# Youtube Free Quran Education
# As a Source of Islamic Education Learning Materials and Media

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## Abstract

*This study aims to analyze the animated content of YouTube Free Quran Education channel for the reference of Islamic education material and as a learning medium in the learning of Islamic Religious Education (PAI) in schools. This study uses qualitative methods with content analysis. All data was taken by taking eight videos contained in the YouTube Free Quran Education channel randomly, then continued to the identification, classification, and analysis of the contents of animated content. Overall the results of the study indicate that there are six contents of Islamic education material that can be used as material or references in the learning of Islamic Education for teachers in schools. The six materials are the education of the Qur'an, Islamic history, fiqh, aqidah, hadith and akhlaq (morality). Besides being able to be used as a reference for teachers, the YouTube Free Quran Education channel can also be used as a medium for teachers and as a support for independent learning for students at home, because all of the material can be accessed by students whenever and wherever they are.*

**Keywords***: YouTube Free Quran Education, Materials, Media, Learning, Islam.*

## Abstrak

*Penelitian ini bertujuan untuk menganalisis konten animasi kanal YouTube Free Quran Education untuk refrensi materi pendidikan Islam dan sebagai media pembelajaran dalam pembelajaran Pendidikan Agama Islam (PAI) di sekolah. Penelitian ini meggunakan metode kualitatif dengan konten analisis. Seluruh data diambil dengan mengambil delapan video yang terdapat dalam kanal YouTube Free Quran Education secara acak, kemudian dilakukan tahap identifikasi, klasifikasi, dan analisis muatan konten animasi. Secara keseluruhan hasil penelitian menunjukkan bahwa terdapat enam muatan materi pendidikan Islam yang dapat dijadikan sebagai materi atau refrensi dalam pembelajaran Pendidikan Agama Islam bagi guru di sekolah. Enam materi tersebut adalah pendidikan Al-Quran, sejarah, fikih, akidah, Hadis dan akhlaq. Disamping dapat dijadikan sebagai refrensi bagi guru, kanal YouTube Free*

*Quran Education tersebut juga dapat dijadikan sebagai media bagi guru dan sebagai penunjang pembelajaran mandiri bagi peserta didik di rumah, karena seluruh materi tersebut dapat diakses oleh peserta didik kapanpun dan dimanapun mereka berada.*

**Kata kunci***: YouTube Free Quran Education, Materi, Media, Pembelajaran, Islam*

**Introduction**

Globalization has led to a shift in custom in the world of education from conventional face-to-face meetings to become more overt. Education in the future will be more flexible, open, and accessible to anyone without gender and age limits. Information networks will play more roles that enable students to interact and collaborate so that they are not only oriented towards school buildings (Alenezi, 2015 & Budiman, 2017; Lubis et al., 2011). In dealing with these situations, education needs to make adjustments to be relevant to the time demands. According to Nata (2016) & Engkizar et al., (2018), the concept of education in the global era must be comprehensive, where education can balance and integrate the concepts of cognitive, technological, self-actualization, social reconstruction, and academic rational. The impact of technology-based media education that is growing rapidly today has affected all fields of education both in primary, secondary, and even tertiary education, including the Islamic Religious Education scope.

To support these efforts and achievements, the role of media as a form of digital learning in the global era is needed, one of which is through digital content. Digital content is inseparable from the life of millennial generation. Based on data from the Indonesian Internet Service Providers Association in 2018, digital content is included in the 10 major categories of the main reasons people use internet. This phenomenon is a remarkable potential, especially for the world of Islamic education in the effort of Islamic education through digital content.

Seeing that such great potential, currently an online Islamic education learning media has been available, namely Youtube Free Quran Education or better known as FQE. In principle, this media is presented to answer the challenges of media and technology development in the current era in the realm of Islamic education. With an attractive illustration and animation design, Free Quran Education can design the

lecturers' lecture and international academics such as Nouman Ali Khan, Yaseer Qadhi, Mufti Menk, Sheikh Bilal Philips, Omar Suleiman. The concept is to package videos of Islamic learning in the form of illustrations so as to create a more interesting impression and in accordance with the demands of the times and technology.

The YouTube Free Quran Education channel is an animated video project created by an animation studio from Indonesia named Darul Arqam Studio initiated by a Muslim youth named Maaz Aslam from Pakistan and Erfian Asafat from Indonesia. This studio has about more than 30 full-time-working illustrators and also a number of volunteers who help make videos quicker (Lestari, 2017; Saputra & Purnama, 2011).

Thus far, the Free Quran Education YouTube channel has uploaded 1,681 videos with a total of 48,404,475 views since 2014. Noted that there are volunteers from 12 countries who have made translations and made these YouTube channels with their respective languages. This is an obvious evidence that Islamic learning through animated videos has received many positive responses. Currently, Darul Arqam Studio is the largest non-profit animation studio in the world with 99% of funding sources using crowdfunding concepts that are able to reach donors around the world. All contents contained in this YouTube channel are completely free without ads (AdSense). This article would analyze whether the forms of Islamic educational material content contained in the Free Quran Education animated video content, as well as the extent to which the contents can be used by Islamic Religious Education teachers as a medium of Islamic religious education learning for students in schools.

## Literatur Review

Research related to the use of instructional media in schools has been widely carried out by previous researchers, for example Hardianto (2011) who concluded that currently the media is very important to be used by educators including Islamic Religious Education teachers in learning activities. Moreover, according to the results of Waldron's research (2013), Agusti et al., (2018), Zafirah et al., (2018), Yusnita et al., (2018) the use of instructional media has been able to influence the

interests and learning outcomes of students, therefore teachers need to design the learning with a variety of approaches including using media technology, because the task of a person in learning is not only as a designer of learning plans manually such as syllabi or plans learning but is also required to be creative in designing various media that can support learning outcomes.

The importance of the use of instructional media in Islamic education is also expressed by Arwani (2011), the research conducted found that if teachers were creative and able to use media in learning, it turns out the learning atmosphere would be more interesting and even able to increase students' motivation. Among the multimedia, those that can be used by the teacher are text, graphics, sound, animation, and images.

Basically, the use of media is not only to increase students' understanding and motivation in learning, but based on the results of a research conducted by Agus (2019) the use of learning media such as audio visuals is also proven to be able to develop and enhance students' hearing sensory stimuli in Islamic religious learning. Visual media also plays an important role because it can foster students' interest and connect the material contents with the real world. By using these media, learning materials can be presented more attractively and in more effective ways.

With regard to the use of Free Quran Education as a source and medium of learning as an issue to be discussed in this article, according to Ab Rahman et al. (2015) & Jaafar et al., (2020) as a global source of information, YouTube channel has caused Muslim youth, especially in Malaysia, to face new challenges. Because YouTube channel is available in the form of digital technology, information can be obtained quickly, especially at a relatively low cost. Similar to the research results of Iqbal et al., (2019) the use of YouTube as a learning medium can be used to find additional learning materials that can improve the quality of learning and teaching in the classroom, students can also obtain up-to-date learning resources.

The significance of using media as a learning tool in Islamic education is not only needed to be integrated in schools, but is also needed at the tertiary level. As revealed in the research results conducted by Engkizar et al., (2018) that the

development of information technology in the world of education at this time has affected humans' perspective in various fields. Precisely the field of education is one of the most leading in adapting, certainly, teachers in Islamic education should not last the old ways of learning. The above opinion is also supported by Jusoh & Jusoff (2009), Albantani & Madkur (2017), Kasmar et al., (2019) which state that it is the time for the design of Islamic education learning in one strategy to change so that Islamic education can compete in the future.

Referring to some of the results of the study above, in general terms, the author can conclude that the use of media in Islamic learning is time to be integrated in learning material because it is very effective in enhancing students' motivation, interest, and learning outcomes in Islamic education learning. However, the use of audio-visual media as a learning medium is also not kept out to globalization which brings changes in almost all aspects of people's lives. The flick of the internet brought by the flow of globalization also brought up other audiovisual media innovations, one of which is YouTube. As one of the most well-known platforms in Indonesia, YouTube is now one of the most potential audiovisual media platforms as a learning medium.

**Method**

This research used a qualitative method with content analysis approach, all data are entirely sourced from ten videos on YouTube Free Quran Education channel. According to Downe (1992) & Guthrie et al., (2004), Schreier (2012), Engkizar et al., (2018), a research approach with the design like this can be used to discuss problems, issues or specific topics sourced from videos, media, and literature that are collected as a whole to then take themes that are in accordance with the data needed. After all data collected by the writers, the next step was selecting the data needed in line with the issues raised in this article. The research stages in this way are also in conformity with Hsieh & Shannon's contention (2005), then Anderson (2007) also explained that the discussion of research results with a content analysis approach can be carried out by using the main theme or commentary in consonance with the issues and the problem discussed.

**Findings and Discussion**

Based on the analysis results conducted by the writers on eight videos contained in the YouTube Free Quran Education channel, in general the writers found six Islamic educational materials. The six materials cover Al-Quran learning, Islamic history, *fiqh, aqidah, hadith* and *akhlaq*. For more details, in the following table 1 the writers describe the video content with the Islamic Religious Education materials which always become compulsory materials for students in learning Islamic Education in schools.

**Table 1.**
**Description of sources of Islamic Education material**
**in the YouTube Free Quran Education channel**

| No | Video Name of Free Quran Education | Description of the Source of Islamic Education | Integration for Islamic Education Subject |
|---|---|---|---|
| 1 | The interpretation of Surah Al-Kauthar (Kinetic Typography) | *Explanation of the Qur'an Interpretation of Surah Al-Kausar by Nouman Ali Khan in the interpreting style of thematic methods* | *Understand the content, memorize, write short surahs in the Qur'an; practice the verses of the Qur'an; understand the main points of Qur'anic interpretation* |
| | Barrier between Sweet and Salty Waters (Miracles of The Qur'an) | *Explain the correlation of verses of the Qur'an in the context of natural events that occur* | |
| | Understand & Memorize Qur''an Project: Surah Al-Balad | *Explanation of the meaning of Surah Al-Balad and types of motivation for memorizing the Qur'an* | |
| 2 | The Greatest Man: The Greates Trial of Rasulullah Eps. 4 | *Explanation of the historical story of the Prophet Muhammad in the facing various tests when spreading da'wah* | *Recognize, identify, emulate, and take ibrah from the pre-Islamic Arabian history, the history of the Prophet Muhammad, Khulafa al-Rashidin, important events in Islamic history* |
| 3 | Understand Qur'an and Salaah The Easy Way: 1a | *Explanation of the rules of language in the Quran and to understand the Salaah recitation* | *Acknowledge, understand and implement Islamic law that is related to the pillars of Islam and those correlated with worship and its practices* |
| 4 | Best Motivational video ever: My Rabb is Allah | *Explanation of the concept of God in Islam and the principle of trusting Him in all situations* | *Acknowledge and believe in the pillars of faith ranging from faith in God to faith in Qada and Qadar* |

| | | | |
|---|---|---|---|
| 5 | Power of Dua: Even Shaytaan Duas was Answered | *Discussing the hadith of the Prophet Muhammad. about 3 ways Allah grants His servant's prayer (HR. Ahmad)* | *Memorize, understand the meaning, and practice the selected hadiths about morality and pious deeds* |
| 6 | The Attitude of Someone Who Truly Has Knowledge: Nouman Ali Khan | *Explanation of the moral principles that knowledgeable people should have* | *Habituation in the practice of morals and laudable manners and keeping away from bad manners* |

Islamic education is an educational process that has Islamic values orienting towards two goals, namely world life and the hereafter (Mappasiara, 2018). In addition, Islamic education is also used as a center in molding students who are characterized, responsible, with integrity, thinking critically in accordance with Islamic teachings and values (Murniyetti et al., 2016). Moreover, Islamic education is a means of transforming religious knowledge into values and morals to form attitudes that can control behavior so as to create the true human characters (Ainiyah, 2013 & Burde et al., 2015).

The learning media is a way or a means of communication connecting between educators and students to improve the effectiveness of communication and interaction between the two in the learning process at school (Umar, 2014). This means that the potential of technology application as a medium of learning today is very wide because, in general, students in Indonesia are the most users of Information Technology in the world (Adiarsi et al., 2015). Integrating technology in learning media is very important because it can facilitate the transfer of knowledge and manage information. Technology integration in learning media can play a role in developing thinking skills, developing skills, increasing professionalism, and increasing motivation by making schools as creative and dynamic learning institutions (Promadi 2010; Sholihah, 2012).

Digital learning media is one of technology-based education. Digital learning implements a web-based or digital learning system that allows students and instructors to communicate interactively. There are at least two advantages of digital media as learning media, they are fun media and the interaction done in real time or

a real time (Erhel & Jamet, 2013; Mulyaningsih et al., 2017). In discussing about education and learning through media, it is necessary to comprehend the concept of educational methods in Islam. The educational method in Islam is a tool used in the learning process with the aim of forming attitudes and human personality based on the principles of Islamic teachings in consonance with the Qur'an and Hadith in both formal and informal learning so that education runs effectively and efficiently (Hai, 2017).

The development of media and technology demands alteration in all aspects. Because of this technological change, there are at least two requirements that must be fulfilled in a content. The first is the contents or content. The second is the visual or design of the content. In addition, quality is the most influential to the attitude and interest of the audience towards the content (Mardiastika, 2012). Digital media was chosen as one of the effective communication media to reach a large number of recipients and those who are in long distances. Digital media is very effective for spreading information expectedly that it can change attitudes, behaviors, opinions of communicants in large numbers towards better conditions (Montgomery et al., 2008; Bakti & Meidasari, 2014; Arifin & Fitria, 2017).

Thus, according to the writers, the approach of religious learning through digital media is an endeavor in delivering religious education materials that can be accepted by a wide audience and can be accessed anytime and anywhere. For the YouTube Free Quran Education channel, it becomes one of the platforms or media that attracts millennial generation because of its feature integrating 2 important elements in audio and visual elements that are more innovative and creative in the process of religious learning. In the context of learning Islamic Religious Education required six materials that must be studied by students in school. The six materials can be seen in Picture 1.
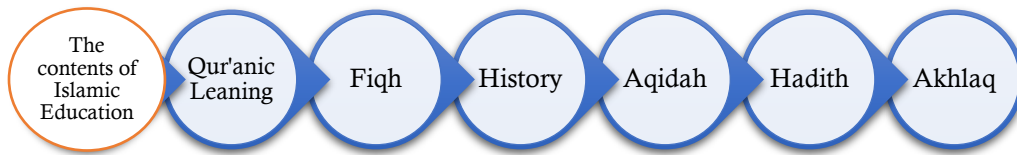
The contents of Islamic Education → Qur'anic Leaning → Fiqh → History → Aqidah → Hadith → Akhlaq

**Fig 1. Description of Islamic Religious Education Learning Materials**

The next discussion in this article is related to the six Islamic Religious Education learning materials as shown in Figure 1 above and their relevance to the YouTube Free Quran Education channel sources and media. In the title Tafseer Surah Al-Kauthar (Kinetic Typography), it is part of the study of the interpretation of the Qur'an presented by Nouman Ali Khan as a Muslim scholar who is expert in the study of Arabic and the interpretation of the Qur'an. Nouman uses a thematic style interpretation method (maudhui) whose teaching focuses on certain themes of certain verses, letters or Juz in the Qur'an (Hairul, 2019: Huda & Hussin, 2010; Kusumaputri, 2011). The interpretation material is conveyed with information that includes the identity of the surah, the meaning of the word per verse and its correlation with the same context in other surah. In addition, the deepening of meaning in language according to the context of the theme provides a deeper level of understanding so that it is not only reading the verse but also deepening the meaning.

**Fig 2 & 3. Free Quran Education: Tafsir surah Al-Kauthar
(Kinetic Typography), at seconds 2:21 & 6:24**

Another animated video series on learning the Qur'an is the Barrier between Sweet and Salty Waters (Miracles of the Qur'an) which reveals evidence of the miracles of the Qur'an with scientific facts nowadays. The Qur'an has mentioned the phenomenon of the separation of freshwater and saltwater in the deep sea in QS. Ar-

Rahman: 19-20, QS. An-Naml: 61, QS. Al-Furqan: 53 even before contemporary researchers discovered it. The video is presented with interesting illustrations and animations along with verses related to their meaning. This gives a deeper understanding of the contents of the Qur'an in real life.



**Fig 4 & 5. Free Quran Education: Barrier between Sweet and Salty Waters (Miracles of the Qur'an), at seconds 0:56 & 1:41**

In addition, there is also an edition of the understanding and motivation of memorization of the Qur'an, one of which is in the video titled Understand & Memorize the Qur'an Project: Surah Al-Balad. This series takes the form of a video that is accompanied by murottal Al-Quran verses along with their meanings with the addition of illustrations that vary according to the context of the verse. Therefore, in the process of understanding and memorization, the Qur'an will be more quickly understood and memorized because it is assisted in terms of audiovisual that are more interesting.



**Fig 6 & 7. Free Quran Education: Understand & Memorize the Qur'an Project: Surah Al-Balad, at seconds 0:22 & 0:42**

The contents of the value of Islamic history are contained in a video titled The Greatest Man: The Greates Trial of Rasulullah Eps. 4. This video tells about how

were the struggles carried out by the Prophet Muhammad in spreading the da'wah among the Banu Quraish, where he got a lot of insults even to the point of being stoned to bleed. This teaches the values of the struggle for the spreading of da'wah in history which also inspired the struggles of Muslims today and so forth. The fiqh learning is found in the video Understand the Qur'an and Salaah The Easy Way: 1a. The contents of the video include a discussion of the stages to learn Arabic through the vocabulary contained in the Qur'an so that it can facilitate us to understand the words of Allah (*kalamullah*) when reading the Qur'an and the Salaah recitation.



**Fig 8 & 9. Free Quran Education the Greatest Man: The Greates
Understand the Qur'an and Salaah Trial of Rasulullah
Eps. 4, at seconds & 1a and at seconds 0:39**

The value of *aqidah* in the video My Rabb is Allah is about the command that we fully believe our Lord is the only one God. From the delivery, the meaning of My Rabb is Allah by Nouman Ali Khan in the video includes the meaning of Rabb as Mun'im which means that God will give us more than what we deserve. The value to be conveyed in this video is how a servant interprets the phrase "My Lord is God" and applies it in everyday life.



**Fiq 10 & 11. Free Quran Education: Best Motivational video ever:
My Rabb is Allah, at seconds 0:39 & 1:35**

The value of *akhlaq* (morality) is contained in the title of The Attitude of Someone Who Truly Has Knowledge. This video contains the value of morality that must be possessed by a knowledge seeker, which is humble and always feels not mastered any knowledge. The value to be conveyed in this video is how a seeker of knowledge must continue to feel, Abdun baina, Ibaadillah, that is a servant among other servants of God. While the video titled Power of Two: Even Shaytaan Duas was Answered contains the learning of Hadith that reveals the hadith of the Prophet Muhammad who said that Allah SWT grants his servant prayer in 3 ways. First, God will grant according to what his servant asks for. Second, God distances his servants from disadvantages or bad luck. Third, Allah will save it as a reward in the hereafter. This motivates human beings to always pray to God that even Satan is granted by Allah.
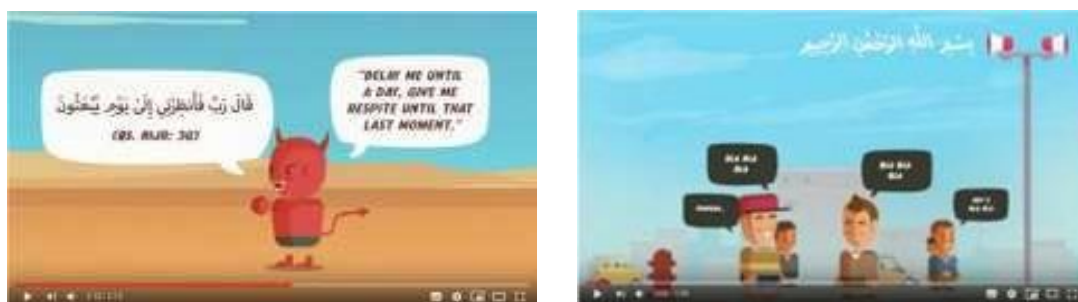


**Fig 12 & 13. Free Quran Education: Power of Two: Even Shaytaan & The Attitude of Someone Who: Duas was Answered at seconds 1:13 & Truly Has Knowledge at seconds 0:56**

Based on the analysis above it is known that there is a similarity in the value of Islamic education in Free Quran Education with the material and curriculum of Islamic Religious Education. This relevance can make Free Quran Education as a support for learning media in the classroom to increase student participation and enthusiasm in learning. This is supported by a statement stating that animation has aesthetic appeal so that an attractive appearance can motivate users to take part in the learning process if it is used appropriately (Munir, 2017). In addition, Free Quran Education can also be used as a medium of independent learning for students outside of school by accessing the YouTube FQE channel through technology tool (Mardiana & Anggraini, 2019; Ramadhani & Muhtadi, 2018).

**Conclusion**

Free Quran Education is the result of the innovation of Muslim youth today in an effort to advance Islamic scientific civilization through the use of technology and internet networks. The content in the FQE YouTube channel contains the contents of Islamic education values that are interesting and easily understood by all people. The values contained in FQE have relevance to the curriculum contents of the Islamic Education. This shows that the FQE animation video can be used as a medium of learning in the classroom and support independent learning for students at home. The use of FQE as a learning medium can create a new atmosphere in the classroom that is expected to increase the enthusiasm and enthusiasm of students.

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