International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Optimization Of Youtube As A Media For Deepening Islamic Materials By Teachers At The Darussalam Gontor Modern Islamic School Campus 8 of Aceh

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Abstract

Study This driven by the rapid development demanding digital technology institution Islamic education, including Islamic boarding school, for adapt without lost identity science classic. Problematics main study is how are the teachers at Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 can optimizing YouTube as a learning medium material Islam in the midst challenge selection content, limitations infrastructure, and demands guard values tradition Islamic boarding school. Research This use method qualitative with approach studies case, where data is collected through interview in-depth, observation, and study documentation, then analyzed through data reduction, data presentation, and data extraction conclusion with technique triangulation For ensure data validity. Research results show that YouTube is being exploited as mu'ayyin or means servant in deepening material at the stage i'dad, with selection strategy strict content through filtration ideological, conformity with curriculum, clarity sanad science resource persons, as well as try with syllabus based on attitude caution. Factors supporters covering digital infrastructure and policy flexible curriculum, while obstacle technical and limitations time overcome through anticipatory strategies. Research This conclude that YouTube integration and tradition Islamic boarding school ongoing selective and controlled, so that strengthen quality Islamic education without remove identity Islamic boarding school. Implementation results study covers strengthening digital infrastructure, training Islamic digital literacy for teachers,

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preparation guidelines utilization of digital media based on mark Islamic boarding schools, as well as development curriculum adaptive that accommodates Islamic blended learning.

Keywords: YouTube Optimization, Digital Media, Material Islam, Teacher.

INTRODUCTION

Development digital technology in the 21st century has change fundamentally landscape global education, including in realm Islamic education that has been This identical with tradition science classic. The digital era brings challenge at a time opportunity for institutions Islamic education for adapt method more learning innovative and relevant with demands of the times. Digital platforms like YouTube offer potential big as source learning that can accessible in a way spacious, cheap, and flexible, so that enable the educational process ongoing without limitation space and time that have been This become constraint in system learning conventional (Salsabila, 2022). Phenomenon This demand institution Islamic education, including Islamic boarding school, for do revitalization approach pedagogical without must leave root tradition science that has been woke up during centuries.

Gontor Modern Islamic Boarding School, as one of the institutions the oldest and most prominent Islamic education in Indonesia, has show its capacity in integrate values traditional with demands modernity. Standing since 1926, Gontor has give birth to thousands of alumni spread across various all over the world and contribute in various field life (Rahman, 2025). Success Gontor in maintain its existence during almost One century No let go from his abilities adapt with dynamics of the times without sacrifice principles the basis that becomes foundation his education. In context Nowadays, the use of digital media such as YouTube is one of the form adaptation strategically appropriate reviewed in a way deep, especially in relation with effort deepening material Islam by teachers in the environment cottage.

The presence of YouTube as an internet -based video sharing platform has change method man access and consume information, including in realm education. YouTube currently This recognized as a means of communication the most effective and efficient mass, allowing delivery message to a very wide audience, so that making it a very easy platform accessible For various objectives, including education and socialization (Rachman et al., 2025). For educators, YouTube provides access to diverse content learning that can be enrich insight and understanding they to teaching materials. In the field of Islamic education, this platform offer various content Islam like lectures by scholars, yellow book studies, documentaries Islamic history, until visualization

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worship practices that can become reference valuable for teachers in deepen understanding material Islam (Amrullah, 2024).

Utilization of YouTube in Islamic education has strong foundation in perspective theological, as confirmed in the Qur'an which places the process of learning and development knowledge as foundation main civilization man. The Word of Allah in Surah Al-' Alaq verses 1-5 emphasize importance reading, writing, and utilization means teaching as instrument transmission knowledge knowledge. This verse hinting that Muslims are required For always use various available facilities and media For demand science and develop understanding to religious teachings. In context Nowadays, YouTube can viewed as one of the modern means in line with the spirit of the Qur'an in facilitate the teaching and learning process, provided that its use still is at in corridor values true Islam.

However Thus, the use of YouTube as a medium for in-depth learning material Islam in the environment Islamic boarding school No let go from various challenges and problems that need to be examined in a way serious. Issue necessary center noticed covers quality material, validity information, as well as selection aligned content with rules Islamic teachings (Hasmiza & Humaidi, 2023). YouTube as an open platform allows anyone for upload content without through the verification process rigorous science, so that potential spread understanding religious beliefs that are wrong, partial, or even misleading. This is become challenge alone for Islamic boarding school teachers who are used to with tradition science based sanad and authority clear science in study of classical books.

Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8, as one of the branch from network Islamic boarding school Gontor, which is located in Aceh, is facing challenge unique in integrating digital media into in system education. The cottage was built on a plot of land covering an area of 169,680 m2 in the Village Meunasah Baro, District Seulimeum, Aceh Besar Regency This established as response on disaster earthquake earthquake and tsunami that hit Aceh in 2004 (Idrus, 2026). The existence of cottage This is form real from commitment Gontor in expand access quality Islamic education to various areas in Indonesia, including affected areas disaster. With carry system Kulliyatul Mu'allimin Al-Islamiyah (KMI), Islamic boarding school This make an effort maintain standard the same science with the center is in Ponorogo, while still open room for innovations appropriate local with context and needs local.

The use of YouTube in Islamic Religious Education learning has been proven can increase effectiveness as well as enthusiasm student in learn, because the material presented through video content in auditory and visual tend to more interesting compared to with method teaching

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conventional which only depend on lecture (Istikomah & Rashed, 2022). Findings This show that digital media integration in learning Islam own potential For increase quality education, especially in matter understanding concepts difficult abstract reachable through text of the book only. For teachers, YouTube can functioning as bridge between tradition science classic in nature textual with approach learning contemporary, more visual and contextual, so that capable bridge gap frequent understanding happen in the learning process Islam in Islamic boarding schools.

In the middle dynamics said, the level digital literacy for educators in the process of curation and integration substance from YouTube to in syllabus Islam become factor significant determinants for the success of the educational process. Teachers do not only sued For control material Islam in a way deep, but also must be own ability For sorting and selecting credible and appropriate digital content with curriculum Islamic boarding school (Kurniawan & Akhmad, 2024). Ability This covers aspect technical in operating digital platforms, as well as aspect epistemological in evaluate quality and validity something content Islam. In context Islamic boarding schools, digital literacy must understood No just as skills technical, but also as ability For guard purity faith and tradition science in the middle current increasing information heavy and varied.

Based on observation the beginning at the Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8, visible existence difference in frequency and methods of Islamic teachers using YouTube as a learning medium material. There are teachers who specifically active using this platform as source additional teaching materials, while others still stick to the methods teaching that is common in Islamic boarding schools (Idrus, 2026). The difference This interesting For investigated more carry on use understand factors that influence adoption technology in learning Islam, as well as how strategies are implemented by teachers in choose and utilize appropriate YouTube content with values and curriculum Islamic boarding school. Research about optimizing YouTube as a learning medium material Islam by teachers at the Islamic boarding school This become important For give comprehensive overview about How modern Islamic boarding schools respond challenge digitalization without lost identity and values basically.

Study This motivated by the existence of gap between potential YouTube's role as a digital learning medium and its implementation in the learning environment Islamic boarding schools, in particular in context deepening material Islam by teachers. Problems main issues faced is how are the teachers at Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 can make optimal use of YouTube as a learning medium material Islam without shift values tradition Islamic boarding schools that have take root strong (Idrus, 2026). Besides that, still there is constraint in matter teacher digital literacy, selection appropriate content with curriculum, as well as

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limitations infrastructure that hinders utilization of YouTube in maximum (Hasmiza & Humaidi, 2023). Difference pattern The use of YouTube among teachers is also becoming problems that require study more deep For understand factors that influence it.

Study This own high urgency remember rapid development digital technology that has penetrated the world of Islamic education, including institutions Islamic boarding schools. In the era of digital disruption, Islamic boarding schools sued For adapt without lost teak self and values sublime. YouTube as a video- based platform offers potential big as source Study supporters material Islam, but Not yet Lots research that examines in a way deep How modern Islamic boarding schools integrate this media in the process of deepening material by teachers (Salsabila, 2022). Another urgency lies in the need For identify effective strategies in choose appropriate YouTube content with values Islam and curriculum Islamic boarding schools, so that can become guide for institutions other Islamic education in face challenges of the digital era (Kurniawan & Akhmad, 2024).

Study This aim For analyze use of YouTube as a learning medium material Islam by teachers at the Darussalam Gontor Modern Islamic Boarding School Campus 8 Aceh. In addition that, research this also aims For analyzing teacher strategies in choose appropriate YouTube content with material Islam in the Islamic boarding school mentioned, as well as identify factors supporters and inhibitors in utilizing YouTube as a learning medium material Islam by teachers (Idrus, 2026). Through goals said, research This expected can give contribution theoretical for development of learning media in the context of Islamic Religious Education, as well as give benefit practical for teachers, students, schools, and other researchers in optimize utilization of digital media in the environment Islamic boarding school.

METHOD

Study This use type study qualitative, which is rooted in the setting behind scientific as integrity, relying on man as tool research, utilizing method qualitative analysis in a way inductive, directing target research on business find theory, more prioritize the process over the results, choose a set criteria For write data validity, design study nature temporary and results study agreed upon by the subject research (Syamsuddin, 2023). Selection method qualitative in study This aim For describe and analyze in a way deep about use of YouTube as a learning medium teaching materials by teachers at Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8. Researcher positioning self as instrument key use collect rich and contextual data through interaction direct with informants, with prioritize depth information compared to

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vastness sample.

Study This use method study qualitative with design studies case (Adji, 2024). Approach studies case chosen For get comprehensive, in - depth, and contextual understanding about practice utilization of YouTube as a digital media in learning Islam at the Darussalam Gontor Modern Islamic Boarding School Campus 8 Aceh as unit cases studied. Focus study directed at processes, patterns utilization, as well as teachers' experiences in integrate YouTube into in activity deepening material Islam (Idrus, 2026). Study case in study qualitative allows researchers For examine something phenomenon in a way intensive in context life real and naturalistic, without focus on measurement quantitative or generalization findings, but rather in data mining in the form of experience subjective, perception, motivation, and obstacles faced by teachers.

Study This take location at Darussalam Gontor Modern Islamic Boarding School Campus 8 is located on Jl. Raya B. Aceh-Medan Km. 47.5, Desa Meunasah Baro, Seulimeum District, Aceh Besar Regency, Aceh Province. Election location This based on its relevance as institution education consistent Islamic boarding school apply system distinctive values and curriculum (Idrus, 2026). Primary data source study This originate from subject research that has relatedness close with the phenomenon being studied, with informant main consists of from teachers/ ustadz who utilize YouTube in deepening material Islam, which is chosen Because own experience direct in use of digital media as means learning (Wijaya, 2025). Data obtained through interview in-depth, observation, and documentation use dig comprehensive understanding related practice education and implementation values Islamic boarding school.

In study Here, the data source is selected by purposive sampling, namely technique taking data sources with consideration certain, such as the person considered to know best about what the researchers expected (Suriani & Jailani, 2023). Basis for consideration use purposive sampling technique is Because technique This assessed capable generate more data representative, good from aspect collection and data development. Determination sample done with criteria as following: (1) have experience direct in utilization of YouTube, (2) involved active in learning material Islam, and (3) understanding policy and educational culture Cottage Gontor (Idrus, 2026). Total data source no determined in a way Certain since early, because data collection was carried out until information obtained considered sufficient and capable answer focus study.

Data collection in study This implemented with use three technique main, namely interviews, observations, and studies Documentation (Yuhana & Aminy, 2019). Interview used as means For explore in a way deep about experience teacher's personal life interact with YouTube as digital library (Shafira, 2025). Implementation method interview in research This classified to in

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three category: interview structured For identify steps systematic technical interviews No structured For give freedom for teachers to tell the intuitive process them, and semi- structured interviews For exploring critical teacher strategies in do verification cross between video content with yellow books or reference authoritative others (Kamaruddin et al., 2023).

Observation in study This done with observe in a way direct teacher activities during interact with the YouTube platform as means deepening material Islam (Samad, 2025). Observation focused on skills technical teacher in operate platform features, starting from use of specific keywords until ability they in sorting content based on duration and credibility channel. Observations were also directed at teacher strategies in processing information obtained from YouTube for converted become understanding mature teaching materials, as well as covers aspect environment and consistency media utilization (Luma'ul ' Adilah, 2022).

Studies documentation started with do analysis to the list of educational YouTube channels that are used references by teachers in deepen material Islam, collecting data in the form of profile channel, background behind affiliate organization religious from owner channels, as well as credibility resource person who filled in content (Maulida, 2025). Researchers also conducted review deep to document in the form of a learning video that has been chosen by the teacher, as well as targeting documents official about policy or internal rules of the Islamic boarding school related use of digital media, such as regulations, letters decision caregiver Islamic boarding school, or guide ethics media prevailing social for staff teacher (Idrus, 2026).

Data analysis in study This done through three track activities that occur in a way simultaneously, namely data reduction, data presentation, and data verification (data withdrawal) conclusion) (Rifa'i, 2023). Data reduction is the process of selecting, simplifying, focusing and form sharp, concise, focused analysis, discarding irrelevant data important, and organize the data as method For describe and verify conclusion end (Nafiah, 2020). After the data was reduced, the researcher presenting data that has been collected, which has been focused, summarized, and selected the main things in form to describe in a way short, tables, graphs, which then given explanations that are narrative (Rokmana et al., 2023).

Withdrawal conclusion is activity depict the whole from the object under study, where is the conclusion the initial statement Still nature while and will changed if No found strong and supporting evidence at this stage subsequent data collection (Wau et al., 2022). If conclusions put forward at stage beginning supported by valid and consistent evidence moment researchers return to field collect data, then the conclusions put forward is credible conclusions. After the data has been collected done sorting in a way selective customized with issues raised in research, then

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done processing with the editing process, namely with research back the data obtained, whether the data is Already Enough good and able quick prepared for the next process (Idrus, 2026).

Validity of data in study This guaranteed through three technique examination, namely triangulation sources, triangulation techniques, and member checks (Susanto & Jailani, 2023). Triangulation source done with compare information obtained from various different parties, such as teachers, administrators Islamic boarding schools and documents written (Husnullail & Jailani, 2024). Triangulation technique done with check data to same source However with method different data collection, namely verify results interview deep with observation direct and documentation (Malik et al., 2025). Member checks were carried out with method clarify return results transcript interviews and conclusions temporary to informants For ensure that draft the has in accordance with what they mean during the data collection process, so that avoid error interpretation by researchers as well as give room for informant For repair or complete information (Herijon, 2021).

RESULTS

Utilizing YouTube as a Learning Medium Material Islamic Education by Teachers at Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8

Development technology information in the digital era brings change significant in Islamic education, including in the environment Islamic boarding schools that have been This identical with method conventional. YouTube's presence is not only functioning as a medium of entertainment, but also as source visual learning that helps teachers deepen understanding material Islam like Fiqh, Aqidah, Tarikh, Shorf, Nahwu and others, as well as find a better delivery strategy interesting (Idrus, 2026). At the Darussalam Gontor Modern Islamic Boarding School Campus 8 Aceh, YouTube utilization is carried out in a way selective in the process of i'dad (preparation) teaching), so that digital innovation can walk in harmony with values The Five Souls of Gontor without remove tradition science classic.

Based on results research, found that YouTube understands as means of enrichment material Islam in the environment cottage without shift values base Islamic boarding schools that have take root strong. Head school Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 confirms that digital media is positioned as means supporters deepening material for teachers, not as threat to system education Islamic boarding schools, as statement He said: "At the Darussalam Gontor Modern Islamic Boarding School Campus 8 Aceh, we view digital media such as YouTube as not as threat, but rather as means of enrichment material Islam has great

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potential. However, our principles remain firm: al- thariqatu your aham min al-maddah, wa al-mudarrisu your aham min al- thariqah (method) more important from material, and more teachers important from method). Teachers may innovate take advantage of YouTube, but must still based on values The Five Souls of Gontor like sincerity, independence, and simplicity " (AN, Interview, January 27, 2026).

Placement the function of this media reinforced by policy academic institution, where the part curriculum explain pure YouTube position as a learning medium that is supporter (mu'ayyin) for teachers in the i'dad process (preparation) teaching). In the interview, he said: "We are looking at YouTube as mu'ayyin (means assistant) for teachers in strengthen i'dad in the middle tradition book literacy. The urgency lies in its ability visualize material abstract to be more easy understood. We provide room for the ustadz For experiment using digital media, however still in corridor KMI's method. Every innovation must referring to standards learning and not may go out from values base cottage " (AA, Interview, January 27, 2026).

Utilization this visual aspect in a way practical assist teachers in to concretize material abstract Islam. In line with matter said, the results interview with one of the teachers at the Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 shows that YouTube is really utilized as means i'dad (preparation effective teaching) For deepen understanding to material lesson. The teacher revealed: "When I not enough understand the details of something material in the book, I look for visual references on YouTube for understanding I become more intact. Usually I take advantage of feature pause and replay for dissect the hard part, and speed up to efficiency time..." (MNA, Interview, January 27, 2026).

Observation result show that the teacher at the Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 integrates YouTube as a instrument supporters in preparation teaching. Activities This done with access content material Islam use expand horizon understanding before face to face with students in class (Idrus, 2026). Based on results interviews and observations, can concluded that Utilization of YouTube at Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 is running in harmonious pattern between tradition and innovation. Leadership cottage open room movement for teachers to innovate, part curriculum arrange limitations and guidelines in use of digital media, while teachers as perpetrator direct take advantage of YouTube to deepen mastery material Islam.

Findings This in line with theory condition learning and events learning proposed by Gagné and Briggs (1979), who emphasized that effective learning must arranged in a way systematic through stages learning that supports internal learning processes participant educate. In context

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Islamic boarding school, position of books and explanation oral as center learning show that the teacher has fulfil condition main learning in the form of initial stimulus presentation and structuring information. YouTube then present as a functional deepening medium For strengthen stages certain in incident learn, not as substitute for the learning process main findings (Kurniawan & Akhmad, 2024). Nawwaroh and Istikomah (2022) also showed that YouTube is effective in increase understanding participant educate through visualization and presentation flexible material, but in context Islamic boarding schools, YouTube's flexibility is limited by rules and values institution.

Teacher Strategy In Choose Appropriate YouTube Content With Material Islam at the Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8

Utilizing YouTube as a supporting media in deepening material Islam demand existence attitude selective and careful tall from the teachers at the Darussalam Gontor Modern Islamic Boarding School Campus 8 Aceh. In context Islamic boarding school, freedom innovate always balanced with not quite enough moral responsibility for guard purity values Islamic education based on the KMI method. Therefore that, every teacher does not only play a role as digital media users, but also as filter confirming values (filters). that every content used truly in accordance with standard science and principles Islamic boarding schools (Idrus, 2026).

Effort maintain originality mark the become crucial in the middle current digitalization. Head School Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 explains that challenge main in utilization of digital media, especially YouTube, not lies in the aspect technology, but rather on the ability guard purity mark manhaj Gontor. Related urgency said, he stated: " Challenge our biggest is keep the influence outside No distort values KMI's method. On YouTube, there are many content that is visually appealing, but contents bring understand or fanaticism group certain contradictory with principle Gontor which ' Stands Above and For' All Group '" (AN, Interview, January 27, 2026).

Attitude selective This in line with policy institution, where the Curriculum Section Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 emphasizes that institution has set guidelines and standards special in use of digital media. In the interview explained: " Curriculum set that digital media is just as mu'ayyin (assistant) in teaching. Criteria mainly is content must in harmony with KMI's method and not contain fanaticism group. Teachers must selective choose resource person who has sanad clear and moderate science. In essence, technology used For strengthen understanding the book, not For shift values noble and traditional

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science cottage. Criteria our main thing is Munasabah (conformity) between fill the video with KMI Manhaj..." (AA, Interview, January 27, 2026).

As for the results interview with one of the teachers at the Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 depicts How practice selection content done in a way directly in the field. The teacher explain with details steps taken before using video as reference learning. In his narrative stated: " Consideration main I is clarity sanad science sources and the credibility of the channel. I have to ensure the video content is really in accordance with KMI Curriculum and not bring understand ashabiyah (fanaticism) group). I am very ihtiyat (careful); If the source doubtful, no will I make it as mu'ayyin. This matter important to maintain purity science so that the material arrives to students still in accordance with values and standards education cottage " (MNA, Interview, January 27, 2026).

The teacher also explained step technical in filter relevant content with curriculum: " My strategy in filter content is with do muqobalah (direct pairing) between fill the video with syllabus KMI curriculum. I just take relevant points For clarify the material being discussed discussed " (MNA, Interview, January 27, 2026). The teacher also explained attitude caution to possible content deviate visually or ideological: " My way is with behave ihtiyat (careful) in selecting channels and sources. I prioritize content from alumni or institutions that share the same line of thinking with cottage " (MNA, Interview, January 27, 2026).

Based on field observations, it can be seen that the teachers implement selection selective content towards the YouTube platform. Attention main given on synchronization material with KMI Manhaj and credibility speaker. During the process, the teacher keeps away self from content that is sectarian and only filter aligned parts with discussion of the book (Idrus, 2026). Practice This confirm YouTube position only as a supporting media that does not shift the position of the book as source main.

Findings This own strong relevance with Learning Media Theory put forward by Azhar Arsyad (2011), who stated that learning media is tool functional aids For clarify message learning and support achievement objective learning, so that the election must customized with goals, materials, and values education adopted institution. The research results of Kurniawan and Akhmad (2024) also confirmed that use of YouTube in Islamic Religious Education learning only will impact positive when the teacher plays a role active as manager and filter content. Emphasis on teacher control in study the in line with findings study this, where the teachers at the Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 carries out selection strict to content based on suitability with KMI Manhaj and curriculum cottage. Anggraeni and Irfanullah

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(2024) also showed that digitalization learning Islamic boarding school YouTube based requires mechanism curation strict content so as not to shift authority science and tradition Islamic boarding school.

Factor Supporters and Inhibitors In Utilization of YouTube by Teachers at Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8

Presence digital technology in modern Islamic boarding schools becomes part from dynamics new ones that require readiness infrastructure, policy adaptive, as well as teacher's ability in manage the media with still based on values manhaj Gontor. Factor supporters and inhibitors in utilization of YouTube in the environment cottage This show existence balance between Spirit innovation and commitment guard tradition Islamic education which has long been rooted (Idrus, 2026).

Factor supporters main seen in readiness means infrastructure. Interview results with Head School show that party leadership give attention Serious to availability facility supporters utilization of digital media, as statement he: " Availability device like projectors in related units, internet access for teacher references, as well as provision facilities in the room or we have prepared it in each office use support need curriculum..." (AN, Interview, January 27, 2026). This in harmony with results interview with the Curriculum Section showing that support institutions to YouTube utilization is focused on aspects teacher empowerment: " Our support from the Curriculum Section focused on empowering teachers to be able to utilizing YouTube as an effective supporting media in teaching. We provide freedom for teachers to explore digital reference use deepen understanding they to material before enter to class. Strategic steps institution is facilitate teachers with adequate digital infrastructure in unit offices for support the muthola'ah process and creation i'dad (preparation teaching)" (AA, Interview, January 27, 2026).

Related condition real in the field, results interview with the teacher showing more views technical and practical: " Our success in using YouTube as a supporting media deepening material is largely determined by three factor First, the stable internet speed at the unit office really helps the muthola'ah and search process. material in a way efficient. Second, access adequate equipment in each room makes it easier for us to compile i'dad with more easy " (MNA, Interview, January 27, 2026).

However Thus, the teacher also acknowledged existence obstacle in field practices, both of a practical nature technical both technical and non- technical. As explained: " In in practice, we often face obstacles of a nature technical both technical and non- technical. In technical,

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constraints main is fluctuations internet speed during peak hours preparation teach as well as limitations amount multimedia devices that must be used alternate between teachers. However, what is more challenge is non- technical constraints, namely limited time (dhikul waqt) for selecting content in a way deep in the middle dense discipline devotion " (MNA, Interview, January 27, 2026).

The teacher also explained step The solution he provided: " Using YouTube for us is not just displaying video, but instead part from the process of muthola'ah (deepening) in -depth material. For get around disturbance signals and advertisements, I do curation and downloading material Far before timetable teaching. This is allows I For examine replay video content offline repeatedly ensure accuracy his knowledge " (MNA, Interview, January 27, 2026).

Based on findings at the location research, monitored that effectiveness YouTube usage is highly dependent on stability internet access and facilities support others. Although Thus, research take notes existence factor inhibitor in the form of constraint technical network as well as non- technical constraints like limitations duration consequence management time strict Islamic boarding school (Idrus, 2026). Conditions the become variables determinant to what extent teachers can rely on YouTube in preparation teach.

Factor supporters and inhibitors in this use of YouTube own close relationship with theory learning proposed by Oemar Hamalik (2010), who views learning as something a system consisting of on component objectives, educators, media, methods, and environment learning. findings study show that availability digital infrastructure, support institutions and roles part curriculum become factor supporters main thing that allows YouTube to be utilized as a media for mu'ayyin in activity i'dad guru. Condition This reflect harmony between component learning as put forward Hamalik, where the learning media can functioning in a way effective if supported by the environment and policies conducive institutions. On the other hand, obstacles technical and non-technical show existence limitations on components environment and conditions learning, but the teacher's anticipatory strategies in downloading and curating more YouTube content beginning reflect the role of teachers as manager adaptive and responsible learning answer (Rahmawati, 2021).

DISCUSSION

Utilization of YouTube by teachers at Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 reflects the adaptation process selective pedagogical to digital technology. In framework This, YouTube is positioned No as source main, but rather as a medium for deepening

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material functioning Islam For enrich and clarify material that has been delivered through method learning classic. Permanent teacher placing the book and explanation oral as center learning, while YouTube is present as complement For give description concrete in material that is conceptual, contextual, and historical (Idrus, 2026). In perspective Islamic education, the use of YouTube as a medium for in-depth study can understood as form utilization means (means) for reach objective the aim (goal) of education, namely formation understanding complete and moral Islam.

Findings study show that Utilization of YouTube at Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 is underway in a way conscious, structured, and situated in framework education Islamic boarding schools that are oriented towards formation character and understanding Islam. YouTube is understood as means supporting, not threat for Islamic boarding schools ; the use of YouTube must be in line with values Panca Jiwa Gontor ; YouTube is utilized in a way directed in activity i'dad ; curriculum functioning as directors and controllers digital innovation ; YouTube plays a role as supporting visual media book literacy ; teacher demonstrates ability critical and planned digital literacy ; and combination between tradition Islamic boarding schools and digital innovation are taking place in harmony (Idrus, 2026). This is in accordance with the opinion of Kurniawan and Akhmad (2024) who stated that utilization of YouTube in Islamic Religious Education learning is able to increase quality learning if used as a supporting media and is in teacher control.

Teacher strategies in choose YouTube content is based on efforts guard purity KMI Manhaj as foundation education Islamic boarding school. Selection process done with consider aspect filtration ideological so that the content used still in line with principle moderation and the values of " Standing Above and For" All Group " (Idrus, 2026). Curriculum play a role set guide as well as standard eligibility content, while clarity sanad and credibility science source person become condition main in determination choice. Teachers also do try between video content and syllabus For ensure suitability material without change the substance of the book. The entire process based on attitude caution as principle the basis for maintaining the use of digital media controlled and in harmony with values Islamic boarding school. Findings This own strong fit with results study Anggraeni and Irfanullah (2024) who showed that digitalization learning Islamic boarding school YouTube based requires mechanism curation strict content so as not to shift authority science and tradition Islamic boarding school.

Factor supporters main in YouTube optimization at Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 includes support digital infrastructure (internet access, multimedia devices), policies flexible curriculum, as well as teacher readiness in manage digital

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media professional. Meanwhile factor inhibitor covering limitations time, disturbance technical network, as well as dense activity community service Islamic boarding schools (Idrus, 2026). Although Thus, teachers are able to overcome it with anticipatory strategies like download videos for offline access, selecting content Far day, and integrate material to in i'dad in a way effective. Findings This strengthen results study Rahmawati (2021) stated that that success utilization of digital media in learning is greatly influenced by readiness infrastructure, support institutions, as well as teacher's ability in manage limitations technical and time.

In a way Overall, the use of YouTube by teachers at the Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 reflects form real from integration between tradition science Islamic boarding schools and digital innovation. Practice This walk balanced between values Panca Jiwa Gontor (sincerity, simplicity, independence, Islamic brotherhood, and freedom) with demands of the digital era that emphasize efficiency, creativity, and adaptation technology (Idrus, 2026). Research This strengthen view that effectiveness utilization of learning media No only determined by technology, but also by the teacher's ability to manage all over component learning in a way integrated and contextual. This digital media integration No erode tradition, but rather precisely strengthen quality adaptive, character-based, and modern Islamic education.

CONCLUSION

Utilization of YouTube by teachers at Darussalam Gontor Modern Islamic Boarding School Aceh Campus 8 reflects integration harmonious between tradition science Islamic boarding schools and digital innovation. YouTube works as mu'ayyin or means servant in deepening material Islam at the stage i'dad, not as substitute for the book and explanation teacher's speech. Its use still based on values Panca Jiwa Gontor and is located in control curriculum so as not to deviate from KMI's manhaj. YouTube plays a role visualize draft abstract so that support book literacy, while the teacher demonstrates critical and planned digital literacy. Selection strategy content done through selection strict with consider filtration ideological, conformity with curriculum, clarity sanad science resource persons, as well as try with syllabus, which is based on attitude caution. Factors supporters covering digital infrastructure and policy flexible curriculum, whereas obstacle technical and limitations time overcome through anticipatory strategies like video downloading and curation content in a way systematic. Integration of technology and tradition Islamic boarding school ongoing selective and controlled, which is precisely strengthen quality Islamic education without remove identity Islamic boarding school.

Study This give implications practical for development learning in the environment Islamic

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boarding school. The institution is recommended expand digital infrastructure, improving internet speed, providing training Islamic digital literacy, as well as compile guidelines utilization of digital media based on mark Islamic boarding schools. Teachers are encouraged increase ability digital literacy and criticism epistemological in choose content, as well as become curator digital values and role models for santri. Developer curriculum need integrating traditional books with digital sources through curriculum adaptive that accommodates Islamic blended learning. Researchers furthermore recommended explore impact YouTube's pedagogical and spiritual impact on motivation and effectiveness Study students, as well as do studies comparative inter-Islamic boarding schools. In general area, results study This can become reference for institutions Islamic education in develop an integration model technology that remains stick to values tradition, where digital innovation is seen as opportunity strengthen quality adaptive, character-based, and student-oriented education progress without lost identity authentic Islam.

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