

# Benefits of YouTube Live Streaming as a Learning Media for Students during Covid-19 Pandemic

1<sup>st</sup> Siti Asiah<sup>1</sup>, 2<sup>nd</sup> Miftahul Huda<sup>2</sup>, 3<sup>rd</sup> Ainur Rofieq<sup>3</sup>, 4<sup>th</sup> Sabilil Muttaqin<sup>4</sup>,  
5<sup>th</sup> Dede Rosyada<sup>5</sup>, 6<sup>th</sup> Husni Rahim<sup>6</sup>  
{siti.asiah20@mhs.uinjkt.ac.id<sup>1</sup>, miftahulhuda20@mhs.uinjkt.ac.id<sup>2</sup>,  
ainur.rofieq75@gmail.com<sup>3</sup>, sabil.arjuman@gmail.com<sup>4</sup>, dede.rosyada@uinjkt.ac.id<sup>5</sup>,  
husni.rahim@uinjkt.ac.id<sup>6</sup> }

Syarif Hidayatullah State Islamic University Jakarta, Indonesia<sup>1,2,5,6</sup>,  
University Islam 45 Bekasi, Indonesia<sup>3</sup>,  
STAI Alhikmah Jakarta, Indonesia<sup>4</sup>

**Abstract.** This study sought to evaluate the effectiveness of YouTube live streaming as a learning tool for students during the Covid-19 pandemic era. Using descriptive qualitative method, this study delved into the experience of 12 teachers (from Citra Nuansa Islamic Junior High School Cileungsi Bogor) in using YouTube live streaming as a media of teaching and learning. The data were obtained through interviews, observations, and documentation. The result of the study revealed that the use of YouTube live streaming has benefitted the learning process in four ways, namely increasing student learning motivation, increasing students' ability to use technology, inviting students to a real learning process, and increasing teachers' creativity. The four benefits are evidence that good learning media play an important role in improving the quality of education.

**Keywords:** Youtube, Learning media, Covid-19

## 1 Introduction

The corona virus pandemic (Covid-19) has spread massively and caused significant impacts and consequences on every country in the world. To prevent the fast transmission and dealing with outbreaks, each country carries out various restrictions such as maintaining social distancing policy, imposing the closure of many sectors of business and entertainment industries, including the closure of educational institutions [1]. The closure of educational institutions occurred at all levels, from basic education to tertiary education. Covid-19 has prompted higher education institutions (HEIs) to implement an unprecedented scale of e-learning environments in place of real, face-to-face classrooms [2]. Indonesian government responded to the same thing by closing school activities at the start of the Covid-19 outbreak, then issuing a policy by conducting online learning or distance learning to protect students from the deadly virus outbreak.

Online learning requires an interactive system so that the learning process can be carried out effectively. Teachers are required to think creatively and innovatively upon the way of delivering teaching materials so that it can be understood by students. Not only that, teachers also need to pay attention to student characteristics, intellectual differences, learning facilities, and other teaching and learning related matters. The aforementioned aspects of teaching are a challenge for teachers to prepare effective learning media so that material can be delivered optimally and learning objectives can be achieved [3]. Teachers are also required to be creative in preparing learning media in addition to optimizing learning outcomes, so that learning can be more interesting and fun.

It was discovered that technological, intellectual, and communication difficulties were the biggest issues with online learning during COVID-19. The study's findings demonstrate that the majority of students are not content with continuing their online education because they are not making the anticipated progress. (results of research conducted by Mahyoob in the field of Language) [4]. Another problem with online learning is that it is difficult for children to understand lessons, and causes boredom when studying. Based on the results of a research, 54.6% of the participants stated that online education is not as effective as face-to-face education. In line with Mortagy, other findings showed that students' perceptions on the newly adopted learning process (online learning) are not very positive [5].

Administrative work, lecture preparation, keeping track of students' attendance and leave are all greatly reduced by e-learning. Both educators and learners recognize that online learning techniques encourage students to pursue studies from any location and in challenging conditions that prevent them from traveling to universities and schools [6].

Apart from the above problems, some studies showed that the use of multimedia, including video, is effective for the learning process so that it can increase knowledge, and minimize the time in class [7]. The use of social media in learning shows significant results. Thus, social media can be an alternative means of learning in the pandemic era [8]. One of the social media platforms that is widely used by teachers is YouTube. Learning outcomes and student satisfaction are improved when YouTube is used as a teaching tool, in this case, students are asked to create a video and upload it to the YouTube channel by the teacher [9]. This effort, to some extent, can be used by teachers to conduct online learning through YouTube live streaming to minimize learning problems during the covid-19 pandemic that has been discussed above, namely students' boredom and difficulty understanding the subject matter.

## **2 Literature Review**

For a more thorough discussion, the findings of earlier research are unquestionably relevant to the research that researchers are currently investigating. The study that is pertinent to this study is that using YouTube media is able to increase students' understanding so that students' learning achievement increases compared to using other media such as e-books or whatsapp. However, this is not without challenges, as discussed in detail by Rasman in his research entitled "the use of Youtube as an English learning medium during the covid 19 pandemic". He stated that instructors and parents often fail to provide pupils with adequate supervision. Moreover, another issue occurred in using YouTube as a teaching tool is that many pupils have problems with smartphones, good signal or internet network, and expensive internet data package. On the other hand, another significant problems for the educational community is ability to use internet proficiently. This is due to their diverse life experiences, particularly their technological

experiences, despite the fact that numerous information of incorporating technology into classroom learning are actually presented by the Internet itself. One of the learning tools that can be incorporated into English courses, that students find challenging, is YouTube. The goal of this study is to determine how effective YouTube is as a tool for English language learning. The study's findings indicate that YouTube videos can be used as a learning tool[10].

Second, Rahmatika et al. wrote a journal article entitled "The Effectiveness of Youtube as an Online Learning Media". This study addresses a question of how YouTube can be utilized as a teaching tool to support autonomous learning in pupils. Parents believe YouTube learning media to be helpful. It is simple to access YouTube. In addition, parents may continue monitor learning while they are at work thanks to the accessibility of YouTube's educational content. Therefore, it can be said that YouTube learning content is useful for online learning. This study suggests that teachers can use YouTube as a teaching tool to aid pupils in their learning. To make the YouTube content easier for kids to understand, the videos chosen must take into account the subject matter, age, and psychological make-up of the audience[11].

Third, the journal entitled " Teachers' Confidence in Teaching English Using YouTube Channel in Early Pandemic Covid-19". This study shows that many characteristics, including educational background, teaching experience, and teacher perspective in online English learning using YouTube channel, enhanced instructors' confidence in teaching English using a channel in the early pandemic stage. To strengthen instructors' abilities and methods for utilizing this media for better instruction, more teachers should routinely use the YouTube channel to teach English. [12].

### **3 Theoretical Basis**

#### **3.1 Learning Media**

Learning media is a tool used in to deliver lessons. Communication between students, teachers, and instructional materials is a key component of learning. Without the aid of media or other forms of message delivery, communication will not be effective. In today's generation, internet takes a quite significant portion in the learning process. The current generation of students has a distinct learning style than the preceding one. Many people believe that the younger generation is uninterested in learning and lazy. Numerous studies reveal that, despite their various methods of information acquisition, the so-called "internet generation" is actually highly motivated and open to learning. The learning style of this age is frequently independent and self-directed. However, they are tenacious information seekers who consciously select the best learning model for themselves. They also actively seek for various learning models and tend to get bored quickly with conventional learning models whose resources and models are limited.[13]

### **4 Research Methods**

This study examines the benefits of YouTube live streaming as a learning medium for students during the COVID-19 period at Citra Nuansa Islamic Junior High School, Indonesia. The purpose of this study is to determine the benefits of YouTube live streaming as a learning medium for students during the covid-19 period. This study used descriptive qualitative method.

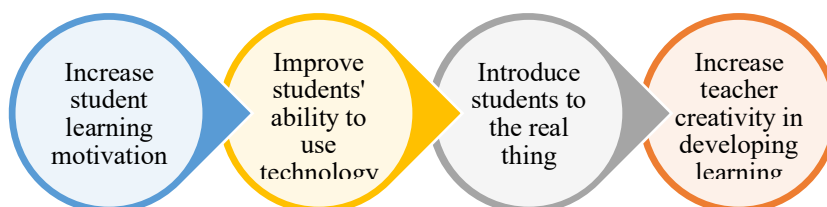
The data collection techniques used in this research are interview, observation, and documentation.

This study examines the experience of 12 teachers conducting interviews with 8 students, observing the YouTube live streaming learning process. The research started by informing the aims and objectives of the research to the school and teachers, as well as the steps of the research. Researchers conducted interviews with school principals concerning policies and support for the use of YouTube live streaming and the benefits obtained. Moreover, teachers were also interviewed regarding the implementation of YouTube live streaming as a learning media of teaching during the pandemic period from 2020-2021 as well as its benefits. Next, the researchers observe the learning process by logging into the YouTube link. The research involved virtual visits and joint activities with joint learning between classes that are live broadcasted. Furthermore, interviews were also conducted with students regarding the benefits of using YouTube live streaming as a learning media they use in the learning process.

Furthermore, the data is sorted and analysed to formulate the findings. After the data is obtained, it is validated with other resources and then analysed using active learning theory.

## 5 Result and Discussions

The advantages of using live YouTube streaming as a teaching tool for students during the COVID-19 pandemic are 1) increase student learning motivation. 2) improve students' ability to use technology. 3) increase teacher creativity in developing learning technology. 4) introduce students to the real thing.



**Fig. 1.** Benefits of Learning Using Live Streaming

The result above were obtained from the analysis of the data containing the observed research objects, including 1) live streaming of museum visits to the Baitul Qur'an which was held on August 16, 2021, 2) live streaming of visits to the Presidential Museum of the Republic of Indonesia, Balai Kirti, which was held on August 16, 2021, 3) live streaming of the independence day ceremony on August 17, 2021, 4) live streaming of the activities of teachers carrying out Hajj rituals on August 3, 2020, 5) a visit to the Proclamation Monument and the Joang 45 museum which was held on August 19, 2020. The above data were also supported with some recordings of interviews with teachers and students.

### **5.1 Increase student learning motivation**

In the learning process of virtual visits using YouTube live streaming, students feel happy because during this pandemic period they are only at home, they cannot visit various places to avoid the coronavirus. With virtual visits, students can see the place or material being studied in real-time.

Learning with YouTube live streaming virtual visits students can find out places that have not been visited, and provide new experiences for students, this is said by Adel, a class IX student, "I enjoy learning with live streaming YouTube visits museums because I can see the museum, even though I could not go there directly.

Raisa, a grade 8 student, said the same thing. When she was asked about the YouTube live streaming of the teachers carrying out Hajj rituals, she stated "I like to learn with YouTube live broadcasts because I can see firsthand how to do Hajj". From the students' point of view, it is known that YouTube live streaming can be useful to relieve the boredom of studying at home. And students have the motivation to learn and know what the teacher will teach. According to the teacher, learning to use YouTube can cure students' boredom with online learning, and students can go back to use YouTube channel to repeat the lessons if they feel they don't understand.

### **5.2 Improve students' ability to use technology**

At the beginning of the pandemic, students only studied through WhatsApp groups, but later students could learn using more sophisticated technology. Students were forced to be able to use zoom media, google meet, google classroom, and videos made by teachers and sent to WhatsApp groups, some teachers even sent YouTube links to related materials for online learning. In addition, students can take part in the learning presented by the teacher in the form of live streaming YouTube with various facilities, namely opening YouTube via the link provided, and live chat to respond to the learning process. This makes students more familiar with technology and skilled in using technology.

### **5.3 Introducing students to the real thing**

The establishment of online learning is to minimize the spread of COVID-19. To continue to present the best learning resources to students, Citra Nuansa Middle School chose a live streaming visit to the object being studied. First, broadcasting the independence day ceremony on YouTube so that student can follow the activity even though they are at home. This activity includes Citizenship Education subjects to foster an attitude of love for the homeland and the spirit of nationalism in students. Second, the rituals of Hajj cover the subject of Islamic Religious Education. It introduces students directly and clearly how to perform the pilgrimage. Third, the Balai Kirti museum, a visit to the presidential museum is aimed at teaching students the subjects of Social Sciences, Citizenship Education, and Indonesian Language. Students are taught to study the history of the presidency of the Republic of Indonesia. Fourth, the Qur'an museum or baytul Qur'an online visit is intended to study the subjects of Islamic Cultural History, Islamic Religious Education, and Social Sciences. Fifth, the Museum of the text of the proclamation online visit is intended for subjects of Social Sciences and Citizenship Education. The aforementioned online visits are useful to introducing real things to students, not just through imagination or pictures. The results of the observations showed that students have an

interest in the learning process through virtual visits. It can be seen from their active conversation through live chat and quizzes participation during the process.

#### **5.4 Increase teacher creativity in developing learning technology**

During the pandemic period, teachers were challenged to be able to present learning through technology, so that the provided learning can minimize ineffectiveness compared to face-to-face in class. The demands of parents and students to provide effective and efficient online learning made the teachers and management of the Citra Nuansa Islamic school to give a positive response in the form of teachers having to be willing to improve their skills in using technology, while management prepared facilities in the form of wifi and multimedia laboratories, as well as training teachers who were not able to use technology independently. The use of YouTube live streaming is assisted by the multimedia team, because to make virtual visits, live streaming learning in class cannot be done individually.

As stated by Nurhasanah, the head of the Citra Nuansa Islamic school, "the school provides facilities in the form of a multimedia laboratory to support online learning" teachers are expected to collaborate to present interesting learning". Yulvita said "during the pandemic, I have to be able to keep up with existing developments. Learning google classroom, zoom, google meet, making learning videos, and even using YouTube Live streaming is a very big change for me to get to know technology and practice it in class with the help of other teachers". The reason for using YouTube live streaming is so that learning is more varied, minimizes learning boredom during the covid-19 pandemic, and is more flexible in using pictures, Rani said.

The use of YouTube is a learning optimization strategy in the classroom. The use of YouTube media will help teachers in the teaching and learning process because beside teachers can directly use YouTube media in class, students can also continue learning at home by looking back at YouTube that has been given in class [14].

The weakness in using YouTube live streaming is that the teacher cannot control the entry and exit of students in the learning process. However, this can be circumvented by the interaction between teachers and students via chat by asking questions and giving quizzes to students.

The utilization of media in the learning process can increase students' interest and motivation in learning, this is said by Hamalik as quoted by Nurseto. Furthermore, Nurseto also quoted Sudjana and Riva'i regarding the benefits of learning media, that the benefits of media in the learning process can foster learning motivation, with learning media, the learning process can attract students' attention more, learning materials will be more easily understood by students. This can be interpreted that the learning objectives that have been set by the teacher can be achieved [15]. Despite the huge popularity of YouTube, there is very little research on YouTube live. Social media, Facebook, and the internet are fields of educational technology that are currently the mainstay and this still has a long evolutionary period, learning through social media, Facebook and the internet is a challenge for teachers and students.

The current generation of students has grown up with digital technology. Teachers are becoming more familiar with and adaptable to new instructional techniques combined with digitization. A significant component of digitalization, YouTube is setting the standard as the most adaptable medium for content exchanges both within and outside of the classroom. In addition to offering digital enjoyment, it also offers a fantastic atmosphere for learning. For participants and educators, YouTube has several benefits. Using YouTube in the classroom can be efficient in learning. Given that its services are endless, it's no surprise that YouTube ranks

high as the learning tool of choice. Educators can use YouTube in their classrooms with all the precautions and good planning[16].

According to Rahmatika, Students can learn independently by using YouTube as a learning tool. Parents find it useful for the YouTube educational content. It's simple to access YouTube. Additionally, YouTube instructional resources are available 24/7. In this situation, parents may still accompany children as they study even though they are working. Therefore, it can be said that YouTube learning resources are efficient for the online learning process[11].

Based on the results of Mortagy's research on English subjects, it can be concluded that the use of YouTube as an online learning medium is interesting, effective, and relevant to course content and motivates students to study during the covid-19 pandemic [17]. More than half of medical students surveyed (63%) said recorded internet video tutorials (like those on YouTube) were the most efficient way to learn medicine online[18].

Research conducted by Khafermi revealed that to achieve good learning outcomes students must have learning motivation. Learning with online classes there must be communication between teachers and students. It is said that YouTube is trusted as a medium that can motivate students to learn online[14].

Along with the research results stated above, the results of this research revealed that the Citra Nuansa teacher's strategy in using YouTube live streaming as a learning medium can be of benefits to increase students' learning motivation, can improve skills in using technology and students are introduced directly to the real thing. As for teachers, teachers can increase their creativity in the learning process and can develop learning technology. Thus, the YouTube live streaming used by the teachers as a learning medium can be relied upon in the learning process so that learning objectives can be achieved.

## 6 Conclusion

The benefits of YouTube live streaming as a teaching tool in classrooms during the Covid-19 pandemic can increase student learning motivation, increase students' ability to use technology, invite students to real learning, and can increase teacher creativity. This research only explores one junior high school, involves limited sources, uses one research method, and observations are also not carried out in the long term. However, since the sample of this study is limited, the findings cannot be generalized. However, this research can be used as a starting point for further research with a larger sample.

## References

- [1] A. Elareshi, M., Habes, M., Youssef, E., Salloum, S. A., Alfaisal, R., & Ziani, "SEM-ANN-based approach to understanding students' academic-performance adoption of YouTube for learning during Covid," *Heliyon*, vol. 8, no. 4, p. e09236, 2022, doi: <https://doi.org/10.1016/j.heliyon.2022.e09236>.
- [2] L. Ocampo *et al.*, "Utilizing DEMATEL for Value-Embedded e-Learning during the COVID-19 Pandemic," *Educ. Res. Int.*, vol. 2021, no. 12, p. 12, 2021, doi: 10.1155/2021/9575076.
- [3] F. T. Utami and M. Zanah, "Youtube Sebagai Sumber Informasi Bagi Peserta Didik di Masa Pandemi Covid-19," *J. Sinestesia*, vol. 11, no. 1, pp. 78–84, 2021, doi: 10.53696/27219283.64.
- [4] M. Mahyoob, "Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners," *Arab World English J.*, vol. 11, no. December, pp. 351–362, 2020, doi: <https://doi.org/10.24093/awej/vol11no4.23>.

- [5] Mutaat, Santosa, and R. Darmawan, "The Use of Internet as Learning Media during Covid-19 Pandemic," in *Proceeding AISELT Annual International Seminar on English Language Teaching*, 2019, pp. 123–137. [Online]. Available: <https://jurnal.untirta.ac.id/index.php/aiselt/article/view/11052>
- [6] A. M. Maatuk, E. K. Elberkawi, S. Aljawarneh, H. Rashaideh, and H. Alharbi, "The COVID-19 pandemic and E-learning: challenges and opportunities from the perspective of students and instructors," *J. Comput. High. Educ.*, vol. 34, no. 1, pp. 21–38, 2022, doi: 10.1007/s12528-021-09274-2.
- [7] D. DeWitt, N. Alias, S. Siraj, M. Y. Yaakub, J. Ayob, and R. Ishak, "The Potential of Youtube for Teaching and Learning in the Performing Arts," *Procedia - Soc. Behav. Sci.*, vol. 103, pp. 1118–1126, 2013, doi: 10.1016/j.sbspro.2013.10.439.
- [8] Sudastri Lestari, "The Role of Technology in Education in the Era of Globalization," *J. Islam. Relig. Educ. Edureligia*, vol. 2, no. 2, p. 95, 2018.
- [9] C. Orús, M. J. Barlés, D. Belanche, L. Casaló, E. Fraj, and R. Gurrea, "The effects of learner-generated videos for YouTube on learning outcomes and satisfaction," *Comput. Educ.*, vol. 95, pp. 254–269, 2016, doi: 10.1016/j.compedu.2016.01.007.
- [10] R. RASMAN, "Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris Pada Masa Pandemi Covid 19," *EDUTECH J. Inov. Pendidik. Berbantuan Teknol.*, vol. 1, no. 2, pp. 118–126, 2021, doi: 10.51878/edutech.v1i2.442.
- [11] Rahmatika, M. Yusuf, and L. Agung, "The Effectiveness of Youtube as an Online Learning Media," *J. Educ. Technol.*, vol. 3, no. 1, pp. 152–158, 2021, [Online]. Available: <https://ejournal.undiksha.ac.id/index.php/JET/article/view/33628/18456>
- [12] K. S. Indriani, "Teachers' Confidence in Teaching English Using You\*Tube Channel in Early Pandemic Covid-19," *J. Kependidikan J. Has. Penelit. dan Kaji. Kepustakaan di Bid. Pendidikan, Pengajaran dan Pembelajaran*, vol. 7, no. 1, p. 1, 2021, doi: 10.33394/jk.v7i1.3177.
- [13] L. Maharani, Isma Nastini, and Saepulah, "Training on Creating IT-Based Learning Media for Teachers of Darul Falah Junior High School, Cisaat Sukabumi Regency," *Surya J. Community Serv. Ser.*, vol. 2, no. 1, p. 114, 2016.
- [14] I. T. I. Achmad Baihaqi, Amaliya Mufarroha, "Youtube Sebagai Media Pembelajaran Pendidikan Agama Islam Efektif di SMK Nurul Yaqin Sampang," *J. Manaj. Dan Pendidik. Islam*, vol. 07, no. 01, p. 178, 2020.
- [15] T. Nurseto, "Membuat Media Pembelajaran yang Menarik," *J. Ekon. dan Pendidik.*, vol. 8, no. 1, pp. 19–35, 2012, doi: 10.21831/jep.v8i1.706.
- [16] A. Srinivasacharlu, "Using Youtube in Colleges of Education," *Shanlax Int. J. Educ.*, vol. 8, no. 2, pp. 21–24, 2020, doi: 10.34293/education.v8i2.1736.
- [17] U. S. Simanjuntak, D. E. Silalahi, P. S. R. Sihombing, and L. Purba, "Students' Perceptions of Using Youtube As English Online Learning Media During Covid-19 Pandemic," *J. Lang. Lang. Teach.*, vol. 9, no. 2, p. 150, 2021, doi: 10.33394/jollt.v9i2.3567.
- [18] M. Elareshi, M. Habes, E. Youssef, S. A. Salloum, R. Alfaisal, and A. Ziani, "SEM-ANN-based approach to understanding students' academic-performance adoption of YouTube for learning during Covid," *Heliyon*, vol. 8, no. 4, p. e09236, 2022, doi: 10.1016/j.heliyon.2022.e09236.