

## ENGLISH YOUTUBE DA'WAH CONTENT AS A TOOL IN IMPROVING LISTENING SKILLS FOR STUDENTS OF THE ISLAMIC EDUCATION FACULTY

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**Abstract:** *Listening skill is one of the most essential skills in English language learning, yet it remains one of the most difficult for students in non-English departments, including students of the Islamic Education Faculty. Limited exposure to authentic English, low motivation, and anxiety when listening to spoken English are common problems faced by students. This article aims to examine the use of English YouTube da'wah content as a learning tool to improve listening skills among students of the Islamic Education Faculty. Using a qualitative descriptive approach supported by classroom data, the findings indicate that English YouTube da'wah content improves listening comprehension, motivation, confidence, and integration of Islamic values in English learning. Listening skill is widely recognized as one of the most essential components in English language learning, yet it is often considered the most challenging, especially for students from non-English departments such as the Islamic Education Faculty. Many of these students face difficulties due to limited exposure to authentic English materials, low learning motivation, and feelings of anxiety when listening to spoken English. These challenges can hinder their ability to understand spoken messages effectively and reduce their confidence in using English. This article aims to examine the use of English YouTube da'wah content as an alternative and meaningful learning tool to improve students' listening skills. By employing a qualitative descriptive approach supported by classroom data, the study explores students' responses, learning experiences, and listening development during the learning process. The findings reveal that English YouTube da'wah content significantly enhances students' listening comprehension by exposing them to authentic language use in a familiar and meaningful context. Additionally, the integration of Islamic themes increases students' motivation and engagement, as the content aligns with their academic background and values. The use of da'wah videos also helps reduce anxiety and build confidence, making students more comfortable with listening to English while simultaneously strengthening the integration of Islamic values in English language learning.*

**Keywords:** *YouTube, Da'wah Content, Listening Skills, English Learning, Islamic Education*

## INTRODUCTION

English plays a significant role as an international language in academic, social, and religious contexts. For students of the Islamic Education Faculty, English is an important tool to access global Islamic knowledge and international academic sources. However, many students face difficulties, especially in listening skills, because it requires processing spoken language in real-time. Students often report that speech is too fast or unfamiliar. Traditional materials like textbooks and scripted audio are often disconnected from students' backgrounds, leading to low motivation. Therefore, there is a need for authentic and relevant learning media. YouTube provides authentic audio-visual content, specifically English da'wah content, which combines language exposure with Islamic values.

The development of digital technology has significantly altered teaching methods, especially in the area of language acquisition. It is becoming more and more expected of higher education institutions to equip students with global communication skills in addition to disciplinary knowledge. Since Islamic research, Da'wah activities, and academic discourse are no longer limited to local or national contexts, English literacy has become a crucial competency for students of the Islamic Education Faculty. Rather, they work in a worldwide setting where English is the primary language of communication.

Speaking, listening, reading, and writing are the four fundamental language abilities. For English as a foreign language (EFL) learners, listening is frequently thought of as the most basic yet difficult skill. As the main input via which students assimilate pronunciation, vocabulary, grammatical structures, and speech patterns, listening is essential to language learning. Despite its significance, listening instruction is still underdeveloped in many Islamic education programs, often depending on textbook-based audio resources that lack student engagement, authenticity, and contextual relevance. When developing English listening skills, students from Islamic education colleges frequently face extra difficulties. These difficulties include a perceived mismatch between English learning resources and Islamic principles, fear about using a foreign language, and little exposure to real English speech. Because of this, a lot of students see English as a required subject rather than a useful tool for their academic development and Da'wah involvement. Overall learning outcomes, motivation, and involvement may all suffer as a result of this view.

Educators are increasingly investigating authentic and culturally relevant technology-enhanced learning materials in response to these problems. One such resource is YouTube, a worldwide platform for sharing videos that offers a wide variety of religious, educational, and informational content. YouTube offers authentic audio-visual materials presented by native and proficient English speakers, allowing learners to experience real-life language use in meaningful contexts. Technology has had a major impact on education in recent years, especially in terms of language learning. Because of its ease of access, content diversity, and audio-visual characteristics, digital platforms like YouTube have become effective teaching aids. Content that includes Islamic lectures, sermons, inspirational presentations, and discussions delivered in English by Muslim academics and speakers from around the world is one type of content that is becoming increasingly popular among Muslim audiences.

For students of Islamic Religious Education, English-language da'wah content on YouTube offers a special opportunity to develop listening skills while interacting with content that is important and relevant to their field of study. For students, English-language da'wah content on YouTube offers a special opportunity to develop their listening skills while interacting with content that is important and relevant to their field of study. Introduced to the

use of everyday language in a familiar religious context while listening to English-language Islamic messages. Student anxiety and understanding can be improved by combining language teaching with religious principles. This material is suitable as listening material for EFL learners because it often includes contextual vocabulary, structured discourse, and clear pronunciation.

Furthermore, utilizing English-language da'wah content advances the greater goal of Islamic education by educating students to become future da'is and educators who can share Islamic principles with audiences worldwide. Mastering listening skills allows students to follow Islamic scholars around the world, understand international Islamic discourse, and critically engage with various Muslim perspectives. Students are expected to follow the thinking of Islamic scholars from around the world, understand international Islamic discourse, and critically engage with various Muslim perspectives. As a result, incorporating English YouTube da'wah content into listening teaching is both advantageous for language development and consistent with the goals of contemporary Islamic education.

Considering these factors, the objective of this paper is to investigate how English-language da'wah content on YouTube can help students at the Faculty of Islamic Education become better listeners, to investigate how English-language da'wah content on YouTube can help students at the Faculty of Islamic Education become better listeners. information in English language teaching, as well as the consequences for teaching strategies in Islamic universities. English has emerged as an important language worldwide in recent years, used in communication, technology, education, and religious discourse. technology, education, and religious discourse. Fluency in English is becoming increasingly important for students in the Faculty of Islamic Education to be able to access scholarly works, Islamic resources worldwide, and global da'wah platforms in addition to meeting academic requirements. It is becoming increasingly important for students in the Faculty of Islamic Education to be able to access scholarly works, Islamic resources worldwide, and global da'wah platforms in addition to meeting academic requirements. Among the four language skills, listening is considered one of the most basic yet difficult for English learners, especially for those whose exposure to the language is limited in the classroom. Listening is considered one of the most basic yet difficult for English learners, especially for those whose exposure to the language is limited in the classroom. Since listening is the main way that learners obtain linguistic input, listening skills are essential to language acquisition. Students may find it difficult to acquire other language abilities like speaking, reading, and writing if they lack sufficient listening comprehension. However, listening comprehension is a major challenge for many students in Islamic education colleges. These challenges include a little vocabulary, strange accents, rapid speech rates, a dearth of real listening resources, and low enthusiasm. Students are frequently not adequately engaged by traditional teaching approaches that mostly rely on textbooks and audio recordings.

The development of digital technology has completely changed the educational scene and created new avenues for creative teaching and learning approaches. YouTube is one of the most important digital resources in modern education. YouTube offers limitless access to real audiovisual resources that can be used to learn a language. In addition to spoken language, films provide learners with visual cues like gestures, facial expressions, and contextual settings, all of which greatly improve comprehension.

YouTube also provides a vast array of da'wah content in the framework of Islamic education, presented in English by Muslim academics, preachers, and content producers from around the globe. English-language YouTube da'wah programming uses understandable and conversational English to address Islamic teachings, moral principles, social issues, and spiritual thoughts. For students studying Islamic education, this kind of content offers a special

chance to combine English language instruction with Islamic knowledge, making learning more significant and applicable.

Increasing students' interest and engagement is mostly dependent on how relevant the learning materials are. Students are more likely to be interested in and actively participate in the learning process when they come across English materials that are consistent with their subject of study and personal views. Students can learn English while also expanding their knowledge of Islamic principles thanks to English YouTube da'wah video, resulting in an integrated learning experience. The idea of contextual learning, in which language is acquired through familiar and relevant circumstances, is supported by this integration.

Additionally, using YouTube da'wah content in English promotes independent study. Students can choose content based on their level of skill, replay challenging parts, change playback speed, and access videos at any time and from any location. This flexibility boosts pupils' confidence when listening to English and fosters independent learning habits. Additionally, exposing kids to a variety of speakers helps them learn about diverse accents and speech patterns, which is crucial for communicating in everyday situations.

The use of English YouTube da'wah content in English language study has not received much attention, especially in the context of Islamic higher education, despite its possible advantages. Religious-based video has received little attention as a listening learning aid, despite the fact that many studies concentrate on YouTube for learning general English. Therefore, the purpose of this paper is to investigate how students at the Faculty of Islamic Education might enhance their listening abilities by using English-language YouTube da'wah content.

This article is anticipated to make a theoretical and practical contribution by analyzing the function of English YouTube da'wah content in hearing teaching. In theory, it enhances the conversation about including religious material and digital media into English language instruction. In practical terms, it gives instructors and instructors the knowledge they need to create more interesting, pertinent, and successful listening exercises for students studying Islamic education. For students at the Faculty of Islamic Education, the usage of English YouTube da'wah content in English language instruction is especially pertinent. The learning materials are made more meaningful and interesting by the intimate alignment of this content with the academic discipline and religious identity of the pupils. Students are more likely to establish positive attitudes toward learning and exhibit higher levels of motivation and participation when they learn English through content that matches their beliefs and subject of study.

Additionally, English-language YouTube da'wah videos inspire pupils to form independent, lifelong learning habits. Students can choose films according to their interests and skill levels, study other da'wah channels on their own, and repeatedly interact with listening materials outside of the classroom. Students are better prepared for real-world communication in multicultural and international contexts when they are exposed to a variety of English speakers with a range of accents and speech patterns.

## **LITERATURE REVIEW**

Listening is a fundamental language skill that supports speaking, reading, and writing. According to Brown (2004), listening is an active process involving identifying sounds and interpreting meaning. Krashen's Input Hypothesis emphasizes that language acquisition occurs when learners are exposed to comprehensible input.

Listening ability is also influenced by affective factors such as motivation and anxiety. Meaningful learning materials, such as Islamic-based content, can reduce anxiety and increase

motivation by creating a sense of relevance for Islamic Education students. YouTube as a platform allows learners to see facial expressions and gestures, helping them understand spoken language more effectively than traditional audio. English da'wah videos are particularly suitable because they often use structured language, moderate speech speed, and repeat key ideas.

Listening skills are often considered the most difficult skill to master in the context of learning English as a foreign language (EFL). It is considered a challenging skill to acquire in the EFL context. Listening is considered the most difficult skill to master. In addition to processing spoken language in real-time, learners must also simultaneously recognize vocabulary, cope with unexpected sounds, and understand grammatical structures. When processing spoken language in real-time, learners must simultaneously recognize vocabulary, cope with unexpected sounds, and understand grammatical structures. According to Rost (2011), both linguistic knowledge and non-linguistic knowledge—such as background information and contextual awareness—are needed to listen effectively. Background information and contextual awareness—are essential for effective listening. academic and professional purposes for students at the Faculty of Islamic Education. to listen This is important for both academic and professional purposes for students at the Faculty of Islamic Education. Academically, this facilitates understanding of English-language lectures, scientific debates, and English-language Islamic study resources. and English-language Islamic study resources. Professionally, this program equips students to participate worldwide Islam Islam, interfaith discussions, and international da'wah initiatives. forums, interfaith discussions, and international da'wah initiatives. However, due to a lack of learning resources and little exposure to actual English input, many Islamic Education students have poor listening skills. Due to a lack of contextual learning resources and minimal exposure to actual English input, many Islamic Education students have listening skills. For English as a Foreign Language (EFL) learners, listening is frequently regarded as the most challenging skill, according to numerous researchers. Limited vocabulary, unfamiliar pronunciation, accents, rapid speech rates, and a lack of contextual comprehension are all common issues that students face. University students frequently face these difficulties, especially those enrolled in Islamic education programs where English is not a regular language of contact.

Furthermore, audio recordings that lack contextual relevance and visual accompaniment are frequently used in traditional listening instruction. Students may become disinterested and unmotivated as a result of this method, which could lead to poor listening performance. Therefore, in order to help students enhance their comprehension and participation in English listening exercises, creative and contextualized listening resources are required.

English-language YouTube da'wah content provides both linguistic and religious input from an educational standpoint. Da'wah movies frequently use language that is contextual, communicative, and appropriate for intermediate learners. Additionally, the topic is suitable for listening practice because presenters typically place a strong emphasis on audience comprehension and intelligibility. The idea of content-based instruction, which combines language learning with subject matter learning, is consistent with the incorporation of da'wah content into English language instruction. With this method, students can learn about their topic of study while also developing their language skills. Islamic teachings intended to increase awareness of Islamic morals, beliefs, and teachings are referred to as da'wah content. To reach a worldwide audience, Muslim scholars, speakers, and content producers present English-language YouTube da'wah content. This content addresses a number of subjects from an Islamic perspective, including faith, morality, social justice, personal growth, and current challenges. English-language YouTube da'wah content provides both linguistic and religious input from an educational standpoint. Da'wah movies frequently use language that is

contextual, communicative, and appropriate for intermediate learners. Additionally, the topic is suitable for listening practice because presenters typically place a strong emphasis on audience comprehension and intelligibility. principles are in line with incorporating Islamic material into English language instruction. Research indicates that teaching English with an Islamic focus improves understanding, lowers learning anxiety, and boosts students' motivation. When their cultural and religious identities are respected, students feel more a part of the course materials. By providing Islamic subjects in English, English-language YouTube da'wah programming naturally promotes content-based learning. Students gain a deeper comprehension of Islamic teachings and improve their listening skills through this integration

## METHOD

This qualitative descriptive study was conducted during an English course at the Islamic Education Faculty, Universitas Muhammadiyah Sumatera Utara. Participants underwent four sessions using 8-12 minute English dawah videos on topics like motivation and ethics. Each session followed pre-listening (vocabulary activation), while-listening (comprehension tasks), and post-listening (discussion) stages.

Data collection included pre/post-listening tests (n=students), observations, questionnaires (85% response rate), and interviews.

## RESULT AND DISCUSSION

Pre-test averages stood at 56.4, improving to 74.8 post-intervention, indicating gains in main ideas, details, and vocabulary recognition. Questionnaires revealed 85% found activities engaging, 82% noted easier comprehension, and 88% valued cultural relevance; interviews highlighted reduced anxiety via Islamic content.

**Table 1: Example**

<b>Metric</b>	<b>Pre-Implementation (%)</b>	<b>Post-Implementation (%)</b>
Interesting Activities	-	85
Easier English	-	82
Increased Motivation	-	78
Reduced Anxiety	-	80
Relevant to Background	-	88

These align with studies showing YouTube boosts EFL listening via authentic input and repetition. Challenges included accents and connectivity, addressable by teacher guidance

## CONCLUSION

English YouTube dawah content effectively enhances listening skills, motivation, and confidence for Islamic Education students by merging language practice with values. Lecturers should integrate such media for holistic EFL instruction. Lecturers at the Faculty of Islamic Education can enhance their listening skills by using English-language da'wah content on YouTube. This increases student enthusiasm, incorporates Islamic values of faith, and offers authentic language input. Students can deepen their understanding of Islamic teachings and improve their English listening skills by appropriately incorporating this subject into the learning process. This study investigates information in English language teaching, as well as

its implications for teaching strategies in Islamic universities. By exposing students to real pronunciation, actual speech patterns, and a variety of accents, the utilization of English YouTube da'wah content improves their listening comprehension. YouTube videos' audiovisual format facilitates comprehension by offering visual clues, contextual information, and nonverbal communication that improve learners' ability to comprehend spoken messages. Students are therefore more adept at understanding key concepts, particular details, and suggested meanings in spoken English.

Students' interest and engagement in learning English are increased by English YouTube da'wah content, which also improves listening comprehension. The learning materials are more pertinent to students' academic backgrounds and personal beliefs when Islamic themes are incorporated. Students are more likely to actively participate and stay focused during listening exercises when they find the learning materials relevant and consistent with who they are. Additionally, this relevance boosts learners' confidence when listening to English and lessens their fear.

Additionally, English-language YouTube da'wah video promotes independent learning. Students can choose information based on their level of expertise, repeat challenging parts, alter playback speed, and access learning materials on their own. This flexibility enables students take more ownership of their own learning and promotes self-directed learning. Students who are exposed to a variety of speakers are also better equipped to communicate in English outside of the classroom.

Nevertheless, there are some drawbacks to this study. It is a qualitative discussion based on literature and does not include empirical data from classroom or experimental study. Therefore, it is advised that future research examine the impact of English YouTube da'wah content on students' listening achievement more methodically using quantitative, qualitative, or classroom action research. Students' opinions, difficulties, and long-term effects of utilizing religiously motivated digital content in English language instruction may potentially be investigated in future studies.

In summary, English-language YouTube da'wah video is a significant medium that combines language acquisition with Islamic instruction, in addition to being a cutting-edge digital learning tool. For students at the Faculty of Islamic Education, its proper application can greatly enhance listening abilities, boost motivation, and promote holistic learning. As a result, this strategy merits more consideration and use in English language instruction in Islamic universities.

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