

Arabic Language Youtube Teacher: What Knowledge to Have?

Nurzainatul Hajar Ismail, Nik Mohd Rahimi, Salleh Amat

Post-Graduate Student, Faculty of Education, Universiti Kebangsaan Malaysia, Faculty of Education, Universiti Kebangsaan Malaysia

Email: p113324@siswa.ukm.edu.my, nik@ukm.edu.my, sallehba@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i7/17848> DOI:10.6007/IJARBSS/v13-i7/17848

Published Date: 18 July 2023

Abstract

The *YouTube* Application is a popular and often-used social media medium for teaching and learning amongst teachers, lecturers and students. However, not everyone has the knowledge to use Youtube as a teaching and learning medium. As such, this study intends to explore the knowledge required by a *Youtuber* Arabic Language Teacher, in teaching Primary Level Arabic Language. This study uses the qualitative approach with case study design and 3 outstanding *Youtuber* teachers from a few schools in the states of Selangor, Johor and Kedah were selected to participate in this study. Data was compiled through semi-structured interviews. The findings of the study indicates that the outstanding *Youtuber* Arabic language teachers had two types of specific knowledge to use YouTube as the medium of teaching and learning. The two types of knowledge are the Knowledge of the Special Application of YouTube and the Knowledge of Creating YouTube Videos. The Knowledge of the Special Application of YouTube is related to YouTube as the medium of teaching and learning, the basic and extended features of YouTube. As for the Knowledge of Creating YouTube Videos, this relates to the multimedia elements and their presentation in creating these YouTube videos, which are appropriate and can contribute towards “teaching” audiences; especially students of the Arabic language. Therefore, the aforementioned bodies of knowledge within this study will help teachers who are not yet proficient in handling the YouTube application and creating interesting YouTube videos, as a guide, specifically in the teaching of Arabic language.

Keywords: Arabic Language *Youtuber* Teacher, Youtube Knowledge, Youtube Video Knowledge

Introduction

YouTube is a famous application with videos of various types that can be watched and the founders were 3 colleagues in the PayPal company, Chad Hurley, Steve Chen and Jawed Karim in the year 2005. In the beginning, YouTube was an application for dating, but eventually changed direction to become a video uploading application. Now, this application has billions

of monthly users, an average of 2 users worldwide use YouTube. The number of users increase by 50% annually.

Arabic Language YouTuber Teacher

The teacher who prepares learning and teaching activities for Arabic language through *YouTube* are able to increase the mastery and acquisition of vocabulary as well as increase the students' understanding, therefore easing the process of teaching wherever they are, either within or outside of the classroom environment. Based on Roszilawati's study (2020), it was proven that the teachers' readiness in terms of attitude towards, knowledge and skills of using the *YouTube* application was at a high level. This clearly indicates that the Arabic language teachers in Malaysia have positive and good attitudes, good level of knowledge and skills in using the *YouTube* application as one of the teaching tools.

The teachers known as a Youtuber usually has good skills and techniques in handling the YouTube application and their practice of creating learning videos usually fulfill the criteria aligned with the education system. In fact, the Ministry of Education should also support teachers who are productive in preparing learning video clips in YouTube; and these clips should also come under the regulatory monitoring and follow-up of the ministry (Alasaadi & Hamed, 2022). Henceforth, to further enhance this foreign language-learning, which is an additional language approved by the ministry, the use of the YouTube application as a teaching and learning strategy must be considered by the ministry, as it will help in optimising learning in the 21st century.

In conclusion, the teaching practices of using YouTube videos have a positive impact in teaching the Arabic language to students; as it is not easy to learn a foreign language if the strategies used do not interest them. The visualisation through YouTube videos make it an ideal tool to sustain students' interests, for those wishing to further grasp the language (Raj et al., 2019). Therefore, the importance of making YouTube videos as part of effective teaching techniques in the teaching of Arabic language to help students master and acquire the language must be seriously considered.

Teachers' Knowledge on the Usage of YouTube

According to the scholar Shulman (1987), a professional teacher needs to have a mastery of a few bodies of knowledge within themselves. The first is the knowledge of the content to be taught, the second is the knowledge of pedagogy in general such as teaching techniques, the third is the knowledge of the curriculum, the fourth is knowledge of pedagogical content, the fifth is knowledge of the students, the sixth is the knowledge on educational context and finally, the knowledge of the purpose and goals of education. Henceforth, the mastery all the bodies of knowledge proposed by Shulman will give rise to teachers and students who are competitive at the international arena.

In retrospect, teachers who use the YouTube application must have in-depth knowledge of the application; from the sign-up of the application to being able to share learning contents. This aspect is shared in a study, where teachers-to-be and teachers are recommended to undergo tutorials themselves, to ensure they understand and master the use of YouTube as a teaching and learning tool, as well as to support and encourage them (Nacak et al., 2020). The aforementioned statement clearly indicates the importance of the use of this application in the education system in general and amongst educators especially, as it has obvious benefits and positive impacts.

Although many educators choose to use existing videos in this application, they must still have the knowledge on how to select the appropriate video with suitable content for their students. A study made indicates that teachers choose videos via the YouTube (general) search engine and not via specific channels within the application (Pattier, 2021). As such, YouTube will display many general videos which may not be relevant to the content and objective of the teachers. Henceforth, it is important that the teacher has knowledge on the searching of YouTube videos and most importantly, has the knowledge to create videos to suit the contents, objectives and the students.

Problem Statement

Studies in relation to Arabic language YouTube teachers need to be given prominence, in line with today's needs. This study notes that previous studies focused on the effectiveness of using YouTube in the teaching of Arabic language skills amongst University students (Harun et al., 2019; Saja et al., 2021; Mohamed, 2020) and secondary school students (Harun & Siti, 2022). In addition, other researchers studied the preparedness of Arabic language teachers in terms of attitude, skills and knowledge of the YouTube application, but the study was on the curriculum training aspect (Roslizawati, 2020).

However, there have been past studies on the use of YouTube applications in other subjects such as English (Albahiri & Alhaj, 2020; Atmojo, 2022; Ogirima, Telulope, Temitope, 2021; Fadhil & Ali, 2020) and in the subject of Geography (NorShahila & Fariza, 2021). In fact, there is a previous study on the application of YouTube as an effective learning tool (Trishu & Shruti, 2021) as well as the role of the audio and visual element in the YouTube application (Albahiri & Alhaj, 2020).

Although there are studies conducted on the approaches used by dominant Arabic language teachers, attention must be given to the knowledge that teachers have on the YouTube application and YouTube videos in their teaching and learning environment. This can be seen in the findings of Roslizawati (2020), that the focus and skills of teachers must be enhanced in the Arabic language curriculum training. According to her, the main contributor in the enhancement of the use of something is the skill-level of the teacher. Therefore, it is clear that a teacher must emphasise the knowledge of using the YouTube application before using it for the purpose of teaching the Arabic language.

As such, teachers who use the YouTube application must have knowledge on the creation of YouTube videos, as most teachers currently use existing videos within the application, rather than creating videos themselves. According to Fadhil & Ali (2020), amongst the issues in technology-based education is the lack of understanding about the applications used. Ebied et al (2016) via Fadhil & Ali (2020), states that teachers need training to manage YouTube videos so that the teaching and learning process becomes more effective. It is evident that knowledge about YouTube videos is important to ensure the effectiveness gives a positive impact on teachers and students.

Therefore, this study aims to identify the knowledge of Youtuber Arabic language teachers in primary level Arabic language teaching.

Research Methodology

This study takes the qualitative approach with the the case study design and applies the semi-structured interview method in order to compile data to gather information on the knowledge required by Youtuber Arabic language teacher. According to Cresswell (2018), case

study is the qualitative approach design which explores a limited system in an in-depth manner based on expanded data collection such as for individual, process or event. As such, the interview inventory used in this study obtained the validation and credibility from an expert in the Arabic language field.

The selection of participants used the sampling technique, aimed at attaining the objective aforementioned in this study. The sampling technique is mentioned by Patton (2002); Creswell (2018) to identify and explore cases studied in this research based on the objectives and research problems. 3 YouTuber Arabic language teachers were selected as participants in this study and were given a specific code. The code for the first participant is YuBA01, YuBA02 for the second participant and for the third participant, the code is YuBA03. The selection of codes for the research participants are based on the teachers' nickname; Yu meaning YouTuber and BA refers to Arabic Language. The research participants are chosen based on the announcement of Excellent YouTuber by YouTuber Academy Malaysia in their Facebook social media and fit the criteria required.

The next process is the process of interpreting data inductively, whereby data which have been transcribed are read and then undergo a data-cleansing process to form a suitable code for. However, to ease the data management aspect, this study uses the Atlas.ti version 22 software to process data more rapidly, easily and systematically. All raw data already transcribed from the interviews with the research participants are run through the software for coding and to produce themes. According to Gall, Borg & Gall (2003), the software enables all research data to be examined thoroughly to find the construct, theme and pattern suitable to the phenomena being researched. All themes produced are validated by two experts in the field of Arabic language.

The coding process is essential to build the themes and categories of each themes. All codes generated will be placed according to categories or sub-themes to build the theme. All this processes is created fully using the Atlas.ti software to ensure that it is in order and systematic. All themes produced will undergo validation by the expert to get Kappa's agreement value. Validation amongst the experts also proves the credibility of this study and the Cohen's Kappa agreement value as a guide. According to Zamri & Noriah (2003), the Cohen's Kappa index analysis is to find out how far the themes in this study is accurate, based on sources of evidence compiled and validated by the experts. As such, every valuation made by the expert will go through a calculation process determined by Kappa and there will be values which will be considered as the determinant of credibility and validity in this study. For example, Landis & Koch (1977) stated that the best value of agreement should be 0.75 and above or 50 percent of expected agreement.

Findings and Discussion

This study identifies the knowledge needed by YouTuber Arabic language teachers in teaching primary level Arabic and the findings indicate that a few themes can be derived from the reesarch problems. Knowledge of the Speciality of the YouTube Application is the first theme of this study. All research participants have various knowledge in using the YouTube application for th purpose of teaching primary level Arabic language.

The findings indicate that there are 3 domains of knowledge, based on the interview conducted, which was also the sub-theme of the study; the concept of *YouTube*, the features of *YouTube* and the benefits of *YouTube*. The Knowledge of Creating YouTube Videos is the second theme, where all research participants have varied knowledge of creating interesting

and effective videos and the results of the interview identified several knowledge base; from the aspect of application, multimedia elements and delivery.

The YouTuber Arabic Language Teacher's Knowledge of the Speciality of YouTube Application

YouTube as the teaching-learning medium

Every YouTuber Arabic language teacher has a clear goal in using the YouTube application so as not to diverge from the field of education. Their knowledge of the concepts of YouTube application has closely related justification with teaching and learning. Among others, they state that the YouTube application can become the medium of teaching and learning especially as teaching aid of in the flipped classroom approach

"...so it is very appropriate to use YouTube as a medium for...teaching and learning or to be used as *BBM* in school or in the flipped classroom approach at home."
(YUBA01)

Apart from that, the *pak21* activity also includes digital education and teachers must use information technology and communication (ICT) during teaching and learning sessions in the classroom:

"...and presently in our teaching and learning if according to requirement in our teaching and learning too...in the PAK21 as well, digital learning is incorporated, so, the YouTube application means we can use it, even though we are no longer in the pandemik and can be applied in the classroom." (YUBA03)

As such, the YouTube application may help teachers who are unable to attend school during teaching and learning session, as its use is not only limited to school, but may be watched repeatedly at home

"...If our students are absent from class or we could not attend of be in the class during the teaching and learning session, we are able to repeat was what taught before during our previous session." (YUBA02)

The YouTuber Arabic language teacher has good knowledge of the YouTube application as a medium of teaching and learning. This is important as it will prove that this application can be used not only as a medium of entertainment, but also a medium in education. Henceforth, the use of YouTube as an effort befitting the 21st century concept of a classroom, where there exists the need to upgrade the process of learning in the classroom environment.

Regulatory Features of YouTube

Research participants not only know the purpose and goals of using the YouTube application, results of the interview indicate that they also know the regulatory features of YouTube. Each regulatory feature stated by the YouTuber teacher helps them to use YouTube to ease their teaching and learning sessions.

Every YouTuber has their own YouTube channel to facilitate its use. The YouTube channel functions as a storage for YouTube videos uploaded into its application.:

“...Okay we put in...we upload it into YouTube...the YouTube channel.” (YUBA02)

Apart from that, this application also has the privacy feature for teachers who do not wish to share their videos publicly. This privacy feature enables the YouTube video to be saved and uploaded under the *unlisted* feature, whereby the video can only be watched only by students who receive the link to the video.

“...although it is unlisted, we can give the link...so they may rewatch later what we taught and the rest may also repeatedly watch what I had taught, so it’s okay.” (YUBA02)

Apart from the YouTube feature above, another YouTuber teacher mentioned that she/he did not simply upload the videos at any given time. This is because the application provides specific times where the videos would be viewed by audiences, know as the “premier” slot. Videos uploaded into the YouTube application may be set as “premier” to attract more viewership.

“...I do not upload it instantly. I would set it as premier. Premier is during peak hours, either in the afternoon or evening/night. Okay. It’s not really viewed during the day, right?” (YUBA01)

Based on these regulatory features of YouTube, it is clear that it is crucial that every teacher knows what to do in order for the videos to not be misused by other parties. In addition, teachers may create their own educational videos if they have their own channel to store their videos. Mustafa (2020) also states that educators are encouraged to create learning videos and upload them in YouTube to enhance the learning experience of students.

Additional Features of YouTube

Every media social application has its own advantage, including the YouTube application. This resulted in YouTuber Arabic language teachers using the YouTube application after discovering the advantages which were suitable to use in education. Every advantage mentioned by these teachers also prove that the YouTube application is not an application that is useless and merely for entertainment.

Among the advantages mentioned is that this application can be used by anyone including children and is readily accessible wherever and whenever:

“...Therefore it inadvertently spreads what is contained in our *DSKP KPM* and it may be used by everyone, even *JPN* itself is familiar.” (YUBA03)

However, it is of concern amongst teachers that to use the application requires the use of a lot of data, as this application needs internet connection to use. But according to one YouTuber Arabic language teacher, one may reduce data use by uploading a lower resolution video:

“...But in YouTube, we can reduce data use by reducing our video’s resolution...use 480 (resolution), right? But if we use 1080 (resolution), of course we will use a lot of data, right.” (YUBA01)

On top of that, the YouTube application is not only for videos used by our students, Malaysian students in general may use it if the video is set for public viewing. This is what is done by a YouTuber teacher who was interviewed

“...our videos, if we upload it on YouTube, not only can we share it with our own students, but we can also share it with students of other schools as well” (YUBA02)

Among other advantages shared by them is that this application may include worksheets, placed in the description section of the video to facilitate teachers who wish to conduct assessments based on that YouTube video:

“...and that is the innovation which I made; attaching of worksheets in the description section to use for teachers’ assessment. So it’s a 3-in-1 video, before this we may have just created a video of singing, but since about two months ago I started to create 3-in-1 worksheets in pdf format as I prefer it to be in the physical form for ease of marking it later.” (YUBA01)

The findings of the study indicates that the aforementioned advantages of the YouTube application influences the knowledge of the YouTuber Arabic teachers interviewed. Knowledge of the YouTube application is important before it is used for the purpose of teaching and learning. In fact, the YouTube application is a popular platform for watching videos due to the existence of smartphones and wireless laptops, which facilitates teaching and learning using videos in the present day learning environment (Malini & Tan, 2020). Therefore, it is hoped that this facility is used in a beneficial manner and users need to always be aware of the special features to include the use of YouTube in teaching.

Knowledge on Creating YouTube Videos Pengetahuan Pembinaan Video YouTube Types of application

Teachers need to know the types of application in creating a YouTube video because these applications may help to include elements such as photos, audio, animation, video and words (text). Knowledge of YouTube video editing is the first procedure to know to produce videos of high quality and to attract students. In this instance, teachers who are able to create videos must be knowledgeable in the applications they use. There are 7 applications which are often used by the YouTuber Arabic language teachers based on the videos they produce:

1) The Canva Application

“...IN the YouTuber academy, it is compulsory that we have our face on display, either via camera or in canva or within the power point or OBS, and nowadays, since there are a lot of such applications, it makes us appear to the students as if we are teaching them face-to-face.” (YUBA03)

2) OBS Application

"...Then I record using the OBS. Once the slides and others are ready, I will record my video and use the OBS application. A few buttons here and there, just miming, right, since the music is there already. Press a few buttons here and there. Then the recording is done." (YUBA01)

3) The Filmora Application

"...Once done, it's finalised using the filmora app...which is considered the final touch. Here's where we insert the intro, where to cut...and finally I include the minus one." (YUBA01)

4) The Smule Application

"...then after I record, I often use the Smule app. However, I don't use the earphone. I will use a special mic. I use the recording mic, so the quality is better." (YUBA01)

5) The Kinemaster Application

"...okay...I produce the video and create the slides in power point...then we convert them into mp4, then edit in Kinemaster using handphone which was previously used to make the slides." (YUBA03)

6) The Camtasia Application

"...the use of power point and Camtasia...that is what simplifies my job and students are able to understand what I am trying to convey, better." (YUBA02)

7) Power point

"...after finishing up with Smule, I will transfer into my laptop, and then I will edit the lyrics using canva or power point. It is really up to me whether I prefer to use canva or power point to edit." (YUBA01)

All the applications mentioned by the YouTuber Arabic language teachers are used to create videos either using the smartphone or laptop. As such, the applications have their own advantages and requires skills to use them. Mayer (2011) via a study (Malini & Tan, 2020), states that multimedia used well will encourage active cognitive processing by the audience although it is said that watching videos is seen as a passive activity.

Multimedia Element

After the YouTuber Arabic language teacher learns of the applications to create videos, they will then incorporate multimedia elements into the YouTube videos. Each YouTuber interviewed incorporated interesting elements which resulted in their videos achieving thousands of views. This is due to the fact that multimedia elements is necessary to include to attract students to watch, then grasp the content of the video. As such, based on the interview of all the YouTuber teachers, it was found that there are 8 elements needed in the YouTube content, as follows

1) Animation Element

“...this is because there is animation, cartoon and other interesting visuals, which is an attraction for students...to get them more interested especially in Arabic language, because Arabic is *ghoiril natiqin*...we are not native speakers of Arabic, therefore it becomes one way to get kids to be interested” (YUBA03)

2) Song Element

“...A lot can be taught and we can edit into the video, interesting songs, which is one way to attract kids nowadays. In this digital age, kids tend to be more interested with the videos if we include the elements mentioned earlier.” (YUBA03)

3) Visual Element

“...Some visuals are not very nice. Ustaz said that if we include cartoons, kids may be more attracted.” (YUBA02)

4) Graphic Element

“...Here in the YouTuber academy, we are taught how to produce videos, either to include graphics or cartoon or whatever pictures/visuals we choose, either those available for free or through the paid platforms, up to us.” (YUBA03)

5) Cartoon Element

“...Here in the YouTuber academy, we are taught how to produce videos, either to include graphics or cartoon or whatever pictures/visuals we choose, either those available for free or through the paid platforms, up to us” (YUBA03)

6) Background Element

“...We can create a simple background. Then we can have a visual that we focus on...enlarge in. Shift it left, right, centred” (YUBA02)

7) Voice/sound element

“...Whatever is in the video, there should be a voice/sound and picture/visual related to it.” (YUBA02)

8) Minus one Element

“...And for the latest one, I included minus one” (YUBA01)

Based in the data compiled via the interviews, it is clear that information on the YouTube application for the purpose of teaching and learning is crucial for teachers, who are the users of the medium. On top of that, they need to learn various elements of multimedia in order to plan an effective and systematic video production.

Delivery Method

The method of delivery is an important knowledge for the YouTuber Arabic language teachers to have in creating YouTube videos. This knowledge ensures that the videos produced fit the criteria of educational videos, specifically for the Arabic language. An interesting delivery method of information will excite students and ensure that they watch the entire video till the end. Primary school teachers especially need to pay attention to this procedure, to attract the students' attention.

The results of the interview indicates that the YouTuber teachers have various methods of delivery. For example, according to them. Arabic language videos must the order, which is to begin with pronunciation of alphabets followed by the syllables, and finally, the words:

“...The basic level I would teach first is the pronunciation of the alphabet...so we will teach the pronunciation of the letter, and then which letter we would like to focus on. For example, we focus on the letter *ha* . So we teach how to pronounce *ha* first. The second phase we will teach the *maqoti* . Then in the third phase we teach the word itself” (YUBA01)

In addition, they also emphasise on presenting the teacher’s face in the video, as if the teacher is teaching, but presented in the video. All interviewees present their own faces in the videos they produce, to attract the attention of students to watch the content of the video.:

“...this is because I hold fasteadly to the concept of having a teacher. This means that the difference with Arabic language videos could be the presence of the tacher, compared to vidoes of other subjects, right? This means that Arabic language YouTuber teachers are uniquid, because most will feature their own faces.” (YUBA01)

Therefore, the teacher appearing in the video must use clear voice/vocals and audio/visuals in order to be easily understood by the students. This is due to the fact that they need to closely emulate a classroom environment where they are able to communicate with students directly:

“...So, I prefer to do this, to emulate being in front of a live audience. So we comunicate as if there is a live audience present, which is highly effective. That is why, if you watch my video, there are parts where I seem to be asking questions. *Aa hal takrif aa hal araftum ma’ma’na haza..ahsantum..* I may even clap my hands as if not hearing the answer...as if we are communicating. That would be one way to attract our audience’s attention, especially the kids.” (YUBA01)

Knowledge of delivery methods adopted by YouTuber Arabic language teachers using YouTube videos is important so that this teaching method is relevant and gives a significant impact on students. This is becuase conventional methods may not result in quality teaching due to a lot of time and content limitations (Kurniawan, 2020). Therefore, the use of YouTube videos may transform teaching style or teachers may develop different teaching styles although something older which has become habitual may be more difficult to change (Annisa, 2020).

Conclusion

This study indicates that the Knowledge of the Specialty of YouTube Application and the Knowledge of YouTube Video Production must be learned by YouTuber Arabic language teachers especially to improve teaching practices. Teaching and learning sessions using YouTube videos not only benefit teachers, but the effects on the students is that there exists

an effective teaching and learning system in terms of content and delivery. Interactive multimedia elements mentioned by the YouTuber such as animation, voice/vocals, audio/sound, visuals and the teachers face enables the students to understand the learning content easily and effectively. In addition, the use of YouTube videos by YouTuber teachers help them achieve the determined goals and purpose, on top of delivering an effective lesson.

References

- Alasaadi & Hamed. (2022). The Evaluation Of Using You-Tube Program Throughout Teaching The Common First Year Courses At King Saud University In Riyadh , Saudi Arabia 19(3), 2694–2714.
- Albahiri, M. H., & Alhaj, A. A. M. (2020). Role of visual element in spoken English discourse: implications for YouTube technology in EFL classrooms. *The Electronic Library*, 38(3), 531-544.
- Annisa, P. I. (2020). Environmental Education in Grammar Learning Process for Junior High School students by using Multifunctional English Learning Media (MELDe). *Journal of Physics: Conference Series* 1655(1). doi:10.1088/1742-6596/1655/1/012062
- Atmojo, A. E. P. (2021). Teacher-made youtube videos in online efl classes: non-english department students' perceptions and practices. *Acuity: Journal of English Language Pedagogy, Literature and Culture* 7(1), 51–64.
- Cresswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* 5th Edition, Kindle Edition Sage Publication.
- Ebied, M. M. A., Kahouf, A. S., & Abdul Rahman, S. A. (2016). Effectiveness of Using YouTube in Enhancing the Learning of Computer in Education Skills in Najran University. *International Interdisciplinary Journal of Education*. 5(3), 620-625.
- Fadhil, A. N., & Ali, Q.T. (2020). Investigating the effectiveness of YouTube as a learning tool among EFL students at Baghdad University. *Arab World English Journal (AWEJ) Special Issue on CALL*, (6).
- Gall, M., Gall, J., Borg, W. (2003). *Educational Research: An Introduction*, 7th Edition. Boston: Allyn and Bacon.
- Harun, B., Rahil, G., & Nordin, H. (2019). YouTube application in supporting students' Arabic listening skills. *Religación: Revista de Ciencias Sociales y Humanidades*, 4(22), 104-109.
- Harun, B., & Sitti, N. T. K. (2022). The use of youtube motivates students in improving their arabic listening skills. *International Journal of Academic Research in Business and Social Sciences* 12(6), 1152–1164.
- Kurniawan, E. (2020). A teaching based technology in geography learning. *Cypriot Journal of Education* 15(4): 61–74. doi:10.18844/cjes.v
- Landis, J. R., & Koch, G. G. (1977). An application of hierarchical kappa-type statistics in the assessment of majority agreement among multiple observers. *Biometrics*, 363-374.
- Malini, K., & Tan, C. K. (2020) Adaptasi video dalam pengajaran dan pembelajaran. *Malaysian Journal of Social Sciences and Humanities* 5(10), 105-112.
- Mustafa, N. (2020). Impact of the 2019-20 Coronavirus Pandemic on Education. *International Journal of Health Preferences Research*, 1-12.
- Mohamed, F. S. (2020). The effect of using YouTube to increase the level of listening skills among non-native students of Arabic speakers in Malaysian universities.
- Nacak, A., Baglama, B., & Demir, B. (2020). Teacher candidate views on the use of youtube for educational purposes. *Online Journal of Communication and Media Technologies* 10(2).

- NorShahila, I., & Fariza, K. (2021). Penggunaan video youtube bagi meningkatkan minat dan pencapaian murid dalam pembelajaran geografi fizikal di sekolah menengah. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(3), 228-240.
- Ogirima, O. A., Tolulope, J. J., & Temitope, S. J. (2021). Future teachers' perception towards the use of youtube for teaching-learning activities in nigerian basic schools. *Mimbar Sekolah Dasar* 8(1), 81–95.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Pattier, D. (2021). Teachers and youtube: The use of video as an educational resourcei. *Ricerche di Pedagogia e Didattica* 16(1), 59–77.
- Raj, S. A. P. S., Ann, W. H. T., Subramaniam, P. A. L., & Yunus, M.M. (2019). Using YouTube as a platform to learn social expression. *Creative Education* 10(02), 288–296.
- Roslizawati. (2020). Tahap kesediaan guru bahasa Arab terhadap penggunaan aplikasi youtube dalam pelatihan aktiviti kokurikulum.
- Saja, I., Mearaj, Ramli, S. M., Sopian, A., Qayyum, A., & Razak, A. (2021). The use of YouTube in Arabic speaking skills during open and distance learning (odl). *Culture and Social Learning*, 18(4), 188-202.
- Shulman, L. S. (1987). *Knowledge and teaching: Foundations of the New Reform*. Harvard Educational.
- Trishu, S., & Shruti, S. (2021). A study of YouTube as an effective educational tool. *Journal of Contemporary Issues in Business and Government* 27(1).
- Zamri, M., & Noriah, M. I. (2003). Analisis indeks Cohen Kappa dalam penyelidikan Bahasa Melayu: Satu pengalaman. Paper presented at the Seminar Penyelidikan Pendidikan Guru Peringkat Kebangsaan, Sarawak, Malaysia.