizing YouTube social media as a learning medium. The teacher's ability to implement learning videos and make YouTube media one of the learning media in

madrasahs will later be seen and re-evaluated for its strengths and weaknesses, and input and suggestions will be given to develop it better in the future.

The findings at the evaluation stage showed that teachers have developed their skills and processed learning videos. Some of these learning videos are directly related to classical learning, and some are not directly related. Mariyani, after attending the workshop, the number of subscribers and viewers became more than before. Mariyani's YouTube account before the workshop had 130 subscribers. After the activity, her subscribers had increased to 180 subscribers. Learning media content continues to be produced and utilized in the teaching and learning process in madrasahs.

The account owned by Encang Hidayat previously only had 500 subscribers, but has increased to 988 subscribers. Encang Hidayat is one of the most active participants in producing learning videos. Many videos have been uploaded after the workshop activities. According to the information obtained, he was one of the teachers nominated to take part in the selection of digital innovative teachers in making national-level learning videos, by using YouTube.

Furthermore, Sudirman previously had a YouTube account. However, he still rarely uploads videos to his account. So far, Sudirman has taken many videos and pictures related to learning. However, editing capabilities are still limited and the time required is also large, so the work has not been completed. Therefore, the videos and images are still collected in raw form on the device. After attending the workshop, Sudirman has combined various commonly used learning media with YouTube-based learning media.

Next, Siti Zahara does not have many subscribers. However, Siti Zahara has uploaded several videos to her YouTube account. Currently it has 12 subscribers. At first, she was still hesitant about doing video production. She was afraid that the resulting video will not be good and will not have many fans. Apart from that, the equipment for video production is also inadequate. Then, guidance and evaluation was carried out so that several learning videos were successfully produced, even though they had a simple concept.

From the evaluation results, the participants revealed that the training was very helpful in upgrading their knowledge to produce learning videos. Apart from that, it can also increase enthusiasm in producing videos with more attractive concepts and of course can help in the learning process. The students were also very enthusiastic about learning when they were shown videos related to learning. The teachers at the madrasah where Mariyani works have also completed video editing despite all their limitations. One of his colleagues helped in taking pictures during the learning process both inside and outside the classroom. However, there were still obstacles in terms of video editing, which was limited by the availability of time for editing and infrastructure such as Android that supported smooth editing. Sometimes, the Android device would freeze before video editing was complete, disrupting the editing process. The image and sound quality were still limited, resulting in suboptimal videos. Nonetheless, the enthusiasm of Mariyani and her colleagues was appreciated.

Furthermore, Siti Zahara also added that when the editing was finished, there were problems uploading it to the YouTube account. A video in the form of a PowerPoint presentation equipped with sound was uploaded to a YouTube account, but it could not be uploaded. This might have happened because of a lack of support or settings that were not understood, resulting in a failed upload. Apart from that, there was the availability of supporting facilities such as cameras that met standards for taking pictures and cellphones or laptops that supported editing.

According to Septiya, the implementation of the workshop was very good, increasing teachers' knowledge. It's just that Septiya herself was still constrained in terms of time for editing videos. It took quite a long time to edit videos. Furthermore, Siti Sapura also explained that editing videos still required the availability of an Android that met standards. The same thing was said by Zahara, namely the Android collapsed before the editing process was complete. Furthermore, Mauliana said that, so far, there had been socialization with other teachers and sharing information with Encang, who was in the same madrasah as him. Several videos had also been uploaded about learning. Mauliana, apart from being a class teacher, was also the school treasurer. The lack of videos produced was partly due to the

large workload so that the time available was limited for video editing. Apart from that, class hours exceeded 24 hours. This was due to the limited number of teachers in madrasahs, so that the existing teachers had to teach beyond their normal responsibilities, namely 24 hours. There were even teachers who had 28 hours a week.

MIN 1 Aceh Jaya is one of the madrasahs in the digital madrasah experiment. Although in practice it is still conducted via blended learning, namely a mixture of digital and conventional. Because the facilities are inadequate. So far, a room has been designed for the implementation of a digital room, but it is still limited by using the teacher's office space. It has only been implemented in learning evaluation using Quizizz. When teachers saw this application, most teachers said "I want to" because it was easier for teachers to carry out evaluations. Interestingly, this application could immediately determine the student's ranking in the subject exam. Through this application, Encang had gone one step further in carrying out digitalization practices. Likewise in video production, every week there was always a new video uploaded. Even though he was limited in time, Encang always tried to keep producing videos even at the expense of his time home from school. When the other teachers went home, I still stayed at school to edit and upload videos. Some time ago I took part in a teacher competition in the field of video production. As well as being nominated at the national level.

One of the MIN 1 Aceh Jaya teachers, Encang, who has the Cikgu MIN YouTube account, has won second place at the provincial level in the learning innovation teacher category. This selection was based on videos uploaded by Mr Encang on his YouTube account. Most teachers didn't want to upload videos to their YouTube accounts. However, these teachers were constrained by time constraints for editing videos, inadequate editing tools, and so on.

The duration of video production by teachers was at least once a week for some teachers. The videos produced were also varied, not only videos of the learning process and videos as learning media. However, there were also videos about extracurricular activities and videos commemorating major holidays such as birthday celebrations, flag ceremonies, competitions, and so on. Due to limited time, the number of video productions was also limited. Only a few teachers regularly uploaded videos to their YouTube accounts every week.

Even though the use of YouTube in learning has been implemented, its influence on learning outcomes needs further research. Because based on Dwi Parinata's research, there is no significant relationship between YouTube use and learning outcomes (Parinata, 2021). This research can be initial information, so that similar research can be carried out. Different results may be found at different research locations. Setiyana and Kusuma (2021) said that content from YouTube learning media must continue to be developed in order to improve student achievement (Setiyana & Kusuma, 2021). Real-time interaction between content creators (teachers) and students on the YouTube application is thought to also increase student interest (Yudha & Sundari, 2021).

Regarding Merdeka Belajar, the curriculum has only been socialized once with several madrasahs. Information on independent learning was obtained by teachers apart from workshops, also from the Ministry of Religion. Currently, only three madrasahs are in the preparation stage to implement independent learning, namely MIN 1 Aceh Jaya, MIN 9 Aceh Jaya and MTsN 2 Aceh Jaya. These three madrasahs have also implemented digital madrasahs in stages. Merdeka Belajar starts by providing digital-based teaching materials, providing focus and computer laboratories, and preparing digital-based teaching materials. Implementing digital madrasahs requires support from student guardians. MIN 1 Aceh Jaya is trying to disseminate information to parents about the advantages of digital classes compared to regular classes.

The hope is that teacher YouTubers will support the implementation of Merdeka Belajar in madrasahs. Merdeka Belajar is oriented towards releasing the constraints of study time and space as well as optimizing student potential. Students are expected to have flexible study time. By using YouTube as a learning medium, it is hoped that students will receive more support so that their potential in terms of cognitive, affective and psychomotor aspects can increase.

Teachers also have wider access to implement Merdeka Belajar using YouTube media. The boring classroom atmosphere can be reduced through Youtube. The competencies that will be instilled in students are easier to teach. The relationship between teachers and students becomes more interactive. Teachers also have more freedom in supervising student development because learning is not only conventional-based but also digital-based.

3.4 Integration of Research Results with Study Program Subjects

One of the outcomes of the research is the integration of research results with several courses in two departments, namely the Islamic Religious Education Department (PAI) and the Madrasah Ibtidaiyah Teacher Education Department (PGMI). Integration is carried out by aligning research results with learning outcomes in the department. For the Islamic Religious Education, the subjects targeted for integration are E-Learning in the fifth semester (V), Learning Planning and Design in the fifth semester (V) and Micro Teaching in the sixth semester (VI). This is also in accordance with the learning achievements in the skills sector of the Islamic Religious Education Department regarding students' abilities in designing media, teaching materials and learning resources that are relevant, meaningful and innovative. The chart below shows the flow of utilization of research outcomes into the learning curriculum in the Islamic Religious Education Department (PAI).

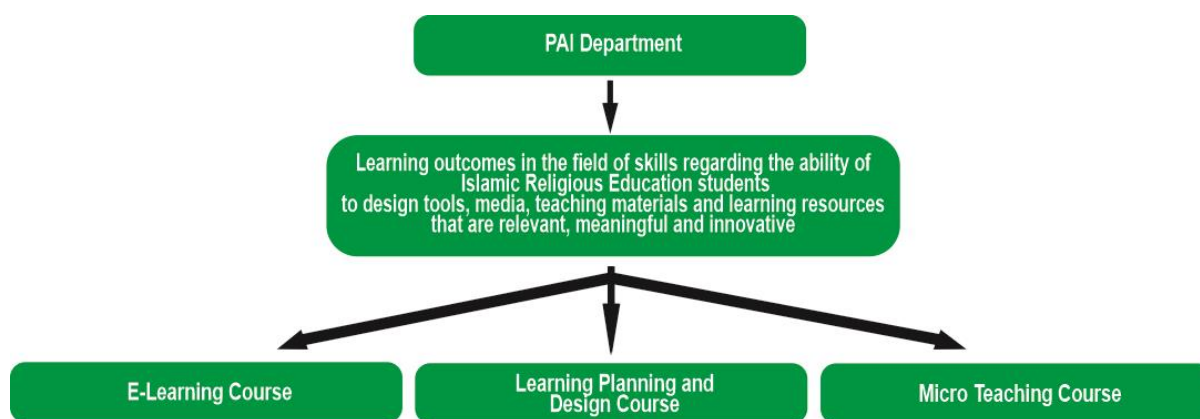


Figure 2. Integration of Research Outcomes into the PAI Department Curriculum

Meanwhile, for the Madrasah Ibtidaiyah Teacher Education Department (PGMI), the results of this research can be integrated with several courses including: Development of information technology-based teaching materials in the sixth semester (VI), Learning Planning and Design courses in the fifth semester (V) and the Micro Teaching course in the sixth semester (VI). These courses are not only integrated with activities, but are also in accordance with the learning outcomes of the department in the field of knowledge and skills of the Madrasah Ibtidaiyah Teacher Education Department regarding students' ability to master the integration of technology, pedagogy, scientific content or expertise, and communication in learning mathematics, natural sciences, social sciences, citizenship and Indonesian. In the Madrasah Ibtidaiyah Teacher Education Study Department, the following is the flow of dissemination of benefits from research outcomes:

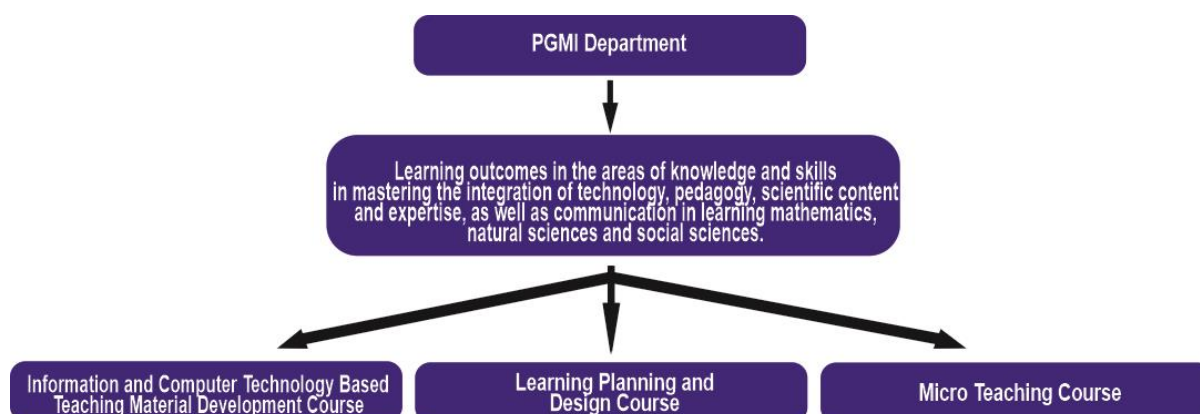


Figure 3. Integration of Research Outcomes into the PGMI Department Curriculum

The chart above shows the form of integration that is applied, namely turning research results into learning material. In addition, research output (reference books and research articles published in international proceedings) is used as a reference in courses in the Islamic Religious Education Department and Madrasah Ibtidaiyah Teacher Education Department. It is hoped that students will always have an open mind towards various uses of learning media that can support learning effectiveness. YouTube is an alternative that can be used. Students are encouraged to be able to use YouTube effectively. More than that, students are also encouraged to be able to produce learning videos that are interactive and relevant to teaching materials according to their respective fields.

4. CONCLUSION

Merdeka Belajar, a compulsory initiative for madrasahs in Indonesia, including those in Aceh Jaya, has demonstrated that YouTuber teachers are well-prepared to embrace this educational reform. This readiness is reflected in their proficiency in utilizing YouTube as an effective learning medium. The incorporation of YouTube into the educational process has proven advantageous for both teachers and students, offering a more flexible learning schedule. Students can access educational content beyond regular madrasah hours, thereby extending the learning environment beyond traditional classroom settings.

The competence of YouTuber teachers is further evidenced by the diverse range of learning videos they produce. These videos come in four distinct types: voice note type, blended voice video, direct type video, and semi-practical video. All these variations have been uploaded to the teachers' YouTube channels, making them easily accessible for student learning. Although the research had limitations and did not quantify the impact of these video types, it suggests a need for further studies to explore this aspect. Understanding the quantitative impact of these videos would help identify the most effective formats, enabling other YouTuber teachers to adopt best practices. The findings of this research have also influenced the curriculum of the Islamic Religious Education Department (PAI) and the Madrasah Ibtidaiyah Teacher Education Department (PGMI), encouraging students to develop skills in creating engaging and educationally relevant videos.

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