

The Effectiveness of YouTube Media-Based Learning on Students' Learning Motivation in SKI Learning at MTsN 7 North Aceh

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Abstract: Although digital technology has significantly changed education, some teaching strategies are still ineffective, such as the Islamic Cultural History curriculum at MTsN 7 North Aceh. This study aims to examine how YouTube content affects students' motivation to learn in Islamic History (SKI) classes. The research methodology employed in this study is the quantitative technique of the one-group pre-experimental design. 21 students from class VII/D made up the research sample, and pretests, posttests, and observation results were used to gather data. The study's findings demonstrate that students' motivation to learn rose from 65.24 on the pretest to 78.67 on the posttest. The results of the paired t-test showed a difference between the scores prior to and following the use of YouTube media, with a value of 0.000 (<0.05). The pretest and posttest scores are well correlated, as indicated by the correlation value of 0.742. The conclusion shows that YouTube-based learning is effective in increasing students' learning motivation and creating an engaging and interactive learning atmosphere.

Abstrak: Teknologi digital telah banyak memberi perubahan dalam pendidikan, namun dalam praktek nyata masih terdapat pembelajaran yang belum efektif termasuk pada pembelajaran Sejarah Kebudayaan Islam (SKI) di MTsN 7 Aceh Utara. Penelitian ini bertujuan untuk menganalisis bagaimana pengaruh media YouTube terhadap motivasi belajar siswa dalam pembelajaran SKI. Pendekatan kuantitatif desain pra-eksperimen tipe One Group adalah metode penelitian ini. Sampel penelitian yaitu siswa kelas VII/D yang berjumlah 21 orang, data diperoleh melalui hasil observasi serta pretest dan posttest. Hasil penelitian membuktikan bahwasanya motivasi belajar peserta didik menjadi lebih meningkat dari 65,24 pada pretest menjadi 78,67 pada posttest. Uji t berpasangan menghasilkan nilai 0,000 ($<0,05$), menunjukkan bahawa adanya perbedaan pada saat sebelum dan sesudah penerapan media YouTube. Nilai korelasi 0,742 menunjukkan bahawa terdapat hubungan yang kuat antara skor pretest dan posttest. Kesimpulan menunjukkan bahawa pembelajaran berbasis YouTube efektif dapat meningkatkan motivasi belajar pada peserta didik dan menciptakan suasana belajar menjadi menarik dan interaktif.



INTRODUCTION

Digital technology continues to develop so that it produces various transformations in the order of human life, one of which is in the world of education. In the digital age, education is no longer limited to physical classrooms, textbooks, and lesson approaches. Instead, information and communication technology has become an important component of the learning process. Interactive devices, the internet, and various digital platforms are now the main ways to get information. This situation marks the birth of the digital education ecosystem, which requires changes in education and learning methodologies to adapt them to the times.

In general, digital learning means the use of various media and technology-based platforms, such as learning videos, educational applications, online learning management systems, and content-sharing platforms. These media and platforms can present study materials in a variety of formats, including text, audio, visual, and audiovisual, allowing students to understand the material in a more diverse way. Digital learning has become more interesting because of these various ways of presentation. They can also reach a wide range of students' learning styles (Sari, 2024).

Although advances in digital education offer many opportunities, the reality on the ground shows that there are many issues that stand in the way of the learning process. MTsN 7 North Aceh is a school that faces various problems related to non-innovative learning methods, especially in the subject of Islamic Cultural History. One of the main problems is the use of conventional and non-variable learning methods. Lectures are the teacher's mainstay method in conveying learning, and textbooks are the main learning tool, so that students are less active in involving themselves in the learning process.

Another problem in the learning process is the low level of motivation of students in learning. Learning motivation is a key component in determining students' success in their learning. However, in reality, many students are less enthusiastic, bored easily, and lack an internal drive to learn. Subject matter that is considered difficult or boring, learning methods that are not developed, and the lack of use of media that are interesting and relevant to the lives of participants are idk.

Low enthusiasm for learning is still a big problem in the learning process. If SKI subjects are given without variations or innovations in learning media, students will find it boring and will not be motivated to follow learning. This is because the SKI subject is dominated by stories, time sequences, and past events. Learning that focuses on memorizing the names of characters, years, and historical events makes students less able to understand the meaning and value contained in them. As a result, SKI learning is not engaging and does not provide a significant learning experience for students.

These problems in learning require innovation in the use of learning media that are able to bring change and can improve and increase students' motivation in learning. Innovative learning media is expected to produce an interesting, fun, and learning atmosphere in accordance with the characteristics of students in the digital era. One of the media that has the potential to be used in learning is the *YouTube platform*.

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The use of *YouTube* as a learning medium provides many advantages compared to conventional media. Learning videos presented through *YouTube* combine visual and audio elements, so that they are able to attract the attention of students and help them understand the material better. Visualizing material through images, animations, and illustrations can produce concepts that are difficult to imagine and make them easy to understand. In addition, the explanation of the material in the form of a video can be repeated at any time according to the needs of the students, thus providing flexibility in learning. (Yudha, 2021) (Juwairiah, 2024).

However, the use of *YouTube* as a learning medium also requires good planning and management. Teachers need to ensure that the content displayed is in accordance with the learning objectives, as well as the educational values that they want to inculcate. The use of *YouTube* should not only be entertainment-oriented, but should be directed to support the achievement of competencies and increase students' learning motivation.

Findings in previous research stated that the effective use of *YouTube* media can improve student learning outcomes in SKI subjects located at MTs Negeri 1 Palembang—research conducted by Muhamad Rizki Ramdoni. Further research was also conducted by Relly Sugianto, proving that the use of *YouTube* has proven to be very effective in supporting the learning of Islamic Religious Education in the period of technological development, especially at the research location, namely SMA Ardaniah Serang Banten (Ramdoni, 2022) (Sugianto, 2024).

However, in this study, there are differences and novelties from the previous research. In this research, the main obstacle is not just the final grade, but the low motivation and enthusiasm of students due to the dominance of the lecture method in historical material that is considered rigid. This research is here to fill this gap by focusing on motivational variables through the One-Group Pre-Experiment design. It aims to provide empirical evidence on whether the transition from conventional media to YouTube can significantly trigger students' internal drive to understand historical values, which have been neglected because of the focus on memorization alone. The next difference is the research place conducted at MTsN 7 North Aceh.

The objectives of the research are: (1) can find out the level of students' learning motivation in SKI learning at MTsN 7 North Aceh before the implementation of media-based learning *YouTube* (2) be able to find out the level of students' learning motivation in SKI learning at MTsN 7 North Aceh after the implementation of media-based learning *YouTube*; (3) can determine the effectiveness of media-based learning *YouTube* to increase the motivation of students in participating in SKI learning at MTsN 7 North Aceh.

METHOD

In this study, the researcher chose a type of quantitative approach using *the One Group type pre-experiment* method, so that this study can objectively measure the level of students' learning motivation after the implementation of YouTube media-based learning. Beti Arliana in Sugiyono stated that this pre-experimental research made one group learn as a sample and measured it by means of assessment before and after the use of the experiment on the sample (Arliana, 2022).

However, this method is still able to show a relative cause-and-effect relationship through the administration of *pretests* and *posttests*, so the effectiveness of a media or learning method, including *YouTube* media, can be analyzed objectively and measurably. Measurements are taken before and after treatment to find out the difference or improvement that occurs. This research was conducted in grade VII/D MTsN 7Aceh Utara, with students selected purposively. The data of this study were obtained through observation and *pretest-posttest steps*. This process is carried out in order to obtain data for the research. After the data is obtained, then an analysis of the data that has been obtained is carried out through a data validity and reliability test.

RESULT AND DISCUSSION

Result

Validity Test

Validity tests are used to find out the extent to which the indicator is able to measure what it wants to measure. In this case, we measure 4 indicators of learning motivation.

Decision Criteria:

If $r \text{ counts} > r \text{ table}$, then the item is declared Valid.

If $r \text{ counts} < r \text{ table}$, then the item is declared Invalid.

For $N = 21$ at a significance level of 5%, the value r of the table is 0.433.

Table 1.
Results of the Validity Test of Learning Motivation Instruments

Yes	Learning Motivation Indicators	r count	r Table	Remarks
1	Enthusiastically paying attention to video views	0,712	0,433	Valid
2	Increased listening focus	0,685	0,433	Valid
3	Provide feedback after watching	0,754	0,433	Valid
4	Speed of doing tasks	0,801	0,433	Valid

Based on the table above, all indicators have a calculated r value $> r$ of the table (0.433). Thus, all items of observation instruments are declared valid to collect research data.

Reliability Test

Reliability tests are performed to see the consistency of the instrument. Commonly used techniques include *Cronbach's Alpha*. An instrument is said to be reliable if the Alpha value > 0.60 .

Table 2.
Reliability Test Results

Research Variables	Number of Indicators	Cronbach's Alpha	Critical Values	Remarks
Student Learning Motivation (YouTube Media)	4	0,845	0,60	Highly reliable

Based on the table above, it is known that the value of *Cronbach's Alpha* coefficient for the learning motivation variable is 0.845. Because the value is $0.845 > 0.60$, it can be concluded that the observation sheet instrument used in this study is Valid and Reliable. Thus, the instrument is suitable to be used to measure the effectiveness of YouTube media on student learning motivation in SKI subjects at MTsN 7 North Aceh.

Analysis Results

The results of the research on the effectiveness of youtube-based learning on students' learning motivation in ski learning at MTsN7 North Aceh, the test results are explained in the following table.

Table 3.
Description of statistics

Variable	N	Red	Standard Deviation	Minimum	Maximum
<i>Pretest</i> Motivation for Learning	21	65.24	6.81	54	76
<i>Posttest</i> of Learning Motivation	21	78.67	78.67	68	88

The table above explains that the average amount of students' learning motivation in the *posttest* is higher than in the *pretest*. It can be stated that there is an increase in learning motivation in students after the implementation of YouTube media-based learning.

Table 4.
Paired Sample Correlation

Pair	N	Correlation	Significance
<i>Pretest</i> and <i>posttest</i>	21	0.742	0.000

The table above explains the significance value of $0.000 < 0.05$, so from the results of these values, there is a relationship between *pretest* and *posttest* scores of learning motivation for students.

Table 5.
Paired sample test

<i>Pair</i>	<i>Red</i>	<i>Standard Deviation</i>	Standard Error Mean	t	df	Significance (2-tailed)
<i>Pretest then posttest</i>	- 13.43	4.92	54	- 12.56	20	0.000

From the table above, the results of the paired t-test show that the value (Sig. 2-tailed) is $0.000 < 0.05$, indicating a difference between the students' learning motivation before and after the implementation of YouTube-based learning.

Discussion

Learning Motivation Theory

Motivation is a person's personal change that is felt by the emergence of a reaction or change in energy to achieve something desired. Sri Nurhayati in Oemar Malik states that the change in energy in a person is characterized by a physical activity that is carried out, with physical activity showing that it is an effort to achieve their goal (Nurhayati, 2024).

In language, intention is a motivation that moves a person to do a practice or deed. Etymologically, intention comes from the word *niyyat* or *niyat*, which has a deliberately desired goal. Muhammad Arif, in Yusuf Qardawi's book "*al-Niyyatu wa al-Ikhkas*" mentions several intentions according to experts about intention, one of which is that intention is a desire for something and trying to do it. If the desire is not sought to be done, then it is limited to desire only (*azam*) (Arif, 2021).

Sunarti Rahman in Idham Kholid explained that learning motivation is caused by intrinsic factors, namely the desire to achieve success and the need to learn in order to achieve the dreams they aspire to. Meanwhile, external factors can be influenced by the existence of an award, a supportive environment to achieve learning goals, and activities that are not boring. Yogi Fernando in Sardiman explained that learning motivation is the entire movement of students who create the learning process, guarantee the continuity of learning, and provide direction for learning activities, so that they can achieve the goals according to their control. The researcher concluded that learning motivation is the desire to achieve something that is supported by various factors, such as physical, environmental, and social conditions. With all these supporting factors being fulfilled, the students' motivation to learn will arise on its own without any coercion. The important task of educators is to try to increase the motivation of students to carry out the learning process. (Rahman, 2024) (Yogi Fernando, 2024) In addition to providing and transferring knowledge, educators are also responsible for fostering students' desire to get useful learning. The enthusiasm for learning of students is different, so the task of educators is to continue to provide enlightenment and motivation to students so that their enthusiasm and passion increase to always learn nonstop.

The Relationship of *YouTube* with Learning Motivation

Digital media is a part of learning media that has a great influence on efforts to improve the relationship between students as recipients of information and teachers as learning facilitators. The five main functions of digital learning media that support effective learning are as follows: first, helping to convey information visually and audio; second, providing rich and diverse learning resources; third, encouraging students' interest through interactive features; and fourth, helping to achieve better and sustainable learning outcomes (StuRat, 2025).

Student involvement in academic activities is influenced by various causes, one of which is learning motivation. This motivation can increase or decrease depending on the learning process that students receive. Learning that takes place in a monotonous manner without innovation and creativity from teachers tends to reduce interest in learning (Marganingtyas, 2025), so that student motivation also weakens. On the other hand, the use of digital-based learning, such as the use of *YouTube* media, is able to encourage students' intrinsic motivation. SKI learning is a learning of past events, and important figures in the development of Islamic civilization, often students feel bored if the material is delivered conventionally, such as through lectures or reading textbooks.

The use of *YouTube* is a solution to overcome this problem, because it is able to present historical material in the form of visuals and audio, so that it is more interesting and easier to understand. It can be seen from the increasing interest of students in SKI learning and their more active participation. Therefore, the application of innovation in learning is an important factor in maintaining and increasing students' interest and motivation to learn.

The Effectiveness of YouTube in SKI Learning

Based on the results of research conducted in class VII/D MTsN 7 North Aceh, the statistical findings in Table 1 show a significant increase in students' learning motivation after the application of *YouTube* learning media. The average score increased from 65.24 during *the pretest* to 78.67 during *the posttest*. This improvement proves empirically that the shift from conventional methods to audiovisual media is able to change the psychological state of students. Theoretically, this is closely related to the ARCS Motivation Theory (John Keller), where *YouTube* manages to evoke *the aspect of Attention* through the visualization of dynamic historical events and *Relevance* because the video content is very close to the characteristics of students in the digital age.

The correlation analysis in Table 2 reinforces these findings with a correlation value of 0.742 and a significance level of 0.000. This number indicates a strong and one-way relationship; This means that the more effective the use of *YouTube* media in SKI learning, the higher the level of learning motivation produced. The significance of this relationship explains that *YouTube* is not just an entertainment medium, but an instructional instrument that is able to create an attachment between students and subject matter that was previously considered boring.

The validity of the influence of this media is further proven through the paired sample test in Table 3. The value of Sig. (2-tailed) = 0.000 which is smaller than 0.05, accompanied by a t-calculated value of -12.56, indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Statistically, there was a significant difference between students' learning motivation before and after treatment. This is in line with Allan Paivio's Dual Coding Theory, which states that the human brain processes information more effectively if it is conveyed through verbal and visual channels simultaneously. In SKI learning that is dominated by past narratives, YouTube visualizations help students build a concrete "historical imagination," so that the cognitive burden of memorization turns into enthusiasm for understanding the meaning of history.

The link between statistical findings and facts in the field shows that the use of YouTube is able to reduce the feeling of boredom that has arisen due to the dominance of the lecture method. Learners become more active in asking questions and discussing because they have a clear visual picture of the events being studied. This effectiveness is also supported by the flexibility of YouTube's feature that allows teachers to replay complex parts of the material, thus helping to synchronize understanding among students. Thus, this study not only strengthens the findings of Ramdoni (2022) and Sugianto (2024), but also provides objective evidence that in MTsN 7 North Aceh, YouTube media is an innovative solution that is significantly able to arouse students' motivation to learn in SKI subjects.

CONCLUSION

The results of the study were based on the analysis and *paired sample t-test*, that the use of *YouTube* media when learning Islamic Cultural History, affected students' learning motivation. Increasing from 65.24 in the pretest to 78.67 in the posttest, the average learning motivation showed a significant increase after using *YouTube* media. Significance value 0.000 (< 0.05), the t-test was paired so that it showed a significant difference in learning motivation before and after the test. This shows that YouTube-based learning is innovative and effective learning in increasing students' interest and active involvement in SKI learning. There was a strong relationship between *pretest* scores and *posttest* scores, with a correlation value of 0.742.

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