

The Use of YouTube on Students' Interest and Achievement in Learning

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Abstract

This study aims to evaluate the role of YouTube technology in enhancing students' interest and achievement in secondary schools. Traditional teaching methods that focus on texts and teacher-centered approaches are often perceived as less engaging for today's students. A qualitative approach was employed in this study by analyzing articles published between 2019 and 2024. The findings reveal that the use of YouTube videos, enriched with visual elements such as animations and graphics, helps students understand concepts more clearly and engagingly. Additionally, YouTube fosters interactive learning, which subsequently increases student engagement in learning activities. The study also highlights the importance of teacher guidance in selecting videos that are relevant to the curriculum to ensure the platform's effectiveness. The implications of this study suggest that teachers need to be more creative in their teaching, students can learn at their own pace, and schools can leverage technology to optimize teaching strategies. Overall, the use of YouTube as a learning aid not only enhances students' interest and achievement but also strengthens learning outcomes through the more effective use of technology.

Keywords: Use of YouTube, Students' Interest, Achievement in Learning

Introduction

With the rapid advancement of digital technology, the use of online platforms in the field of education is becoming increasingly widespread. One of the platforms that has gained significant attention is YouTube, a video-sharing application that offers a variety of educational visual content. YouTube provides flexibility in learning by allowing educational materials to be accessed by students at any time and at their own pace (Zuraidah et al., 2024). The use of visual and interactive elements in YouTube videos, such as images, animations, and video clip, offers students greater engagement in the learning process and enhances their understanding of various topics. According to a study by Esther Emma and Ruhizan (2024), through a video-based learning approach, students are able to explore topics in a more engaging manner, reduce boredom, and increase their motivation to learn.

Previous studies have shown that the use of visual media, such as videos and animations, in education can improve memory retention and maintain students' attention more effectively

than traditional text-based learning approaches. For example, research by Ngan Ling Ling et al. (2024) and Che Suriani et al. (2020) found that visual materials such as documentary videos or tutorials help students understand abstract concepts more clearly and deeply. Videos also allow students to experience a variety of perspectives and situations that they may not encounter in the classroom, such as historical events, scientific experiments, or real-life situations (Sa'adatul Farhana Yahya, n.d.). With more interactive and dynamic content, YouTube is able to attract students' interest and provide them with a more comprehensive learning experience.

Although the use of YouTube in education is becoming increasingly popular, there is still a lack of understanding regarding the effectiveness of this platform in a broader learning context. While YouTube offers a wide range of visual content that can enrich the learning experience, its effectiveness in capturing students' interest and improving their academic achievement has not been fully explored (Zuraidah et al., 2024). Questions remain regarding the factors that make YouTube usage appealing to students, as well as the extent to which it can have a positive impact on their academic performance.

The lack of comprehensive studies on the impact of YouTube in this context hinders a deeper understanding of how the platform can be utilized more effectively in education. Therefore, this study aims to explore the factors influencing students' interest in the use of YouTube, as well as to assess its effectiveness in improving students' academic achievement.

Based on these aims, the main objectives of this study are:

- a) To explore the factors that make YouTube usage appealing to students;
- b) To assess the effectiveness of YouTube usage on students' academic achievement.

Theoretical Framework

This study is conducted to examine the effectiveness of YouTube usage on students' interest and academic achievement in learning. The Technology Acceptance Model (TAM) is employed to analyze two aspects: exploring the factors that make YouTube usage appealing to students, and assessing the effectiveness of YouTube usage on students' academic achievement.

The purpose of this study is to explore the factors that attract students to use YouTube and to evaluate the effectiveness of YouTube usage on their academic performance. To achieve these objectives, the Technology Acceptance Model (TAM) is applied as the primary theoretical framework. Introduced by Davis in 1986, TAM is one of the most widely used theories for understanding technology acceptance across various contexts, including education (Nazri Sedi & Mohamad, 2023). This theory provides insights into how specific factors influence an individual's acceptance of new technologies.

The Technology Acceptance Model (TAM) states that the acceptance of a technology is influenced by two main constructs: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) (Yeap & Chew, 2024). Perceived Usefulness refers to the extent to which an individual believes that using a particular technology will enhance their task performance, while Perceived Ease of Use refers to the extent to which an individual believes that using the technology is free of effort and uncomplicated (Yeap & Chew, 2024). Both constructs

subsequently influence an individual's attitude towards the technology, ultimately leading to their intention and decision to use it.

Based on TAM, students' interest can be associated with Perceived Usefulness and Perceived Ease of Use. Factors present in the use of YouTube, such as engaging content, visual capabilities that aid comprehension, and flexible learning times, can enhance Perceived Usefulness. For instance, students may perceive YouTube as a learning tool that helps them understand difficult concepts through visual demonstrations and interactive explanations. When students feel that YouTube provides added value to their learning, their interest in using the platform also increases.

In addition, Perceived Ease of Use also plays a significant role in attracting students' interest. If YouTube is easily accessible, user-friendly, and does not require students to possess advanced technological skills, they are more likely to use it. Therefore, both constructs explain how specific factors within YouTube can influence students' interest in learning.

Within the context of TAM, Perceived Usefulness plays a primary role in determining the effectiveness of YouTube on students' academic achievement. When students believe that YouTube helps them better understand learning materials, it has a positive impact on their academic performance. For instance, educational videos on YouTube that provide in-depth explanations of specific topics can help students master subjects more effectively, thereby improving their examination results.

Moreover, this effectiveness can also be influenced by students' high level of interest in YouTube. Deep interest often leads to more active and focused learning, which ultimately contributes to better academic achievement.

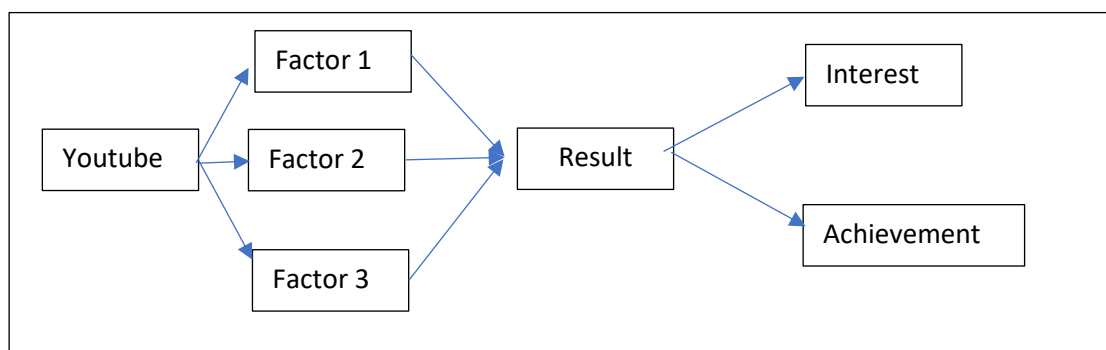


Figure 1.1 : Illustrates the research framework based on the Technology Acceptance Model (TAM).

The research framework developed in this study reflects the relationship between YouTube usage, the influencing factors, user decisions, students' interest, and their academic achievement. Based on the Technology Acceptance Model (TAM), YouTube serves as the primary technology focus in this study. The use of YouTube as a learning tool is influenced by several key factors associated with the two main constructs of TAM, namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU).

The first identified factor is the engaging and educationally relevant content on YouTube. Engaging content, such as interactive videos or clear visual explanations, can help students better understand learning materials (Norhafizan, 2021). This directly enhances Perceived Usefulness, as students view YouTube as a valuable tool that adds to their learning experience. When students recognize the benefits of the content available on YouTube, they are more inclined to use it in their learning processes.

The second factor refers to the accessibility of YouTube. As a digital platform, YouTube can be easily accessed through various devices such as smartphones, tablets, and computers. Moreover, its use often incurs no additional cost, especially when students can take advantage of free internet access at school or home (Khalissafri, 2024). This accessibility increases Perceived Ease of Use, whereby students feel that using YouTube does not burden them. The ease of access makes YouTube more user-friendly and more suitable as a learning tool.

The third factor is the flexibility of YouTube as a learning tool. Students can use it at any time according to their convenience (Ni Kadek Meri et al., 2020). For instance, students can rewatch videos to gain a deeper understanding of certain concepts or choose study times that fit their daily routines. This flexibility not only enhances Perceived Usefulness but also contributes to Perceived Ease of Use, as students feel more autonomous and in control when using this technology.

All these factors eventually lead to user decisions, that is, students' acceptance of YouTube as a learning tool. When students find YouTube content engaging, easily accessible, and flexible, they are more likely to accept and actively use YouTube in their learning. This decision subsequently influences two key outcomes of this study: students' interest in learning and their academic achievement.

High student interest in YouTube often leads to more active and effective learning. When students are interested, they are more motivated to engage directly in the learning process, such as focusing more while watching educational videos and making greater efforts to understand the presented materials. At the same time, the effectiveness of learning through YouTube also contributes to improved students' academic achievement. With explanations that are easier to comprehend through visual and interactive media, students can master the subjects better, thereby demonstrating stronger academic performance.

Overall, this research framework explains how specific factors in YouTube usage influence user decisions and subsequently enhance students' interest and academic achievement. The application of TAM provides a clear explanation of how Perceived Usefulness and Perceived Ease of Use play significant roles in making YouTube an effective learning tool.

Methodology

This study adopts a qualitative research design through document analysis, using 10 journal articles as the sample.

Research Findings

The Use of YouTube in Attracting Students' Interest in Learning History

The use of YouTube in learning History offers an innovative approach that effectively captures students' interest through rich interactive and visual elements. This approach helps to make historical topics, which are often perceived as difficult and abstract, easier to understand and more engaging.

The effectiveness of this interactive and visual approach is supported by a study conducted by Catherine K. Avedi and colleagues (2023), which found that teachers agreed that the use of YouTube videos could enhance students' interest and engagement in History lessons. Students' positive perceptions towards the integration of YouTube videos into the teaching process were a key factor in its success. The study also showed that students exposed to YouTube videos recorded significant improvements in their post-test results compared to their pre-test, thus strengthening evidence of the effectiveness of this method in History education.

In addition to improvements in student performance as highlighted by Catherine K. Avedi and colleagues (2023), the use of YouTube videos as teaching aids (BBM) has also proven effective in attracting interest and enhancing students' understanding of History subjects. Multimedia elements such as audio, text, and animation present in videos help maintain students' attention throughout the teaching and learning sessions (Tan & Carol, 2013). These elements not only prevent boredom but also spark a deeper interest in students towards History.

Research by Jasliza and Syahrul (2024) further reinforces the effectiveness of YouTube videos in attracting students' interest. Their study found that respondents were more engaged when using colourful short videos and were able to reflect well on the teacher's questions after watching videos related to the topic of independence. These findings demonstrate that YouTube videos are effective tools in increasing the appeal of History learning.

Beyond boosting students' excitement for learning History, YouTube was also found to strengthen students' motivation and interest in delving deeper into learning topics. This is evidenced in a study by Zalva Azura and Sumardi (2022), which showed that respondents were highly attracted to YouTube content that was not only entertaining but also educational, with appealing coloured visuals. Respondents expressed excitement with the storytelling approach used in videos, which made the content easy to understand. Students also felt more confident learning through YouTube because they could rewatch the learning videos as needed, wherever they were, provided they had internet access and suitable devices. This made students more inclined to use YouTube as a supplementary learning tool in addition to school instruction. The study also found that students enjoyed learning through YouTube because the videos felt more realistic and relatable.

The effectiveness of YouTube in increasing students' interest and excitement towards History learning can also be observed in other subjects, such as Geography. A study by Nor Shahila and Fariza (2021), entitled "The Use of YouTube to Enhance Students' Interest and Achievement in Learning Physical Geography in Secondary Schools," found that colourful graphics and engaging multimedia elements in YouTube videos successfully captured students' interest. The resulting interest improved students' understanding of the topics

tested during the study and motivated them to learn new topics in Geography. With this improvement, YouTube became students' primary choice as a self-learning resource compared to other learning platforms for boosting their academic performance.

In addition to its effectiveness in enhancing interest in Geography, YouTube also positively impacted overall student motivation, including in History learning. A study by Indah Ayu Ainina (2021) showed a significant difference in test results between students who used conventional learning methods and those who used YouTube, demonstrating that YouTube use can boost students' enthusiasm and interest in learning History. These findings align with research by Lawrence and Harnani (2021), who found that students' excitement and motivation when using YouTube channels during Home-Based Teaching and Learning (PdPR) sessions created a more engaging and effective History learning experience compared to relying solely on textbooks.

However, the effectiveness of YouTube in enhancing student motivation and interest in learning History also depends heavily on the role of the teacher in providing proper guidance. Teachers play a crucial role in helping students select videos that align with the curriculum, ensuring the relevance and quality of learning materials used. With this guidance, students feel more confident in using YouTube as an alternative source to gain deeper and more detailed historical knowledge.

The importance of teacher guidance in selecting appropriate videos is supported by research showing the necessity of choosing materials aligned with curriculum standards. A study by Shen Yuan Saw and Mohd Mahzan (2024) indicated that teachers' selection of YouTube videos was not based on popularity metrics like view counts or likes but rather on criteria that ensured the videos met the History curriculum standards. Empirical data collected reinforced the importance of teacher guidance in choosing materials relevant to the Curriculum Standard Document. With clear guidance, students not only access accurate and quality information but also become more interested and confident in learning History through YouTube (Ngan Ling et al., 2024).

In addition to ensuring the selection of videos that meet curriculum standards, teacher guidance also helps in identifying key elements within YouTube videos that can boost student interest. Findings showed that attractive elements such as high-quality and clear images, engaging animations, and the inclusion of subtitles in foreign-language videos significantly increased student engagement. Subtitles made information processing easier for students, while shorter videos helped maintain their attention span. This is consistent with Srinivasacharlu's (2020) suggestion that videos should be within 5–10 minutes in length to avoid cognitive overload and loss of focus. Overall, these elements successfully stimulated students' interest in watching and learning History through YouTube.

The effectiveness of engaging elements in YouTube videos not only increases students' interest but also establishes YouTube as their preferred learning tool. Research by Tan and Carol (2023) showed that more than half of the respondents preferred attending classes that incorporated YouTube videos as part of the instruction. They were also more inclined to study History topics with the help of YouTube videos rather than relying solely on textbooks. Furthermore, the study found that respondents even recommended the use of YouTube

videos to their peers, indicating their dislike for learning methods dependent exclusively on textbooks.

Besides being students' preferred learning tool, the effectiveness of YouTube usage is further reinforced by other studies highlighting its impact on students' interest and academic achievement. Research by Riska and colleagues (2021) also confirmed that YouTube usage positively influenced students' interest in History, subsequently improving their performance. This finding is supported by a more recent study by Ngan Ling and colleagues (2024), showing that students remained more focused when teachers incorporated YouTube videos as teaching aids. This is because videos can capture students' attention, especially in today's multimedia-saturated environment. Overall, these studies demonstrate that the use of videos in History Teaching and Learning (PdP) can significantly enhance students' interest in the subject.

Aligned with the findings presented in previous studies, which show improvements in student interest and performance through the use of YouTube videos in PdP, it is evident that technology-based learning approaches are becoming increasingly relevant in modern education. The younger generation, now more accustomed to the use of digital technology in their daily lives, tends to become bored with traditional teaching methods that lack active engagement. Therefore, using teaching aids such as YouTube videos becomes a relevant approach to attracting student interest. The videos available on this platform not only offer engaging and informative content but also facilitate students' understanding, thus making the teaching and learning process more enjoyable. This approach is consistent with Hanifah's (2020) view, which stresses that teachers must master current technologies to create interactive, engaging, and effective learning experiences that encourage students to better master knowledge.

The Effectiveness of YouTube Usage on Students' Achievement

In the era of modern education, YouTube has emerged as a popular media platform supporting the teaching and learning process. One of YouTube's main advantages is its ability to deliver engaging visualizations through a combination of images, colors, and sounds in video form (Abdullah et al., 2019). This feature has been proven to enhance student interaction, particularly in aspects such as asking questions and sharing views, as reported by Indah Ayu Ainina (2019). Such active interaction makes learning more dynamic and helps students achieve objectives more effectively.

Meanwhile, a study by Cathrine and colleagues (2023) revealed that students who used YouTube in learning achieved higher academic performance compared to those who did not utilize the platform. When integrated into teaching, YouTube not only enhances learning satisfaction but also contributes to improved student performance.

Similarly, a study by Zalva and Sumardi (2022) supports these findings, showing that YouTube as a learning medium is not only equivalent to face-to-face learning methods but even more effective in enhancing students' knowledge. The platform provides various alternative resources beyond textbooks, making it easier for students to deeply understand learning materials. The study also supports that YouTube videos are easy to understand, with fast access and a wide range of searchable materials, making the platform user-friendly. These

factors not only assist students in better comprehending learning content but also foster enjoyment in learning. Furthermore, YouTube helps both teachers and students overcome difficulties in understanding learning materials, thereby contributing to improved student achievement, especially in the context of examinations.

Additionally, a study by Nor Shahila and Fariza (2021) focusing on Geography learning also demonstrated the effectiveness of YouTube videos in improving students' understanding. As in History, the use of videos has proven to help students master complex concepts, such as Physical Geography, more easily and effectively. This study also confirmed that YouTube videos not only expand students' knowledge but also facilitate them in completing assignments more efficiently. The use of videos aids students in understanding Geography content, especially topics requiring direct visual examples, thereby increasing students' interest, motivation, and positive behavior. Through this visual learning method, students more easily understand and remember Physical Geography topics, which has been shown to improve their post-test performance. This improvement is further supported by teachers acting as facilitators to ensure more effective learning, providing students with opportunities to develop their ideas, interests, and abilities in the subject.

In addition to Geography, the study by Lawrence and Harnani (2021) regarding YouTube usage during Home-Based Teaching and Learning (PdPR) also demonstrated the platform's effectiveness in improving students' understanding of History topics. Similar to Geography learning, YouTube videos provided students with the means to comprehend taught concepts more clearly and easily. Empirical findings also revealed that YouTube videos assist students in better recalling History topics. Students found it easier to understand History when notes were presented in video form, and the platform also simplified their search for reference materials. For instance, to understand certain concepts, students could search for additional information through the internet, especially YouTube videos offering diverse visual content. Furthermore, YouTube is a more affordable and faster learning medium, accessible even to less privileged students. With careful planning by educators, students can utilize YouTube videos as both a learning tool and an additional resource. This study also showed that visual learning through YouTube improved students' understanding of Form Three History topics.

In line with this, a study by Tan and Carol (2023) showed similar findings, where the use of YouTube videos in History learning enhanced students' comprehension and memory retention. As discussed in the study by Lawrence and Harnani (2021), this teaching method enabled teachers to deliver lessons more clearly and effectively. The learning process became more effective when students used both their hearing and sight while watching videos, helping them to focus better and easily understand information, particularly in History. Tan and Carol (2019) also emphasized that YouTube videos assist students in grasping more complex concepts by providing direct visual examples, thus increasing their engagement in learning. A study by Riska and colleagues (2021) further supported these findings, showing that YouTube as a learning platform effectively improves student achievement. Experimental class activities using YouTube showed better outcomes compared to control classes that did not receive specific interventions.

Overall, the use of YouTube in History learning has been proven to have a significant positive impact on student achievement. The study by Ngan Ling and colleagues (2024) supports these

findings, showing that students found it easier to understand content when teachers used videos during Teaching and Learning (PdP) sessions. Visual presentations in videos helped students visualize the concepts being taught, making the learning atmosphere more engaging and enjoyable. Moreover, videos that combined visual and audio elements helped students more easily understand and remember the information delivered by teachers. The use of videos in PdP has also proven more effective in boosting student achievement, particularly as today's generation is more exposed to information technology. Study results showed an average increase of 18.67 percent in post-test scores among the treatment group after participating in PdP sessions using videos, while the control group also showed improvement in their test scores. This proves that the use of videos in History PdP is highly effective in enhancing students' achievement in the subject.

Implications and Significance of the Study

This study on the use of YouTube in History learning provides several important implications, particularly within the context of 21st-century education. The use of YouTube as a teaching aid can have a significant impact on how teachers teach and how students learn. With the increased interest of students in History through engaging video content, teachers have the opportunity to be more creative in their teaching delivery and to capture the attention of students who may not be interested in conventional methods. This allows teaching to become more interactive and engaging, thereby enhancing overall student involvement in the learning process.

The significance of this study also lies in its ability to offer a more inclusive and flexible approach to learning. YouTube provides students with the opportunity to learn at their own pace and time without the pressure of strict schedules. This is particularly useful for students with different learning styles. For students who may struggle to grasp certain concepts through direct classroom instruction, they can revisit and revise by watching the learning videos on YouTube. This capability adds value to a more personalized and tailored learning experience according to individual student needs.

In terms of practical significance, this study can assist schools and teachers in planning more effective teaching strategies by leveraging modern technology. As more students are exposed to digital technologies, integrating YouTube into the History curriculum not only helps to attract their interest but also prepares them for life in an information-rich digital world. Consequently, students not only acquire academic knowledge but also essential 21st-century skills such as digital literacy, independent learning, and information-seeking skills.

Conclusion

Overall, this study proves that the use of YouTube as a learning platform has a significant positive impact on students' achievement in the subject of History. Through the engaging visualisation offered by video content, students are able to understand complex concepts more easily, thereby enhancing their interest, motivation, and engagement in the learning process. Previous studies referenced also support these findings, showing that the use of YouTube not only facilitates understanding but also contributes to the overall improvement of academic achievement.

In this modern education era driven by technology, flexible and interactive learning approaches such as the use of YouTube are highly relevant and necessary. Teachers can act as facilitators by integrating video materials into teaching, while students benefit from the opportunity to learn at their own pace and easily access additional learning resources.

Therefore, the use of YouTube in the teaching and learning of History should be expanded and strategically integrated into the curriculum, in line with the needs of 21st-century learning. This technological integration not only enhances student achievement but also prepares them to face the challenges of an increasingly digital world.

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