

YouTube-Integrated Economics Learning and Student Learning Motivation in Senior High School Education

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Abstract

The rapid advancement of digital technology has encouraged the integration of various interactive learning media, one of which is YouTube. As a video-based platform, YouTube has the potential to enhance students' learning motivation by providing engaging, accessible, and flexible learning resources. However, empirical evidence regarding its influence on learning motivation in economics education at the senior high school level remains limited. This study aimed to examine the effect of YouTube use in economics learning on the learning motivation of tenth-grade students at SMA Negeri 4 Bone. A quantitative approach with an ex post facto research design was employed. The population consisted of 200 tenth-grade students, while a sample of 30 students was selected using the simple random sampling technique. Data were collected through questionnaires, observations, and documentation. The research instruments met the validity and reliability requirements and were analyzed using simple linear regression with IBM SPSS Statistics. The findings revealed that the use of YouTube in economics learning had a positive and significant effect on students' learning motivation. Furthermore, YouTube contributed to improving students' learning motivation, although other factors beyond the scope of this study also influenced students' motivation. These findings suggest that YouTube can serve as an effective learning medium to promote more engaging, interactive, and student-centered economics instruction. This study provides empirical evidence supporting the integration of digital learning media in economics education and offers practical insights for teachers in optimizing YouTube to enhance students' learning motivation.

Keywords: YouTube; Learning Media; Economics Learning; Learning Motivation; Senior High School Students

1. Introduction

Digital transformation has brought significant changes to various aspects of life, including education. The integration of information technology into the learning process is no longer seen as a complement, but rather as a crucial part of creating learning that adapts to the needs of 21st-century students. The use of digital media allows teachers to present material in a more varied, interactive, and contextual way, thereby improving the quality of students' learning experiences (Hermansyah et al., 2025). In this context, learning success is determined not only by mastery of the material but also by the educator's ability to select learning media that can build student engagement and motivation (Miranda et al., 2022).

In economics, learning challenges are increasingly complex because some concepts are abstract and require analytical skills regarding various real-life economic phenomena. Continuing to rely on conventional methods for delivering material can potentially make it difficult for students to understand concepts and reduce their interest in participating in learning (Muh. Syata et al., 2024). Therefore, learning media are needed (Sandi et al., 2026) that can present material in a more concrete, visual, and communicative manner so that students can more easily connect economic concepts with the real world around them. One rapidly developing digital media with this potential is YouTube.

YouTube is a platform video sharing that provides various learning resources in audiovisual form, enabling students to have a more flexible learning experience. YouTube Combining visual elements, audio, illustrations, animation, and replayable presentations, students can learn at their own pace and according to their needs (Islam et al., 2022). In addition to providing easy access to learning materials, YouTube It also supports the creation of more interactive learning through the diversity of educational content available. Research (Velooso da Silva et al., 2024) shows that YouTube

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contribute to expanding access to learning while supporting flexible learning, although its effectiveness still depends on the quality of the content and teacher support.

Utilization of YouTube in learning can also be explained through perspective Self-Determination Theory (SDT) which emphasizes that learning motivation develops when an individual's basic needs for autonomy, competence (competence), and connectedness (relatedness) can be fulfilled. Through YouTube Students have the flexibility to determine when and how to study the material, have the opportunity to develop competencies through easier-to-understand presentations, and foster more active interactions in the learning process (Yarfika Halawa et al., 2025). Thus, the use of digital media serves not only as a means of conveying information but also as a learning environment that has the potential to increase students' intrinsic motivation.

Learning motivation is a psychological factor that plays a crucial role in determining the success of the learning process. Students with high learning motivation tend to demonstrate persistence, attention, active participation, and a strong desire to achieve learning goals. Conversely, low learning motivation often results in decreased student engagement during the learning process, thus impacting learning outcomes (Yogi Fernando et al., 2024). Therefore, increasing learning motivation is a crucial goal in developing learning strategies and media in schools.

Empirically, various studies have reported the benefits of using YouTube in the world of education. (Alhrahshah et al., 2024) found that YouTube has a positive influence on learning motivation through ease of use and perceived benefits felt by students (Rinjani et al., 2024) through systematic literature review also concluded that YouTube can increase motivation, creativity, independence, and learning effectiveness, especially in economics learning. Meanwhile, (Daud et al., 2023) showed that the use of learning media based on YouTube has a positive influence on student learning outcomes in economics. These findings show that YouTube has great potential as a learning medium that can improve the quality of the learning process.

However, previous research still shows several limitations. Most studies focus more on learning outcomes, media effectiveness, or are conducted at different educational levels and school contexts. Research that specifically examines the impact of media use YouTube Research on learning motivation in economics at the senior high school level, particularly at SMA Negeri 4 Bone, remains relatively limited. Furthermore, most research has been conducted in learning environments that have intensively integrated technology, thus not fully reflecting the conditions in schools still in the development stage of utilizing digital media in the learning process. This situation indicates that there is still room for further research.

Based on initial observations at SMA Negeri 4 Bone, the economics learning process still shows suboptimal levels of learning motivation. Some students tend to be less active during learning, pay relatively little attention to the material, and learning is still dominated by conventional delivery methods, resulting in suboptimal student engagement. These conditions indicate the need for more innovative learning media to create learning experiences that can increase student motivation in economics learning.

The novelty of this research lies in testing the relationship between the use of YouTube as a learning medium with student learning motivation in the context of economic learning at SMA Negeri 4 Bone using a quantitative approach. Unlike previous research that focused more on learning outcomes or was conducted in different educational contexts, this study specifically focuses on learning motivation as a psychological variable that plays a crucial role in the success of economics learning. This study also provides empirical evidence regarding the implementation of digital learning media in high schools in the region, which still has various characteristics of using learning technology, so it is hoped that it can enrich studies on the effectiveness of its use YouTube in economics learning.

Based on this description, this study aims to analyze the influence of the use of YouTube in economics learning on the learning motivation of class X students at SMA Negeri 4 Bone. The results of this study are expected to provide empirical contributions to the development of digital media-based learning strategies and serve as a consideration for teachers in optimizing the use of digital media YouTube to increase students' learning motivation.

2. Literature Review

2.1 YouTube as a Learning Media

The development of digital technology has driven a paradigm shift in learning from being teacher-centered (teacher-centered) to become more student-centered learning (student-centered). In this context, digital learning media plays a role as a tool that can facilitate the delivery of material in a more interactive, flexible, and contextual manner. One of the platform digital which is widely used in the learning process is YouTube because it provides various video-based learning resources that can be accessed anytime and anywhere according to student needs (Islam et al., 2022).

As a learning media, YouTube has characteristics that support the process of constructing knowledge through a combination of visual and audio elements. Presenting material in video format allows students to understand concepts more concretely than delivering material solely verbally. Furthermore, the replay feature, unlimited access across time and space, and the diversity of educational content provide students with the opportunity to learn at their own pace. These characteristics make YouTube as a medium that can increase student involvement in the learning process while expanding access to learning resources (Veloso da Silva et al., 2024).

In learning economics, the use of YouTube has high relevance because various economic concepts often require illustrations of real phenomena, market mechanisms, economic activities, and examples of the application of theory in everyday life. Presenting material through video helps students connect theoretical concepts with empirical conditions, making learning more meaningful. (Rachman et al., 2024) explain that the use of YouTube able to increase learning interactivity, facilitate understanding of the material, and encourage active participation of students through the presentation of interesting and easy-to-understand content.

However, the effectiveness YouTube The use of video as a learning medium is greatly influenced by the teacher's ability to select and integrate content that aligns with learning objectives. Videos that are irrelevant, poorly structured, or contain unvalidated information have the potential to reduce learning effectiveness. Therefore, the use of video YouTube needs to be accompanied by a material selection process and teacher mentoring so that the function platform as a learning medium can be optimized (Qadriani et al., 2021).

2.2 Learning Motivation

Learning motivation is the driving force that drives students to initiate, maintain, and direct their learning activities toward achieving learning goals. Motivation plays a crucial role in determining the intensity of effort, persistence, attention, and engagement during the learning process. Students with high motivation tend to demonstrate greater enthusiasm for learning, strive to complete assignments effectively, and have a strong desire to achieve optimal learning outcomes.

Conceptually, learning motivation is influenced by both internal and external factors. Internal factors relate to the individual's interests, needs, goals, and drives, while external factors include the learning environment, learning strategies, teachers support, peer support, and the use of engaging learning media. The interaction between these two factors determines each student's level of motivation in participating in the learning process (Zet Ena, 2021).

This research uses a perspective Self-Determination Theory (SDT) as a theoretical basis in explaining the relationship between the use of YouTube and learning motivation. According to SDT, learning motivation will develop gradually optimal if individuals gain learning experiences that fulfill three basic psychological needs, namely autonomy (autonomy), competence (competence), and connectedness (relatedness). In the context of learning based on YouTube Students gain flexibility in accessing materials, improve understanding through communicative video presentations, and foster more active interactions during the learning process. Fulfilling these three aspects has the potential to increase students' intrinsic motivation to learn.

2.3 Usage Relationship YouTube with Learning Motivation

Utilization YouTube Learning is seen as creating a more engaging learning environment than conventional learning. Presenting information through a combination of text, images, animation, sound, and visual illustrations can increase student attention, making the learning process more effective. When students find the material easier to understand and the learning process enjoyable, their motivation to participate in learning activities tends to increase.

Several previous studies support this positive relationship. (Alhrahsheh et al., 2024)) found that perceived ease of use (perceived ease of use) and benefits (perceived usefulness) YouTube has an effect on increasing students' learning motivation. (Rinjani et al., 2024) through a literature review concluded that the use of YouTube not only increases learning motivation, but also encourages creativity, independence, and student involvement in economics learning.

Research (Daud et al., 2023) also shows that learning media based on YouTube provides a positive influence on student learning outcomes, which indicates that audiovisual media is able to increase the effectiveness of the learning process.

However, most previous research has focused more on learning outcomes or the effectiveness of media use in general. Studies that specifically analyze the influence of media use YouTube on learning motivation in economics subjects at the senior high school level, especially in the context of SMA Negeri 4 Bone, is still relatively limited. Therefore, this study was conducted to provide empirical evidence regarding the relationship between the use of YouTube in economic learning and student learning motivation in the school context.

3. Research Methods and Materials

This research uses a quantitative approach with a design after the fact, namely research that aims to analyze causal relationships based on conditions that have occurred without providing treatment to the research subjects. This design was chosen because the research focuses on the influence of the use of YouTube in economic learning on students' learning motivation based on real conditions that occur in the school environment.

The research was conducted at SMA Negeri 4 Bone, Bone Regency, South Sulawesi, during the even semester of the 2025/2026 academic year. The research location was chosen because the school has utilized digital media in its learning process, making it relevant to the research objectives.

The study population consisted of all 200 tenth-grade students at SMA Negeri 4 Bone. The sample size of 30 students was determined using simple random sampling, ensuring that each member of the population had an equal chance of being selected as a respondent. This technique was chosen to obtain a representative sample and minimize potential bias in respondent selection.

The research involved two variables, namely the use of YouTube in economic learning as an independent variable (X) and student learning motivation as a dependent variable (Y). The variable of use YouTube It is measured through indicators such as ease of access to materials, learning flexibility, and student engagement and participation in learning. Meanwhile, learning motivation is measured based on indicators such as the desire to succeed, the drive to learn, hopes and aspirations, and appreciation for the learning process.

Data collection was conducted using a questionnaire as the primary instrument, structured based on indicators for each variable on a five-level Likert scale, ranging from strongly disagree to strongly agree. As supporting data, the study also used observations to obtain an overview of the implementation of problem-based economics learning. YouTube in class and documentation to complete information regarding school conditions and respondent characteristics.

Before being used in research, the quality of the instruments was tested through validity and reliability tests. Validity tests were conducted using correlation. Pearson Product Moment by comparing the correlation coefficient value of each statement item to the total score. An item is declared valid if the calculated r value is greater than the table r value at a significance level of 5%. Next, a reliability test is conducted using the Cronbach's Alpha coefficient. The instrument is declared reliable if it has a value Cronbach's Alpha more than 0.60 so that it can produce consistent measurements.

The research procedure began with the development of instruments and obtaining research permits from the school. After obtaining permission, the researcher coordinated with the economics teachers, identified respondents, and conducted data collection through questionnaires, observation, and documentation. The collected data was then examined, coded, tabulated, and analyzed in accordance with the research objectives.

Data analysis was conducted quantitatively using IBM SPSS Statistics. The analysis began with instrument quality testing through validity and reliability tests, followed by simple linear regression analysis to determine the effect of the use of the YouTube on student learning motivation. The contribution of the independent variable to the dependent variable was analyzed using the coefficient of determination (R^2), while the significance of the influence was tested using a t -test at a significance level of 5%.

4. Results and Discussion

4.1 Instrument Test Results

Before testing the hypothesis, the research instrument was first tested for quality through validity and reliability tests. Validity testing was conducted using correlation Pearson Product Moment against 20 statement items consisting of 10 usage variable items YouTube in economic learning and 10 items of learning motivation variables. The test results show that all statement items have a calculated r value greater than the table r (0.361), so that all items are declared valid and able to measure each research variable.

Next, the reliability test is carried out using the coefficient Cronbach's Alpha to determine the level of consistency of the instrument. The results of the analysis show that all items in the usage variable YouTube and learning motivation have value Cronbach's Alpha above the minimum limit of 0.60. Thus, the research instrument is declared reliable and suitable for use as a data collection tool.

4.2 Results of Simple Linear Regression Analysis

Hypothesis testing was carried out using simple linear regression analysis to determine the effect of using YouTube in economics learning on student learning motivation. The results of the analysis produced the following regression equation:

$$Y = 24,988 + 0,285X$$

The equation shows that the regression coefficient is positive, which indicates a unidirectional relationship between the use of YouTube in economic learning and student learning motivation. The regression coefficient value of 0.285 indicates that the increase in the use of YouTube followed by an increase in student learning motivation.

4.3 Coefficient of Determination

The magnitude of the contribution of use YouTube on learning motivation was analyzed using the coefficient of determination (R^2). The results of the analysis showed a correlation coefficient (R) value of 0.423, which indicates a moderate level of relationship between the use of YouTube and student learning motivation. The R^2 value of 0.179 indicates that the use of YouTube in economics learning, it can explain 17.9% of the variation in student learning motivation. Meanwhile, 82.1% of the variation in learning motivation is influenced by factors other than the studied variables. The adjusted R^2 value of 0.149 indicates that the regression model used has sufficient ability to explain the relationship between the two research variables.

Overall, the research results show that the instruments used have met the validity and reliability requirements, and the regression analysis proves that there is a positive and significant influence of the use of YouTube in economics learning on the learning motivation of class X students at SMA Negeri 4 Bone. This finding forms the basis for the discussion on the relationship between the use of digital learning media and learning motivation in the next section.

4.4 Discussion

The results of the study showed that the use of YouTube in economics learning has a positive and significant effect on the learning motivation of class X students at SMA Negeri 4 Bone. This finding indicates that the use of YouTube As a learning medium, it can create a more engaging learning experience by presenting material in audiovisual form, making it easier for students to understand abstract economic concepts. The ease of access to the material, learning flexibility, and interactive video presentation encourage increased student attention, interest, and engagement during the learning process. These results align with Self-Determination Theory (SDT) which explains that learning motivation will increase when the need for autonomy (autonomy), competence (competence), and connectedness (relatedness) are fulfilled. In the context of this research, the use of YouTube provide students with the opportunity to learn more flexibly while increasing understanding through more communicative presentation of material.

The findings of this study are consistent with the results of research (Alhrahshah et al., 2024) which states that YouTube contribute to increased learning motivation through ease of use and perceived benefits for students. These results also support research (Rinjani et al., 2024) which concluded that the use of YouTube able to increase motivation, creativity, and effectiveness of economic learning, as well as research (Daud et al., 2023) which found that learning media based on YouTube has a positive influence on student learning outcomes. However, this study differs in that it specifically examines learning motivation as a dependent variable in economics subjects at the high school level using a quantitative approach. In addition, the large contribution of the use of YouTube on learning motivation shows that learning media is one of the factors that influences motivation, while other factors such as teacher learning strategies, learning environment, and student characteristics also play a role in shaping learning motivation.

This research provides implications that the utilization of YouTube It needs to be integrated in a planned manner into economics learning as a strategy to increase student learning motivation. Teachers not only play a role in selecting content that is appropriate to learning objectives, but also need to guide students to utilize YouTube as a quality learning

resource. From an academic perspective, this research strengthens the application of Self-Determination Theory in explaining the relationship between digital learning media and learning motivation. As for the novelty (novelty) this research lies in providing empirical evidence regarding the influence of the use of YouTube on student learning motivation in economics lessons at SMA Negeri 4 Bone, a relatively rare study. These findings are expected to enrich studies on the use of digital media in economics learning and serve as a reference for further research.

5. Conclusion

This study aims to analyze the influence of the use of YouTube in economic learning on the learning motivation of class X students of SMA Negeri 4 Bone. The results of the study show that the use of YouTube Video as a learning medium has a positive influence on student learning motivation. These findings indicate that the use of video-based learning media can support the creation of a more engaging, interactive, and student-centered learning process, thereby increasing student engagement in learning activities.

This research provides an empirical contribution to the study of the use of digital learning media, especially YouTube, in economics learning at the senior high school level. The research findings also strengthen the application of Self-Determination Theory in explaining that learning media that provide flexibility, ease of access, and a more meaningful learning experience can support increased student learning motivation. Practically, the results of this study can be used as a consideration for teachers in integrating YouTube in a more targeted manner as a learning medium that is appropriate to the objectives, materials, and characteristics of students.

This study has limitations because it was conducted in only one school with a relatively limited number of respondents and only examined one independent variable. Therefore, student learning motivation may still be influenced by other factors not analyzed in this study. Therefore, further research is recommended to involve a wider sample size, use a more diverse research design, and add other variables, such as teacher competence, learning environment, digital literacy, or learning strategies, to obtain a more comprehensive understanding of the factors that influence student learning motivation.

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