The Use of Youtube As A Learning Medium For Hindu Religious Education

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Abstract

Youtube as a tool to convey information and a place to work in the learning process. In the learning process of Hindu Religious Education, there are still many teachers who only teach by using the lecture method to reduce students' interest in learning, therefore it is necessary to adjust and creativity from a teacher so that learning is more interesting and not monotonous, one of which is by applying the use of Youtube media. The purpose of this study was to determine the impact of using Youtube as a learning medium for Hindu Religious Education (PAH). This study used a qualitative design with the location setting being SMP AMI Denpasar. The data collection techniques used in this study were observation, interview and documentation. The results of this study are: (1) The learning process of Hindu religious education can facilitate the search for information and knowledge transfer; (2) Develop creativity in the use of technology for smooth learning; (3) Improve teacher competence in the use of Youtube media, especially in PAH subjects, and (4) Transform schools into creative, innovative and dynamic learning institutions so that students are motivated, always curious in PAH learning. The use of Youtube as a learning medium for Hindu religious education requires the creativity of teachers and students in its development in order to produce interesting works learned for other students, especially at SMP AMI Denpasar.

Keyword: Youtube; Learning Media; Hindu Religious Education

Introduction

The world has now entered the era of the industrial revolution 4.0 (four point zero) which also has an impact on the world of education. The Industrial Revolution 4.0 is marked by the development of the internet of or for things followed by new technologies in data and science, artificial intelligence, robotics, *cloud*, three-dimensional printing, and nanotechnology (Ghufron, 2018). One of the impacts that occurs in the world of education is the rampant use of digital technology in all fields of science. Digital technology is not only a science but also very useful to help humans in doing work efficiently, especially in the learning process. The development of technology in the world of education requires academics to continue to develop self-competence in order to develop creativity in the learning process. Digital technology is also a learning medium that plays an important role in improving the abilities and skills of teachers and students in developing teaching materials in each subject area.

In the current era, there are many digital technology media that can be used in the learning process, one of which is Youtube Media. Youtube media has become part of the advancement of digital technology in the world, especially in the world of education (academic). In this technological era, a teacher is required to master technological tools in order to become a facilitator for students in the learning process. For this reason, teachers must have sufficient knowledge and understanding of learning media.

In the school environment, students and teachers not only carry out the learning process but also do activities outside of learning in the classroom, this results in inhibition of the learning process in the classroom to be less effective. However, the sophisticated technology today helps a teacher to continue learning even though there are many activities outside the classroom, namely by using Youtube media. There are so many communication media that can currently be used by teachers in the learning process where teachers and students do not only have face-to-face relationships. Teachers can provide services without having to meet students in person.

By using Youtube media, students can obtain information in a wide scope from various sources using gadgets, computers, and internet networks. The most visible thing in the development of Youtube media-based learning, namely the teaching process carried out using the internet network. This term is known as *e*-learning, which is a learning model using communication and information technology media, especially Youtube media (Munawaroh, 2010).

The existence of technological media in the learning process of Hindu Religious Education (PAH) has a very important meaning for teachers and students. Given that so far PAH learning is considered to be still lacking and seems boring. Because teachers still use conventional methods which are already less loved by some students in schools, so often the goals of learning have not been achieved optimally. Hindu Religious Education (PAH) teachers are currently required to reduce the lecture method and must start to apply modern methods which combine conventional methods with modern methods. One way to combine the two methods is to still have to master an understanding of how to understand and how to operate the main technological media, namely *hardware* and *software*. *Hardware* or commonly known as hardware is a computer system equipment that can be physically seen and touched. This equipment includes several components, namely input components (input devices), processing components (processing devices), output components and external storage components (Ali, 2009)., *Software* is computer software such as, operating system (Windows, Linux), banking application programs and other application programs (Ali, 2016).

From the explanation of the term *hardware & software*, it can be concluded that a teacher is not only required to master things that are indeed ordinary routines but must become a professional who understands how to use media optimally in order to help a teacher's work to become a facilitator for students in the learning process.

Youtube media is one of the technological media that can help a teacher in carrying out his duties if done optimally. Educators must know the characteristics of students that at any time a child can never escape the grasp of the device he has. Therefore, teachers must also be able to enter it to provide interesting and creative teaching materials through the Youtube Channel. This is done by the teacher with the hope that later students can still learn anywhere and anytime by listening to learning videos and other references given by a teacher. Youtube media currently provides an opportunity for all audiences, especially a teacher, to work optimally. There are so many features that have been provided by the YouTube manager so that teachers can maximize their understanding of the features that can be used in operating it.

Researchers are interested in conducting this research because the current students that teachers face are the gadget generation and the internet generation. The generation of gadgets in question is that students find it difficult to let go of using gadgets (smartphone*s*) anywhere and anytime and the internet generation in question is that students are always active in using social media such as, *Youtube, Instagram, Whatsapp,* and so on. All social media used definitely requires the internet in its operation. So to compensate for this, Hindu Religious Education teachers are required to prepare creative

learning, and can attract students' interest in learning. In this study, researchers saw the potential of Youtube media as a medium that is appropriately used as a learning medium in helping students be active in the classroom.

Youtube is one of the most popular video-sharing services on the internet today (Snelson, 2011). With Youtube as an alternative learning media, it is hoped that students can improve collaboration skills and integrate technology into educational programs. Youtube can also provide a stimulus for active learning and provide additional knowledge beyond the expected ability (Sharoff, 2011). According to a survey, about 100,000 videos are watched every day on Youtube. Every 24 hours there are 65,000 new videos uploaded to Youtube. Every month Youtube is visited by 20 million viewers with the majority of the age range of 12-17 years (Burke & Snyder, 2008). Youtube is not one of the social media *platforms* devoted to the field of education, but Youtube has now launched special services and features that can be used for education (www.youtube.com/edu) in 2009, and there are still many new features launched by Youtube that can be used for the teaching and learning process, one of which is *Live Streaming. Youtube* also provides hundreds of thousands or even millions of videos with various topics that can be integrated in classroom learning, especially for Hindu religious education subjects.

Previous research conducted by Iwantara, Sadia, & Suma (2014). The purpose of this study is to find out how Youtube as a medium for learning science is about learning motivation and understanding student concepts. After conducting this research, it turned out that the results were found that Youtube media is very influential on student motivation in learning and can help students to understand the concept of learning. Another research conducted by Lestari (2017). The purpose of this study is to see the extent to which Youtube can be used as a learning medium in English courses. After conducting this research, it turned out that the results were obtained that videos on Youtube can be used as a learning medium.

Method

This research is a research based on learning activities for Hindu religious education directly by utilizing Youtube media. In this research using a type of qualitative research and using a phenomenological approach by examining the focus of the phenomenon to be studied. In this study, the determination of informants was determined using *purposive sampling* techniques, namely Hindu students at SMP AMI Denpasar. Data collection techniques in this study used observation, interview and documentation techniques. There is one open-ended question that provides an opportunity for learners to freely express their opinions about the use of Youtube media in the learning process in the classroom. With the data analysis technique used is data reduction by comparing the results of interviews with other data.

Results and Discussion
1. Hindu Religious Education Learning Media

Learning media is a tool used by a teacher in the learning process. In the learning process, of course, it requires interaction and collaboration between teachers and students. The teacher as a facilitator is to deliver teaching materials in the form of learning materials as a lighter for students. Learning media include, among others, books, tape recorders, tapes, video cameras, video recorders, films, picture frames (slides), photos, pictures, graphics, television, and computers (Arsyad, 2011). The media used in learning can be chosen by the teacher to support the learning carried out on that day by adjusting the theme of the material to be delivered so that the media functions correctly.

The benefits of learning media are: 1) Teaching material will become easier to understand so as to make it easier for students to learn and allow maximum use of the material in order to support teaching goals. 2) Can increase learning motivation and attract the attention of learners. 3) Students are freer to find source references and carry out active activities during learning activities. 4) Diverse teaching methods, thus helping the creativity and innovation of student learning. Learning media in this case include *hardware* and *software*. *Hardware* is tools that deliver targets such as LCD Projectors, radio computers and so on. While *software* is the content of a program that contains messages such as information contained in files or books or other printed materials (Cahyono, 2019). From the expert opinion above, it can be concluded that technology-based learning media is an intermediary tool used to obtain, send, process, interpret, combat, organize, and use data meaningfully to obtain quality information that is needed in the learning process. In this study, using Youtube media as a tool to support the learning process.

Analysis of Youtube media as a learning medium for Hindu Religious Education, according to Youtube media researchers, is very feasible to be used as a learning medium in the classroom, especially in Hindu Religious Education material. Because in this modern and *all-digital* era, which has implemented many features and platforms as tools to support and help work and learning in the world of education, which serves to facilitate access and retrieve the information we need in everyday life. Likewise, regarding the learning of Hindu Religious Education, if we want to access and find reference sources and teaching materials it will be very easy to find on the Youtube platform.

The following is the result of an interview about the use of Youtube media.

Table 1. Exposure to Interview Data

No.	Youtube Usage Impact Indicator	Information
1.	Cognitive	Students find it easier to find various references to material and easier to add cognitive knowledge, with Youtube media they find it easier to develop their curiosity about the material given according to the theme of the lesson.
2.	Affective	Students feel happy and more free to fulfill their wishes about the knowledge they want to know after being able to access it easily and can be learned anywhere and anytime.
3.	Social Integrity	Students are able to take positive things and conclusions about what has been observed and obtained from Youtube media and sometimes feel motivated to follow and implement it into their daily lives.
4.	Personal Integrity	Students are able to control themselves and continue to improve themselves and add new skills.
5.	Negative Effects	Students sometimes often abuse their skills to look for things outside the theme that has been given and are too happy, forget themselves, forget time about their assignments because they feel comfortable when using Youtube media.

Based on the results of the interview above, it can be concluded that the task of the teacher in applying and using technology and media in learning which decides to use Youtube media as a learning medium must really pay attention to the activities of students. The task of the teacher is not only as a facilitator, but the teacher must also be able to continue to control the activities of students in every learning process where students can do things that are less pleasing and not in accordance with the instructions that have been given. Therefore, a teacher must prepare learning steps that can anticipate this. The role of teachers in using learning media remains as the main and important component in learning activities. According to Oemar Hamalik, learning is a combination that is composed of humane elements, materials, facilities, equipment, procedures, which influence each other in achieving learning goals (Sanjaya, 2008). Analysis of teacher strategies in making decisions on learning materials sourced from Youtube so that they can be used in the classroom properly and optimally. The following is a presentation of data on the teacher's strategy in taking the right teaching material.

2. Characteristics of Technological Media

Every learning activity emphasizes competencies related to process skills, the role of learning media in this case becomes very important. Well-planned learning by utilizing technological media as a tool to provide teaching materials will be able to increase the possibility of students to be creative and innovative in processing the material provided by the teacher, besides that it will also improve the quality of learning and help achieve learning objectives. Learning media have their own characteristics and have certain functions in helping the success of the student learning process. Because learning media have different characteristics and functions, it must be classified as learning media in order to make it easier for teachers to understand the nature of media and in determining media that is suitable for use in learning in accordance with the learning topic to be given.

According to Scharmm in media grouping, we can see media according to their characteristics, ease of use, scope of coverable targets. So, between the characteristics of the media, the classification of media and the selection of media is an inseparable unit in determining learning strategies. Media characteristics can be seen based on the stimulation of the senses of sight, hearing, touch, or smell or their suitability to the level of learning needs. For practical purposes characteristic of some types of media that are often used in learning activities. When viewed from various views according to Schramm, looking at the media in terms of its economy which is the scope of the target that can be covered and the ease of control by the characteristics of the media can also be seen according to its ability to be able to provide stimulation of all sensory devices. Therefore, knowledge about the characteristics of learning media is very important, meaning that it is used for grouping and selecting media.

Each type of learning media must have different characteristics, which when linked or viewed from various points of view (economic aspects, the scope of the target that can be covered, and then controlled by the user), Gerlach & Ely (Kusrandi & Sutjipto, 2016) put forward three characteristics of media that can be used to provide stimulation of all the senses, and instructions for their use in overcoming learning problems, that is:

a. Fixative Characteristics. The characteristic of Fixative media is to provide an overview of the ability to record, store, preserve, and reconstruct an event or object. An event or event in which objects can be sorted and rearranged using media, such as photography, film, video tape, audio tape, computer floppy disks, and compact disks. When an object that has been shot (recorded) with camera video is very easily reproducible. With this fixative characteristic, the media has the ability to record events and objects that occur in certain areas transported without knowing the time.

b. Manipulative Features. Media with manipulative characteristics has the ability to transform an event in an object. After the event of an object is recorded using a camera, events that usually take a long time (days) can be presented to students in a fairly short time with a matter of minutes, using time-lapse recording techniques. For example, how the process of building a temple from building the foundation of a temple to a *melaspas* procession can be accelerated using photographic recording techniques. Besides being able to be accelerated, an event can also be slowed down when re-airing the results of a video recording. For example, the process of how to make (*tutorial*) canang sari, starting from the preparation of materials, the process of forming (*reringgitan*) and the process of unifying the prepared materials until they are formed into a complete *canang sari* can be observed with the manipulative ability of the media.

c. Distributive Characteristics. A medium with distributive characteristics allows an object of occurrence to be transported through space with the same time, the event or object can be presented to the learner in a considerable number with a relatively similar experiential stimulus regarding the event experienced. At this time media distribution is not only limited to a certain region, for example video recordings, files on computers can be accessed by students anywhere and anytime at the same time.

The characteristics of learning media are divided into four large groups based on technology, including: media produced with print technology, media produced with audio-visual, media generated based on computers, media produced from a combination of print technology media and computer media. Each characteristic of grouping such media has distinctive differences from one another. Based on these four media groups, five groupings of learning media were produced, including:

a. Media Visual. Visual media is a type of media that based on its function can only be seen with the student's sense of sight, so that the learning experience obtained by students only depends on their vision ability, for example, textbooks (references*)*, pictures of gods*,* photos of the surrounding nature, photos of sacred buildings, photos of historical relics and so on.

b. Media Audio. Audio media is a type of media used based on its function which is limited to the sense of hearing of students. Audio media usually contains messages in the form of auditives that can stimulate the minds of students to learn a teaching material. The learning experience of students that will be obtained for example is listening to audio recordings of chanting sacred songs, mantrams or daily prayers, how to make Hindu calligraphy paintings, how to make *upakara*, how-to do-good yoga meditation and so on.

c. Media Audio-Visual. Audio-visual media is a type of media that can be used in learning activities by combining the sense of sight and the sense of hearing in one activity process. Audio-visual media is usually the most popular with most students in today's digital generation, because it can provide simultaneous stimulation between the sense of sight and the sense of hearing by using information in the form of verbal and non-verbal messages so as to provide an effect of sensory attraction from students.

d. Presenter Media Group. The presenting media revealed by Tosti & Ball (1969) are grouped into seven types, including: (a) a unitary group in the form of graphics, printed materials, and still images, (b) the second group in the form of silent projection media, (c) the third group in the form of audio media, (d) the fourth group in the form of visual media, (e) the fifth group in the form of film images, (f) the sixth group in the form of television media, (g) the seventh media group is multimedia.

e. Multimedia. Multimedia is a medium that combines several media to stimulate all senses such as sight, hearing and interaction of students in one learning activity.

Multimedia is an interactive medium that is conveyed through its physical characteristics such as form, arrangement, function which is a three-dimensional form. Computer-based interactive multimedia includes hypertext, and hypermedia. The notion of multimedia is supported by questioning, (Heinich el., 1999) states that multimedia is the merging or integration of two or more media formats that combine such as text, graphics, animation and video to form information rules into computer systems (Supriatna, 2007).

3. Teacher Strategies in Using Learning Media

In this modern era, we know that everything becomes easier and more instantaneous after humans are familiar with the existence of technology and the internet. Everything at this time is almost all done using technology as a human tool to make their work easier. By using digital technology which is accessed by the internet we are familiar with the existence of google. Google is a very complete search engine and easily accessible to anyone. Thus, in the learning process, it is not uncommon to find an educator using internet-based media as a tool to find *references* and conduct teaching in the classroom. In the learning process, a teacher should really prepare and pay attention to how the strategies that will be used in teaching as well as the right media in helping the teaching process, because the most important goal in using media in learning is that students can achieve the learning goals themselves.

Choosing the right media based on the internet is a teacher's strategy in helping students to achieve learning goals. In order for the learning objectives to be achieved properly, both teachers and students must have a sense of agreement with what will be achieved in the learning process, what must be done in realizing these achievements, what materials must be given and developed, and how to deliver them (Zainiyati, 2017). This must be really planned by a subject teacher very carefully because it will have an impact on learning objectives. A teacher's understanding of what will be delivered and knowing what media should be used in the teaching material, this will not hinder the learning process in order to achieve the pre-planned learning goals. If a teacher is wrong in choosing and using learning media, then it will be an obstacle to the process of delivering the material and achieving learning objectives. Because media coverage will be very important if it is in line with the content and learning objectives that have been planned.

Based on the planned learning objectives, the teacher's strategy will be obtained in using Youtube media. The strategy for using Youtube intended in this writing is to use learning models or techniques in the classroom in order to achieve learning goals appropriately. So, with that, in applying the learning model, it should still be based on learning theory. Apart from this, what is important for a teacher to do in media selection should consider the characteristics of students, learning objectives, teaching materials, media characteristics and the nature of media utilization (Munadi, 2013).

4. Youtube Media in Hindu Religious Education Learning

Youtube media presents many types of videos that can be played anytime and anywhere with an internet network connected. Video production can be grouped into several types, according to (Guo el., 2014) these types of production include field recording carried out outdoors (*indoor*), recording in the studio which is carried out in a closed room without an *audience*, whiteboard recording which is carried out by providing instruction in front of the class directly to arouse the enthusiasm of students by displaying the whiteboard as a medium delivery of teaching materials, as well as recording screens containing teaching materials with the activity of recording presentations of Power Point slides or with other media platforms accompanied by the voice of the video maker.

Based on the different types of video production, slide recording is the easiest recording and is often used by a teacher because the planning process is not too complicated and at a fairly low cost and the use of technology that is relatively easier to use in the recording process (Chen & Wu, 2015). This type of video with slide recording or screen recording accompanied by the voice of the video maker is more effective for conveying information related to the teaching material to be delivered. However, for the other three types of video production, namely field recording, study recording and whiteboard recording, they have the same effectiveness because they can be used to attract the attention of the audience because the audience can see the teacher directly on the video (Guo et el., 2014). Of these four video productions, it has the potential to provide teaching materials according to what has been planned for students, so that learning videos using Youtube media can be observed and learned by students directly and repeatedly.

Figure 1. Example of Field Recording
(Source: https://youtu.be/2dBBSA5Nq_U)

Figure 2. Example of Studio Recording
(Source: https://youtu.be/_dqB6VtxTec)

Figure 3. Example of Whiteboard Recording
(Source: https://youtu.be/3L9zgxcNyBI)

Figure 4. Example of Power Point Slide Recording
(Source: https://youtu.be/r0nBgUErFf0)

Based on the four types of video production that can be used as a tool in the learning process, there are several disadvantages including not being able to interact directly in a discussion session after the material is delivered in the form of a learning video. However, the discussion session after the material is delivered, students can ask questions through the comments column. However, there are still many weaknesses experienced in this regard, due to the lack of optimal communication between teachers and students in discussions.

The Youtube platform is used to convey ideas, ideas, and creativity of someone who wants to share with others, especially in the world of education. In this case, the teacher's creativity has a very important impact in determining the success of learning objectives. In addition to teachers, students can also record learning videos with the aim of getting *feedback* from the students themselves, whether the material that has been delivered can be received properly or not. Students can make video recordings by practicing one of the materials given by a teacher and after the video has been made by students, the video can be directly uploaded to each student's Youtube Channel, so that later students can also share knowledge related to what has been received previously from a teacher.

5. Inhibiting and Supporting Factors in the Application of Youtube Media based on Blanded Learning

The selection of learning media using Youtube media is one of the right media in the application of the teaching and learning activity process. There are so many advantages that can be obtained by teachers in using Youtube media, as for some of the advantages, namely as a source of instructional information, as a reference source for teaching and learning motivation tools that can involve students and with modern learning styles, as a learning resource that can be freely accessed with consideration of educational budgets, through Youtube the teaching and learning process can be done anywhere and anytime *online* so that it is more practical to do, various videos on the Youtube site can be accessed by simply clicking and inserting the video site address so that learning videos can be displayed simultaneously by anyone (Burke & Snyder, 2008).

In addition to the advantages of teachers in using Youtube media, a teacher also needs to know the weaknesses and negative impacts of using Youtube media by students. One of the negative impacts that will occur to students when using Youtube media is the number of videos or content created for entertainment purposes only. Nowadays, video content is commonly consumed by adults which is currently also favored by underage children. This kind of negative impact will occur and be experienced by a teacher when using Youtube as a tool in the process of teaching and learning activities. The need for good cooperation to anticipate and supervise from a teacher and parents so that this does not cause confusion in the use of Youtube media in learning activities.

Based on these negative impacts, the need for action and preparation of a teacher in dealing with this matter, namely by applying a blended learning approach, this goal is none other than to teach parents of students to be involved in supervising students in learning. With this blended learning approach, it is also hoped that parents can follow the learning material that is being studied by students at home. Because in addition to students being able to learn with their teachers at school, students can also repeat the material that has been given and rotated to be studied at home.

Another benefit of using Youtube media using the blended learning approach is that learners can choose learning materials based on their own interests, so learning becomes fun, not boring, full of motivation, enthusiasm and attracts attention (Husamah, 2014). However, a teacher must still provide supervision, guidance and direct students in choosing learning videos that are in accordance with the learning material.

From the various benefits of using Youtube media as a learning medium, it turns out that there are weaknesses in applying it, namely the lack of activity of a teacher in providing learning video references, this will result in students not understanding which videos can be used as creative and interesting learning videos so that they are not monotonous to learn. Other shortcomings experienced by students and teachers are the lack of adequate facilities for the teaching and learning process, uneven facilities such as the lack of computers or smartphone*s* and internet access for students so that it will make it difficult for students to do online learning. Lack of public knowledge of the use of technology (Rusman, Deni & Cepi. 2013).

Table 2. Analysis of Material Retrieval Strategies and Use of Youtube Media

No.	Material Retrieval Strategies and Youtube Use	Information
1.	Adapting Material to Youtube Video Content	To find Youtube video content, the first step that must be done is to prepare a computer or smartphone that is already connected to internet access, open the google feature then

No.		Description
		we open the Youtube link and write down what video keywords (Keywords) will be searched for according to the teaching material.
2.	Application in the Classroom	When you get the desired video, the video can be directly played or downloaded from Youtube so that during the learning process we can use it online or offline.
3.	Internet Access	Have and ensure that in the teaching place there is adequate internet access or by using sufficient internet quota so that they can play learning videos, or teachers can choose to play videos offline by downloading videos before conducting teaching activities in class.

Based on the table of analysis of materu retrieval strategies and the use of Youtube media in the classroom, conclusions can be drawn, the application of using Youtube media does look very easy to use. However, a teacher must be able to choose Youtube media as a learning medium by paying attention to the comfort of students when observing learning videos, so that there are no obstacles after the implementation of learning using Youtube media. The use of teaching technology should be convenient when used and have prompt and appropriate access for educators and learners. This requires internet access at the time of using Youtube media which will offer a very innovative form of teaching strategy to use (Burke & Snyder, 2008).

Table 3. Observation Results

Meeting to	Field Record Description	
	Observation	
1st meeting	Learners listen well to the teacher's directions	Learners pay attention to the teacher quite enthusiastically
	Students participate in discussion activities in the classroom very well	Students are active in discussing with their fellow groups in the classroom
2nd Meeting	Students are less enthusiastic in answering teacher questions	Students participate in learning activities in the classroom with unconducive situations (noisy with other friends)
	Teachers only present teaching materials with video presentations	Learners are still watching the learning video seriously until the 15th minute
3rd Meeting	Active learners ask about things they don't know yet	The curiosity of learners is very high
	Learners have not been able to solve problems individually	Students lack confidence in presenting arguments in front of the class

After observing the students, based on the experience of Hindu Religious Education teachers regarding the obstacles experienced during the learning process using Youtube media as a learning aid in the classroom, there were several obstacles experienced.

Table 4. Analysis of Obstacles Experienced by PAH Teachers

No.	Obstacles Experienced by Teachers	Information
1.	Time Allocation	PAH learning only has 2 jp teaching hours for one week in one class, so when teachers decide to use Youtube media, teachers often feel worried about the teaching material that will be delivered not until the end.
2.	Supporting Facilities	The use of Youtube media as a learning aid requires a computer device, projector or smartphone. This is one of the obstacles experienced by PAH teachers, in SMP AMI there are only 2 projectors, when they will use often the projector has been used by teachers of other subjects. So it has to be alternating for its use. This makes teachers feel worried about the application of Youtube media that will be used is not realized properly and appropriately in accordance with the plan that has been prepared in the RPP or learning module.
3.	Internet Network Connection	The internet network is very important to support the use of Youtube media. The obstacle experienced by students and teachers is that the internet or Wi-Fi server is down or cannot be used to find learning videos on Youtube. This makes learners uncomfortable because they wait too long for the video to playback.
4.	Learners	Learners can be an obstacle, when they do not observe the material being delivered to the fullest. By being given the freedom when using *a* smartphone, students are often busy alone with their peers who talk about things outside of the context of the material.

Some of the obstacles above are experienced by Hindu Religious education teachers when they are going to and are using Youtube media as a tool for the learning process. This obstacle is a concern for a teacher when going to teach so that it undoes the teacher's intention to use Youtube media and replace it with using another alternative method, namely the conventional method. So, a teacher must prepare other methods that will be used when teaching in the classroom, this aims to anticipate obstacles that will occur in the field.

Conclusion

A teacher's understanding of the characteristics of technological media and its functions as well as the teacher's strategy in preparing the media to be used is the key to the success of a learning objective. Before carrying out the teaching and learning process, a teacher must plan in advance regarding the media that will be used to help a teacher in teaching. Teachers must be able to overcome the obstacles that will be experienced by students in learning so that the teaching and learning process becomes more effective and efficient. The use of Youtube media as a tool in learning is very appropriate to be used by a teacher in today's modern era, it's just that the thing that needs to be considered is the teacher's understanding of the technological media that will be used, in order to increase the creativity of students in learning so as to make the teaching and learning process more active and attract interest from the students themselves.

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