



## The role of YouTube platform as a learning resource in online learning effectiveness

**Diva Fikri Harry Adnan<sup>1</sup>, Norma Istiqomah<sup>2</sup>**

<sup>1,2</sup>Universitas Pendidikan Indonesia, Bandung, Indonesia  
[divafikri@upi.edu](mailto:divafikri@upi.edu)<sup>1</sup>, [normaa@upi.edu](mailto:normaa@upi.edu)<sup>2</sup>

### ABSTRACT

The COVID-19 pandemic has resulted in teachers using media more creatively in the learning process, one of which is using video-based media via YouTube. This study aims to find out the role and implementation as well as the obstacles that arise in using YouTube as a learning resource in supporting the effectiveness of online learning based on the perceptions or views of students. The research uses quantitative methods with primary data sources and data collection using surveys or questionnaires involving active students as respondents. The study results show that most respondents agree that using YouTube is a practical learning resource or online learning media. However, there are still some obstacles encountered in practice. So, the YouTube platform had a good impact on the effectiveness of online learning during the COVID-19 pandemic and increased opportunities for using YouTube as a learning media.

### ARTICLE INFO

#### Article History:

Received: 25 Jan 2022

Revised: 9 Mar 2022

Accepted: 7 Apr 2022

Available online: 12 May 2022

Publish: 3 Jun 2022

#### Keyword:

COVID-19; curriculum resources; learning resources; online learning; YouTube.

#### Open access

Curricula: Journal of Curriculum Development is a peer-reviewed open-access journal.

### ABSTRAK

Pandemi COVID-19 mengakibatkan guru harus memanfaatkan media dengan lebih kreatif pada proses pembelajaran, salah satunya adalah penggunaan media berbasis video melalui YouTube. Penelitian ini bertujuan untuk mengetahui bagaimana peranan dan penerapan serta hambatan yang muncul dalam menggunakan YouTube sebagai sumber belajar dalam menunjang efektivitas pembelajaran daring berdasarkan persepsi atau pandangan para peserta didik. Penelitian menggunakan metode kuantitatif dengan sumber data primer dan pengumpulan datanya menggunakan kegiatan survei atau kuesioner dengan melibatkan peserta didik aktif sebagai responden. Hasil penelitian menunjukkan sebagian besar responden setuju bahwa penggunaan YouTube efektif untuk digunakan sebagai sumber belajar atau media pembelajaran daring, walaupun masih ada beberapa hambatan yang dialami dalam praktiknya. Sehingga, dapat disimpulkan bahwa platform YouTube memberikan dampak baik terhadap efektivitas pembelajaran daring pada masa pandemi COVID-19 dan meningkatkan peluang pemanfaatan YouTube sebagai media pembelajaran.

**Kata Kunci:** COVID-19; pembelajaran daring; sumber belajar; sumber kurikulum ; YouTube.

### How to cite (APA 7)

Adnan, D. F. H., & Istiqomah, N. (2022). The role of YouTube platform as a learning resource in online learning effectiveness. *Curricula: Journal of Curriculum Development*, 1(1), 1-14.

### Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

### Copyright



2022, Diva Fikri Harry Adnan, Norma Istiqomah. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited.

\*Corresponding author: [divafikri@upi.edu](mailto:divafikri@upi.edu)

## **INTRODUCTION**

The COVID-19 pandemic has been occurring for more than a year caused by the coronavirus, also known as Corona Virus Disease-2019 (COVID-19). COVID-19 is a new disease that can be transmitted easily caused by acute respiratory syndrome, which can usually cause respiratory tract infections (Amri, 2020). This disaster has had a destructive impact on human life, both in the health sector, the economy and even in the education sector. In the progress of the Indonesian nation, problems in the education sector are underestimated because education, which is a determinant in creating the nation's successors who have qualified abilities and skills to advance the nation, must be temporarily stopped and continued with distance learning. Hidayati (2016) also stated that education is a barometer of the level of progress and development of the nation. The sudden change in the learning system from face-to-face learning to virtual face-to-face learning has an impact on decreasing the quality of students' skills and understanding due to a lack of preparation (Sari, 2020). This results in all components of education requiring adaptation and expecting innovation in minimizing this situation so that the learning process can take place optimally, even if it is done boldly.

According to Handarini & Wulandari (2020) explained that online learning is a learning system carried out remotely by utilizing technology and internet networks. By utilizing technology, of course, it is not always smooth in its use. Obstacles or obstacles often occur are students' boredom when using monotonous learning media, such as listening to the teacher speak or just paying attention to the material presented (Pawicara & Conilie, 2020). Such learning certainly will not be effective and will impact the learning objectives.

Tafonao (2018) explains that learning media is a tool used in the learning process to convey information or material that must be conveyed, thereby stimulating thoughts, attention, feelings, and students' interest in learning. In the delivery of material, of course, it is different when learning is carried out online and face-to-face. Likewise, the media used is clearly different. One type of learning media that is widely used is video-based learning media, which is widely used in the learning process (Fauzan & Rahdiyanta, 2017). Video-based learning can be used for independent learning by repeating learning anywhere and anytime (Hendriyani et al., 2018) and is felt to help in understanding concepts as well as attracting interest and motivation to learn (Mujianto, 2019; Widad et al., 2021) thereby influencing activity learning (Haidir et al., 2021).

Teachers need to make changes to increase the interest and interest of students to follow the learning process well. In addition, changes in the education system, especially in online learning, should keep up with technological developments. One way is to use YouTube as an online learning medium. Teachers can display and share various engaging, interactive, and fun learning videos on YouTube.

Based on the description above, researchers are trying to examine more deeply the use of YouTube as a learning medium, especially during the online learning period. In this study, researchers tried to examine the situation experienced by students in participating in online learning. They analyzed the application of the YouTube platform as a learning resource for students during a pandemic. In addition, researchers also try to examine the obstacles that

may arise when using the YouTube platform as a learning resource in supporting the learning process for students.

## **LITERATURE REVIEW**

### **YouTube**

YouTube is the largest and most popular online video website on the internet, which allows users to watch various videos or upload videos to YouTube for free (Samosir et al., 2018). YouTube users vary significantly from age groups, ranging from children to adults. YouTube users can upload, watch, and access videos easily. The duration provided by YouTube for a video depends on the uploader's wishes, so there is no set time limit. Up to millions of people can access YouTube in one day, so this is an opportunity to be used as a learning medium.

YouTube has the advantage of being a learning medium, namely, providing edit value in education. Its use is easy and practical so that all groups, including students and teachers, can follow it. The information provided is also very complete, ranging from information about education, technology, and cultural developments. Mangole et al. (2017) describe several advantages of using the YouTube platform, namely: 1) being able to watch and upload various videos for free; 2) there are many valuable videos; 3) there are lots of quality videos; 4) videos available on YouTube can be downloaded; and YouTube can be used as learning resources.

### **YouTube as Learning Media**

The use of YouTube as a learning medium is widely practiced. Learning media ideally helps teachers in implementing the learning process. The rapid development of YouTube and its easy access increase the opportunities for its use as a learning medium in the current era (Kamhar & Lestari, 2019). Utilization of YouTube as a learning medium must be accompanied by the teacher's ability to access YouTube, upload videos and use learning videos to be used as a media presentation.

YouTube as a Learning Media can improve the quality of learning (Suwanto et al., 2021) significantly influence and improve student learning outcomes (Hidayati et al., 2021). This is because YouTube provides various sources of information that can be used as learning media and provides experiences to students in video-based learning. As a learning medium, YouTube helps provide a stimulus to formulate material used as the basis for questions in specific contexts (Pratiwi & Hapsari, 2020).

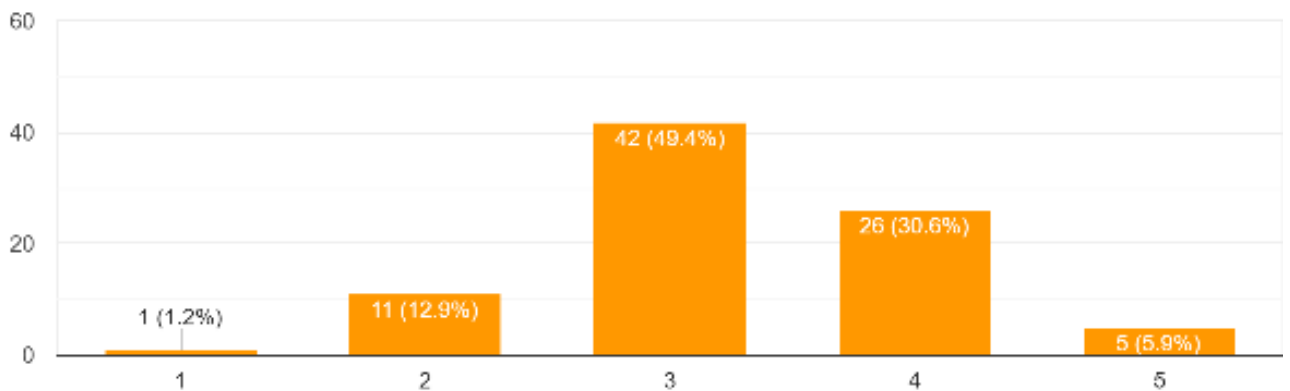
## **METHODS**

The research method used is descriptive quantitative, namely, the type of research used to analyze data by describing or describing the data that has been collected as it is. Usually, quantitative methods are used for research related to data in the form of numbers and statistics. Data sources were obtained from observations, documentation studies, and the distribution of instruments.

## RESULT AND DISCUSSION

In this study, researchers used the questionnaire method by utilizing the Google form to facilitate data collection. As many as 85 respondents have participated by filling out the link to help the smooth running of this research. All respondents have responded to questions related to students' assessment of the implementation of online learning in a pandemic situation. The data can be seen through the following graph (see **Figure 1**):

Pembelajaran daring efektif untuk diterapkan di situasi Pandemi Covid-19.  
85 responses

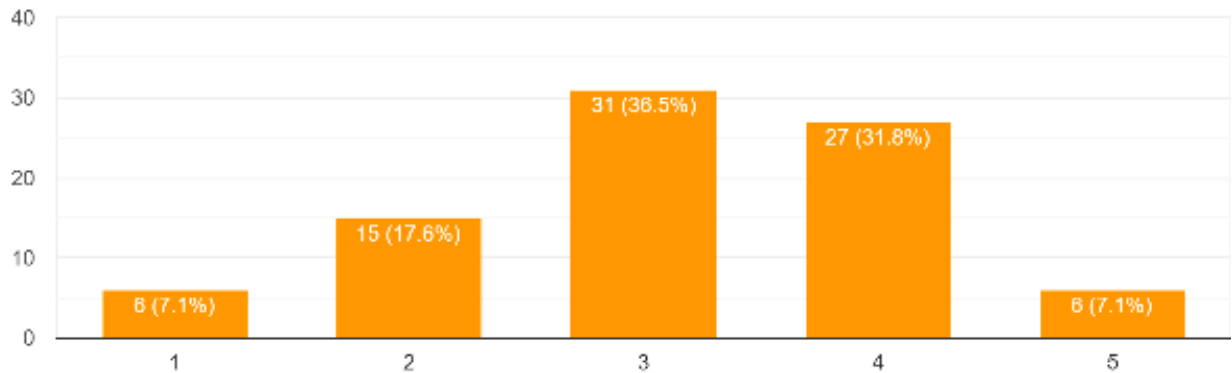


**Figure 1.** Results of Respondents' Views Regarding the Effectiveness of Online Learning  
*Source: Research 2021*

From the graph in **Figure 1** above shows that the results of the respondents obtained were that 12 respondents disagreed with the assessment that online learning was effective during a pandemic, while 31 respondents agreed with the effectiveness of online learning during a pandemic. If calculated using a Likert scale, 65.4% of respondents think online learning is effectively implemented during a pandemic like today.

Saya merasa kesulitan selama mengikuti pembelajaran daring.

85 responses

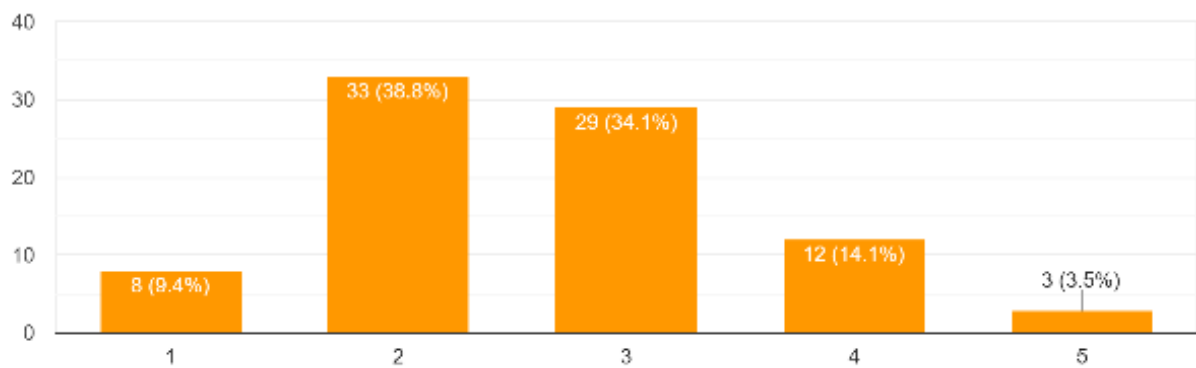


**Figure 2.** Results of Respondents' Views Regarding Online Learning Difficulties  
*Source: Research 2021*

The graph in **Figure 2** shows that 21 respondents found it easy to implement online learning. Meanwhile, 33 respondents found it difficult to implement online learning. So, if calculated using a Likert scale, as many as 62.8% of the respondents experienced difficulties during the implementation of online learning.

Saya tidak merasa bosan selama mengikuti pembelajaran daring.

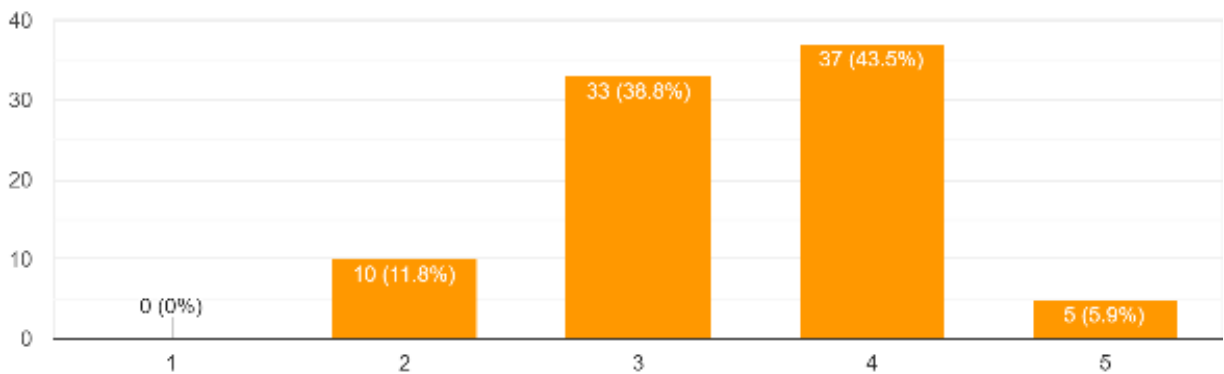
85 responses



**Figure 3.** Results of Respondents' Views Regarding Not Boredom in Online Learning  
*Source: Research 2021*

It can be seen from the graph in **Figure 3**, the results of the respondents' views showed that a total of 15 respondents chose to agree, which means they did not feel bored during online learning. Meanwhile, 41 respondents disagreed, meaning they felt bored while participating in online learning. Then, if the results of the respondents on the graph are calculated using a Likert scale, it can be concluded that 52.7% of students feel bored participating in online learning activities.

Penggunaan youtube sebagai media pembelajaran efektif untuk diterapkan dalam upaya meningkatkan pemahaman siswa  
85 responses

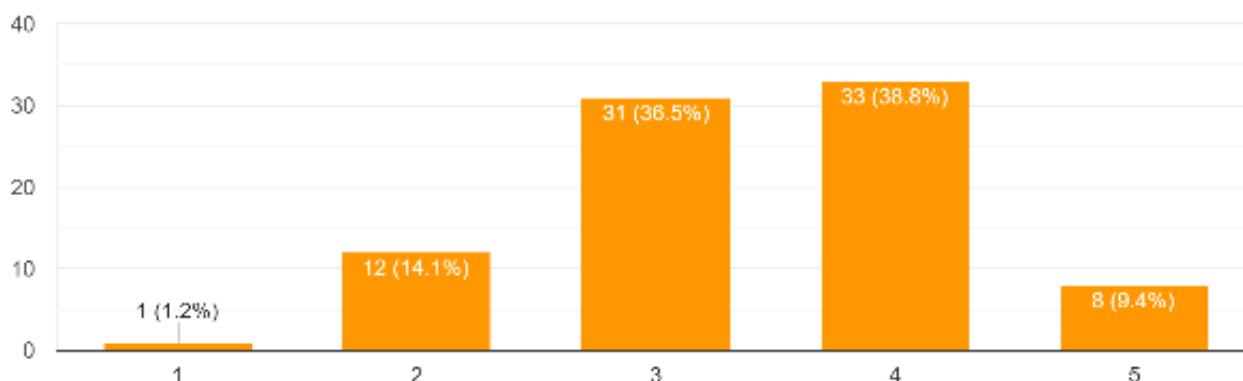


**Gambar 4.** Results of Respondents' Views Regarding the Effectiveness of Using YouTube in Increasing Student Understanding  
*Source: Research 2021*

Looking at the graph in **Figure 4**, it was found that a number of respondents regarding the effectiveness of using YouTube in an effort to increase student understanding. A total of 42 respondents chose to agree, which means that the use of YouTube is effective to implement. Meanwhile, as many as ten respondents chose not to agree, which means that the use of YouTube is less effective to implement. So, from this graph, it can be concluded by calculating the Likert scale, which results in as many as 68.7% of students considering YouTube to be effective to apply during online learning to increase student understanding..

Saya merekomendasikan agar guru dapat menggunakan youtube dalam pembelajaran daring.

85 responses



**Gambar 5.** Hasil Pandangan Responden Merekomendasikan YouTube sebagai Sumber Belajar dalam Pembelajaran Daring  
*Sumber: Penelitian 2021*

From the graph in **Figure 5** above, it was obtained that 41 respondents voted in agreement, which means they recommended that teachers use YouTube in online learning. Meanwhile, 13 respondents chose not to agree, which means they do not recommend YouTube for online learning. By using a Likert scale calculation on the graph results, it was obtained that 68.2% of students recommended that teachers use YouTube as an online learning medium.

Based on the results obtained by the researchers from the survey distribution activities to students, a total of 85 respondents were successfully collected regarding online learning and the application of YouTube as a learning resource for students during the COVID-19 Pandemic.

### **The Effectiveness of Online Learning**

Most of the respondents stated that online learning was effective during a pandemic like today. Online learning is one of the solutions for developing students' knowledge and skills. So, even if it is just at home, students can be able to learn and develop their knowledge and skills.

The Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, issued a policy contained in Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Spread of COVID-19 (see: <https://pusdiklat.kemdikbud.go.id/surat-edaran-mendikbud-no-4-tahun-2020-tentang-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-corona-virus-disease-covid-1-9/>). In this regulation, the government through the Minister of Education and Culture provides policies regarding implementing education during the emergency period of the spread of COVID-19. Among the contents of the policy are abolishing the 2020 National Examination, establishing regulations regarding graduation school exams, and enforcing online learning. Apart from reducing the spread of the COVID-19 virus, this also aims to maintain effectiveness in the learning process during a pandemic like today.

The effectiveness of online learning during the COVID-19 period depends on the discipline of all parties. Agree with Fauziyah (2020) which states that the level of effectiveness of online learning depends on technology, teachers, and students themselves. Therefore, the school needs to develop good management by creating a scheme to regulate the online learning system. This needs to be considered because, in the implementation of the Distance Learning process, there are still several obstacles that can interfere with the continuity of the learning process, such as social interaction between teachers and students and the readiness of students from an economic perspective for the sustainability of PJJ (Abidin et al., 2020) as well as other technical obstacles (Mamluah & Maulidi, 2021).

Schools can arrange a systematic, structured, and simple schedule to facilitate communication between teachers and parents of students to monitor students' work at home so that it remains effective. Meanwhile, students need awareness and contribution to the smooth running of online learning. Distance learning is a very effective solution for breaking the chain of transmission of COVID-19, complying with social distancing rules is also one of the reasons for implementing this system. To be more effective, it is necessary to have a good relationship between teachers and students and parents of students, including in terms of communication.

### **Difficulties Following Online Learning**

Besides taking part in online learning, many students find it difficult to implement it. Signal instability makes it difficult for students to concentrate on receiving subject matter. Then, the availability of electricity also affects the smoothness of the online learning process because the media and tools used are technology-based and internet-based, so they require electricity to carry out learning. Difficulties are also felt by those who cannot facilitate themselves in media and internet network access.

Some teachers apply the learning method only by providing attendance links and video links for later viewing and understanding by each student. This certainly provides its own difficulties for students who are not accustomed to analyzing and understanding material individually. Some teachers provide attendance links to be filled in as proof of attendance, and in delivering the material, the teacher only explains via video conferencing but does not give students the opportunity to ask questions or discuss so that there is no reciprocity between the teacher and students, which makes students difficult to understand what students do not understand.

Another reason that makes students feel difficult is that too many applications used make students feel left behind and confused, and sometimes they are confused between one subject and another. Therefore, it would be better for each school to have one or two websites that can be used to support the online learning process.

Media in online learning is very influential for smooth learning. Because with the media, information and subject matter can be conveyed. The media used must have its charm for students so they are passionate about understanding the material. There are many media that teachers can use as a way to make online learning successful. Therefore, the media used must be based on what will be studied (Mahardika et al., 2021) and follow current media developments (Ramdani et al., 2021).



## **Student Boredom with Online Learning**

Besides the difficulties, online learning also causes boredom for students. Because in its implementation, they only sit, quietly stare at the screen, and listen to the presentation of the material, and cannot directly interact face to face with the teacher or their friends. This online learning is considered monotonous learning with the same learning methods without any innovations. Furthermore, the absence of motivation from friends is also one of the reasons why online learning feels boring. This is in line with [Agustina et al. \(2019\)](#), which states that boredom can come from monotonous situations and learning saturation can hit students if students have lost motivation and interest in learning ([Herdiana et al., 2021](#)).

Another reason that makes online learning boring, according to some respondents, is because the media used only uses Whatsapp Group, so there is no interaction between students or between students and teachers. Coupled with the unsupportive home situation and surrounding environment, students often do not have the motivation to be enthusiastic about learning. In this case, of course students must have awareness and be able to build their own motivation so that they are not easily influenced by the surrounding environment, so that students can understand the importance of learning to achieve learning goals with as much effort and hard work as possible in participating in online learning.

In addition to students, teachers also play a role in raising their students' awareness. Teachers must understand what students need to match their interests and talents. Students will also find it easier and faster to absorb the material presented. One way that can be done and developed by the teacher is to master various learning media so that learning feels varied and not monotonous and so that students feel motivated and compelled to have enthusiasm in learning. Students also will not get bored quickly when receiving material from the teacher.

## **The Effectiveness of Using YouTube in Online Learning**

In the use of media as a tool for carrying out online learning, of course, there are many choices of media that every teacher can certainly use. One of the media that can be used is YouTube. Most of the respondents stated that teachers had used YouTube as a medium for online learning. YouTube is widely used because according to them, the range of material provided by YouTube is quite broad and easy to understand. In addition, videos displayed on YouTube can be watched repeatedly, in contrast to the delivery of material delivered by the teacher via video conferencing which can only be watched once ([Humaidi et al., 2022](#)).

In practice, the use of YouTube cannot be fully used in learning. The effectiveness of YouTube is only used as a secondary application in presenting the videos needed during the learning process. The teacher occupies a primary role in delivering learning material. This means the teacher must be involved in the learning process even though it is facilitated by using other media. In using YouTube, teachers must be able to provide recommendations or suggestions for which channels are suitable for use in online learning because YouTube content has the potential to be used as a learning medium ([Rahmawan et al., 2018](#); [Cahyana & Kosasih, 2021](#)). Another way that can be used is to give assignments to students to make learning

videos which are then uploaded on YouTube, so that they can further enhance students' understanding because each makes them and can practice speaking skills.

YouTube can overcome boredom in learning because the features provided are quite interesting and varied. Apart from providing study material, YouTube also provides entertainment that can be watched when you are getting bored by watching lecture video shows. Another reason that makes YouTube effective in online learning is that YouTube is easily accessible anywhere and anytime by anyone (Pangestika & Yanuartuti, 2020). Based on the results of survey activities, most respondents recommended YouTube to be used as a supporting medium for online learning. Because in delivering it through video, many interesting things can be obtained by the audience. Complete explanations also make YouTube widely used by most students today because the material that is presented by YouTube, it is usually very complete and detailed, so it is easy and fast to understand.

The advantage that makes YouTube one of the recommended learning media is that it has various types of videos that can be watched and adapted to related subject matter. Video shows on YouTube can be watched repeatedly, and of course, it's free. This can make it easier for anyone who has difficulty understanding the material with just one viewing. In appearance, YouTube visualization is more interesting than PowerPoint, which is commonly used in learning via video conferencing.

### **Barriers to YouTube Use in Online Learning**

In addition to the effectiveness and ease of using YouTube as a learning resource and distance learning media, the use of YouTube in practice as a support for the online learning process also has several obstacles, one of which is when teachers share YouTube links on the WhatsApp group, there are students who rarely listen or do not even open the group so that the information and YouTube links are drowned which in the end are not known by students. Therefore, teachers and friends must remind each other so that everyone can understand the learning material because there will always be a possibility of setbacks in using learning media, especially in distance learning situations (Prawitasari et al., 2021).

Insufficient internet quota is an obstacle for students and teachers because the YouTube platform requires an internet network to be able to access it (Nursobah, 2021). Fortunately, the government has provided some free internet quotas that students and teachers can use in the successful online learning process. In addition, despite the availability of internet quota, the instability of the internet network is also an obstacle to accessing videos on YouTube (Handayani, 2020) because students cannot watch the presentation of material with focus because they are uncomfortable watching videos with low quality, so what is conveyed in the video is not clear.

The disadvantage of using YouTube is the possibility of not having two-way communication, so learners will find it quite difficult to ask questions in real-time. Advertising is also a distraction because it can interfere with students when they are focused on listening to the material. Suppose the teacher in his learning method only asks students to find learning resources from YouTube without being provided by the teacher himself. In that case, it will be difficult for students to choose videos that are relevant to the material because there are so many videos on YouTube that are similar. In addition, according to the respondents' views,

the use of YouTube also results in less control of students in listening to the presentation. Therefore, the use of YouTube should be used as an auxiliary medium in its delivery by the teacher through video conferencing.

## **CONCLUSION**

Based on the results of the research and discussion above it shows that online learning activities are effective to implement as an effort to reduce the spread of the COVID-19 virus. However, most students find it difficult and feel bored during online learning due to several factors. Therefore, it is necessary to choose a good and appropriate learning media that can at least reduce the existing obstacles, one of which is by utilizing the YouTube platform. Respondents' views on the use of YouTube as a learning resource, as well as distance learning media, stated that it is effective to implement because it has its own advantages. Although in practice, there are still obstacles that arise.

The results of this study provide knowledge to readers, both for teachers and students. For teachers, this research can be used to consider using the YouTube platform as a distance learning media. As for students, this research can be used as an effort to increase understanding of the utilization of the YouTube platform as a learning resource. Meanwhile, the suggestion for future researchers is to conduct deeper research on the comparison of various applications of YouTube in the teaching and learning process.

## **AUTHOR'S NOTE**

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

## REFERENCES

- Abidin, Z., Hudaya, A., & Anjani, D. (2020). Efektivitas pembelajaran jarak jauh pada masa pandemi COVID-19. *Research and Development Journal of Education*, 1(1), 131-146.
- Amri, A. (2020). Dampak COVID-19 terhadap UMKM di Indonesia. *Jurnal Brand*, 2(1), 123-130.
- Agustina, P., Bahri, S., & Bakar, A. (2019). Analisis faktor penyebab terjadinya kejenuhan belajar pada siswa dan usaha guru BK untuk mengatasinya. *Jurnal Ilmiah Mahasiswa Bimbingan dan Konseling*, 4(1), 96-102.
- Cahyana, A. D., & Kosasih, E. (2021). Analisis Kelayakan video pembelajaran untuk jenjang SD di saluran YouTube Ruangguru dan Labedu channel. *Collase (Creative of Learning Students Elementary Education)*, 4(4), 492-500.
- Fauzan, M. A., & Rahdiyanta, D. (2017). Pengembangan media pembelajaran berbasis video pada teori pemesinan Frais. *Jurnal Dinamika Vokasional Teknik Mesin*, 2(2), 82-88.
- Fauziah, N. (2020). Dampak COVID-19 terhadap efektivitas pembelajaran daring pendidikan Islam. *Al-Mau'izhoh*, 2(2), 1-11.
- Haidir, M., Farkha, F., & Mulhayatiah, D. (2021). Analisis pengaruh media pembelajaran berbasis video pada pembelajaran fisika. *Jurnal Pendidikan Fisika*, 9(1), 81-89.
- Handarini, O. I. & Wulandari, S. S. (2020). Pembelajaran daring sebagai upaya Study from Home (SFH). *Jurnal Pendidikan Administrasi Perkantoran*, 8(3), 496-503
- Handayani, D. (2020). Pemanfaatan media YouTube pada saat pandemi COVID-19 untuk media pembelajaran bahasa Inggris dalam meningkatkan vocabulary dan pemahaman siswa. *Jupendik: Jurnal Pendidikan*, 4(2), 12-18.
- Hendriyani, Y., Delianti, V. I., & Mursyida, L. (2018). Analisis kebutuhan pengembangan media pembelajaran berbasis video tutorial. *Jurnal Teknologi Informasi dan Pendidikan*, 11(2), 85-88.
- Herdiana, D., Rudiana, R., & Supriatna, S. (2021). Kejenuhan mahasiswa dalam mengikuti perkuliahan daring dan strategi penanggulangannya. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(1), 293-307.
- Hidayati, N. (2016). Konsep integrasi Tripusat pendidikan terhadap kemajuan masyarakat. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 11(1), 203-224.
- Hidayati, N. I., Hidayat, M. T., Kasiyun, S., & Rahayu, D. W. (2021). Pengaruh aplikasi YouTube sebagai media pembelajaran daring untuk meningkatkan hasil belajar siswa pada materi ekosistem di sekolah dasar. *Jurnal Basicedu*, 5(5), 4085-4092.
- Humaidi, H., Qohar, A., & Rahardjo, S. (2021). Respon siswa terhadap penggunaan video YouTube sebagai media pembelajaran daring matematika. *JIPM (Jurnal Ilmiah Pendidikan Matematika)*, 10(2), 153-162.
- Kamhar, M. Y., & Lestari, E. (2019). Pemanfaatan sosial media YouTube sebagai media

pembelajaran bahasa Indonesia di perguruan tinggi. *Inteligensi: Jurnal Ilmu Pendidikan*, 1(2), 1-7.

- Mahardika, A. I., Wiranda, N., & Pramita, M. (2021). Pembuatan media pembelajaran menarik menggunakan Canva untuk optimalisasi pembelajaran daring. *Jurnal Pendidikan dan Pengabdian Masyarakat*, 4(3), 275-281.
- Mamluah, S. K., & Maulidi, A. (2021). Pembelajaran Jarak Jauh (PJJ) di Masa Pandemi COVID-19 di sekolah dasar. *Jurnal Basicedu*, 5(2), 869-877.
- Mangole, K. D. B., Himpong, M., & Kalesaran, E. R. (2017). Pemanfaatan YouTube dalam meningkatkan pengetahuan masyarakat di Desa Paslaten Kecamatan Remboken Minahasa. *Jurnal Acta Diurna*, 6(4), 1-15.
- Mujiyanto, H. (2019). Pemanfaatan YouTube sebagai media ajar dalam meningkatkan minat dan motivasi belajar. *Jurnal Komunikasi Hasil Pemikiran dan Penelitian*, 5(1), 135-159.
- Nursobah, A. (2021). Pemanfaatan media sosial YouTube pada pembelajaran sejarah kebudayaan Islam di Madrasah Ibtidaiyah. *El Midad*, 13(2), 76-85.
- Pangestika, F. Y., & Yanuartuti, S. (2020). Pembelajaran mandiri seni tari melalui konten YouTube sebagai inovasi pembelajaran masa kini. *Gondang: Jurnal Seni dan Budaya*, 4(2), 144-151.
- Pawicara, R., & Conilie, M. (2020). Analisis pembelajaran daring terhadap kejenuhan belajar mahasiswa Tadris Biologi IAIN Jember di tengah pandemi COVID-19. *Alveoli: Jurnal Pendidikan Biologi*, 1(1), 29-38.
- Pratiwi, B., & Hapsari, K. P. (2020). Kemampuan berpikir tingkat tinggi dalam pemanfaatan YouTube sebagai media pembelajaran bahasa Indonesia. *Jurnal Ilmiah Sekolah Dasar*, 4(2), 282-289.
- Prawitasari, M., Sriwati, S., & Susanto, H. (2021). Retrogresi penggunaan media daring dalam pembelajaran Sejarah masa pandemi COVID-19. *Jurnal Education and Development*, 9(4), 173-177.
- Rahmawan, D., Mahameruaji, J. N., & Preciosa Alnashava, J. (2018). The potential of YouTube as educational media for young people. *EduLib*, 8(1), 81-98.
- Ramdani, N. S., Nugraha, H., & Hadiapurwa, A. (2021). Potensi pemanfaatan media sosial TikTok sebagai media pembelajaran dalam pembelajaran daring. *Akademika: Jurnal Teknologi Pendidikan*, 10(02), 425-436.
- Samosir, F. T., Pitasari, D. N., & Tjahjono, P. E. (2018). The effectiveness of YouTube as a student learning media (study at the Faculty of Social and Political Sciences, University of Bengkulu). *Record and Library Journal*, 4(2), 81-91.
- Sari, L. (2020). Upaya menaikkan kualitas pendidikan dengan pemanfaatan YouTube sebagai media ajar pada masa pandemi COVID-19. *Jurnal Tawadhu*, 4(1), 1074-1084.
- Suwarto, S., Muzaki, A., & Muhtarom, M. (2021). Pemanfaatan media YouTube sebagai media pembelajaran pada siswa kelas XII MIPA di SMA Negeri 1 Tawang Sari. *Media Penelitian Pendidikan: Jurnal Penelitian dalam Bidang Pendidikan dan Pengajaran*,

15(1), 26-30.

Tafonao, T. (2018). Peranan media pembelajaran dalam meningkatkan minat belajar mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), 103–114.

Widad, F., Ibrahim, M., Thamrin, M., & Kasiyun, S. (2021). Implementasi penggunaan media pembelajaran berbasis video melalui daring di sekolah dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 3263-3268.