

THE APPLICATION OF YOUTUBE MEDIA IN DEMONSTRATION METHODS TO IMPROVE PRAYER IMPLEMENTATION SKILLS

Marhamah Zhilal¹, Muhammad Ichsan Thaib²

Universitas Islam Negeri Ar-Raniry Darussalam-Banda Aceh ¹²

210201118@student.ar-raniry.ac.id

ABSTRACT

The background of the research shows that most students struggle to understand and correctly perform the procedures of Islamic prayer due to the limitations of conventional teaching methods. This study aims to improve students' prayer performance skills through the application of YouTube media in the demonstration method. This research employed a Classroom Action Research (CAR) approach conducted in two cycles. Data were collected through observations of teacher and student activities, as well as assessments of student engagement. The results revealed a significant improvement in teacher activity, student involvement, and student participation during the learning process. The average student engagement increased from 75.76% in the first cycle to 88.25% in the second cycle, while teacher activity rose from 82.35% to 88.2%. Therefore, the use of YouTube media in the demonstration method has proven to be effective in enhancing students' prayer performance skills.

Keywords: YouTube Media, Demonstration Method, Prayer Skills, Students

INTRODUCTION

Education is a planned effort carried out in an effort to develop the potential of students. The implementation of education, especially in teaching and learning activities, will be carried out if the components of education are fulfilled properly. One of the most important components of education in improving the quality of education is teachers. Teachers are the most decisive component and important players in the teaching and learning process. Because the teacher will deal directly with the student and provide educational materials to him (Musfah, 2018).

Teachers or educators as an important component in education must have competence, including personality and attitude in education. This means that educators here are examples that all behaviors and speech will be learned and followed by students. Teachers must also have competence, skills, abilities, and knowledge regarding the material taught to students. As educators, teachers must be able to master the sciences of education and teaching. In addition to teachers being required to do learning planning, the important thing that requires serious attention in conducting learning is the ability to use learning media, as well as learning methods in the classroom (M.Fadhilla, 2023).

For the successful implementation of this learning, of course, there are many factors that affect it, for example, there must be the right materials and the right methods. In this context, a very important aspect in the implementation of learning is the use and utilization of learning media as well as the existence of appropriate learning methods. This research focuses on the application of media in learning methods, especially related to the application of Youtube media in the demonstration method to improve the prayer implementation skills of Grade VII Students of SMP Hang Tuah 2 Medan.

Learning media is a tool in the learning process that aims to facilitate the achievement of learning goals. In another definition, learning media is a tool that can help the teaching and learning process, which serves to clarify the meaning of the message conveyed so that the purpose of the

lesson becomes better (Sanjaya & Budimanjaya, 2017). Learning media is part of the means to improve the activities of the teaching and learning process. In addition to learning media, another important aspect is the method used by teachers in classroom learning (Kustandi & Darmawan, 2020). One of the commonly used methods is the demonstration method. The demonstration method is a way of presenting lessons by showing students about a certain process, situation or object that is being studied, both real and imitation. The demonstration method is widely used in order to get a clearer picture of things related to the process of setting and making something, the process of working on something, and the process of doing something (Nata, 2014).

Learning materials will be delivered well if teachers can choose the right learning media and learning methods. Among the learning media that can be used in the demonstration method is Youtube. Youtube is one of the *platform video Sharing* largest that provides various types of video content, including content that shows the process and procedures of performing prayers. Youtube is a provider of various popular videos, which can be used not only to watch, but to *upload-download* video into it (Solihin & Abdullah, 2023). Youtube was founded in February 2005, by three former PayPal employees, namely Chad Hurley, Steve Chen, and Jawed Karim.

Youtube has a market share of 43%. On October 9, 2006, Youtube was officially bought by Google. Youtube users can upload, watch, and share video clips for free. Generally, videos on Youtube are music clips, movies, TV, and videos made by the user himself. Youtube is a very informative website. Through Youtube, you can get references to everything. Youtube not only contains music videos, movies, and entertainment, but also full of knowledge, such as video tutorials, ranging from learning to cook, playing music, to the field of information technology (Haryanto, 2009).

Along with the development of technology and digitalization, Youtube can be one of the effective tools or media in promoting and demonstrating prayer procedures digitally. Through Youtube, many observers, activists and ustaz/ulama have used this platform as a tool to provide information and education about prayer procedures to the public. Various worship procedural content presented on Youtube, including tutorial videos, panel discussions, animated videos, and vlogs (video-logs) that discuss topics regarding prayer procedures, such as the procedure of prayer intention, the procedure of standing, the veil, reading the verse, procrastinating, prostration until the completion of the prayer process. When talking about Youtube as a medium in learning, Youtube can be an effective means in introducing students or students related to learning materials on how to carry out prayers. With videos on Youtube that are interesting and informative, students can easily understand the procedure for praying well. Because students can directly see prayer movements, read prayers and verses in prayer.

In carrying out learning, especially in the context of using Youtube as a learning medium, teachers are required to be able to create a dialogical learning atmosphere, for example creating a learning situation for children that is creative, active and fun, then providing a wide space for children to be able to explore their potential abilities so that they can be trained and developed. However, in reality, many students who are less active even tend to lack understanding of the material taught by teachers in class. In principle, this is motivated by one of the learning media (Febriana, 2019).

Various learning problems in prayer materials, for example, have not been well understood about the provisions of congregational prayers, *makmum masbuk*, have not dared to sound the *azan* or *iqamah*, causing low learning achievement of students in these materials. Not having memorized

several prayer readings is also an obstacle in learning in prayer material. The main problem is that these conditions make students lazy to learn, they play a lot while studying, and do not pay attention to learning.

Based on initial observations at Hang Tuah 2 Junior High School Medan, especially grade VII of Islamic Religious Education subjects for prayer materials, there are problems with teachers who do not apply the demonstration method, so it is marked that teachers explain a lot of material where students only listen to the material presented. The students also have different catching powers. Some are quick to understand and some are slow in fact, some do not understand what is taught by their teachers at all. Based on the above phenomenon as an illustration of the problem. The method of delivering learning materials is just delivered without ineffective practices used in ongoing learning. There are still students who do not pay attention during learning, when told to practice prayer they cannot imitate prayer movements. Teachers should ideally apply media and methods that are able to make students more comfortable, attractive, better at learning, and develop the potential for student learning integrity, namely by using demonstration methods. The application of the demonstration method in Islamic Religious Education learning is expected to make a positive contribution to students and be able to improve student learning achievement. For this reason, in this study, we want to research the use of Youtube as a learning medium in demonstration methods to improve students' understanding and prayer skills. This research is studied with the title: Application of Youtube Media in Demonstration Methods to Improve Prayer Implementation Skills of Grade VII Students of SMP Hang Tuah 2 Medan.

METHOD

This research is a Class Action Research (PTK) which is carried out in two cycles with the aim of improving the prayer implementation skills of grade VII students of SMP Hang Tuah 2 Medan. Each cycle consists of four stages, namely; 1) Planning The teacher prepares a learning implementation plan using YouTube videos as a medium to demonstrate prayer movements and readings. Observation sheets, worksheets, and other assessment instruments are also prepared. 2) Implementation Teachers show demonstration videos from YouTube, provide additional explanations, and guide students in practicing prayer movements according to the content of the video. 3) Observation. During learning, the observer teacher recorded the activities of the teacher and students using an observation sheet. Assessments are carried out on students' activities, activeness, and skills. 4) Reflection. After each cycle, the teacher evaluates the learning process. Reflection is used to improve the implementation in the next cycle. The data was analyzed quantitatively through the percentage of student and teacher activity and activity, as well as qualitatively through reflection on the learning process.

RESULTS AND DISCUSSION

Observation Sheet of Teacher Activities in Cycle I

Yes	Observed Aspects	Value			
		4	3	2	1
1.	The teacher starts the lesson by saying a greeting.		2		
2.	The teacher prepares the students to start learning.	2			

Yes	Observed Aspects	Value			
		4	3	2	1
	3. Conducting an appendix related to the material to be studied	2			
	4. Modeling through demonstrations		2		
	5. Provide opportunities for students to express initial knowledge about the material to be studied		2		
	6. The teacher divides the students into groups		2		
	7. Provide opportunities for students to Obtain experimental data through observation.		2		
	8. For Activities taking place, teachers evaluate learning outcomes and guiding students in experiments	2			
	9. Provide an opportunity to ask questions if you still don't understand the experiment and are having difficulties.		2		
	10. After the experiment, students are guided by the teacher to discuss the results of the experiment to be written in the worksheet and answer the questions in the worksheet		2		
	11. Facilitate students to present experimental reports for Knowing the student's understanding.		2		
	12. The teacher provides corrections and reinforcement regarding the material being discussed based on previous student conclusions			2	
	13. Guiding students to reflect on the material that has been studied		2		
	14. Provide an opportunity to ask questions about the material being discussed	2			
	15. Teachers give awards to the best group of students	2			
	16. The teacher reflects on the learning that has been carried out		2		
	17. The teacher closes the lesson by praying	2			
Total Values		56			
Presentase		82,35%			

Information:

1. Value 4 = If the teacher is able to do the activity very well.
2. Value 3 = If the teacher is able to do the activity well.
3. Value 2 = If the teacher is not able to carry out the activity.
4. Value 1 = If the teacher is unable to do the activity.

Based on the results of observations made by the observer teacher, the value of the percentage of the activity of the teacher implementing the action can be analyzed using the following formula:

$$\begin{aligned}
 s(\text{nilai persentase}) &= \frac{R(\text{skor peroleh})}{N(\text{skor maksimum})} \times 100\% \\
 &= \times 100\% \frac{56}{68} \\
 &= 82.35\%
 \end{aligned}$$

From the results of the observation of the observer teachers on the activities of the teachers listed in the table, it can be concluded that the teacher's ability to apply the learning model has been at a very good level, with a percentage score of 82.35%. However, there are several elements that must be improved in the next cycle. One of them is to carry out an apperception activity that is to

build the students' initial knowledge and remind them of previous learning before the class starts, giving students the opportunity to ask questions and reflect on what has been learned.

Observation Sheet of Activities of Participants Taught in Cycle I

No	Aspects observed	Group 1					Group 2					Group 3					Group 4				
		a	b	c	d	and	a	b	c	d	and	a	b	c	d	and	a	b	c	d	and
1.	Students answer greetings	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2.	Students listen to explanations from teachers	3	3	2	3	3	2	2	2	2	3	3	3	3	2	3	2	2	2	3	3
3.	Students do questions and answers with the teacher about the previous lesson	2	2	3	2	2	1	3	1	3	2	2	2	2	3	2	2	2	3	2	2
4.	Students listened and were involved in the demonstration	1	2	1	4	1	3	1	3	1	1	2	1	3	2	2	2	3	3	3	1
5.	Students present their initial knowledge of the material to be studied	1	1	3	3	3	4	4	2	3	3	3	3	1	2	3	3	1	2	2	3
6.	Join your respective groups	3	3	2	2	2	3	3	1	2	2	2	3	2	3	1	3	3	1	3	2
7.	Students are involved in experiments conducted according to the LKS guidelines	2	2	3	1	2	1	2	3	4	2	3	2	2	2	1	2	3	2	2	2
8.	Ask questions during the experiment.	1	1	4	3	1	2	1	2	2	2	4	2	4	4	3	3	4	3	3	2
9.	Ask questions during experiments and engage in group discussions and filling out LKS	3	3	2	4	2	3	2	1	3	3	2	2	3	3	2	4	2	4	4	4
10.	Presenting the results of the group discussion in front of the class	2	4	1	3	3	4	2	4	1	4	1	1	2	2	3	4	4	3	1	2
11.	Be involved in concluding the learning material	3	2	1	1	1	2	3	4	3	1	3	2	2	1	2	3	3	2	1	2
12.	Involved in solving problems in the application of initial concepts based on the understanding gained	2	1	3	2	3	3	2	2	2	3	2	3	1	2	4	2	2	1		3
13.	Ask questions about the learning process that has been carried out	1	3	2	2	4	1	3	3	3	1	1	2	2	2	1	1	1	2	3	1
14.	Responding to the award given by the teacher to the best group	3	2	3	1	4	2	1	1	4	2	3	2	3	3	4	3	1	1	2	1
15.	Students and teachers reflect on learning	4	3	1	3	2	2	3	2	1	4	2	1	1	1	3	1	3	3	2	2
Total value		35	36	35	38	37	37	36	35	38	37	37	33	35	36	38	39	38	36	37	34

Presentase (%)	58	60	58	63	61	61	60	58	63	61	61	55	58	60	63	65	63	60	61	56
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Number of percentages	1.205%																			
Average Presentation	50.20%																			
category	Less																			

Information:

1. Value 4 = If the teacher is able to do the activity very well.
2. Value 3 = If the teacher is able to do the activity well.
3. Value 2 = If the teacher is not able to carry out the activity.
4. Value 1 = If the teacher is unable to do the activity.

Based on the results of observations made by the observer teacher, the value of the percentage of the activity of the teacher implementing the action can be analyzed using the following formula

$$M = \frac{\sum X}{N}$$

$$M = \frac{\text{jumlah nilai keaktifan peserta didik}}{\text{jumlah peserta didik}}$$

$$M = \frac{1205\%}{24}$$

$$M = 50.20\%$$

Peerta Didik Activity Assessment Sheet in Cycle I

No	Subject	Activity indicators				Total score	%
		1	2	3	4		
1.	Fahrie Ismail	4	3	3	2	12	75%
2.	M. Haikal Al-Farizi	4	2	3	2	11	68,75%
3.	Muhammad Aditya	3	2	4	4	13	81,25%
4.	Nouval Adrian	4	3	2	4	13	81,25%
5.	Roy Ananda	4	3	3	3	13	81,25%
6.	Dwi Syafila	4	2	2	4	12	75%
7.	Hasya Rahma	4	3	3	3	13	68,75%
8.	Nova Ashari	4	3	3	2	12	75%
9.	Raisya Nadine	4	4	2	3	13	81,25%
10.	T.Luthfiyyah	3	2	4	4	13	81,25%
11.	Umi Zahra	4	3	3	2	12	75%
12.	Kayla Kirana	3	4	3	2	12	75%
13.	Adi Promise	4	2	3	2	11	68,75%
14.	Chairani Manisa	4	3	2	4	13	81,25%
15.	Danuja Pramidita	4	3	2	4	13	81,25%
16.	Dzikri Ahmad	4	3	3	2	11	68,75%
17.	Farhan Giri	4	3	3	2	12	75%
18.	Gisel Trianto	3	4	2	3	12	75%

No	Subject	Activity indicators				Total score	%
		1	2	3	4		
19.	Haikal Kausar	4	2	5	2	11	68,75%
20.	Hanif Abdul	4	3	3	3	13	81,25%
21.	Heflin Rizkii	4	2	3	2	11	68,75%
22.	Latifah Arrum	4	3	3	2	12	75%
23.	Mawarida Ramadani	3	3	4	2	12	75%
24.	Tasya Ananda	4	3	2	2	11	68,75%
Sum						291	1.818.75%
Average Presentation							75,76 %
Category						Good	

$$M = \frac{\text{jumlah nilai keaktifan peserta didik}}{\text{jumlah peserta didik}}$$

$$M = \frac{1818\%}{24}$$

$$M = 75,7 \%$$

Reflection Results in Cycle I

No	Aspects	Reflection results	Repair
1.	Teacher Activities	Because fear Lost time, teachers are too hasty to explain lessons to students	Action teachers should explain learning quickly and accurately
		The teacher has not been optimal in directing students to conclude the lesson	Teachers should select a few students to conclude the lesson, give all students an opportunity to share what they have learned, and let the participating students know in learning activities that they will be rewarded and added value
		Teachers are still not optimal in reflecting on the learning that has been done.	Teachers should ask questions about how students feel and understand after learning with Youtube media and Demonstration methods
2.	Student Activities	Students are less able to express their initial knowledge of the material to be studied	Changing strategies when digging into students' initial knowledge
		Participants educate Lack of ability to ask questions that they do not understand	Teachers should more often provoke students to ask questions that they do not understand

Observation Sheet of Teacher Activities in Cycle II

Yes	Observed Aspects	Value			
		4	3	2	1
1.	The teacher starts the lesson by saying a greeting.	?			
2.	The teacher prepares the students to start learning.	?			
3.	Conduct an appendix related to the material to be studied.	?			
4.	Modeling through demonstration.	?			
5.	Provide opportunities to students to express their initial knowledge about the material to be studied		?		
6.	The teacher divides the students into groups	?			
7.	Provide opportunities to students to obtain experimental data through observation.		?		
8.	During the activity, teachers assessed learning outcomes and guided students in experiments	?			
9.	Provide an opportunity to ask questions if you still don't understand the experiment and are having difficulties.		?		
10.	After the experiment, students are guided by the teacher to discuss the results of the experiment to be written in the worksheet and answer the questions in the worksheet	?			
11.	Facilitate students to present test reports to find out student understanding.		?		
12.	The teacher provides corrections and reinforcement regarding the material being discussed based on the previous students' conclusions	?			
13.	Guiding students to reflect on the material that has been studied		?		
14.	Provide opportunities to inquire about the material being discussed	?			
15.	Teachers give awards to the best group of students	?			
16.	The teacher reflects on the learning that has been carried out	?			
17.	The teacher closes the lesson by praying	?			
Total value		60			
Presentase		88.2%			

Information:

1. Value 4 = If the teacher is able to do the activity very well.
2. Value 3 = If the teacher is able to do the activity well.
3. Value 2 = If the teacher is not able to carry out the activity.
4. Value 1 = If the teacher is unable to do the activity.

Based on the results of observations made by the observer teacher, the value of the percentage of activity of the teacher implementing the action can be analyzed using the following formula:

$$\begin{aligned}
 s(\text{nilai persentase}) &= \frac{R(\text{skor peroleh})}{N(\text{skor maksimum})} \times 100\% \\
 &= \frac{60}{68} \times 100\% \\
 &= 88,2\%
 \end{aligned}$$

Observation Sheet of Activities of Participants Taught in Cycle I

No	Aspects observed	Group 1					Group 2					Group 3					Group 4				
		a	b	c	d	and	a	b	c	d	and	a	b	c	d	and	a	b	c	d	and
1.	Students answer greetings	4	4	4	4		4	4	4	4		4	4	4	3	4	4	4	4	4	4
2.	Students listen to explanations from teachers	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3.	Students do questions and answers with the teacher about the previous lesson	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4
4.	Students listened and were involved in the demonstration	4	4	4	4	4	3	4	3	4	4	4	4	4	4	4	3	4	4	3	3
5.	Students present their initial knowledge of the material to be studied	3	3	3	3		3	3	3	4	3	3	4	4	4	4	3	3	3	3	3
6.	Join your respective groups	3	3	3	3	3	4	3	3	3	3	3	4	4	4	4	3	3	3	3	4
7.	Students are involved in experiments conducted according to the LKS guidelines	3	3	3	3		4	3	3	3	3	3	4	4	3	4	4	3	3	3	4
8.	Ask questions during the experiment.	3	4	3	3		3	3	3	3	4	3	4	4	3	4	3	4	3	3	3
9.	Ask questions during experiments and engage in group discussions and filling out LKS	4	3	3	3		4	3	3	3	4	3	3	3	4	3	4	3	3	4	3
10.	Presenting the results of the group discussion in front of the class	4	3	4	3	3	4	3	3	3	4	3	3	3	3	3	3	3	3	4	4
11.	Be involved in concluding the learning material	4	3	4	3		4	3	4	3	3	3	3	3	4	3	4	3	4	4	3
12.	Involved in solving problems in the application of initial concepts based on the understanding gained	3	4	3	3		4	3	4	4	3	3	3	3	3	3	3	3	4	4	4
13.	Ask questions about the learning process that has been carried out	3	4	4	4	4	4	3	4	4	4	4	3	4	4	3	4	4	4	3	3
14.	Responding to the award given by the teacher to the best group	3	4	4	4		3	4	3	4	4	4	4	3	3	4	3	3	4	3	4
15.	Students and teachers reflect on learning	3	4	4		3	3	4	3	4	3	3	3	4	4	3	4	3	4	3	4
Total value		52	54	54	52	53	53	52	51	54	54	51	54	54	54	54	53	52	54	52	54
Presentase (%)		86	90	90		88	88	86	85	90	90	85	90	90	90	90	88	86	90	86	90
		%	%	%		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Number of percentages		1,737%																			
Average Presentation		72.37%																			
category		Good																			

Information:

1. Value 4 = If the teacher is able to do the activity very well.
2. Value 3 = If the teacher is able to do the activity well.
3. Value 2 = If the teacher is not able to carry out the activity.
4. Value 1 = If the teacher is unable to do the activity.

Based on the results of observations made by the observer teacher, the value of the percentage of the activity of the teacher implementing the action can be analyzed using the following formula.

$$\begin{aligned} \text{s (nilai persentase)} &= \frac{R(\text{skor peroleh})}{N(\text{skor maksimum})} \times 100\% \\ &= \frac{1737\%}{24} \times 100\% \\ &= 72,37\% \end{aligned}$$

Student Activity Assessment Sheet in Cycle II

No	Subject	Activity indicators				Total score	%
		1	2	3	4		
1.	Fahrie Ismail	4	3	3	4	14	87,5%
2.	M. Haikal Al-Farizi	4	3	2	4	13	81,25%
3.	Muhammad Aditya	4	3	4	4	15	93,75%
4.	Nouval Adrian	4	3	4	4	15	93,75%
5.	Roy Ananda	4	4	4	3	15	93,75%
6.	Dwi Syafila	4	3	4	3	14	87,5%
7.	Hasya Rahma	4	4	3	4	15	93,75%
8.	Nova Ashari	4	4	3	3	14	87,5%
9.	Raisya Nadine	4	4	4	3	15	93,75%
10.	T. Luthfiyyah	4	3	4	4	15	93,75%
11.	Umi Zahra	4	3	4	3	14	87,5%
12.	Kayla Kirana	4	2	4	4	14	87,5%
13.	Adi Promise	4	3	2	4	13	81,25%
14.	Chairani Manisa	4	3	4	4	15	93,75%
15.	Danuja Pramidita	4	4	3	4	15	93,75%
16.	Dzikri Ahmad	4	4	3	3	14	87,5%
17.	Farhan Giri	3	4	3	3	14	87,5%
18.	Gisel Trianto	4	4	3	3	14	87,5%
19.	Haikal Kausar	4	3	3	3	13	87,5%
20.	Hanif Abdul	4	4	3	4	15	93,75%
21.	Heflin Rizkii	4	4	2	3	13	81,25%
22.	Latifah Arrum	3	4	4	3	14	87,5%
23.	Mawarida Ramadani	4	3	3	4	14	87,5%
24.	Tasya Ananda	4	4	2	3	13	87,5%
Sum						339	2118,75%
Average Presentation							88.25%
Category						Excellent	

$$M = \frac{\text{jumlah nilai keaktifan peserta didik}}{\text{jumlah peserta didik}}$$

$$M = \frac{2118\%}{24}$$

$$M = 75.6\%$$

Description of Activity indicators:

1. Actively ask questions
2. Active in working on questions
3. Active in expressing opinions
4. Active in answering questions

This second cycle of reflection activity, the same as the first cycle of reflection activities, is carried out by the action implementing teacher and the observer teacher. The purpose of this reflection activity is to reflect on teacher activities, student activities, and student activity in the subject of PAI Youtube media and the Demonstration method after The results of the reflection activity show that the learning process in cycle II has increased both in teacher and student activities. This can be seen from the comparison of the percentage score in cycle I and cycle II.

Teacher activity activities in cycle II increased by 12% from cycle I, with a value of 87.5% in cycle I and 93.3% % in cycle II. The activity of students in cycle 1 increased by 26.6% from 50.20% in cycle I to 72.37% in cycle II. Meanwhile, student activity also increased, with an average percentage in the first cycle of 75.76% being under the good category, and an increase of 10.94%, so that the average percentage score in the second cycle of student activity increased to 88.25% which was included in the good category of sanagat. The results of the comparison showed an improvement in the learning process using Youtube media and the Demonstration method This shows that the research conducted by the researcher has been successful and has been completed until the second cycle.

The application of YouTube media in the demonstration method has a significant influence on improving students' skills in carrying out prayers. This is evidenced by an increase in various indicators of student and teacher activity and activity from cycle I to cycle II. In the first cycle, teacher activity was at 82.35% and student activity was at an average of 75.76%, which is categorized as good but still leaves a number of aspects that need to be improved. The results of the observation show that some of the obstacles faced include teachers are still not optimal in guiding learning reflections, and students are less active in asking questions and conveying initial understanding of the material.

Based on the results of the reflection of the first cycle, various improvements were made in the second cycle. Teachers become more structured in conveying learning, facilitating discussions and reflections, and providing more space for students to explore the material. With this increase, in cycle II, teacher activity increased to 88.2%, student activity increased to 72.37%, and student activity increased to 88.25%, which is included in the excellent category.

This improvement shows that YouTube's integration in the demonstration method is capable; 1) Provide direct and concrete visualization of prayer movements and readings. 2) Motivate students with a more attractive appearance than conventional methods. 3) Foster an interest in learning because students can rewatch videos and follow independently. 4) Improve classroom interaction through hands-on practice, group discussions, and active Q&A.

In addition, the use of YouTube also gives more value in the context of educational digitalization. Students not only become objects of learning, but also become active subjects engaged in technology-based learning. This is in line with the Merdeka Learning approach which emphasizes student independence and creativity. With these results, the research proves that the application of audiovisual media (YouTube) is not only effective in delivering religious learning materials, but also able to form habits of worship practices correctly and pleasantly for students.

CONCLUSION

Based on the results of the research carried out in two cycles, the following conclusions were obtained; 1) The application of YouTube media in the demonstration method has been proven to be effective in improving students' prayer implementation skills. The videos shown provide clear and engaging visualizations of the movements for students. 2) Teacher activity increased from 82.35% in the first cycle to 88.2% in the second cycle, showing that teachers are able to adapt more effective and interactive learning methods. 3) Student involvement and activeness increased significantly, from an average of 75.76% in the first cycle to 88.25% in the second cycle. This shows that students are more interested and involved in learning when using audiovisual media. Thus, the integration of YouTube media in the demonstration method is a learning strategy that can be recommended to improve the learning outcomes of worship practices, especially the implementation of prayer.

REFERENCE

- Febriana, R. (2019). *Teacher Competence*. Jakarta: Bumi Aksara.
- Haryanto, R. (2009). *Smart Internet Browsing*. Depok: Kriya Pustaka Group Puspa Sound-Ikapi.
- Kustandi, C., & Darmawan, D. (2020). *Development of Learning Media*. Jakarta: Kencana Prenada Media Group.
- M.Fadhilla. (2023). *Education Management in Schools According to Medeka Learning Policy*. Jakarta: Kencana Prenada Media Group, 2023.
- Musfah, J. (2018). *Education Management: Applications, Strategies, and Innovation*. Jakarta: Kencana Prenada Media Group, 2018.
- Nata, A. (2014). *Islamic Perspective on Learning Strategies*. Jakarta: Kencana Prenada Media Group.
- Sanjaya, W., & Budimanjaya, A. (2017). *A New Paradigm of Teaching*. Jakarta: Kencana Prenada Media Group.
- Solihin, O., & Abdullah, A. Z. (2023). *Health Communication in the Digital Age: Theory and Practice*. Jakarta: Kencana Prenada Media Group.