

## Using YouTube to Increase Learning Motivation as a Resource for Learning Geography in the Digital Age

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### *Abstract*

*This research aims to determine the learning motivation of students who use YouTube as a learning resource. This research uses qualitative methods in the Geography learning material "Atmospheric Dynamics" in class X-1 MA-Al-Khairiyah Jakarta. Data sources include sources and documents as supporting data. Based on research results, the majority of respondents (75%) often use YouTube to study geography, and almost all respondents (99%) stated that geography subjects' videos on YouTube helped them understand the material. Various variations of learning videos attract students' attention, and repetition of material that can be done at any time can increase motivation. Learning motivation has a role in fostering enthusiasm, creating feelings of joy and enthusiasm for learning so as to increase knowledge of the natural environment and increase student achievement and interest in learning Geography.*

**Keywords:** *YouTube, Learning Resources, Geography and Motivation*

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### **Introduction**

The development of the 21st-century world is marked by the use of information and communication technology in all aspects of life (Saeed & Ahmed, 2017). Technology connects the world beyond geographical barriers so that the world becomes borderless. The 21st century is the century of knowledge, a century where information is widely spread and technology develops. The importance of learning resources in learning activities cannot be denied. However, learning resources in madrassas and schools generally have not been managed and utilized optimally (Prayogi et al., 2022). Explicitly, learning resources are components of the learning system that need to be developed. From this explanation, the development of learning resources is a necessity (Sanabria-Z et al., 2024).

Learning resources are data, people, and/or matches that enable students to learn. Learning resources include all sources related to data, people, and possible items that can be used separately or in combination, which students usually use optimally to facilitate learning activities. It is implicit that learning resources are deliberately created to support students' independent learning (Boud, 2012). From these explanations, it can be understood that the existence of learning resources in learning activities has benefits, including (1) facilitating students to carry out learning activities and (2) supporting independent learning for students (Prastowo, 2018).

In this dynamic digital era, parents and teachers must apply the concept of multi-channel learning that treats children as dynamic learners who can learn anywhere, anytime, from anyone, from various sources anywhere. In this case, teachers should act as facilitators who show the competencies that children must possess and open opportunities for children to learn from various digital learning sources in the global world. In the digital era, the learning environment must be aligned with the use of information and communication technology into learning aids independently, dynamically and not bound by only one place and one learning resource, not even depending on the teaching teacher but students can learn from many teachers, various sources in cyberspace that are now facing the impact of digital self-control. Therefore, all elements of teacher competence that tend to treat children only based on the experience, abilities, knowledge, and learning resources that a teacher has, or in short measure the child's potential and abilities only with the brain of a teacher concerned, are irrelevant.

The development of information technology can ideally be utilized by education managers to improve the quality of learning. Some research results suggest the benefits that can be taken from the use of YouTube in learning. "the use of YouTube can play a vital role in helping pupils understand the lessons and improve their performance." The findings explain that the use of YouTube has an important role in helping students understand learning and improve student performance (Saputra et al., 2020).

YouTube is a site that provides various information in the form of video images. YouTube is part of a social networking site that is currently the most widely accessed site by people in various parts of the world (Oktavia et al., 2017). YouTube is a video-sharing site that is uploaded by users and allows users to watch and share video clips. Online videos such as YouTube are widely used in classroom learning and in courses in addition to podcasts, wikis and blogs. YouTube is also used by school students for collaborative learning purposes, promoting self-learning, helping online learning and becoming an educational instrument that improves learning innovatively and creatively (Ishak & Khalid, 2021). Utilizing YouTube videos can improve students' cognitive learning outcomes, so the existence of YouTube social media will increase student interest and motivation (Fatma & Atmojo, 2020).

The subject of geography contains elements of dynamic science, especially geography, so it causes students to feel bored quickly. In addition, the role of teachers in learning also affects student interest through the effectiveness of learning strategies and teaching aids used. The use of YouTube videos is considered an effective learning aid, but care needs to be taken when choosing learning videos so that the video content coincides with the will and objectives of learning. Learning videos must have various multimedia elements, such as audio and visual exposure so that the delivery is clearer and can be interactive and effective.

Opinions differ about the advantages of using YouTube in learning activities, but many past studies can prove that YouTube videos are very popular among Generation Z in finding sources of knowledge. However, at the secondary school level, the study of the use of YouTube as the main medium in teaching and learning activities is still lacking, especially in a detailed study of the point of learning Geography in secondary schools in an effort to add environmental knowledge and increase student achievement and interest in learning Geography. This is because Geography education at the secondary school level is more about proficiency and developing knowledge related to Geography. However, the reality that occurs in schools is that teaching aids sourced from media technology are less used by teachers and students, especially in learning Geography (Ishak & Khalid, 2021).

Based on the above, there needs to be something that can bridge the gap between student needs and material that must be delivered through YouTube videos as a learning resource. Relevant learning resources can support student learning outcomes in any condition. Youtube is one of the learning resources that need to be developed because it helps students obtain

information and data to improve learning effectiveness both at school and at home. Learning resources should be appropriate to student characteristics, the nature of learning, classroom problems, and the context of daily life. Learning resources must be arranged according to the needs of its users, namely geographical background, ethnography, and the needs of its users. In addition, the selection of video learning resources on YouTube channels is based on the potential that exists in schools and teaching teachers (Sugianto, 2023).

### Methodology

This research uses a qualitative approach. The focus of this study is to analyze the Use of YouTube in Class X-1 MA Al-Khairiyah Jakarta Students as a learning resource. This research was conducted on Jl. Mampang Prapatan IV No.74, RT.6/RW.2, Tegal Parang, Kec. Mampang Prpt, South Jakarta City, Special Capital Region of Jakarta. The research subjects consisted of 10 students in class X-1 MA Al-Khairiyah Jakarta. Data sources include resource persons and documents as supporting data. The type of data used is primary data. Data collection techniques involve observation, interviews, and documentation.

### Results and Discussion

Based on the results of interviews, YouTube is a popular and effective source of Geography learning for students. The majority of respondents (75%) often use YouTube to study Geography, and almost all respondents (99%) stated that Geography videos on YouTube help them understand the material. Some of the factors that make Youtube preferred for learning Geography are:

1. Large variety of learning videos: Students have many choices of videos to choose according to their needs and learning goals.
2. Ease of access and use: youtube is easily accessible and used by anyone, including students with varying levels of technological ability.
3. Interesting content on YouTube that is packaged in an interesting and informative way so that it is easily understood by students.
4. Interactive comment and discussion feature: Students can interact with teachers and other friends through comments and discussion features on youtube.
5. Youtube also helps increase motivation to learn Geography in students. The ease of accessing interesting information and content makes students more interested in studying Geography. In addition, complete youtube features such as video repetition and comments help students to better understand the material and increase their learning motivation.
6. The type of Geography video most liked by students is animated videos (88%). Animated videos are considered interesting and easy to understand by students. Other preferred types of videos include simulation videos (55%), documentary videos (44%), and experiment videos (33%).



Figure 1. YouTube channel used Figure



Figure 2. Materials displayed

While YouTube is an effective source of learning, it's important to remember that it's wise and responsible to use. Students should choose quality and reliable videos, and use YouTube as an alternative learning resource. Overall, youtube can be a useful source of Geography learning for students. The ease of access, variety of content, and various interesting features make YouTube the right choice to help students understand Geography material and increase learning motivation.

Based on the theory of learning motivation according to W.S Winkel (2004) learning motivation is the overall driving force within students that causes learning. When discussing the issue of learning motivation, it is discussed only from two aspects, namely motivation that comes from within the individual called intrinsic motivation, and motivation that comes from outside oneself called extrinsic motivation. Youtube is one of the learning resources used by teachers to provide learning materials in the form of videos. To provide material that needs to be explained through videos, teachers provide videos from Youtube that are uploaded to personal channel accounts as learning materials for students. The material provided is not in the form of material in all chapters of the Geography subject, but only in accordance with the learning outcomes in each phase.



Figure 3. YouTube Video Playback



Figure 4. Classroom atmosphere

The results of the study (Tohari et al., 2019) stated that there is a significant influence from using Youtube as a very significant learning resource. Based on this exposure that the use of Youtube can increase student learning motivation. Therefore, teachers can use Youtube videos as a learning resource to make learning more interesting and increase student motivation in learning in class.

## Conclusion

Learning motivation of grade X1 MA Al-Khairiyah Jakarta students who use Youtube as a learning resource on Geography subjects in the good category. There is a significant motivation from using Youtube as a learning resource, so that students feel enthusiastic in following the learning process. Through this research, it is hoped that teachers can use the delivery of material supported by learning videos on the Youtube application.

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