



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Effectiveness of Using YouTube Video Based Learning Media on Class XI Students' Interest in Learning at MA Nurul Cholil 2 Galis

Amin Imron*, Ernwati, Imam Mawardi
STKIP PGRI Bangkalan, East Java, 69116, Indonesia

ARTICLE INFO

Article history:

Received: 04 April 2024

Revised: 27 June 2024

Accepted: 02 Oct 2024

Published online: 26 Oct 2024

Keywords:

Media Effectiveness;
YouTube;
Interest in Learning

ABSTRACT

Based on observations by researchers in class XI MA Nurul Cholil 2 Galis, the problem found was that the majority of students still paid little attention to learning. This is because it still uses old media such as blackboard, which is patterned learning still monotonous towards the teacher. The aim of this research is to determine the effectiveness of using YouTube video based learning media on class XI students' interest in learning at MA Nurul Cholil 2 Galis. The type of research used in this research is quantitative descriptive research because the data analysis technique uses descriptive statistics. The results of the research show that the data analysis of the implementation of the lesson plan obtained a score of 4.75, the student response questionnaire obtained a score of 89.73% and the student learning outcomes test obtained a score of 81.25%. Based on the results of the data analysis, it can be concluded that the use of YouTube video-based learning media is effectively used in the learning process and is effective in increasing students' interest in learning. This can be seen from the classical student learning completeness score which is at 81.25% and in accordance with the classical student learning completeness indicator if it reaches $\geq 80\%$ so it can be said that the use of learning media is based on YouTube videos are effectively used in the learning process of class XI students at MA Nurul Cholil 2 Galis.

1. Introduction

Education is a process of developing individual potential to become independent individuals and able to anticipate ongoing changes. (Nurrita, 2018) states that education is an effort to prepare the younger generation to welcome and face developments in the global era. (Dalyono & Lestariningsih, 2017) Education

* Corresponding author.

E-mail: aminimronlaskarmuda@gmail.com

Doi: <https://doi.org/10.31258/jes.8.4.p.802-811>

basically has two goals that is to help people become smart and good people. Therefore, education must be provided as well as possible to produce good education and increase the quality of human resources. Education is a conscious and planned learning process that allows involvement students are active in developing their potential and equipping themselves with spiritual strength, religion, self-discipline, personal growth, intelligence, noble values, and skills needed to benefit themselves and society (Rahman et al., 2022). Based on this, education is very important for individuals because through education individuals can increase knowledge, self-esteem, change attitudes, thoughts and actions so that they become better individuals through the learning process.

Learning is a process of interaction between teachers and students to achieve learning goals (Ifan, 2019) says learning is a process where teachers and students do various things based on a reciprocal relationship carry on (Moto, 2019) Learning is communication that occurs between students and teachers during the learning process in the school environment, based on this learning can is said a process of helping students to learn well. Learning is a process of increasing one's knowledge, intelligence and changing one's behavior (Hazmi, 2019). Furthermore, (Paling et al., 2023) says that learning is an action carried out consciously by a person to change his behavior towards his environment. Meanwhile, according to (Pane & Darwis Dasopang, 2017) learning is a process of changing behavior and changing understanding. Based on this, you can conclude that learning and studying is a process of interaction between teachers and students to gain knowledge, experience, knowledge, changes in students' attitudes and behavior, therefore a teacher must be able to manage and design their learning well.

(Milala et al., 2024) say that as educators, teachers must be able to follow technological developments and use them to help students learn further (Hamid, 2017). Teachers play a very important role in helping students develop to reach their best potential. Teachers are the main source in the learning process and disseminator of learning materials to students, according to (Wijaya, 2023). Professional teachers not only teach but also help and guide students further (Sadriani et al., 2023) say teachers are responsible for educating, directing, train, assess, and evaluating students. Teachers are required to improve the quality of learning, especially in the current era of very rapid development of technology and information. According to (Az-zahra et al., 2024) digital technology offers unparalleled opportunities to improve, supplement and revolutionize education to face the challenges that arise today while according to (Permana et al., 2024) digital technology in learning allows students to experience active learning experiences, improving their problem-solving skills and gaining deeper understanding. Therefore, teachers must make changes, one of which is in the use of learning media.

Gandana in (Kaniawati et al., 2023) said that media can easily convey information to students, whereas according to Abdullah in (Afif et al., 2020) stated that learning media is anything that encourages students' learning process and stimulates attention, thoughts, feelings. , and students' willingness to go further (Aghni, 2018) states that learning media is not only related to objects but also in

the form of activities that can help students understand the material provided by the teacher, according to (Hasan et al., 2021) states that learning media is everything that teachers use when delivering learning material more continued (Ramaina, 2022) saying that digital media for learning is electronic media that can produce words, images and graphics. Based on this, teachers must choose media that can attract students' attention so that it can stimulate students' interest in learning.

The learning media currently needed is interesting media that can create a pleasant learning atmosphere, because using interesting media will make students actively participate in learning activities, thus increasing students' interest in learning and making it easier for students to understand the material provided by the teacher. According to (Kartika et al., 2019) Interest is basically the acceptance of a relationship between oneself and something outside oneself; it is a feeling of preference and interest in a thing or activity without anyone telling you to (Lestari & Apoko, 2022). Interest is a person's reaction to something they like or don't like, as well as an action towards something. (Ricardo & Meilani, 2017) said that interest in learning is a phenomenon that is formed by social interaction and is based on students' interest or enjoyment and desire to learn. Interest is a driving factor for students to learn and student participation in learning. If a person's interest grows then he can automatically do what he wants, so the use of learning media is very important to support the learning process, therefore, teachers must always stimulate students' interest in learning and let students happily participate in the learning process.

Currently, there are many kinds of learning media that can be used by teachers, the aim of using these learning media is so that the student learning process is not boring. One of the media currently available is YouTube video-based learning media. According to (Putra, 2019) YouTube is a website that uses the internet to run its features, where someone can post or display videos and animations so that other people can see them further (Ramdoni et al., 2022) said that YouTube videos are audio-visual media that can displays moving images and sound, so using YouTube video-based learning media is expected to help teachers guide students' imaginations to be more focused. (Faiqah et al., 2016) said Users can load, watch and share video clips for free on YouTube, YouTube is a video sharing website that is popular at the moment. YouTube itself is an application that provides various kinds of videos, including learning videos. According to Setiyana and Kusuma in (Afif et al., 2020) students can remain active and motivated by using YouTube media during their further learning process (Rahayu, 2024) said that YouTube offers learning videos that are interactive, interesting and not monotonous.

The problem is found During the learning process in Class XI MA Nurul Cholil 2 Galis, most students still did not give enough attention to learning. Students are more likely to be inactive, bored and lack feedback. Students are busy joking and chatting alone with their friends, some students even sleep when the teacher is delivering the material, which has an impact on student learning outcomes. This is because the teacher's learning pattern is still monotonous, making learning boring.

Therefore, researchers are interested in conducting research on "The Effectiveness of Using YouTube Video Based Learning Media on Class XI Students' Interest in Learning at MA Nurul Cholil 2 Galis." The aims of this research are: To determine the effectiveness of using YouTube video-based learning media on class XI students' interest in learning at MA Nurul Cholil 2 Galis.

2. Methodology

This type of research includes quantitative descriptive research because the technical data analysis uses descriptive statistics. Descriptive statistics are statistics used to analyze data by describing or illustrating the data that has been collected as it is without the intention of making generally accepted conclusions or generalizations (Sugiyono, 2016). The subjects in this research were all class XI students at MA Nurul Cholil 2 Galis for the 2023/2024 academic year, totaling 16 students.

There are three data collection techniques in this research, namely a). Observation technique, the observation technique used in this research is observation implementation of the RPP. This technique is used to collect data on the implementation of lesson plans during the learning process. b). Questionnaire technique, the questionnaire technique used in this research is the student response questionnaire technique. This technique is used to collect data about student responses to learning using YouTube video-based learning media. Data obtained by giving questionnaires to students at the end of learning activities using student response questionnaire sheets. Students put a check mark (\surd) in the row of the assessment scale that corresponds to the question asked in the column that corresponds to the student's response. c). Test technique, the test technique used in this research is a technique for testing student learning outcomes. This technique is used to determine students' learning completeness after participating in learning by using YouTube video-based learning media in the learning process.

There are three data analyzes in this research, namely:

a). Data analysis observation implementation of the RPP, data regarding the implementation of the RPP were analyzed using descriptive statistics. The descriptive statistics used are the average scores as follows

$$\text{Implementation of RPP: average score} = \frac{\text{the score obtained}}{\text{number of observation aspects}}$$

b). Analysis of student response questionnaire data, student response data obtained through questionnaires and analyzed using descriptive statistics with the formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage of respondents' answers to each question.

F = Frequency of respondents' positive answers (YES) to each question

N = Maximum number of respondents' highest scores for each question

$$\text{Average score} = \frac{\text{number of student responses}}{\text{the number of questions}}$$

c). Analysis of test result data Study students, tests are used to obtain data on student learning outcomes. The test is given in the form of questions

a. The student's final score is obtained using the following

$$NA = \frac{\text{scores obtained by students}}{\text{total score}} \times 100\%$$

With NA = Student's Final Learning Score

Students are declared to have completed their studies if the learning outcomes obtained reach a score of ≥ 70 in accordance with the minimum completeness criteria (KKM) at MA Nurul Cholil 2.

b. The percentage of classical student learning completeness is calculated using the following formula:

$$P = \frac{\sum \text{students who have completed their studies}}{\sum \text{all students}} \times 100\%$$

With P = Percentage of Classical Learning Completeness

The classical indicator of student learning completeness is if $\geq 80\%$ of all students are declared to have completed learning according to what has been determined in MA Nurul Cholil 2.

There are three stages in this research, namely a). Preparation stage, in this preparation stage the researcher made observations at MA Nurul Cholil 2 Galis, compiled all the learning tools and took care of the research permit letter. b). Implementation stage, at this stage the researcher carries out collection data by teaching in class XI MA Nurul Cholil 2 Galis using YouTube video-based learning media. The use of YouTube video-based learning media aims to measure the effectiveness of using YouTube video-based learning media on the learning interest of class XI students at MA Nurul Cholil 2 Galis. c). Final stage, in this final stage the data obtained analyzed and made a final report

3. Results and Discussion

This research was conducted at MA Nurul Cholil 2, Galis District, Bangkalan Regency, East Java. The students who took action were 16 class XI students. The results of the research carried out by the researchers were as follows:

a. Analysis of RPP Implementation Data

Based on observations of RPP implementation data provided by observers to researchers, the results of RPP implementation data analysis are presented in table 1 below:

Table 1. Results of Data Analysis on RPP Implementation

Number	Number of Aspects Observed	Total Score
1	12	57
Average score		4,75

the RPP obtained an average score of 4.75 and were in the very good category, thus the implementation of the RPP was said to be effective.

b. Analysis of Student Response Data

From distributing questionnaires to class XI students, totaling 16 students, obtained results analysis Student response data in table 2 below:

Table 2. Results of Student Response Data Analysis

Number	Number of Statements	Number of Student Response Percentages	
		Yes	No
1	14	1.256,25%	143,75%
Average score		89,73%	10,27%

Based on table 2 above, the results of the data analysis of student responses obtained an average score of 89.73% and were in the strongly agreed category, thus the student responses were said to be effective.

c. Student Learning Results Test

The results of giving tests to class XI students, totaling 16 students, obtained test data on student learning outcomes as shown in table the following 3:

Table 3. Student Learning Outcome Test Data

Number	Information	Amount	Presentation
1	Complete	13	81,25%
2	Incomplete	3	18,75%

$$= \frac{13}{16} \times 100\%$$

$$= 81,25\%$$

Based on table 3 above, the data on classical student learning completeness obtained a score of 81.25% and in accordance with the classical student learning completeness indicator, if it is $\geq 80\%$, then student learning completeness is said to be effective.

The learning process can be seen in Figure 1. Before using YouTube video-based learning media, the researcher gave directions to students, so that the video was watched by the same students. Description during the learning process can be seen in Figure 1 below:



Figure 1. Learning Process

During the learning process, researchers asked students to pay close attention, so that students could understand the material presented using YouTube media. During the learning process researchers keep paying attention to students, so that students don't see videos other than the learning videos in accordance with material. During the process learning takes place students look conducive, focused, enthusiastic and happy in participating in learning activities.

In general, interest is defined as a person's tendency to like or dislike something. A strong interest will encourage a person to take appropriate action to achieve a desired goal. According to (Kaban, 2019) interest is a feeling of liking and connection to something or an activity that is carried out without being asked by anyone. Meanwhile, according to Slameto in (Alivah, 2022) interest is the tendency to maintain attention and remember certain activities. In other words, activities that people are interested in, participate in and enjoy so that they get satisfaction. Therefore, teachers must always stimulate students' interest in learning and let students happily participate in the learning process.

Based on the results of data analysis carried out by researchers on the learning interest of class studying class XI students. Based on This can be said to be the level of effectiveness usage YouTube video-based learning media is effective in increasing students' interest in learning in class XI MA Nurul Cholil 2 Galis. In accordance with research conducted by (Ramdoni et al., 2022) stated that based on the regression test in the experimental class, the calculated t value was greater than the t table ($3.449 \geq 1.976$). Alpha significance value was 0.005. The correlation value between the interest variable and the outcome variable is 0.657, which is included in the strong category. With coffee science terminated 0,311 or 31,1%. So H_a is accepted and H_o is rejected. So it can be concluded that there is a significant relationship between the increase in interest in learning and the increase in the learning outcomes of students in SKI subjects that are taught using

YouTube media at MTs Negeri 1 Palembang City.

(Lestari & Apoko, 2022) which states that the results of the questionnaire of experimental class students (who were treated using animated videos through YouTube) were higher than the control class (who were not treated using animated videos through YouTube) so the use of animated videos through YouTube was effective in increasing students' interest in learning. The research carried out by (Roslinda et al., 2022) which states that the results of the data analysis of the cognitive learning outcomes test of students experienced an increase in the average score of class VIII F before using YouTube media was 40.3, increasing to 70.4 so that effective use of YouTube media in improve the learning outcomes of class VIII F students.

4. Conclusion

The use of learning media is said to be effective if it reaches 2 indicators of effectiveness provided that the indicator of learning completeness is achieved. Based on the description of the results of data analysis and the discussion above, it can be concluded that the use of learning media based on YouTube videos for the learning interest of class XI students MA Nurul Cholil 2 galis is effectively used. This can be seen from the results of data analysis on the implementation of RPPs in categories very OK, questionnaire response students are in the strongly agree category and the student learning outcomes test is classically completed. Based on the results of this research, the researcher recommends to teachers that in the learning process use YouTube video-based learning media and develop videos that will be presented to students.

References

- Afif, A., Susanto, E., & Hermawansa. (2020). Effectiveness of Media Use Youtube Against Student Learning Outcomes. *Computer and Informatics Education Review-CIER*, 2020(1), 5–9.
- Aghni, R. I. (2018). Functions and Types of Learning Media in Accounting Learning. *Indonesian Journal of Accounting Education*, 16(1), 98–107.
- Alivah, W. S. (2022). *The Influence of Using YouTube Media on Students' Interest in Learning During the Pandemic in Elementary Schools in Cibeunying Kaler District*. Pasundan University.
- Az-zahra, F., Dippu, B., Simbolon, T., Situmorang, L., & Panggabean, N. (2024). Application of Learning PPKn Digital Based at SMP Negeri 5 Percut Sei Tuan. *Pancasila and Civics Education Journal*, 3(2), 13–16.
- Dalyono, B., & Lestariningsih, E. D. (2017). Implementation of Strengthening Character Education in Schools. *Build Rekaprima*, 3(2), 33–42.
- Faiqah, F., Nadjib, M., & Amir, A. S. (2016). YouTube as a means of communication for the community Makassarvidgram. *KAREBA Communication Journal*, 5, 259–272.
- Hamid, A. (2017). Professional Teacher. *Al-Falah: Islamic and Social Science*
-

-
- Journal*, 17(2), 274–285.
- Hasan, M., Milawati, Darodjat, Khairani, H., & Tahrim, T. (2021). Instructional Media. In *Tahta Media Group*.
- Hazmi, N. (2019). Teacher's Duties in the Learning Process. *Journal of Education and Instruction (JOEY)*, 2(1), 56–65.
- Ifan, J. (2019). Effective Learning Process. *Jismar Journal of Information System, Applied, Management, Accounting and Research*, 3(2), 19–25.
- Kaban, M. U. B. (2019). *The Relationship between Interest in Learning and Social Sciences Learning Outcomes of Class V Students of State Elementary School 065011 Medan 2018/2019 Academic Year*. Quality University.
- Kaniawati, E., Mardani, M. E. M., Lestari, S. N., Nurmilah, U., & Setiawan, U. (2023). Evaluation of Learning Media. *Journal of Student Research (JSR)*, 1(2), 18–32.
- Kartika, S., Husni, H., & Millah, S. (2019). The Influence of the Quality of Facilities and Infrastructure on Students' Interest in Learning in Islamic Religious Education. *Journal of Islamic Education Research*, 7(1), 113–126.
- Lestari, D. A., & Apoko, T. W. (2022). The Effectiveness of Animation Videos via YouTube on Interest in Learning Indonesian in Elementary School Students. *Basicedu Journal*, 6(4), 5953–5960.
- Milala, D., Walujan, M., & Pangalila, T. (2024). Utilization of YouTube as a Learning Media to Increase Students' Learning Motivation. *Stand up Social Science Journal*, 1(1), 15–20.
- Moto, M. M. (2019). The Influence of the Use of Learning Media in the World of Education. *Indonesian Journal of Primary Education*, 3(1), 20–28.
- Nurrita, T. (2018). Development of Learning Media to Improve Student Learning Outcomes. *MISIKAT: Journal of Al-Ilmu Al-Quran, Hadith, Sharia And education*, 03, 171–187.
- Paling, S., Sari, R., Mas Bakar, R., Cory Candra Yhani, P., Mukadar, S., Lidiawati, L. S., Indah, N., Nurhamdiah, N., Hilir, A., & Sholihan, S. (2023). *Learning and Learning*. Pt. Arguing Independent Digital.
- Pane, A., & Darwis Dasopang, M. (2017). Learning And Learning. *FITRAH: Journal of Islamic Studies*, 3(2), 333–352.
- Permana, B.S., Hazizah, L. A., & Herlambang, Y. T. (2024). Educational Technology: Effectiveness of Using Technology-Based Learning Media in the Digitalization Era. *Khatulistiwa: Journal of Education and Social Humanities*, 4(1), 19–28.
- Putra, G. L. A. K. (2019). Utilization of Promotional Animation in YouTube Media. *Proceedings of the National Seminar on Design and Architecture (SENADA)*, 2, 259–265.
- Rahayu, N. P. (2024). *The relationship between the use of YouTube media and interest in learning and learning outcomes in organic chemistry I*. Syarif Hidayatullah State Islamic University Jakarta.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, AND., & Yumriani. (2022). Understanding Education, Educational Sciences and Elements of Education. *Al Urwatul Wutsqa: Islamic Education Studies*, 2(1), 1–8.
-

-
- Ramaina, R. (2022). Efforts to Increase the Effectiveness of PKN Learning through Digital Media in Class XI IPS 1 in Kerinci 3 Public High School. *Education and Culture Scientific Journal*, 12(2), 445–451.
- Ramdoni, M. R., Idi, A., & Afgani, M. W. (2022). Effectiveness of Implementing Learning Media Using the YouTube Application on Interest and Student Learning Outcomes. *Muaddib: Islamic Education Journal*, 5(1), 1–8.
- Ricardo, R., & Meilani, R. I. (2017). The impact of students' learning interest and motivation on their learning outcomes. *Journal of Office Management Education*, 1(1), 79–92.
- Roslinda, Tindangen, M., & Masitah. (2022). Effective Utilization of YouTube Media in Improving Student Learning Outcomes Mastery Human Respiratory System. *National Seminar on Teacher Professional Education in 2022*, 3, 139–144.
- Sadriani, A., Ahmad, M. R. S., & Arifin, I. (2023). The Role of Teachers in the Development of Educational Technology in the Digital Era. *62nd Anniversary National Seminar*, 1, 32–37.
- Sugiyono, S. (2016). *Quantitative, qualitative and R&D research methods*. Alfabet.
- Wijaya, L. (2023). The Role of Professional Teachers in Increasing Educational Competency Standards. *Indonesian Multidisciplinary Journal*, 2(6), 1222–1230.

How to cite this article:

Imron, A., Ernwati., & Mawardi, I. (2024). The Effectiveness of Using YouTube Video Based Learning Media on Class XI Students' Interest in Learning at MA Nurul Cholil 2 Galis, 8(4), 802-811.
