

Integrating YouTube into Economics Instruction to Foster Learning Interest among Senior High School Students

Firda*, Sandi, Hamka

Universitas Muhammadiyah Bone, Bone, 92716, Indonesia

Abstract

The rapid advancement of digital technology has transformed educational practices by encouraging the integration of innovative learning media to enhance students' engagement and learning interest. Among various digital platforms, YouTube has emerged as a widely accessible audiovisual learning medium that supports interactive and student-centered learning. This study aimed to examine the effect of using YouTube as a learning medium on the learning interest of tenth-grade students at SMA Negeri 18 Bone. A quantitative approach with an ex post facto research design was employed. The population consisted of 155 students, while 32 respondents were selected through simple random sampling. Data were collected using questionnaires and documentation, and the research instruments were tested for validity and reliability before analysis. The data were analyzed using descriptive statistics and simple linear regression. The results indicated that the use of YouTube as a learning medium had a positive and statistically significant effect on students' learning interest. The regression analysis demonstrated a positive relationship between the variables, while the coefficient of determination revealed that YouTube contributed to students' learning interest, although other factors also played a substantial role. These findings suggest that YouTube can serve as an effective learning medium to foster students' learning interest by providing engaging, flexible, and interactive learning experiences. Therefore, integrating YouTube into classroom instruction may support teachers in creating more effective and student-centered learning environments, particularly in Economics education at the senior high school level.

Keywords: YouTube Learning Media; Learning Interest; Economics Education; Digital Learning; Senior High School

1. Introduction

The development of information and communication technology has brought significant changes to various aspects of life, including education (Asriantiet al., 2024). The use of digital technology in the learning process is one strategy that can improve the quality of learning while addressing the challenges of 21st-century education. The learning process is no longer solely oriented toward the delivery of material by teachers, but is also directed toward creating active, interactive, and student-centered learning experiences. Therefore, the use of technology-based learning media is an important part in supporting the achievement of learning objectives effectively (Xiaoja et al., 2025).

One aspect that determines the success of the learning process is student interest in learning. Interest in learning is an innate tendency demonstrated through enjoyment, attention, interest, and active involvement in learning activities (Imami, 2021). Interest in learning can be seen through indicators of enjoyment and interest in the material being studied. Students with a strong interest in learning tend to be more active in asking questions, paying attention to teacher explanations, participating in discussions, and having a desire to study the material independently. Conversely, low interest in learning causes students to be less enthusiastic about participating in learning, which impacts the quality of the learning process (Solehah et al., 2022).

In Economics, students are not only required to understand theoretical concepts but also to relate the material to various economic phenomena that occur in everyday life. This requires learning media that can present the material in a concrete, engaging, and easy-to-understand manner. If teachers continue to use monotonous teaching methods without the support of appropriate media, students tend to become bored, resulting in decreased attention to the material. Therefore, Selecting the right learning media is an important factor in increasing students' interest in learning (Kusuma & Muharom, 2024).

One of the learning media that is widely used in digital-based learning is *YouTube*. This platform provides a variety of learning videos that can be flexibly accessed anytime and anywhere via the internet. According to (Xiaoja et al.,

* Corresponding author.

E-mail address: frdafirda2043@gmail.com (Firda)

2025), *YouTube* is a multimedia platform that provides extensive, comprehensive, and easily accessible information, supporting the learning process through a variety of educational content. Furthermore, Suryaman (Xiaojia et al., 2025), explains that *YouTube* has several advantages as a learning medium: it's informative, cost-effective, easy to use, boasts a diverse video collection, and allows for rapid dissemination of information through various digital devices. These characteristics make *YouTube* a learning medium capable of creating a more engaging learning environment than learning that relies solely on verbal explanations.

The use of *YouTube* in learning is also supported by the learning media indicators proposed by The use of *YouTube* in learning is also supported by the learning media indicators proposed by (Suwanto et al., 2021), namely interactive and engaging learning videos. Presenting material in audiovisual format allows students to gain a more concrete learning experience because information is received through both senses: sight and hearing. This can increase students' attention, curiosity, and interest in the material being studied, potentially boosting their learning motivation.

Various previous studies have shown that the use of technology-based learning media has a positive impact on the learning process (Sandi et al., 2021). Pakaya, (2025) found that the use of technology-based learning media *Quizizz* significantly influenced students' learning interest in Economics, contributing 31.5%. This research shows that the use of digital learning media can increase student engagement during the learning process.

Research (Sunami, 2021) also shows that the use of Zoom Meeting-based animated video learning media significantly increases elementary school students' learning interest and learning outcomes. The use of audiovisual media makes students more engaged in learning compared to conventional learning. Furthermore, the study explains that the flexibility of digital media allows students to learn material more effectively, making the learning process more enjoyable.

Similar findings were presented by Mendrofa (2024), who stated that *Quizizz*-based audiovisual learning media had a strong relationship with student learning interest. The results of this study indicate that digital learning media can increase student attention, interest, and participation during the learning process. Thus, these various research findings demonstrate that technology-based learning media has significant potential to improve the quality of learning, particularly in terms of student learning interest.

However, previous studies have focused more on the use of digital learning media such as *Quizizz*, animated videos, and other audiovisual media. Research specifically examining the influence of *YouTube* on students' learning interest in Economics at the high school level is still relatively limited, particularly in the context of SMA Negeri 18 Bone. Furthermore, each school has different student characteristics, learning environments, and learning media implementations, so research findings from other locations may not be generalizable. This situation indicates a research gap that needs further study through research conducted in different school contexts.

This study has novelty compared to previous research. This novelty lies in the research focus, which specifically analyzes the influence of *YouTube* learning media on students' learning interest in Economics at SMA Negeri 18 Bone using a quantitative approach with an ex post facto design. This study not only identifies the influence of *YouTube* learning media but also measures the extent of the media's contribution to student learning interest, thus providing empirical evidence regarding the effectiveness of *YouTube* as a learning medium at the senior high school level.

Based on the description, this study aims to analyze the effect of *YouTube* as a learning medium on the learning interest of 10th-grade students at SMA Negeri 18 Bone in Economics. The results are expected to contribute to the development of technology-based learning and serve as a consideration for teachers in selecting learning media that can increase student learning interest.

2. Literature Review

2.1 Learning Media *YouTube*

Learning media is a crucial component in the learning process, serving as a medium for conveying information from educators to students, enabling them to achieve learning objectives more effectively. The use of learning media not only helps teachers explain material but also creates a more engaging, interactive, and meaningful learning experience. With the advancement of information technology, learning media has transformed from conventional to digital media, enabling a more flexible learning process tailored to the characteristics of learners in the digital era (Yeni et al., 2023).

One of the digital media that is widely used in learning is *YouTube*. This platform provides a variety of audio-visual content that can be accessed anytime and anywhere via the internet. Main characteristics *YouTube* The power of visual aids lies in their ability to present material in a combination of images, sound, text, and animation, allowing students to receive information through more than one sense. This visual and auditory presentation of material helps students understand abstract concepts more concretely, thus making the learning process more effective (Islam et al., 2022).

Apart from providing easy access to various learning resources, *YouTube* also has a number of advantages as a learning medium. (Xiaoja et al., 2025), explains that *YouTube* provides extensive, easily accessible information and supports the learning process through a variety of continuously evolving educational content. Suryaman (Xiaoja et al., 2025) added that YouTube is informative, economical, easy to use, and allows teachers and students to quickly access a variety of learning resources. These advantages make YouTube an alternative learning medium that can improve the quality of learning interactions while providing a more engaging learning experience than conventional media.

In this study, the use of learning media *YouTube* measured based on the indicators proposed (Suwanto et al., 2021), namely learning videos and interactive and engaging content. These two indicators describe the extent to which the material is presented through *YouTube* able to attract students' attention, facilitate understanding of the material, and increase student involvement during the learning process.

2.2 Student Learning Interest

Interest in learning is one of the internal factors that influences the success of the learning process. Interest in learning reflects an individual's tendency to pay attention, enjoy, and be interested in a learning activity, thus encouraging students to actively engage in the learning process. The stronger a student's interest in learning, the greater their desire to participate in learning, understand the material, and achieve optimal learning outcomes.

According to Imami (2021), interest in learning is reflected in feelings of enjoyment and interest in the learning material. These two indicators indicate that students with a strong interest in learning are more focused during learning, actively ask questions and engage in discussions, and are motivated to study the material independently. Conversely, students with a low interest in learning tend to pay less attention to teacher explanations, get bored easily, and exhibit low learning participation.

In the context of economics learning, learning interest plays a crucial role because the material being studied requires not only the ability to memorize concepts but also the ability to analyze various economic phenomena that occur in everyday life. Therefore, teachers need to select learning media that can build students' attention and interest, making the learning process more active and meaningful.

2.3 Relationship between the Use of Learning Media *YouTube* with Student Learning Interest

The use of appropriate learning media can create a more engaging learning environment, thereby increasing student interest. Audio-visual learning media, such as YouTube, can provide a more immersive learning experience through a combination of images, sound, illustrations, and demonstrations, making it easier for students to understand the material. This more engaging presentation of material can increase student attention, curiosity, and engagement during the learning process.

The relationship between the use of learning media *YouTube* and learning interest have been supported by various previous studies. (M. Ardiansyah, 2022) found that the use of digital learning media based on *Quizizz* has a positive influence on students' learning interest in Economics. The results of this study indicate that the use of digital media can increase student engagement in the learning process.

Similar findings were put forward by (Sunami, 2021), who stated that the use of animation-based video media *Zoom Meeting* can increase student interest in learning and learning outcomes compared to conventional learning. This demonstrates that audiovisual-based learning media has the ability to create a more engaging learning experience, thereby increasing student motivation to participate in the learning process.

In addition, (Gaol et al., 2025) reported that audio-visual learning media based on *Quizizz* has a strong relationship with student learning interest. This research shows that the use of digital media can increase students' attention, engagement, and interest in the material being studied.

Based on the theoretical study and the results of previous research, it can be understood that the use of learning media *YouTube* has the potential to increase students' interest in learning through the presentation of more interactive, interesting, and easy-to-understand material. Therefore, the more optimal the use *YouTube* in the learning process, the greater the opportunity to increase students' interest in learning.

3. Research Methods and Materials

This research uses a quantitative approach with a descriptive design *after the fact*, namely research that aims to analyze causal relationships between variables that have occurred naturally without any treatment or manipulation by the researcher. This design was chosen to examine the influence of the use of learning media *YouTube* on students' interest in learning Economics.

The research was conducted at SMA Negeri 18 Bone, Bone Regency, South Sulawesi, during the even semester of the 2025/2026 academic year. The research location was selected based on the relevance of using technology-based learning media in the economics learning process at the school.

The research population consisted of all 155 students of class X of SMA Negeri 18 Bone spread across five classes. The research sample consisted of 32 students from class XE 1. The sample determination used a simple random sampling technique, so that each member of the population had an equal opportunity to be selected as a research respondent.

This research involves two variables, namely the use of learning media *YouTube* as the independent variable (X) and student learning interest as the dependent variable (Y). The *YouTube* learning media usage variable was measured based on learning video indicators and the characteristics of interactive and engaging media as stated by Suwanto et al., (2021). Meanwhile, student learning interest was measured through indicators of enjoyment and interest in the learning material, in accordance with the concept proposed by Imami (2021).

Data collection was conducted through questionnaires and documentation. The questionnaire was constructed using a five-level Likert scale consisting of 20 items to measure respondents' perceptions of the two research variables. Documentation was used to obtain supporting data, such as school profiles and the number of participants. Before use, the research instruments were first tested for quality through validity and reliability tests.

Validity testing was carried out using correlation *Product Moment Pearson* by comparing the calculated *r* value with the table *r* at a significance level of 5%. All statement items were declared valid because they had a calculated *r* value greater than the table *r* (0.338). Next, a reliability test was conducted using the coefficient *Cronbach's Alpha*. The test results show that all instruments have a value *Cronbach's Alpha* above 0.60 so it is declared reliable and suitable for use as a data collection tool.

The research procedure began with the development of research instruments and obtaining permits, followed by data collection through the distribution of questionnaires to predetermined respondents. After all data was collected, coding, tabulation, and data processing were performed using statistical software before analysis and drawing conclusions.

Data analysis was carried out in stages, including descriptive statistical analysis to describe the characteristics of the data, testing the validity and reliability of the instrument, and simple linear regression analysis to test the effect of using learning media *YouTube* on students' learning interest. The contribution of the independent variable to the dependent variable was analyzed using the coefficient of determination (R^2), while hypothesis testing was conducted at a significance level of 5%.

4. Results and Discussion

4.1 Results of Instrument Validity and Reliability Tests

Prior to data analysis, the research instrument was first tested to ensure that each statement item was able to measure the research variables accurately and consistently. The test results showed that all statement items in the learning media use variable were accurate and consistent. *YouTube* and student learning interest meet the validity criteria because the correlation coefficient value of each item exceeds the table r value. In addition, the results of the reliability test show that the research instrument has a value *Cronbach's Alpha* above the minimum required limit, so that all instruments are deemed reliable and suitable for use in the data collection process. Thus, the data obtained can be used for analysis in the next stage.

4.2 Results of Simple Linear Regression Analysis

Simple linear regression analysis was conducted to test the effect of using learning media *YouTube* on students' learning interests. The results of the analysis are presented in Table 1.

Variabel	B	Beta	t	Sig.
Konstanta	20,843	–	4,266	0,000
Use of YouTube Learning Media	0,382	0,471	2,923	0,007

Source: Results of data processing using SPSS

Berdasarkan Tabel 1, diperoleh persamaan regresi $Y = 20,843 + 0,382X$. Koefisien regresi yang bernilai positif mBased on Table 1, the regression equation is $Y = 20.843 + 0.382X$. The positive regression coefficient indicates that the use of YouTube learning media has a positive relationship with students' learning interest. In addition, the significance value is below the 5% error level, indicating that the variable of using YouTube learning media has a significant influence on students' learning interest. Thus, the regression model obtained can be used to explain the relationship between the two research variables.

4.3 Results of the Coefficient of Determination

The coefficient of determination was used to determine the extent of the contribution of the YouTube learning media variable in explaining variations in student learning interests. The results of the coefficient of determination analysis are presented in Table 2.

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,471	0,222	0,196	4,458

Source: Results of data processing using SPSS

The results of the analysis show that the model has a fairly strong relationship between the independent variables and the dependent variable. The coefficient of determination value indicates that the use of learning media *YouTube* contribute to variations in students' learning interests, while other variations are explained by factors outside the research model. These results indicate that the use of learning media *YouTube* is one of the factors related to students' interest in learning, although it is not the only factor that influences it.

4.4 Discussion

The results of the study show that the use of learning media *YouTube* has a positive and significant effect on the learning interest of class X students at SMA Negeri 18 Bone in Economics. This influence indicates that the better the use of *YouTube* in the learning process, the higher the students' learning interest. This condition can be explained because *YouTube* presents learning materials in an audio-visual form that combines elements of images, sound, text, and animation, thereby attracting students' attention and facilitating the understanding of learning concepts. The more engaging presentation of material makes students more focused, actively participate in learning, and have a greater interest in studying the material independently. This finding is in line with the opinion of Suwanto et al., (2021) who stated that interactive learning media can increase student engagement during the learning process. Furthermore, Xiaojia et al., (2025) explained that *YouTube* is a learning platform that provides easily accessible, informative resources and supports a more effective learning experience. Therefore, using *YouTube* as a learning medium can be a relevant alternative for creating more engaging and student-centered learning.

The findings of this study also reinforce the results of previous research which showed that the use of innovative media and learning models contributes to improving students' affective aspects. Pakaya, (2025), found that the use of learning media *Quizizz* has a positive effect on students' learning interest in Economics, while Sunami, (2021) demonstrated that animated video media can improve student interest and learning outcomes. Research by Mendrofa, (2024) also showed that audiovisual learning media has a strong relationship with student learning interest. On the other hand, Asianti, Haeril, and Sandi, (2024) reported that the implementation of the model *Problem Based Instruction* able to increase students' learning independence. Although the studies used different learning models, there are similarities in the efforts to create more active and student-centered learning. The difference is that this study specifically studying the use of learning media *YouTube* as a variable that influences students' interest in learning Economics at SMA Negeri 18 Bone, thus providing empirical evidence in different contexts and characteristics of students.

Although the research results show a significant influence, the coefficient of determination value of 22.2% indicates that students' learning interest is not only influenced by the use of learning media *YouTube*, but also by various other factors, such as learning motivation, teacher competence in managing learning, the learning environment, family support, and individual student characteristics. These findings imply that *YouTube* use needs to be combined with appropriate learning strategies to achieve optimal results. In terms of scientific contribution, this research enriches the study of the use of digital learning media in Economics, particularly at the high school level. *Novelty* the research is based on empirical testing of the influence of *YouTube* learning media on students' learning interest in the context of SMA Negeri 18 Bone using a quantitative approach with a design *after the fact*, so that the results of this study can be a reference for educators in developing technology-based learning that is more effective and appropriate to the needs of students in the digital era.

5. Conclusion

This study aims to analyze the influence of the use of learning media *YouTube* on the learning interest of 10th-grade students at SMA Negeri 18 Bone in Economics. The results showed that the use of *YouTube* as a learning medium had a positive and significant impact on students' learning interest. This finding indicates that the use of video-based learning media can be an effective alternative to support a more engaging, interactive, and student-centered learning process.

This research provides an empirical contribution to the development of studies on the use of digital learning media, especially *YouTube*, in increasing student interest in learning Economics at the senior high school level. The research findings also strengthen evidence that the use of learning media appropriate to student characteristics in the digital era can increase student engagement during the learning process. Practically, the results of this study can be used as a consideration for teachers in integrating *YouTube* as a learning media combined with innovative learning strategies so as to create a more effective and meaningful learning experience.

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, so it is not able to explain all the factors that influence student learning interest. Therefore, further research is recommended to involve a larger sample size and a wider range of schools, and consider other variables, such as learning motivation, teacher competence, learning environment, digital literacy, or learning models, to obtain a more comprehensive understanding of the factors that influence student learning interest. Furthermore, further research can use a mixed methods approach or experiments to obtain a more in-depth picture of the effectiveness of the use of learning media *YouTube* in various learning contexts.

Reference

- Asrianti, Haeril, & Sandi. (2024). Pengaruh Model Pembelajaran Problem Based Instruction Dalam Meningkatkan Kemandirian Belajar Siswa Kelas Xi Upt Sma Negeri 16 Bone. *BEGIBUNG: Jurnal Penelitian Multidisiplin*, 2(3), 105–114. <https://doi.org/10.62667/begibung.v2i3.117>
- Fadliya Pakaya, Radia Hafid, Maya Novrita Dama, Roy Hasiru, S. (2025). Pengaruh Penggunaan Media Pembelajaran Game Edukasi Quizizz Terhadap Minat Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas XI di SMA Negeri 1 Kota Gorontalo. *JOURNAL OF ECONOMIC AND BUSINESS EDUCATION*, 3, 293–307. <https://ejurnal.ung.ac.id/index.php/JEBE/index%0APengaruh>
- Gaol, M. B. L., Gimin, G., & Trisnawati, F. (2025). Pengaruh Penggunaan Media Pembelajaran Quizizz terhadap Hasil Belajar dalam Pembelajaran Ekonomi. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(5), 5398–5405. <https://doi.org/10.54371/jiip.v8i5.7981>
- Imami, A. I. (2021). ANALISIS MINAT BELAJAR SISWA SMP PADA PEMBELAJARAN MATEMATIKA. *JPMI: Jurnal Pembelajaran Matematika Inovatif*, 4(4), 799–808. <https://doi.org/10.22460/jpmi.v4i4.799-808>
- Islam, U., Datokarama, N., Dan, A., Siswa, P., Herminingsih, H., Nurdin, N., Saguni, F., & Kunci, K. (2022). Pengaruh Youtube Sebagai Media Pembelajaran Dalam Perkembangan Kognitif. *Journal Kajian Islam*, 1, 79–84.
- Kristina Mendrofa, Eben H. Telaumbanua, Sabar Rudi Sitompul, Maria Widiastuti, L. L. T. (2024). Pengaruh Penggunaan Media Pembelajaran Audio Visual Berbasis Quizizz terhadap Minat Belajar Siswa pada Mata Pelajaran Pendidikan Agama Kristen Kelas XI di SMA Negeri 1 Tukka Kecamatan Pandan interaksi yang satu dengan yang lain. (UUD RI Sistem pendidikan). *Jurnal Teologi Dan Pendidikan Agama Kristen*, 6(2), 217–231. <https://doi.org/https://doi.org/10.55606/corammundo.v6i2.397>
- Kusuma, M. T. A., & Muharom, F. (2024). Transformasi Peran Pendidik dan Tren Pembelajaran Digital di Era Teknologi. *Indonesian Journal of Community Engagement*, 1(2), 84–97. <https://doi.org/10.70895/ijce.v1i2.29>
- M. Ardiansyah, M. L. N. (2022). ANALISIS PEMANFAATAN MEDIA PEMBELAJARAN YOUTUBE DALAM MENINGKATKAN PEMAHAMAN KONSEP MATEMATIKA PESERTA DIDIK. *Jurnal Ilmiah Wahana Pendidikan*, 8(10), 156–165. <https://doi.org/10.5281/zenodo.6791790>
- Sandi, H., Hamka, & Yusuf, Y. (2021). Efektivitas Penerapan Strategi Pembelajaran Start With A Question pada Pembelajaran IPS Ekonomi terhadap Kecakapan Berfikir Siswa Kelas VIII SMP. *Jurnal Ilmiah Mandala Education*, 7(2), 215–223.
- Solehah, N. N., Saputra, H. H., & Setiwan, H. (2022). Analisis Minat Belajar Siswa Kelas IV SDN 20 Ampenan pada Masa Pandemi Covid-19 Tahun Pelajaran 2021 / 2022. *Jurnal Ilmiah Profesi Pendidikan*, 7(1), 229–235. <https://doi.org/https://doi.org/10.29303/jipp.v7i1.449> Minat

- Sunami, M. A. (2021). Pengaruh Penggunaan Media Pembelajaran Video Animasi Berbasis Zoom Meeting terhadap Minat dan Hasil Belajar IPA Siswa Sekolah Dasar. *JURNAL BASICEDU*, 5(4), 1940–1945. <https://jbasic.org/index.php/basicedu%0APengaruh>
- Suwarto, S., Muzaki, A., & Muhtarom, M. (2021). Pemanfaatan Media YouTube sebagai Media Pembelajaran pada Siswa Kelas XII MIPA di SMA Negeri 1 Tawangsari. *Media Penelitian Pendidikan : Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, 15(1), 26–30. <https://doi.org/10.26877/mpp.v15i1.7531>
- Xiaojia, L., Santosa, M. H., Budasi, I. G., Trianasari, N., Ying, Z., & Tao, Z. (2025). Modelling the mediating system: The computational role of Green Technology in linking knowledge assets to sustainability in Yunnan hospitality sector. *Lex Localis - Journal of Local Self Government*, 23(S6), 617–632. <https://doi.org/10.52152/801841>
- Yeni, D. F., Rahmatika, D., Muriani, M., & Armi Eka Putri, D. (2023). Pengaruh Penggunaan Media Pembelajaran Digital terhadap Hasil Belajar Siswa. *Edu Journal Innovation in Learning and Education*, 1(2), 93–102. <https://doi.org/10.55352/edu.v1i2.571>