



The Use of YouTube Media in Increasing Motivation for Students in the Distance Course Period

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Abstract

The purpose of this study is to provide assistance to students in understanding the material presented by the teacher during the period during course. The method applied in this research is descriptive qualitative method. The population group studied were students taking the Automotive Simulation and computing course in the odd semester of the 2021/2022 academic year, who were enrolled in the Automotive Engineering Education study program at the Faculty of Engineering, UNP. The results of the study show that the use of video media in the form of course via YouTube makes a positive contribution to the course process and understanding of the material for students. The responses from students to the use of video as a course tool for Simulation and Computing showed that 85.66% of them responded well, while 14.34% responded at a poor level. The results of the study show that 50.8% of students have a "good" rating, 8.73% get an "very good" assessment, and 40.47% are in the "enough" category.

Keywords

Automotive, computing, motivation, Simulation, YouTube

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INTRODUCTION

late 2019, the city of Wuhan in China experienced an outbreak caused by the coronavirus. This virus, a variant never previously identified in humans, was named 2019-nCoV. The virus spread rapidly, quickly infecting people in various countries around the world. Indonesia wasn't spared from the impact of this pandemic either, with the coronavirus first entering the country in early 2020. The pandemic's existence significantly impacted various aspects of life in Indonesia, including the economy, social life, and education.

To control the rate of spread of the virus, various measures have been taken, including imposing activity restrictions at home. There has been a change in the education sector around the world, where the course model that originally took place face-to-face had to be changed to distance course. The goal is to prevent the spread of the virus and protect the health and safety of students, teachers and the entire educational community. Distance education is a course approach that currently needs to be adopted. In [1] opinion, this method has the ability to overcome space limitations which were previously a weakness in conventional course models.

Distance education is a course strategy in which the teaching process occurs separately, requiring communication between students and teachers through electronic media such as print or digital media [2]. In this system, various applications can be used, both those available for free or for a fee, such as WhatsApp, Google Classroom, Zoom or YouTube[3].

However, this change certainly has an impact on student acceptance of the course process. The transition from conventional methods to online course can reduce student course motivation. Before the pandemic, teachers could deliver material directly, helping students in their understanding. Distance course makes material more difficult to understand due to the lack of direct interaction. The difficulties faced by students resulted in a decrease in their course motivation.

Course motivation refers to encouragement that comes from within and outside of students who are participating in the course process, which aims to produce changes in their behaviour [4]. There are various ways to increase student course motivation, one of which is through the use of various types of media. In the context of distance course, it is important for teachers to deliver material in a way students can understand, even without direct interaction. One type of media that can be utilized is video media. According to [5], video media combines sound and visual elements to convey information. Furthermore, [6] explains that course video media has several reasons for its use as a medium, such as efficiency in using time, providing more active opportunities for students, video's ability to explain material clearly, adaptation to various individual course styles, as well as reducing dependence on the lecture method carried out by the teacher in the course process [7].

The process of delivering material in video form can be carried out directly or using applications that are currently available, such as the YouTube application has become a very popular platform, as reported by news source CNN, especially used by the 18-29 years old age group. Although initially known as a platform for personal and commercial use, YouTube has now developed a new role as a course tool [8]. By providing material through the YouTube channel, students have the ability to easily access course videos. The advantages of YouTube also include the continuity of the course process, which can avoid monotony, as well as access that is not limited by factors of space and time [9]. It is hoped that the use of course videos through the YouTube application will have an impact on increasing student course motivation in Automotive Simulation and Computing subjects, especially in distance course situations

RESEARCH METHODS

This research was conducted among students enrolled in the Automotive Engineering Education study program at the Faculty of Engineering, Padang State University. The research period was carried out during the odd semester of the 2021/2022 academic year. The population that was the focus of the research were students taking the Automotive Simulation and Computing course in the odd semester of the 2021/2022 academic year, in the Automotive Engineering Education study program at the Faculty of Engineering, Padang State University.

The method used in this research was a qualitative approach with a descriptive approach [10]. The research focused on one class consisting of 24 students. The course process and delivery of material were carried out through videos uploaded on the YouTube application. Students could access material through the YouTube channel provided. After the students went through this course process, the researcher gave them a questionnaire to evaluate their views and opinions related to the level of course motivation they experienced while using the course videos.

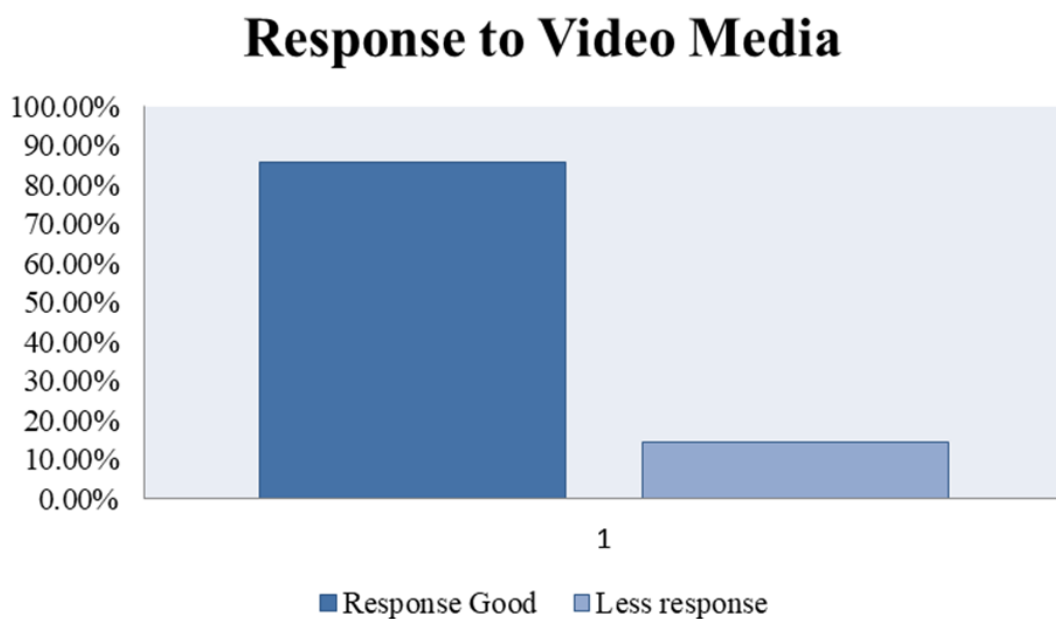
RESULTS AND DISCUSSION

In this chapter, the results of the research and analysis will be explained, with the aim of testing whether there is an increase in student motivation in course Automotive Simulation and Computing through the use of video media during distance course.

Table 1. Response to Video Media

Response to Media	Frequency	Percentage
Good	21	85.66 %
Fair	3	14.34 %
Amount	24	100 %

Based on the data contained in the [Table 1](#), it can be observed that the majority of students show a positive responses to the use of video media in Automotive Computing and Simulation course, with a percentage of around 85.66%. Meanwhile, as many as 14.34% of students gave less positive responses to the use of video media. From 20 students who gave positive responses, they revealed that video media makes it easier to understand Automotive Simulation and computing material, making it possible to repeat the video if there are concepts that are not understood. On the other hand, students who responded less positively stated that the use of video media was considered less effective because there was no face-to-face interaction as in conventional course.



Graph 1. Response to Video Media

For more details, it can be seen in [Graph 1](#) regarding the response to video media. Most of the students gave good responses, namely 21 students responded well and 3 students responded less well out of the total of 24 students.

To measure the level of students' motivation in course through video, the data from the questionnaire was processed and categorized into five scales: not good, enough, good, and very good. In an effort to understand the distribution of student answer data, the actual score will be compared with the ideal score which is calculated by multiplying the predicted highest score by the number of questions in the questionnaire.

Table 2. *Distribution of Categories % Actual Score*

Intervals	Criteria
20.00 % - 36.00 %	Very poor
36.01 % - 52.00 %	Poor
52.01 % - 68.00 %	Fair
68.01 % - 84.00 %	Good
84.01 % - 100.00 %	Very Good

Based on the analysis of the data in this study, the results fall into the categories of sufficient, good and very good. More detailed information can be found in [Table 3](#). After getting the actual percentage score, the next step is to classify it according to the categories determined by [11] as listed below.

Table 3. *Score Categorization Results*

intervals	Criteria	Respondents	Percentage
52.10% - 68.00%	Enough	10	40.47%
68.10% - 84.00%	Good	12	50.80%
84.10% - 100.00%	Very Good	4	8.73%
Amount		24	100%

Based on the information in the previous table, it can be understood that 50.80% of students show a level of motivation that belongs to the good category, when referring to the classification proposed by [12]. Meanwhile, around 40.47% of students fall into the moderate category, and 8.73% of students get very good classifications.

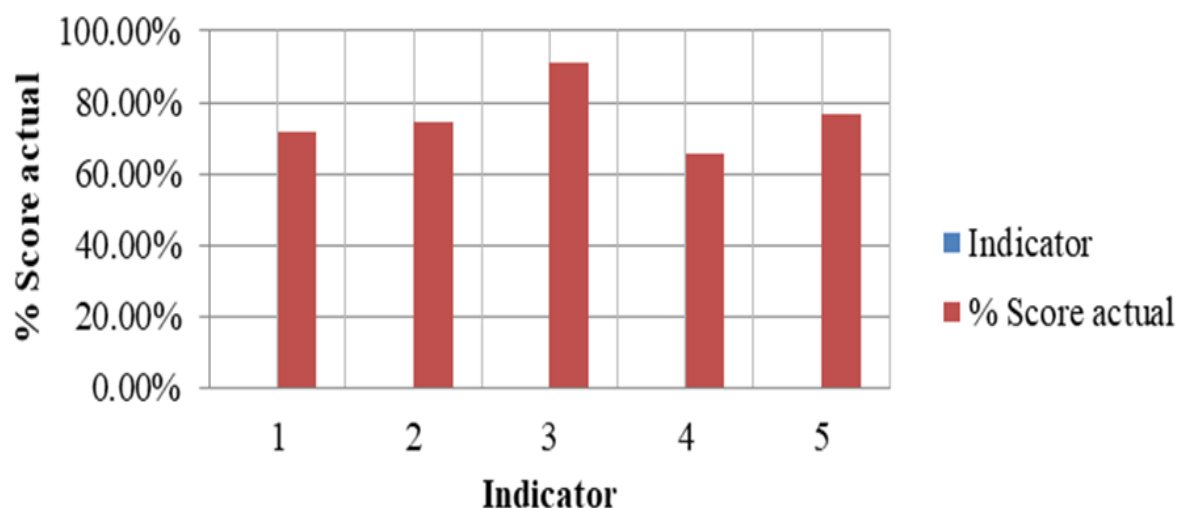
In addition to the influence of the course model with video, there are several other factors that might influence student course motivation, both internal factors within them and external factors. Students who fall into the very good category most likely have internal factors that support their motivation, and the same thing applies to those who fall into the fair category.

[Table 3](#) describes the results of categorization based on response scores, and [Table 4](#) will provide an overview of the average score for each research indicator.

Table 4. *Categorization of Scores based on Indicators*

No	Indicator	Score actual (%)	Criteria
1	How strong will for do	71.66	Good
2	Perseverance in do task	74.72	Good
3	Amount time which provided for study	90.83	Very Good
4	Tenacious face difficulty	65.83	Enough
5	There is hope and time aspirations front	76.66	Good

Based on [Table 4](#), it can be seen that the "resilient facing adversity" indicator is in the sufficient category. This suggests that some students may experience difficulty initially doing the exercises, and some of them may stop doing further exercises. There are three indicators that fall into the good category, which indicates that during lectures, most students show enthusiasm in working on the given exercises. Meanwhile, an indicator that is included in the very good category is the indicator "amount of time allotted for study." This can be interpreted that during lectures, almost all students are present, watch the provided videos and some allocate additional time to find other course resources.



Graph 2. Categorization of Scores based on Indicators

To be clearer, it can be seen in Graph 2 that the indicators related to the amount of time allocated for studying have the highest value because with YouTube media it is more flexible and students have more freedom in studying and doing exercises. For indicators 2, 3, and 5 with good values, this indicates that persistence, willingness and sufficient time to do the task is better by using YouTube as an alternative in distance course.

Based on the results of this study, it can be concluded that course using YouTube can increase course motivation during distance course in the COVID-19 pandemic. This thinking is in line with the views of [13] [14], who considers that the course system through YouTube is suitable for the younger generation who are connected to the internet every day. The results of this study are also in line with the findings reported [15], which revealed that YouTube has a positive impact on increasing student motivation and interest in course

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of the studies that have been carried out, the conclusions can be drawn; the use of video media through the YouTube platform helps students in the course process and understands the material. Students' positive response to video media in course. The use of course videos via YouTube has a positive effect on student course motivation. In terms of student persistence in the course process, the results show that students obtain the "enough" category when using YouTube video media as a means of Automotive Simulation and Computing course.

Recommendations

In closing this research, it can be suggested that educators integrate YouTube as a tool to encourage student motivation in distance course. Practical recommendations involve creating content that is interesting, interactive, and relevant to the course material. In addition, it supports training for teachers to utilize YouTube features effectively. In conclusion, implementing this strategy is expected to increase student participation and motivation, create a more positive distance course experience, and contribute to educational and technological literature.

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