

The Effectiveness of YouTube Video Media in Social Studies Learning to Increase Student Learning Motivation

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Abstract

The Industrial Revolution 4.0 changed the paradigm to student-centered and accelerated the development of digital learning media. YouTube video media is a digital technology learning media that allows interesting, concrete, and contemporary social studies learning by Generation Z. The purpose of this study was to determine the effectiveness of YouTube video media in social studies learning to increase student learning motivation. The research methodology used a quasi-experimental approach with a pretest and posttest design. The population in this study amounted to 75 students from class VIII of SMP Negeri 2 Badau, Belitung District, Indonesia. Sampling was done by cluster random sampling. A total of 50 students were selected using cluster random sampling. The experimental group (n=25) was given YouTube video media learning, while the control group (n=25) was given conventional media in image media. The research instrument was a validated learning motivation questionnaire. Hypothesis testing was carried out using t-tests, while the increase in learning motivation used the N-gain test. The research findings showed an increase in student learning motivation. The experimental group showed a higher increase in learning motivation than the control group. This shows that YouTube video media in social studies learning effectively increases students' learning motivation. The implication of this research shows that YouTube video media has the potential to increase learning motivation in social studies learning. Further research on the effectiveness of YouTube video media can help social studies teachers use YouTube optimally to increase student learning motivation.

Keywords: YouTube video media; Learning motivation; Social studies learning

1. Introduction

The Industrial Revolution 4.0 changed learning from teacher-centered to student-centered (Sabaruddin, 2022). Teachers are important in classroom learning and impact students' knowledge, attitudes, and skills. Teachers transfer knowledge and help students develop so they can mature. Teachers must prepare students for a future rooted in culture (Munastiwi, 2023).

Problems in social studies learning can also be overcome by changing the learning paradigm from teacher-centered to student-centered (Permatasari, Gunarhadi, & Riyadi, 2019). Learning media has become important in teaching and learning in this digital era. However, in reality, many teachers still do not use it and tend to be conventional, causing teachers to be the only source of information (Marini, Safitri, Rulya, Yarmi, & Dewiyani, 2023). The use of learning media also tends to be simple and is still often used by social studies teachers, even though it has shortcomings in actively involving students in learning, such as pictures, maps, and globes (Tohari et al., 2019).

Social studies in junior high school is a comprehensive and abstract subject about various social concepts and issues (Sujarwo et al., 2023). Social science subjects are designed to develop knowledge, understanding, and analytical skills regarding the social conditions of society by Ministerial Regulation Number 22 of 2006 concerning Content Standards (Permatasari et al., 2019). According to the NCSS, Sujarwo et al. (2023) explain that social studies is a part of formal education that combines various concepts from social sciences, humanities, and science disciplines and discusses various current social issues and problems.

The use of concrete learning media can be a solution to increase student participation in learning (Sriamah et al., 2020). Learning media is an intermediary between teachers and students in the learning process, facilitating understanding of the subject matter (Arum et al., 2023). Using appropriate learning media can improve the teaching and learning process quality and help students achieve optimal learning outcomes (Afrida, Suyanti, & Sudrajat, 2023). Social studies learning in the Industrial Revolution 4.0 era can be transformed by integrating technology into learning, helping teachers carry out more effective and engaging learning (Sujarwo, Japar, & Sumantri, 2024).

Using learning media in educational activities helps students understand naturally abstract material to become more concrete, one of which is audio-visual media (Ainiyyah, Astuti, & Safitri, 2023). For the effectiveness of the teaching and learning process and student learning outcomes, there needs to be good integration between educators and the media so that students can learn more efficiently (Cholik, Umaroh, Rijanto, & Soeryanto, 2023). Technology enables learning by using visual and audio media that is attractive, easy to access, and friendly to the student learning environment (Safitri, Marini, Auliya, Sujarwo, & Wardhani, 2023). Video media is media that shows auditory (hearing) and visual (sight) elements that can be seen and heard (Siregar, Muliatic, & Harahap, 2021). Video media can improve learning outcomes and student motivation in class (Sriamah et al., 2020) and is also effective and appropriate for helping students understand social studies material and strengthening character values (Wahyudi & Agung, 2021).

YouTube use among students or teenagers is relatively high, but learning motivation is often low (Cholik et al., 2023). Motivation is a driver that converts energy within an individual into actual activity to achieve specific goals (Marsudi, 2016). In the context of learning, learning motivation is the force that encourages, moves, and directs students in the learning process (Tohari dkk., 2019). Based on this, a survey was conducted on class VIII students of SMP Negeri 2 Badau to strengthen the initial research

regarding student responses to social studies learning, as seen in Table 1. On average, 51% of students showed a response that was not enthusiastic about participating in learning or not interested in learning. Media used and not encouraged to learn in social studies learning. This condition shows that there is still a lack of student motivation to learn in social studies learning.

Table 1. Student Responses to Social Studies Learning

Indicator	Response/Answer			Number of students
	Yes	No	Neutral	
Enthusiastic about learning	36 %	44%	20%	25
Interest in the learning media used	28 %	56 %	16 %	25
Encouragement to learn	40 %	52 %	8 %	25
Average	35 %	51 %	15 %	

YouTube is one of the most popular social media platforms used by teachers and students, and learning videos available on YouTube help students understand the material flexibly (Cholik et al., 2023). Six advantages make YouTube an engaging and effective learning medium: informative, cost-effective, potential, practical, easy to share, and interactive (Abdullah, Sastraatmadja, Lestari, Saputra, & Al Haddar, 2023). Studies show that YouTube STEM (Science, Technology, Engineering, and Mathematics) channels are helpful for pedagogical purposes based on channel usage and performance evaluations from 2017 to 2022 (Lijo, Castro, & Quevedo, 2024). The use of YouTube as a learning aid has a significant impact on achievement (Roy, 2023). YouTube has advantages as a learning tool; it is informative because it provides topics such as the latest science and technology (Setiadi, Azmi, & Indrawadi, 2019). Using YouTube as an effective tool for learning if used appropriately or relevant to the material; integrating YouTube into learning is recommended for learning and searching for information (Moghavvemi, Sulaiman, Jaafar, & Kasem, 2018). YouTube.com is an engaging learning medium that enables active, creative, and interactive learning (Jenkins & Dillon, 2013).

Generation Z was born between 1995 and 2010 and has a different context of mobility and reality, social networks, and different digital natives (Kumalasari et al., 2024). Generation Z has preferences and habits that are in line with Education 4.0. Education 4.0 is a vision of future learning that utilizes digital technology, personal data, open content, and connectivity to improve the quality of life for individuals and society. Using the latest technology in education allows teachers to design lessons more creatively and interestingly so that Generation Z students with short attention spans can participate effectively (Mukul & Büyüközkan, 2023). Industry 4.0, with the internet as a new media, gives rise to digitalization. The digital phenomenon gives rise to a domino effect on changes in various areas of life or digitalization. Formal education can include digital content in central learning with learning strategies (Irwansyah & Nurbayani K, 2018).

Previous research discusses the recommended use of YouTube video media in learning. The use of YouTube media has a positive effect on increasing learning motivation in classroom action research (Yusri, Rosida, Jufri, & R, 2018). Project-based learning with YouTube presentations as a final assignment can increase students' learning achievements in the cognitive field. Researchers also mention YouTube as an enjoyable learning experience and recommend it to be applied in other subjects (Rozal, Ananda, Zb, Fauziddin, & Sulman, 2021). Using letter text learning media through the Ruang

Bahasa Id YouTube channel is also considered adequate by considering obstacles and how to overcome them (Asima, Made Utama, & Gede Nurjaya, 2022). Students also acknowledged the positive impacts and challenges of using YouTube for intensive reading, especially for slow learners with slow connections or unclear videos (Satriani, Wahyuni, Etfita, Ahmad, & Novitri, 2023). Using YouTube significantly increases non-English students' confidence in speaking English, which is recommended for differentiated learning (Muzdalifah, April, & Alhusna, 2023). Prezi video-based learning videos integrated with YouTube are also more interesting and fun as an innovative solution to increase student understanding (Iswanto, Ruhiat, & Atikah, 2023). Regardless of the potential of YouTube as a medium and its obstacles, the application of YouTube media, specifically in social studies learning in junior high schools as a learning innovation, is still limited and interesting to follow up on.

Based on this, the research will use YouTube video learning media in social studies learning to motivate student learning. Based on positive answers from previous research, little is still known about YouTube video learning media in social studies learning. This research aims to answer the question, "Is the use of YouTube video learning media effective in increasing students' learning motivation in social studies learning?".

2. Research Methods

This research uses a quantitative, quasi-experimental research method with a pre-test and post-test design (Creswell & Guetterman, 2019). The variables in this research consist of learning media as the independent variable, namely YouTube video media, and the dependent variable, namely student learning motivation. This research aims to measure the effectiveness of implementing YouTube video media to increase student learning motivation in social studies learning. The population in this study was all class VIII students at SMP Negeri 2 Badau, totaling 75 students divided into three classes. The sample for this research was taken using a cluster random sampling technique (Fraenkel et al., 2023), one class was used as a control class, namely class VIII B, with 25 students, and the experimental class, namely class VIII C, with 25 students.

Data were collected using a non-test instrument in a questionnaire with 24 questions referring to indicators of learning motivation, according to Uno (2012), presented in Table 3. The following is a grid of student learning motivation instruments in social studies learning using YouTube video media. Learning motivation data is measured based on students' answers to a questionnaire totaling 24 questions and used to determine students' learning motivation responses to YouTube media in social studies learning. The score results use a Likert scale, as shown in table 4.

The questionnaire's increase in student learning motivation before and after treatment is determined from the nominal score (N-gain). This test was carried out to determine the effectiveness of the treatment given (Maknun, Prasetyo, & Djukri, 2022). To obtain N-gain, the following formula as Equation 1.

$$N - gain (g) = \frac{Posttest\ score - Pretest\ score}{Max\ score - Pretest\ core} \quad (1)$$

Data analysis in this research includes prerequisite analysis tests in the form of a normality test using the Kolmogorov-Smirnov test and a homogeneity test using the F test. Hypothesis testing uses an independent t-test to compare the average learning motivation in the control and experimental classes. Testing was conducted using SPSS with a significance level of $\alpha = 0.05$. Using the test criteria, if the significance value (sig) > 0.05 or t count $<$ t table, then there is no difference or H_0 is accepted and H_1

1 is rejected; conversely, if the significance value (sig) < 0.05 or t count > t table then there is a difference or H 1 is accepted and H 0 is rejected.

Table 2. Pre-test and Post-Test Design (Source : Creswell & Guetterman (2019))

Group	Test	Treat	Test
Control	Pre test	Image Media	Post test
Experiment	Pre test	YouTube Video Media	Post test

Table 3. Learning Motivation Instrument Grid

No.	Indicator	Number of Questions		Total Questions
		Positive	Negative	
1.	Desire and desire to succeed	2	2	4
2.	Encouragement and needs in learning	2	2	4
3.	Future hopes and aspirations	2	2	4
4.	Rewards in learning	2	2	4
5.	Interesting activities in learning	2	2	4
6.	A conducive environment, thus enabling students to study well	2	2	4
	Number of questions	12	12	24

Table 4. Likert Scale Learning Motivation Instrument (Source : Widodo dkk. (2023))

Positive Questions		Negative Questions	
Answer	Score	Answer	Score
Strongly agree	5	Strongly Disagree	1
Agree	4	Don't agree	2
Simply Agree	3	Simply Agree	3
Don't agree	2	Agree	4
Strongly Disagree	1	Strongly agree	5

Table 5. N-Gain Criterion (Source: Hake in Maknun et al. (2022))

Criteria	Gain Points
Tall	$g > 0.7$
Currently	$0.3 < g \leq 0.7$
Not enough	$g \leq 0.3$

Table 6. Effectiveness of N-Gain Category (Source : Sukarelawa et al., (2024))

Interpretation	Percentage (%)
Ineffective	< 40
Less effective	40-55
Effective enough	56-75
Effective	> 75

3. Results and Discussion

This research applies YouTube video media in social studies learning for the experimental class and image media for the control class. Both classes were given a pretest to determine initial motivation before the treatment. After the treatment, both classes were given a posttest to determine the effect of the treatment in increasing learning motivation. Figure 1 shows the average pretest scores, average posttest scores, and N-gain for the experimental and control classes. Pretest data shows an increase in the average learning motivation in the experimental and control classes. The average pretest scores for the experimental and control classes were not much different, indicating that the two groups of students had relatively the same initial learning motivation. Meanwhile, the average posttest score on learning motivation for the experimental class was higher than the average for the control class, which shows that experimental class students experienced a more significant increase in scores than the control class.

Based on the statistical data in Table 8, it is known that the mean N gain value is 0.5564 or 56%. This result illustrates the increase in student learning motivation, which is included in the quite effective category in the experimental class. Compared with the control class in Table 8, the mean N gain value is 0.1680 or 17%, which illustrates the increase in student learning motivation, which is included in the ineffective category. Thus, these figures show the effectiveness of YouTube video media in social studies learning to increase student learning motivation and provide the potential for further improvement in the future.

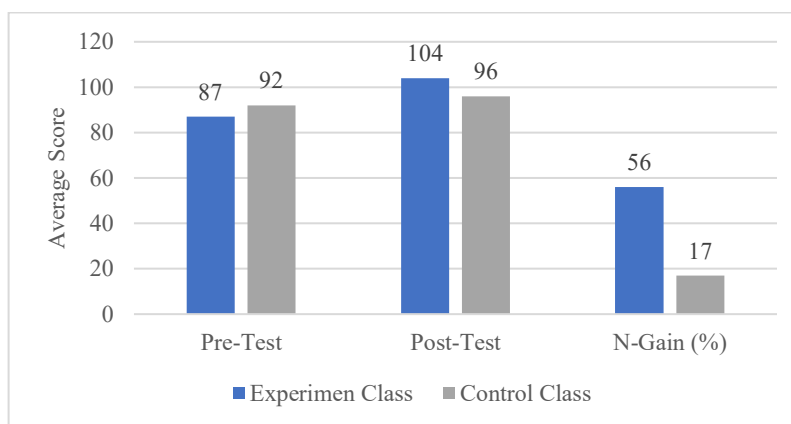


Figure 1. Comparison of Learning Motivation in Experimental Class and Control Class

Table 7. N-Gain Results for Experimental Class and Control Class

Experimental Class	N	Descriptive statistics			
		Minimum	Maximum	Mean	Std. Deviation
NGain Score	25	0.00	1.00	0.5564	0.28308
N Gain %	25	0	100	56	28
Valid N	25				
Control Class	N	Minimum	Maximum	Mean	Std. Deviation
NGain Score	25	-0.43	1.00	0.1680	0.35418
N Gain %	25	0	100	17	35
Valid N	25				

Table 8. Normality Test Results

		Kolmogorov-Smimov		
	Group	Statistics	df	Sig.
N Gain Score	Experiment	0.086	25	0.200
	Control	0.114	25	0.200

Based on the results of the Kolmogorov-Smirnov test in Table 8, it can be concluded that the significant value (sig) is greater than 0.05, namely $0.200 > 0.05$ for the experimental class and $0.200 > 0.05$ for the control class. The data for both classes have no deviation patterns and are evenly distributed like a standard curve. This means that the assumption of normality is met based on the predetermined test criteria, so H_0 is accepted. So, the experimental class and control class data are typically distributed.

Based on the homogeneity of variance test shown in Table 9, the significance value (sig) is more significant than 0.05, namely $0.365 > 0.05$, and the F test results obtained F count $0.838 < 4.04$ F table. Therefore, based on the predetermined submission criteria, H_0 is accepted, which means the data distribution is homogeneous. Based on the independent sample T-test results in Table 10 of the experimental class and control class learning motivation data, a significance value of $0.000 < 0.05$ was obtained, and the t count was $4,283 > 2.01063$ t table. So, based on the submission criteria that have been carried out, it is known that H_1 is accepted and H_0 is rejected, which means that there is the effectiveness of YouTube video media in social studies learning to increase student learning motivation.

Application of YouTube video media as a medium in social studies learning strategies to see its effectiveness through student learning motivation in social studies learning. This shows that the use of YouTube media can be an effort to transform social studies learning by integrating technology as a step to prepare the young generation to face the challenges and opportunities in the Industrial Revolution 4.0 era with more engaging and effective learning and helping teachers (Sujarwo et al., 2024). This research can answer social studies learning problems in the form of (1) social studies learning paradigm that is still teacher-centered (Permatasari et al., 2019); (2) the tendency of teachers to still use conventional media (Marini et al., 2023); (3) use of social studies learning media that does not actively involve students (Tohari et al., 2019); (4) social studies subject challenges that are comprehensive, abstract and discuss current social issues (Sujarwo et al., 2023); as well as, generation Z who have preferences and habits regarding the use of the latest technology (Mukul & Büyüközkan, 2023). This research proves that YouTube video media in social studies learning can effectively increase students' learning motivation.

The findings of this research are similar to previous research that YouTube video media affects increasing students' learning motivation at the primary and secondary education levels (Yusri et al., 2018; Farhatunnisya, 2020; Andika, 2022; Pangarsa, 2020; Haerudin et al., 2023). This includes universities showing the use of YouTube video media as a teaching medium, which positively increases student learning motivation (Mujianto, 2019; Tohari dkk., 2019). These findings also support previous findings by Roy (2023) that YouTube provides various significant benefits for users at all levels.

Table 9. Homogeneity Test Results

		Levene	df1	df2	Sig.
		Statistics			
N	Based on Mean	0.838	1	48	0.365
Gain	Based on Median	0.589	1	48	0.447
Score	Based on Median and with adjusted df	0.589	1	42,607	0.447
	Based on trimmed mean	0.789	1	48	0.379

Table 10. Independent Sample T-Test Results

		F	Sig	t	df	Sig. (2-tailed)
N	Equal variance assumed	0.838	0.365	4,283	48	0,000
Gain	Equal variance not assumed			4,283	45,776	0,000
Score						

Table 11. Experimental Class Pre-test and Post-test Results

No.	Indicator	Test		Enhancement
		Pre	Post	
1.	Desire and desire to succeed	65 %	84 %	19 %
2.	Encouragement and needs in learning	66 %	85 %	18 %
3.	Future hopes and aspirations	63 %	85 %	22 %
4.	Rewards in learning	65 %	85 %	20 %
5.	Interesting activities in learning	62 %	88 %	26 %
6.	A conducive environment, enabling students to study well	64 %	85 %	21 %
	Average Percentage	64 %	85 %	21 %

YouTube provides significant benefits for users in social studies, such as increasing learning motivation. Overall, Table 11 shows an increase in the average score of learning motivation in the experimental class from pretest to posttest. This can be seen from the increase in the average percentage from 64% to 85%, with an increase of 21%. This increase occurred in all indicators of learning motivation, with the highest increase in the "Interesting activities in learning" indicator of 26%. The increase in learning motivation in the experimental class is likely caused by a positive attitude towards YouTube video media as a learning medium. This is the opinion of Roy (2023) that attitudes towards YouTube can influence the use of YouTube video media in learning, apart from other influencing factors such as the use of YouTube as educational material, previous user experience with YouTube, ability to socialize on YouTube, and expectations of learning outcomes.

Learning via YouTube is an innovative method that utilizes the YouTube platform to learn academic concepts and theories (Jenkins & Dillon, 2013). The potential of YouTube as social media is to make learning more social, open, and collaborative (Moghavvemi et al., 2018). Learning supported by the ease of integration, popularity, and familiarity of the digital generation with YouTube are the main factors driving the trend of using YouTube in the classroom (Orús et al., 2016).

Learning media makes abstract learning more concrete (Marsudi, 2016; Ainiyyah et al., 2023). A survey was conducted at Senopati Sidoarjo Vocational School in the automotive sector regarding the level of use of YouTube as a learning medium to support the learning process. Video tutorials on

YouTube overcome difficulties in understanding learning material (Cholik et al., 2023). This platform also increases the reach and impact of informal education with its potential (Bello-Bravo, Payumo, & Pittendrigh, 2021). YouTube can function as an educational platform for learning various procedural tasks so that they can be explored to understand more about the potential in education (Lee & Lehto, 2013). Journal studies from 2007 to 2012 show that using YouTube in education can potentially improve learning (Alias, Razak, elHadad, Kunjambu, & Muniandy, 2013).

This research's findings align with other research, which shows that YouTube video media has a positive effect on student learning motivation. This shows that YouTube video media can be a valuable tool for increasing students' learning motivation in social studies subjects. This research is also relevant to current social studies learning problems, such as a learning paradigm that is still teacher-centered, teachers' tendency to use conventional media, and learning media that does not actively involve students. YouTube video media can be a solution to overcome this problem by presenting learning that is more interesting, interactive, and student-centered. YouTube video media can present information more concretely and visually more concretely and visually and meet the learning needs of today's students who are used to technology.

4. Conclusion

This research shows that using YouTube video media in social studies learning effectively increases the motivation of class VIII students at SMP Negeri 2 Badau, Belitung Regency. Using YouTube video media can make social studies learning more engaging, interactive, and fun. Quality YouTube videos can increase students' motivation to learn and help them visualize abstract and complex concepts to understand social studies material better. YouTube video media also presents contemporary and updated social studies learning according to Generation Z's daily life through technology in the Industrial Revolution 4.0 era.

The social studies education and learning world can use YouTube videos more widely. YouTube, an increasingly popular video platform, can be an effective learning medium. It is necessary to explore the potential of YouTube in providing learning experiences with media close to Generation Z. Teachers who use YouTube video media also need to ensure that the content is selected appropriately to enrich learning content. Based on this research, several limitations were found, such as the research only focused on the use of YouTube video media in 8th-grade social studies learning material about the arrival of Western nations in Indonesia. Further research is needed to examine the effectiveness of YouTube media on other relevant social studies material in grades eight, 7, and 9. Hopefully, it can help social studies teachers use YouTube video media more effectively to increase optimal student learning motivation.

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