

## EXPLORING THE IMPACT OF YOUTUBE USAGE IN BOOSTING STUDENT CREATIVITY AND ENGAGEMENT IN LEARNING

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**Abstract:** Student creativity and engagement in learning. As a widely accessible and flexible platform, YouTube offers a variety of educational videos, such as art tutorials, science experiments, and design processes, which provide students with valuable tools to enhance their creative thinking. These videos cater to diverse learning styles and foster an interactive learning experience. By analyzing student responses through an online questionnaire, the research examines how YouTube's educational content stimulates cognitive processes, encourages independent thinking, and motivates students to explore subjects beyond traditional classroom settings. However, the study also considers challenges, such as content quality and potential distractions, which influence the platform's effectiveness. The findings aim to help educators better integrate YouTube into teaching strategies, optimizing its potential to support creative and engaging learning environments.

### INTRODUCTION

In recent years, the integration of digital media into education has transformed traditional learning environments (Ohei, K. N., 2019). Among the various platforms available, YouTube has emerged as one of the most influential tools in modern education (Maziriri, E. T., Gapa, P., & Chuchu, T., 2020). Offering a wide array of content that caters to diverse learning styles, YouTube has become a significant resource for both students and educators (Alobaid, A., 2020). The platform's ability to combine visual, auditory, and interactive elements makes it a valuable tool for fostering creativity and enhancing student engagement in the learning process. YouTube's flexibility allows students to learn at their own pace, revisiting videos as needed to fully grasp complex concepts (Dikilitas, K., & Fructuoso, I. N., 2023). As a result, the platform has gained widespread use as an educational tool that bridges the gap between theory and practical learning experiences (Maroungkas, A., et al., 2023).

One of the key advantages of YouTube as an educational tool is its accessibility and flexibility (Staziaki, P. V., et al., 2021). Students can access YouTube anytime and anywhere, providing them with the freedom to learn at their own pace (Abubakar, H., et al., 2023). This open access to educational content allows students to explore subjects beyond the confines of textbooks and traditional classroom settings (Mpungose, C. B., 2020). Whether it's through instructional videos, creative tutorials, or engaging documentaries, YouTube provides a dynamic learning experience that supports a variety of learning preferences (Ulanday, M. L., et al., 2021). The platform's vast collection of educational content can cater to visual, auditory, and kinesthetic learners alike (Emma, L., 2024). This diversity in content not only broadens students' knowledge but also encourages them to engage with the material in a more creative and personalized way.

The impact of YouTube on student creativity is particularly noteworthy. YouTube offers students the opportunity to engage with creative content that can spark new ideas, inspire innovative solutions, and encourage independent thinking (Ray, L. M., et al., 2021). The platform's wide range of educational videos, including art tutorials, science experiments, and design processes, provides students with the tools and inspiration to enhance their creativity. Furthermore, students can experiment with their learning by trying out techniques or concepts they discovered through videos (Brame, C. J., 2017). This ability to explore different ideas and perspectives fosters a deeper understanding and promotes a more creative approach to learning. However, the influence of YouTube on student learning is not without its complexities (Shoufan, A., & Mohamed, F. 2022).

While the platform offers numerous benefits, it also presents challenges in terms of content quality and distractions. The effectiveness of YouTube as a learning tool depends on how students use it and the types of videos they engage with (Fadhil Abbas, N., & Ali Qassim, T., 2020). With the vast amount of content available, students may find it difficult to discern high-quality educational material from less reliable sources. Additionally, the entertainment-oriented nature of YouTube can lead students to get distracted, spending time on non-educational content (Maulana, R., 2023). Therefore, it is important to understand how students interact with YouTube, ensuring that their usage aligns with their academic goals and contributes positively to their learning outcomes.

This study aims to explore the impact of YouTube usage on student creativity and engagement, shedding light on how the platform can be effectively utilized in educational settings. By examining how students use YouTube for educational purposes, this research will

provide insights into how the platform can be integrated into teaching strategies (Kanetaki, Z., et al., 2022). Acquiring, analyzing and interpreting knowledge data for sustainable engineering education: an experimental study using YouTube. *Electronics*, 11(14), 2210. Understanding the potential and challenges of YouTube will allow educators to better harness its power in supporting students' learning journeys (Nasional, B. R. I., 2024). This research will also offer recommendations on how to guide students in using YouTube to foster creativity and engagement. Ultimately, the goal is to enhance the educational experience by combining traditional methods with digital media tools (Firmansyah, H., 2024). By exploring the benefits and limitations of YouTube, this study will contribute to the broader conversation about the role of technology in modern education.

## RESEARCH METHODS

This study employs a qualitative approach, focusing on in-depth interviews to explore the perceptions of students regarding effective EFL material design. The qualitative approach is chosen for its ability to provide a deep understanding of individual experiences and perspectives about English language learning materials (Creswell, 2014). Participants include 20 students from an English Language Education program, selected through purposive sampling, ensuring representation of those who have engaged with EFL materials across various courses. Data collection utilizes a semi-structured interview guide, incorporating open-ended questions to explore topics such as material effectiveness, alignment with learning needs, the role of technology, and factors influencing language acquisition (Kvale, 2007; Richards, 2020).

The data are analyzed thematically, following the framework of Braun and Clarke (2006), to identify recurring themes and patterns. The analysis involves a systematic reading of transcripts to extract insights into the students' perceptions of EFL material design, their experiences with technology-integrated learning, and critical elements influencing effectiveness. Themes are categorized and interpreted to develop a deeper understanding of principles for effective EFL material design. To ensure validity, triangulation is applied by comparing interview findings with observations of classroom practices and a review of the materials in use (Macalister & Nation, 2019). These methods aim to provide a comprehensive overview of how EFL materials can be improved to meet learner needs while integrating technological and pedagogical innovations (Tomlinson, 2023).

## RESULTS AND DISCUSSION

The survey results provide diverse insights into the effectiveness of YouTube as a learning tool, demonstrating how this platform can be an effective tool in supporting the educational process, but also has some challenges that need to be addressed. Many students expressed that YouTube significantly contributes to enriching their learning experience, although there are concerns about certain limitations that may hinder the effectiveness of this platform. Most students noted that YouTube offers a wide variety of educational content, ranging from tutorials, online lectures, to visual demonstrations that are very helpful in the learning process. One student stated, *“Students can learn from various sources, making them more critical because they have to choose the sources they prefer.”* This shows that YouTube not only provides access to a vast array of information but also encourages learners to make selections and think critically about the sources they choose. Another student added, *“I feel more challenged because I have to select videos that match the topics I want to study, and this helps me understand better.”* Students also acknowledged that video-based and visual explanations available on YouTube make it easier for them to absorb difficult or complex material. Comments such as *“I learn more effectively with video and visual explanations”* and *“The practicality of YouTube allows me to study anytime and rewatch videos if needed”* reflect the general view that video visualization enhances their understanding of the material being taught.

A key advantage frequently mentioned is the accessibility that YouTube offers. Many students mentioned that they can access materials anytime and anywhere, providing freedom in learning, especially for those with tight schedules. The practicality of rewatching videos if needed to deepen understanding becomes a significant added value. With YouTube, students can revisit specific topics until they fully understand them without being tied to time and place. One student said, *“Being able to study anytime, even late at night, really helps me prepare for exams.”* Another student added, *“It’s so flexible, I can study anywhere, even while traveling.”* However, some students noted challenges that arise when using YouTube as a learning tool. One of the main complaints is the distractions caused by ads that appear in the middle of videos. Some students mentioned that ads that suddenly pop up can disturb their focus, especially when they are concentrating on the material being taught. As one student said, *“The ads that suddenly appear really distract my concentration, especially when I’m focused on the explanation.”* Additionally, video quality issues also pose a barrier. Some students expressed that not all

videos on YouTube meet a good educational standard, with some videos having poor visual quality or even content that is not relevant to the topic they wish to study. One student noted, *“Some videos have very poor image quality and are hard to understand.”* The lack of subtitles on some videos was also mentioned as an obstacle for those who prefer text to support their understanding of the material. *“Videos without subtitles are very difficult for me, especially if there are words I don’t understand,”* said another student.

Furthermore, the survey revealed a variety of learning preferences. Some students expressed that they prefer traditional learning methods, such as face-to-face learning, over the use of digital platforms like YouTube. They argued that direct interaction with teachers and classmates is more effective in helping them understand the material, compared to learning through videos, which do not allow for direct Q&A. One student said, *“I prefer asking the teacher directly rather than just watching a video. I feel face-to-face explanations are clearer.”* Another student added, *“Face-to-face learning gives me the opportunity to interact with my classmates and clarify any confusion I have with the teacher.”* Based on these findings, students provided several constructive suggestions to improve YouTube’s effectiveness as a learning tool. Most students suggested that educators and content creators should focus more on the quality of the videos uploaded, ensuring that the material presented is truly relevant, engaging, and delivered in an easy-to-understand manner. Many students recommended that educational videos be produced more creatively, using animations and engaging editing to capture viewers’ attention. As one student said, *“Creators should use creative visuals to attract viewers’ attention.”* Some students also suggested the use of infographics and charts to help explain complex material.

Additionally, some students recommended creating organized playlists for each specific topic, accompanied by clear descriptions to make content navigation easier. The use of subtitles and timeline markers on videos was also considered a feature that would help speed up the understanding of material, as well as allow users to jump to relevant sections as needed. *“Subtitles are very important for me because I can better understand the material with text,”* said one student. Another suggestion was to reduce or eliminate ads in educational videos or provide a special education account that could avoid non-educational video recommendations that disrupt the learning process. One student suggested, *“It would be better to have a special education account that is ad-free, so it doesn’t disturb the learning process.”* Some students also proposed that YouTube could be used more frequently in classrooms by teachers, which would help students explore additional material relevant to the topics being discussed. Teachers

could play a role in curating and guiding students in selecting high-quality videos that align with the curriculum. In this way, YouTube could become a valuable complement to formal learning, allowing students to better understand and explore the material being taught. *“Teachers could guide us in selecting relevant and high-quality videos,”* said one student.

Moreover, there was a suggestion to provide subsidized or free access to YouTube for students in Indonesia, which is seen as a step to bridge the digital accessibility gap. With free access, more students, especially those from lower-income backgrounds, would be able to use YouTube for educational purposes, broadening its reach and impact in education.

The survey results indicate that YouTube has significant potential as a learning tool, with its flexibility and easy accessibility greatly supporting the learning experience. The variety of content available, such as tutorial videos and online lectures, allows students to learn according to their preferred learning styles (El-Sabagh, H. A., 2021). Another advantage is the ability to access materials at any time, providing freedom to manage study time. However, despite its benefits, there are several challenges that reduce the platform's effectiveness. One of the issues is the variation in video quality, which can sometimes be poor, as well as interruptions from ads that hinder focus while studying (Lange, C., & Costley, J., 2020). Some students also expressed a preference for face-to-face learning, which allows direct interaction with instructors and classmates. This suggests that while YouTube is beneficial, it cannot entirely replace the interactive nature of traditional learning experiences (Alobaid, A., 2020). To enhance its effectiveness, students recommend that content creators and educators focus more on video quality and engaging presentations. The use of subtitles and interactive features like quizzes is also considered important to improve understanding.

Another issue is accessibility limitations. Although YouTube is free to access, students with limited internet access still face difficulties in fully utilizing the platform (Yaacob, Z., & Md Saad, N. H., 2020). Some students suggest that YouTube should provide an education-specific access option, free from ads and distractions, to facilitate the learning process (Wallace, J., et al., 2023). Additionally, integrating YouTube in the classroom by teachers could maximize its use by providing clear guidance on videos that align with the curriculum. Overall, despite the challenges, YouTube can remain an effective educational tool if optimized in a more structured and planned manner.

## CONCLUSIONS AND RECOMMENDATION

The survey results indicate that YouTube holds significant potential as a learning tool due to its diverse content, flexibility, and accessibility, which cater to students' learning needs. The platform supports self-directed learning and critical thinking by providing a wide range of resources and approaches tailored to individual learning paces. However, challenges such as inconsistent video quality, disruptive ads, and limited access to reliable internet present obstacles that must be addressed. While offering numerous advantages, YouTube cannot entirely replace the direct interaction typical of face-to-face learning, highlighting the need for a balanced approach in its use. To enhance YouTube's effectiveness as an educational platform, several steps can be taken. Content creators should prioritize high-quality, engaging educational videos, including the use of subtitles, infographics, and clear explanations to make content more accessible. Collaboration between YouTube and educational institutions could provide ad-free versions to ensure an uninterrupted learning experience. Educators are encouraged to integrate YouTube into their teaching strategies by curating reliable content aligned with the curriculum. Policymakers should work to reduce digital access gaps by offering subsidized or free internet services for students, ensuring more equitable access to online resources. Additionally, interactive features like quizzes and structured video segments can be added to improve navigation and learning outcomes. By implementing these strategies, YouTube can become a powerful and effective complement to traditional education, supporting students' academic growth and expanding learning opportunities.

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