



## The Use of YouTube Videos to Increase Student Motivation in Islamic Date Subjects

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### Abstract

*This study aims to find out how the learning process uses YouTube videos, how students learn motivation by using YouTube videos, and whether there is an influence of YouTube videos on student learning motivation in Islamic Date subjects. The research uses quantitative methods with a quasi-experimental approach. Research place at SMK Muhammadiyah 1 Bantul with data collection with questionnaires, observations, and documentation. The data analysis technique used in this study used an independent t-test and a paired t-test. The learning process using YouTube videos is more effective because students are more interested in listening to the material displayed through YouTube videos. The results of the data analysis of this study showed that the use of YouTube videos in learning affected student learning motivation because the experimental class obtained an average of 54.08, while the control class obtained an average of 38.12. This shows that the average observation results of experimental classes using YouTube videos are higher than conventional classes that do not use YouTube videos. From the results of the one-sample t-test test data, the results showed a significance value (2-tailed) of  $0.000 < 0.05$ , which means that  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that the use of YouTube videos in learning influences student learning motivation. By the results of the experimental and control class N-Gain, the average percentage of N-Gain class X TKRO 1 as an experiment was 57.9097% with the effective category, and class X TPM 1 obtained an average N-Gain percentage of 38.0658% with the ineffective category.*

## Introduction

Learning media are all software and hardware that can be used to deliver learning material to students from learning resources. This can stimulate students' minds, attention, and desire to learn so that the learning process both in the classroom and outside the classroom becomes effective. Sensory tools are greatly influenced by the use of media in the learning process. The use of media will ensure a better understanding of the teaching material and better retention of the subject matter (Oktiana, 2021).

Learning motivation is a factor that triggers encouragement or enthusiasm in the learning process. Hermine Marshall, in his book on learning and learning, explains that learning motivation involves the meaning, value, and benefits of learning activities. This creates interest in students to engage in learning. The presence of learning motivation has a crucial role for both students and teachers in the context of education (Sartika, 2022).

Motivation is not only given by teachers in the form of words that motivate students or sentences of praise. However, the motivation that teachers provide can be through learning media, because learning media has an important role in the process of teaching and learning

activities. With the media, the process of teaching and learning activities will be increasingly benefited. With media, the learning process becomes more interesting, encouraging students to love science and to seek knowledge for themselves. Utilizing media well can help students' learning difficulties, and character-building motivates learning and others. One of the efforts to increase student interest and motivation to learn by using learning media (Cahyani et al., 2020).

The choice of learning media must be adjusted to the material to be delivered to influence student learning motivation when using it. In addition, instructors use learning media in the form of two-dimensional images or graphics (Widiyanti & Ansori, 2020). In addition, the evaluation of the use of audio-visual media will have a greater impact on student learning motivation because this media displays sound and images simultaneously, also known as video media. By using this media, the material can be conveyed easily, easily understood, and easily remembered in the memory of students (Pradilasari et al., 2020).

Some of the advantages of YouTube as a learning medium are as follows: potential, because YouTube becomes more known and accessible to the public, practical because YouTube is an easy-to-use medium that everyone can use, informative because YouTube presents a lot of news and educational materials on various topics, and interactive because YouTube provides services to hold discussions and Q&A. because YouTube, a platform that can be used as a learning medium, can help student learning (Sidarta & Yuniarta, 2022).

Practical implications for educational practitioners and policy makers are very important for improving the quality of learning. For educational practitioners, the use of YouTube videos can be an effective tool for increasing student learning motivation. Teachers can use videos that are relevant to the subject matter to make learning more interesting and interactive. The implementation of YouTube media allows for more visual and interactive learning, helping students understand the material better through an audio-visual combination. In addition, teachers can assign students to watch certain videos outside of school hours, so that learning is not limited to class hours and allows for more flexible independent learning. Students may also be assigned to create video content as part of the evaluation, which not only assesses their understanding of the material but also develops their digital skills and creativity.

For policy makers, the results of this research can encourage them to integrate the use of digital media such as YouTube in educational curricula to increase learning effectiveness. Teacher training policies in the use of digital media for learning need to be strengthened, so that teachers can make optimal use of technology in the teaching process. Investment in technological infrastructure in schools, such as providing adequate internet access and multimedia devices, is important to support the implementation of digital media in learning. Policymakers can also encourage the development of quality digital learning materials that are in line with the national curriculum, as well as providing official platforms for access to educational content. In addition, the preparation of clear guidelines and regulations regarding the use of digital media in education, including security and ethical aspects of internet use for students, can help optimize the benefits of technology in education. Thus, the results of this research provide a strong basis for the development of more modern and effective learning strategies, as well as educational policies that support the use of technology in the teaching and learning process.

## Methods

This type of research is quantitative research, using experimental methods with one control class and one experimental class, in the learning process of Islamic Tarikh subjects in the control class do not use YouTube videos in learning, while in the excandy class use YouTube

videos in learning. Furthermore, a statistical analysis will be carried out to determine whether there is a difference between students in the control class who do not use YouTube videos in learning and experimental class students who use YouTube videos in learning Islamic Dates (Sugiyono, 2011).

The subjects in this study were students of grade X TKRO 1 and students of grade X TPM 1 SMK Muhammadiyah 1 Bantul, consisting of one control class of 25 students and one experimental class of 25 students.

Data collection techniques used in this study include 1) questionnaire, which is a data collection method that provides a set of questions or written statements to the surveyed person to get answers. 2) documentation is data needed for research problems, they are thoroughly researched to support and increase confidence and proof of events, 3) observation is carried out as observation and systematic recording of what happens to the object of research. Observations are made to determine student learning motivation, as well as to obtain information about other supporting data.

The level of learning motivation, calculated using the N-Gain formula as follows:

The formula: $N-Gain = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Ideal Score} - \text{Pretest Score}}$
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Giving meaning to percentage numbers as a result of calculations using the formula mentioned above which will be associated with determining whether the pre-test and post-test results show positive or negative values, criteria based on the following Likert scale are used:

Table 1. Pre-Test And Post-Test Results

Percentage (%)	Interpretation
<40	Ineffective
40 – 50	Less effective
56 – 75	Effective
>76	Highly Effective

Differences in student learning motivation results used independent sample t-test (t-test). The t-test is used to identify whether there is a significant difference in the mean between two unrelated groups. The t-test was conducted to determine the difference in learning motivation between students who use YouTube video learning media and those who do not use learning media. With the conclusion  $H_0 =$  there is no difference between the experimental class and the control class,  $H_a =$  there is a difference between the experimental class and the control class. If the significance value  $< 0.05$  then  $H_a$  is accepted, meaning that there is a difference between the experimental class and the control class, if the significance value is  $> 0.05$  then  $H_0$  is accepted, meaning that there is no difference between the experimental class and the control class.

### Results and Discussion

This research was carried out at SMK Muhammadiyah 1 Bantul with the research subject being class X TKRO 1 students and grade X TPM 1 students, which were 50 students consisting of 25 students for the control class and 25 students for the experimental class. This study discusses two variables consisting of independent variables, namely YouTube videos, and dependent variables, namely student learning motivation. The t-test was conducted to determine the difference in learning motivation between students who use YouTube video learning media and those who do not use learning media. With the conclusion  $H_0 =$  there is no difference between the experimental class and the control class,  $H_a =$  there is a difference

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The choice of YouTube videos as learning media in this research is based on several strong reasons that are in line with pedagogical theory and previous empirical evidence. Firstly, YouTube's accessibility and affordability make it a very easy platform to access and use for students and teachers. YouTube provides access to a variety of educational content that can be accessed anytime and anywhere, thereby increasing flexibility in the teaching and learning process. Second, according to multimedia learning theory by Johnson & Mayer (2009), learning will be more effective when information is presented in the form of images and text simultaneously compared to just text. YouTube videos combine visuals, audio, and text, allowing students to process information better and increase knowledge retention.

In addition, YouTube videos can make learning more interesting and interactive, thereby increasing student engagement and motivation. According to research conducted by Guo et al. (2014), well-designed educational videos can increase student engagement and learning effectiveness. Empirical evidence also supports the effectiveness of using YouTube videos in learning. Several previous studies have shown that the use of YouTube videos can increase student motivation and learning outcomes. For example, research by Hasmiza & Humaidi (2023) shows that the use of YouTube media in learning is very effective in the era of digitalization. Apart from that, Aditiya & Prastowo, (2021) found that learning using YouTube media was effective in increasing students' interest in learning. Thus, the selection of YouTube videos as the focus of this investigation is based on strong evidence showing that this media can increase learning effectiveness through high accessibility, application of multimedia learning theory, increased student engagement and motivation, as well as support from previous empirical evidence.

### **Observations**

The results of the researchers' observations during the implementation of learning Islamic Tarikh subjects related to student and teacher activities in the experimental class include the introduction, core, evaluation, and closing stages. That students in the YouTube video experiment class had an average learning motivation observation score of 54.08 while students in the control class had an average of 38.12. This means that from the observations, there are differences in student motivation in the experimental class and the control class.

### **Analysis and Discussion**

Based on the results of the normality test, it can be seen that the initial data or pre-test of the experimental class obtained a significance value of 0.077 and the post-test of the experimental class obtained a significance value of 0.161. Then in the pre-test, the control class obtained a significance value of 0.023 and the post-test of the control class obtained a value of 0.026. Based on the test criteria, if the significance value  $> \alpha = 0.05$ , the data is normally distributed.

Based on the results of homogeneity testing using SPSS 21, it can be seen that the significance value of the data is 0.303, by the interpretation of the conclusion that if the significance value  $> 0.05$ , then  $H_a$  is accepted, meaning that the data comes from a homogeneous population. This shows that the significance value obtained is more than 0.05 or the sig value of  $0.303 > 0.05$  which means that the data is homogeneous. Thus, it was concluded that both classes between the control class and the experimental class came from a homogeneous population.

Based on the independent test value, the sample test obtained a sig value. (2-tailed) of  $0.000 < 0.05$ . Based on these results, it can be concluded that according to the interpretation of the conclusion,  $H_a$  was accepted and  $H_o$  was rejected, meaning that there was a significant difference between the learning motivation of students in the experimental class and the control class. Based on the independent test value of the test sample above, the sig value is obtained. (2-tailed) of  $0.000 < 0.05$ . Based on these results, it can be concluded that according to the interpretation of the conclusion,  $H_a$  was accepted and  $H_o$  was rejected, meaning that there was a significant difference between the learning motivation of students in the experimental class and the control class.

A hypothesis test using a paired sample t-test is testing for the same group of populations, but having two or more sample data conditions as a result of the treatment given to that sample group. The data required for this test equipment is numerical in the form of ratios and intervals. Paired sample t-test is used to determine changes in a population (experimental group) before and after receiving treatment (treatment). The correlation between before and after treatment is significantly related because the significance value is  $< 0.05$ . Decision making based on calculated and table: Find a table in t table: (1) The significance level ( $\alpha$ ) is 5% (judging from the input data in the option section that chooses a 95% confidence level); (2) Df or degrees of freedom is  $n$  (amount of data)  $- 1$  or  $50 - 2 = 48$ ; (3) So that the value 2.01 is obtained from the t table.

From the results, it is known that the calculated value of -8.559 in the plus and minus sign t-test is not considered so the value of  $-8.559 > 0.027$  (t table). So it can be concluded that  $H_o$  is rejected and  $H_a$  is accepted so that the signification value of  $0.000 < 0.05$  is following the basis of decision-making in the Paired t Test, it can be concluded that the control class and the experimental class are not identical, or different.

The effectiveness of YouTube media in learning can be seen using N-Gain calculations taken from learning motivation data. The N-Gain percent gain is as follows:

Table 2. N- Gain Test Results

Class	Average N- Gain (%)	Criterion
Experiment	53,9097	Effective
Control	38,0658	Ineffective

Based on the table above, it can be seen that the average N-Gain gain of experimental classes with learning using youtube media obtained an average of 53.9097 which is included in the interpretation of the effectiveness of N-Gain, which is effective. While the average N-Gain of the control class with learning without using youtube media is 38.0658 which is included in the interpretation that is not effective. This shows that Islamic Tarikh material about the history of growth, development and collapse of Islam in XX century India using youtube media is more effective than Islamic Tarikh learning about the history of growth, development and collapse of Islam in XX century India without using youtube media.

This study reinforces the results of previous research conducted by (Hasmiza & Humaidi, 2023), which states that shows that the use of YouTube media in learning in the era of digitalization is very effective. Moreover (Aditiya & Prastowo, 2021) In his research also found that learning using YouTube media is effective in increasing student interest in learning.

In addition, this study is in line with research (Hendar et al., 2022), which says that by utilizing *Youtube* As a learning medium, students become very enthusiastic in learning or in other words student learning motivation increases. While (Wulandari Ajeng A'am, 2023), said that

in order for the use of YouTube media to be effective, several stages need to be done. The first stage involves spreading the video link *YouTube* related to the material, the second stage involves explaining PAI material in the form of videos with sound and images that have been uploaded, and the last stage is the use of YouTube as a medium for practical learning methods, where students make presentation videos about the material and upload them to *Youtube Channele* their class.

Practical implications for educational practitioners and policy makers are very important for improving the quality of learning. For educational practitioners, the use of YouTube videos can be an effective tool for increasing student learning motivation. Teachers can use videos that are relevant to the subject matter to make learning more interesting and interactive. The implementation of YouTube media allows for more visual and interactive learning, helping students understand the material better through an audio-visual combination. In addition, teachers can assign students to watch certain videos outside of school hours, so that learning is not limited to class hours and allows for more flexible independent learning. Students may also be assigned to create video content as part of the evaluation, which not only assesses their understanding of the material but also develops their digital skills and creativity.

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## Conclusion

The process of learning Islamic Date in students using youtube videos has a positive impact, students become more interested in listening to the material and classes become more conducive. Based on the results of research data analysis that has been carried out and analyzed and calculated with the SPSS application version 21 for windows, the use of youtube video media, can increase the learning motivation of grade X TKRO 1 students at SMK Muhammadiyah 1 Bantul. The average result of the presentation of the experimental class and control class N-Gain. The average percentage of N-Gain of the experimental class was 53.9097% with the effective category and the control class obtained an average percentage of N-Gain of 38.0658% with the ineffective category. Based on this, it can be seen that the use of YouTube media used in Islamic Date subjects in grade X TKRO 1 SMK Muhammadiyah 1 Bantul students can increase their learning motivation.

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