



UTILIZATION OF YOUTUBE AS A LEARNING MEDIA TO ENHANCE STUDENTS' UNDERSTANDING OF ENGLISH COURSES IN THE MANAGEMENT STUDY PROGRAM STUDENTS

Eka Resty Novieta Sari¹, Rizky Cahya Febriani²

Universitas PGRI Madiun^{1,2}

e-mail: ekaresty@unipma.ac.id

Diterima: 12/01/2026; Direvisi: 26/01/2026; Diterbitkan: 29/01/2026

ABSTRAK

Bahasa Inggris merupakan salah satu mata pelajaran penting yang bertujuan untuk meningkatkan kemampuan peserta didik dalam berkomunikasi secara global, baik secara lisan maupun tulisan. Namun, dalam praktiknya, pembelajaran bahasa Inggris sering kali menghadapi berbagai kendala. Hasil observasi ditemukan permasalahan seperti rendahnya minat belajar siswa, keterbatasan media pembelajaran, serta metode pembelajaran yang kurang variatif. Kondisi ini dapat berdampak pada kurang optimalnya pencapaian hasil belajar peserta didik khususnya pada mahasiswa program studi manajemen semester 4 kelas H. Penelitian ini bertujuan untuk mengetahui penggunaan Youtube sebagai media dalam pembelajaran Bahasa Inggris. Penelitian ini merupakan studi kualitatif yang menggunakan penelitian perpustakaan. Hasil dari penelitian ini adalah pemanfaatan YouTube sebagai media pembelajaran di era digital terbukti mampu meningkatkan minat dan pemahaman siswa, khususnya dalam pembelajaran bahasa Inggris. Beragam fitur serta ketersediaan video pembelajaran yang jelas dan informatif menjadikan YouTube sebagai media yang efektif dan fleksibel untuk digunakan kapan saja dan di mana saja. Selain itu, YouTube mendorong kemandirian belajar siswa dalam mengeksplorasi materi, serta memberi kesempatan bagi dosen untuk berkreasi dengan mengunggah konten pembelajaran sesuai kebutuhan. Dengan langkah penggunaan yang mudah dan akses yang luas, YouTube dapat dijadikan sebagai salah satu alternatif media pembelajaran yang relevan dan inovatif dalam mendukung proses pembelajaran bahasa Inggris.

Kata Kunci: *Media Pembelajaran, Youtube, Bahasa Inggris*

ABSTRACT

English is one of the important subjects that aims to improve students' ability to communicate globally, both verbally and in writing. However, in practice, English language learning faces various challenges. The results of the observation showed problems such as a lack of interest in learning by students, a lack of learning media, and a variety of learning methods. This condition could impact students' ability to achieve optimal learning outcomes, especially for students in the 4th semester of the management study program in class H. The purpose of this study is to find out about the use of YouTube as a media resource for English language learning. This research is a qualitative study using library research. The findings of this study show that using YouTube as a learning tool in the digital age has the potential to increase student motivation and understanding, particularly in English language learning. YouTube's features, as well as the availability of clear and informative video learning content, make it an effective and flexible medium that can be used whenever and whenever. In addition, YouTube encourages students to explore material and gives lecture the opportunity to create content that meets their needs. YouTube, with its simple user interface and easy access, has the potential to become one of the most relevant and innovative learning mediums for English.



Keywords: *Learning Media, Youtube, English*

INTRODUCTION

English functions as a global language that plays a vital role in international communication across academic, professional, and social contexts. Mastery of English provides students with significant advantages in responding to globalization and technological development. Although learning English poses challenges for non-native speakers, it also offers substantial opportunities, including improved communication skills and increased access to international academic and professional environments (Mulyani, 2023). In Indonesia, English is categorized as a foreign language and is generally taught as a compulsory subject at the university level, where students are expected to develop integrated language skills encompassing listening, speaking, reading, and writing (Setiyanti, 2022).

To support the achievement of these language skills, the use of appropriate learning media is essential. Learning media serve as intermediaries that facilitate the transfer of information between lecturers and students, helping to create more effective and meaningful learning experiences. Media include various forms such as text, audio, visual, video, objects, and human interaction, all of which contribute to enhancing students' understanding of learning materials (Suryadi, 2020). From didactic and psychological perspectives, learning media play an important role in increasing learning motivation and making abstract concepts more concrete, thereby improving students' comprehension and engagement (Nurfadhillah, 2021).

The use of learning media has been shown to improve the effectiveness and efficiency of the learning process. Learning media can increase student interest and participation, facilitate clearer understanding of instructional content, encourage interaction and creativity, optimize learning time, and improve overall learning efficiency (Nurdiyana, 2023). Based on their characteristics, learning media can be categorized into visual, audio, audiovisual, and multimedia forms. Multimedia-based learning, particularly internet-based platforms, integrates various media types and enables flexible and interactive learning experiences (Satrianawati, 2018).

Among various digital learning platforms, YouTube has emerged as one of the most popular and accessible media for learning. YouTube provides diverse audiovisual content that is engaging, interactive, and relevant to educational needs, including English language learning. As a video-sharing platform with more than one billion users worldwide, YouTube allows learners to access, watch, and share educational videos anytime and anywhere (Permadi Hikmah Agni, 2020). The rapid growth of smartphone usage and internet access has further expanded the availability of educational content on YouTube, making it a widely used learning resource (Syahruddin et al., 2023). Through exposure to authentic language use, such as pronunciation and speaking videos by native speakers, students can improve their listening and speaking skills more effectively (Sulistyaningsih, 2024).

Despite its advantages, the use of YouTube in learning also presents certain limitations, including unequal internet access, limited student interaction, and varying levels of learner engagement (Novelti, 2023). Nevertheless, several studies have demonstrated the positive impact of YouTube on learning outcomes, motivation, creativity, and student participation in both language and non-language subjects (Naidah et al., 2023; Indarsih & Pangestu, 2021; Jailani, 2022; Rasman, 2021; Suwarto et al., 2021). In practice, English learning in the fourth semester of the Management Study Program, particularly in Class H, still faces challenges such as low motivation and less varied learning methods. Therefore, this study aims to examine the



utilization of YouTube as a learning medium to enhance students' understanding of English courses in the Management Study Program.

RESEARCH METHOD

This research employed a qualitative approach using a library research design. The study focused on examining and synthesizing relevant literature related to the use of YouTube as a learning medium, particularly in supporting learning activities and English language learning in higher education. Library research was chosen to obtain comprehensive insights by collecting, reviewing, and analyzing previous studies, scholarly articles, and academic publications that are relevant to the research topic.

The data sources consisted of scientific journals, books, and research reports discussing digital learning media, YouTube-based instruction, and its impact on students' learning activities and outcomes. The collected data were analyzed qualitatively by identifying key themes, patterns, and recurring findings across the literature. This process aimed to describe how YouTube is utilized in learning, its advantages, and its implications for students and educators.

The results of the literature analysis were then synthesized to answer the research objectives and to draw conclusions related to the effectiveness of YouTube as a learning medium. To contextualize the discussion, this study referred to the learning characteristics of fourth-semester students of class H in the Management Study Program at PGRI Madiun University. Data analysis was conducted descriptively and interpretatively to ensure that the findings reflect both theoretical insights from the literature and practical implications for learning implementation.

RESULTS AND DISCUSSION

Result

The results of this study indicate that the utilization of YouTube as a learning medium provides several significant contributions to the learning process. First, YouTube encourages both lecturers and students to be more creative in developing and utilizing audiovisual learning materials. Through YouTube-based learning, students become more familiar with digital platforms and are able to access diverse learning resources independently. This finding aligns with Hendrawan et al. (2022), who stated that YouTube functions effectively as an educational medium while simultaneously improving students' digital literacy skills. Second, the use of YouTube in classroom learning leads to an increase in student learning activities and interaction. Students demonstrate higher levels of engagement during discussions, both with their peers and with the lecturer. Learning activities become more interactive as students respond to visual and audio stimuli presented in the videos. This result supports the findings of Suwarto et al. (2021), who reported that YouTube-based learning significantly enhances classroom interaction and learning participation.

Third, YouTube-based learning media positively influence student learning outcomes. Students show improved comprehension of learning materials, particularly when complex concepts are explained through visual and contextual video content. This finding is consistent with Wulandari et al. (2021), who concluded that the integration of YouTube into learning activities has a positive impact on student achievement. Overall, these results demonstrate that YouTube supports effective learning, stimulates critical thinking, enhances creativity and innovation, and encourages students to become more independent learners.

Discussion

YouTube-Based Learning Media

YouTube has emerged as one of the most prominent digital platforms that supports the transformation of learning in the digital era. As an open-access video-sharing medium, YouTube provides extensive opportunities for learners to access instructional materials without temporal and spatial limitations. The flexibility offered by YouTube allows students to regulate their own learning processes, such as determining the pace, frequency, and depth of material review. This characteristic aligns with the fundamental function of learning media as facilitators that bridge learning messages from educators to learners in a more meaningful and accessible manner (Satrianawati, 2018; Suryadi, 2020). In this context, YouTube does not merely function as a supplementary resource, but also as an alternative learning medium that supports independent and self-directed learning.

From an instructional perspective, the effectiveness of YouTube lies in its ability to present abstract concepts through audiovisual representations, which enhances students' comprehension and retention. Baihaqi et al. (2020) emphasized that YouTube contributes significantly to the learning process by improving students' learning skills while simultaneously supporting educators' professional development. This is reinforced by Hendrawan et al. (2022), who found that YouTube enables teachers to design more adaptive and flexible instructional strategies, particularly in technology-mediated learning environments. Learning media, therefore, should be positioned as strategic instruments that shape learning experiences rather than passive tools (Nurfadhillah, 2021).

The findings of this study indicate that learning through YouTube videos produces learning outcomes comparable to conventional face-to-face instruction, particularly in terms of content understanding. One of the main strengths of YouTube-based learning is the replay function, which allows students to pause, rewind, and rewatch instructional content according to their individual needs. This feature supports deeper cognitive processing, especially when students encounter complex or unfamiliar concepts. Hening Kusumaningrum et al. (2022) argued that video-based media optimize students' absorption of learning materials because they combine visual and auditory stimuli, thereby reducing cognitive overload and enhancing conceptual clarity.

Beyond cognitive aspects, YouTube also contributes to the development of affective and creative dimensions of learning. The interactive and visual nature of YouTube encourages students to explore learning materials more actively and creatively. Indarsih and Pangestu (2021) reported that the utilization of YouTube as a learning medium significantly increases students' creativity and engagement, as learners are encouraged to analyze, evaluate, and even produce digital content. This aligns with the broader phenomenon of digital communication in the era of virtuality, where social media platforms shape patterns of interaction, expression, and learning behavior (Syahruddin et al., 2023). Additionally, the accessibility of YouTube through mobile devices strengthens its role in supporting flexible learning environments and application-based instructional media (Nurdiana, 2023).

However, despite its numerous advantages, the implementation of YouTube as a learning medium also presents several challenges. Rasman (2021) highlighted that learning through YouTube is highly dependent on internet connectivity and may reduce direct interaction between teachers and students. These limitations can potentially affect learning effectiveness if not addressed through proper instructional design. Nevertheless, empirical evidence suggests that when YouTube is integrated systematically into lesson planning, it can significantly enhance learning outcomes. Studies by Suwarto et al. (2021) and Wulandari et al. (2021) demonstrated that YouTube-based learning positively influences students' academic



achievement when aligned with learning objectives and supported by appropriate guidance. Therefore, YouTube should be viewed as a complementary medium that enriches conventional instruction rather than replacing direct classroom interaction.

YouTube as an English Language Learning Tool

In the field of English language learning, YouTube serves as an effective platform for providing authentic language input that is essential for developing communicative competence. YouTube offers diverse content such as pronunciation tutorials, vocabulary explanations, grammar discussions, and cultural insights presented by native and non-native speakers. According to Mulyani (2023), successful English instruction requires varied strategies and authentic learning resources that reflect real language use. Through YouTube, students are exposed to contextualized language usage, which supports the development of listening, speaking, reading, and writing skills simultaneously.

One of the key features that enhances the effectiveness of YouTube for language learning is the availability of subtitles and captions. These features assist learners in comprehending spoken English, especially when dealing with different accents, speech rates, or unfamiliar vocabulary. Jailani (2022) found that Indonesian undergraduate students perceive YouTube as highly beneficial for improving listening comprehension and pronunciation accuracy. Furthermore, Sulistiyaningsih (2024) reported that consistent engagement with pronunciation-focused YouTube videos significantly improves students' phonological awareness and speaking performance, indicating that audiovisual exposure plays a crucial role in language acquisition.

The findings of this study are consistent with previous research that highlights students' positive perceptions of YouTube as an English learning medium. Sabrina and Nurazizah (2024) confirmed that YouTube effectively enhances English comprehension in both formal classroom settings and informal learning environments. Similarly, Sari and Sari (2022) noted that students believe YouTube increases their motivation and interest in learning English, as the platform presents learning materials in an engaging and less intimidating manner. Motivation is a critical factor in language learning, as it influences learners' persistence, confidence, and willingness to practice the target language.

In addition, YouTube supports the implementation of Mobile Assisted Language Learning (MALL), enabling students to engage in continuous learning beyond the classroom. Setiyanti (2022) emphasized that mobile-based learning environments encourage frequent language exposure and practice, which are essential for developing fluency. The integration of YouTube with other instructional media, such as images and multimodal resources, further enhances learning effectiveness. Studies by Novelti (2023) and Naidah et al. (2023) demonstrated that the combination of visual media and YouTube improves students' comprehension and expressive language skills, particularly in writing and listening activities.

From a practical standpoint, the implementation of YouTube as a learning medium follows straightforward and accessible steps. Students can easily access YouTube via web browsers or mobile applications, search for relevant instructional videos, and select content aligned with specific learning objectives. This process fosters independent learning habits and strengthens students' digital literacy skills, which are increasingly important in higher education. As illustrated in Figure 1 to Figure 6, the stages of accessing and utilizing YouTube for English learning demonstrate that the platform is user-friendly and does not require advanced technical expertise. In line with Pringgar and Sujatmiko (2021), the selection of



digital learning media should consider relevance, accessibility, and learner needs to ensure optimal learning outcomes.

Overall, the integration of YouTube into English language learning reflects broader trends in technology-enhanced education. When implemented thoughtfully and strategically, YouTube not only improves students' language proficiency across listening, speaking, reading, and writing skills but also fosters learner autonomy, motivation, and lifelong learning attitudes.

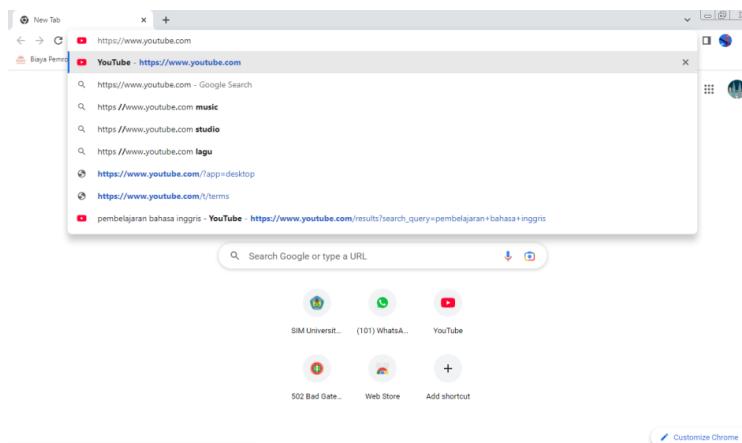


Figure 1. YouTube Search Display via Google Chrome

This figure 1 illustrates the initial stage of accessing YouTube through the Google Chrome web browser. At this stage, students begin the learning process by entering the YouTube platform, which serves as the main gateway for accessing English learning materials in a digital environment.

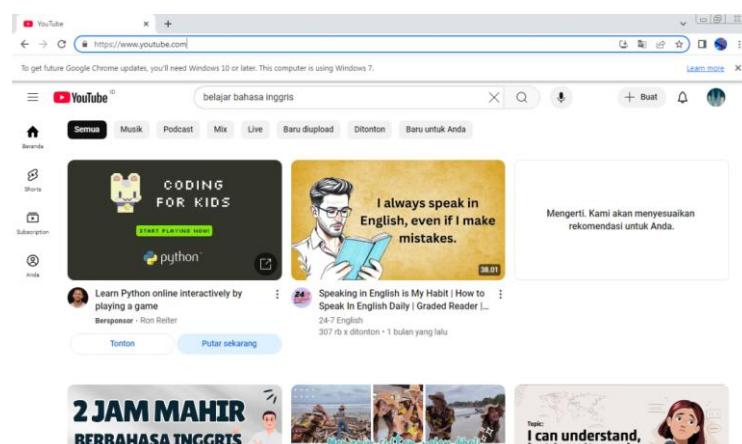


Figure 2. YouTube Homepage Display

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STRATEGY : Jurnal Inovasi Strategi dan Model Pembelajaran

Vol. 6, No. 1, November 2025-Januari 2026

e-ISSN : 2798-5466 | p-ISSN : 2798-5725

Online Journal System : <https://jurnalp4i.com/index.php/strategi>

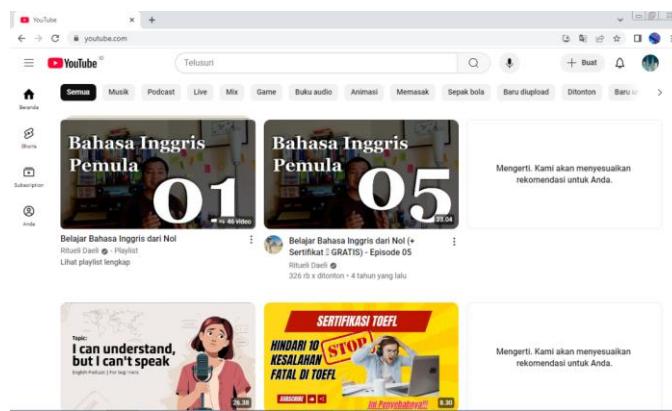


Figure 3. Youtube Homepage Display

This figure 3 highlights the search feature available on the YouTube homepage. The search bar plays a crucial role in guiding students to specific English learning materials by allowing them to input keywords or topic titles related to the lesson being studied.

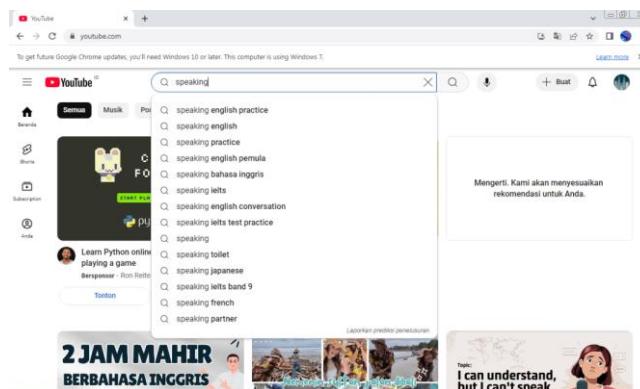


Figure 4. Youtube Search Homepage View

Figure 4 shows the results page generated after students enter a particular keyword or title in the search box. The page displays multiple English learning video options with different formats and approaches, giving students the flexibility to select learning resources that best suit their preferences and comprehension levels.



Figure 5. Search Menu Display

This figure 5 depicts the list of video options obtained from the search results. Through this display, students are able to compare available videos based on titles, duration, and brief descriptions before selecting the most appropriate content for their English learning activities.



Figure 6. Example of an English Learning Video

Figure 6 provides an example of an English learning video that has been selected and played by students. The audiovisual presentation in the video helps students understand English materials more clearly, particularly in terms of pronunciation, vocabulary usage, and contextual language application, thereby supporting deeper comprehension and independent learning.

CONCLUSION

The utilization of YouTube as a learning medium in the digital era contributes significantly to making the learning process more engaging and effective. As a supplementary learning tool, YouTube supports students in improving their understanding of English through its diverse and easily accessible content. The platform provides a wide range of English learning videos with clear explanations and attractive presentations, enabling students to explore learning materials independently according to their needs and learning pace. In addition, teachers can create and upload instructional videos to YouTube, thereby extending learning beyond the classroom environment. The flexibility of access, allowing learning to occur anytime and anywhere, positions YouTube as an effective medium for supporting English language learning and enhancing students' learning autonomy.

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