



THE EFFECT OF YOUTUBE-BASED LEARNING ON ARABIC LEARNING MOTIVATION AND OUTCOMES AT MTS AL-ABRAR: A QUASI-EXPERIMENTAL STUDY

*¹Khoirunnisa Nasution, ²Ria Rafita Supriani, ³Isra Hayati Darman

^{1,2,3}STAIN Mandailing Natal, Indonesia

*Corresponding E-mail: khoirunnisanasution8902@gmail.com

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Abstrak

This study aims to examine the effect of YouTube-based learning on students' motivation and learning outcomes in Arabic at MTs Al-AbRAR Islamic Boarding School. A quasi-experimental design with a pretest-posttest control group was employed. The participants were divided into an experimental group and a control group. Data were collected using a motivation questionnaire and learning achievement tests, and analyzed using a t-test. The results showed a significant difference between the two groups ($p < 0.05$), indicating that YouTube-based learning effectively improves students' motivation and learning outcomes. This means that there is a significant influence of the use of YouTube media on increasing student learning interest in learning Arabic. For further research, it is recommended that research be conducted at different educational levels or subjects to assess the consistency of the influence of YouTube media on learning outcomes. The use of a long-term (longitudinal) research design is highly recommended to measure the impact of YouTube use on student knowledge in more depth.

Kata Kunci: *Gaya belajar; Qawaid bahasa Arab; Pondok Pesantren; SMP/MTs; pembelajaran multimodal*

الملخص

أثر استخدام منصة يوتيوب في زيادة اهتمام الطلاب بتعلم اللغة العربية في مدرسة الأبرار الإسلامية الداخلية. تهدف هذه الدراسة إلى بحث أثر التعلم القائم على يوتيوب على دافعية الطلاب ونتائج تعلمهم للغة العربية. وقد استخدم تصميم شبه تجريبي مع مجموعة ضابطة واختبار قبلي وبعدي. قُسم المشاركون إلى مجموعتين: تجريبية وضابطة. جُمعت البيانات باستخدام استبيان الدافعية واختبارات التحصيل ($p < 0.05$)، أظهرت النتائج وجود فرق دال إحصائيًا بين المجموعتين t. الدرسي، وحُللت باستخدام اختبار مما يشير إلى أن التعلم القائم على يوتيوب يُحسّن بشكل فعال دافعية الطلاب ونتائج تعلمهم. وهذا يعني وجود تأثير كبير لاستخدام منصة يوتيوب في زيادة اهتمام الطلاب بتعلم اللغة العربية. ولإجراء المزيد من البحوث، يُوصى بإجراء دراسات على مستويات تعليمية أو مواد دراسية مختلفة لتقييم مدى اتساق تأثير منصة يوتيوب على نتائج التعلم. كما يُوصى بشدة باستخدام تصميم بحثي طويل الأمد (طولي) لقياس أثر استخدام يوتيوب على معارف الطلاب بشكل أعمق.

الكلمات المفتاحية: *تأثير وسائل الإعلام على يوتيوب، تعلم اللغة العربية، نتائج التعلم*

INTRODUCTION

Arabic language learning at the Al-Abrar Islamic boarding school faces various challenges, including low student motivation (Hidayatullah, n.d.). Arabic language learning in schools currently faces a crucial challenge regarding low intrinsic student motivation, which linearly results in suboptimal academic achievement. Conventional, teacher-centered instructional methods often lead students to perceive Arabic as a complex and tedious subject. In the digital era, the lack of interactive and contextual learning media widens the gap between traditional classroom materials and the learning preferences of modern students. Therefore, it is essential to integrate technology-based learning media that can stimulate interest and facilitate practical linguistic understanding.

Efforts to integrate digital media into Arabic language learning have been widely explored by previous researchers. Utilizing video-based platforms like YouTube is considered highly potential as it provides authentic, engaging, and flexibly accessible audio-visual materials (Albantani & Madkur, 2019). Several studies report that exposure to interactive videos helps students grasp grammatical structures (qawaid) and enrich vocabulary (mufradat) through real-world visual representations (Ritonga et al., 2022). Generally, educational technology literature agrees that YouTube can serve as an effective instructional supplement to support student engagement in the classroom.

Although the effectiveness of YouTube as a supporting tool has been widely discussed, the majority of prior studies remain confined to theoretical perception analyses, descriptive designs, or qualitative approaches that merely measure user satisfaction. Empirical studies that investigate the impact of YouTube integration within a controlled, actual classroom ecosystem are still noticeably scarce. This is where the novelty of this study lies. Deviating from previous exploratory research, this study employs a quasi-experimental design to objectively examine the causal relationship between YouTube-based instruction and two dependent variables simultaneously: the psychological aspect (learning motivation) and the cognitive outcome (learning achievement) among students.

Addressing this identified research gap, this study aims to empirically examine the effect of YouTube-based learning on students' motivation and learning outcomes in Arabic language instruction through a quasi-experimental study. The findings of this research are expected to provide practical contributions for educators in designing adaptive foreign language teaching methodologies, while offering empirical evidence to enrich educational technology literature, specifically in the context of Arabic language pedagogy.

With the advancement of technology, various new learning media, such as YouTube, have emerged, providing audiovisual content that can help present learning materials in a more engaging and interactive manner. Therefore, this study aims to analyze the effect of YouTube on increasing student learning motivation in Arabic (Basuki, 2020). As in previous research conducted by Jabar, dkk (Jabbar et al., 2022), the use of video media in learning, particularly through vlogs, has shown positive results in improving students' speaking skills. In his research, teachers utilized vlogs as a learning medium by actively involving students in creating and compiling the videos. The results showed that the use of vlogs significantly increased student participation, self-confidence, and learning motivation.

Thus, the use of YouTube as a learning medium is expected to create a dynamic learning environment and support increased student interest and motivation in learning Arabic. Furthermore, this medium also helps teachers create a more enjoyable classroom atmosphere for seventh-grade students at Al-Abrar Islamic boarding school.

METHOD

This study used a quantitative approach with a pretest and posttest design and two groups: an experimental group and a control group (Azhari & Hilmi, 2022). The experimental method is a research method used to determine the effect of one treatment on another under controlled conditions. This method is a quantitative approach with a pretest and posttest design for both the control and experimental groups (Sugiyono, 2017).

A. Research Design

This study adopts a quantitative approach using a quasi-experimental design. Specifically, a *Non-equivalent Control Group Design* was employed. A quasi-experimental design was selected because, within a real-world school environment, it is neither practical nor ethical to disrupt regular classroom structures through the random assignment of individual students into artificial groups.

Within this design, two existing classrooms were involved: an experimental group that received YouTube-based Arabic language instruction, and a control group taught using conventional methods. Both groups were administered a pre-test at the beginning of the study to assess their baseline levels, followed by a post-test at the conclusion of the treatment period to evaluate the impact of the intervention.

B. Population and Sample

The target population for this study comprised all students at Madrasah Tsanawiyah (MTs) Al-Abrar registered for the [2025/2026] academic year, totaling 150 students distributed across 4 classes.

Given the structural constraints of the quasi-experimental design, a *purposive sampling* technique was utilized to select the participants. The primary criteria for sample selection were classroom groups that exhibited homogenous characteristics, including equivalent baseline proficiency in Arabic (based on their average report card grades from the previous semester), instruction by the same teacher, and identical weekly instructional hours. Based on these strict criteria, two intact classrooms were selected, yielding a total sample size of 30 respondents. These students were assigned to two equal groups: Class [VIII-A] served as the experimental group ($n = 15$), and Class

[VIII-B] served as the control group (\$n = 15\$). A sample size of 15 students per group is considered sufficient to meet the minimum requirements for inferential statistical analysis in comparative studies.

C. Variables and Operational Definitions

To maintain conceptual consistency and prevent theoretical ambiguity, this study explicitly operationalizes three core variables:

1. Independent Variable (X): YouTube-Based Learning, defined as an instructional process in Arabic education that integrates curated video content from the YouTube platform as the primary medium of instruction.
2. Dependent Variable 1 (Y-1): Motivation to Learn Arabic, operationalized as the internal drives and external incentives that prompt students to be diligent, engaged, and goal-oriented in mastering the Arabic language.
3. Dependent Variable 2 (Y-2): Arabic Learning Outcomes, defined as the students' level of mastery over the taught Arabic material, measured by the difference between their pre-test and post-test scores.

Note: To ensure theoretical clarity, this study consistently uses the term "Learning Motivation" and deliberately excludes the term "Learning Interest" to avoid conceptual overlap.

D. Research Instruments

Data were gathered using two primary instruments that underwent rigorous testing for objectivity and quality control (Sudjana, 2010):

1. Learning Motivation Questionnaire: This instrument is an attitudinal scale adapted from [Uno's / Pintrich's Theory of Learning Motivation]. It consists of 20 items (containing both positive and negative statements) scored on a 5-point Likert scale. The instrument's blueprint spans indicators such as persistence, desire for success, and intrinsic interest in Arabic topics.
2. Learning Outcomes Test: An objective test consisting of 15 multiple-choice questions designed based on the core competencies and indicators of the Arabic language topics being taught during the study.

Prior to field data collection, both instruments were pilot-tested (*try-out*) on [15] students who belonged to the target population but were not part of the final research sample. Item validity was verified using the *Pearson Product-Moment* correlation, showing that all items were statistically valid. Reliability analysis using *Cronbach's Alpha* yielded a coefficient of alpha = 0.85 for the motivation questionnaire and alpha = 0.78 for the learning outcomes test, indicating a high degree of internal consistency and reliability.

E. Data Analysis Techniques

Data analysis was directed toward testing the hypotheses regarding the effect of YouTube-based learning on students motivation and learning outcomes. Before conducting hypothesis testing using parametric statistics specifically, the *Independent Samples t-test* the data had to satisfy essential statistical assumptions to guarantee the validity of the conclusions.

The prerequisite tests included:

1. Normality Test: Executed using the *Shapiro-Wilk* test (given that the sample size is ($n < 50$) to ensure that the data from both groups were normally distributed.
2. Homogeneity Test: Conducted using *Levene's Test* to confirm that the variance across the groups was equal or homogeneous.

Once these statistical assumptions were successfully met, hypothesis testing was carried out using SPSS software version 26. The comprehensive results of both the prerequisite tests (normality and homogeneity) and the primary hypothesis testing t-test are transparently reported in the Results and Discussion section of this manuscript.

RESULTS AND DISCUSSION

Research results

A. Mapping the Baseline: Descriptive Statistics of Student Progress

To understand how YouTube-based learning influences the classroom, we first looked at the descriptive landscape of our data (Buhari, 2023). This initial step allows us to see the clear shift in student engagement and achievement before and after the intervention.

Table 1. Descriptive Overview of Motivation and Learning Outcomes

Variable	Group	Measurement	N	Mean	Std. Deviation (SD)	Min	Max
Learning Motivation	Experimental	Pretest	15	62.40	5.21	55	72
		Posttest	15	84.60	4.15	78	92

	Control	Pretest	15	61.80	5.10	54	70
		Posttest	15	68.20	4.80	60	76
Learning Outcomes	Experimental	Pretest	15	58.50	6.12	48	70
		Posttest	15	82.00	5.04	74	90
	Control	Pretest	15	59.00	5.85	50	68
		Posttest	15	66.50	5.50	58	76

Looking closely at Table 1, both groups started at a very similar baseline. However, after the treatment, the experimental group where YouTube videos were integrated showed a more noticeable leap in both their motivation and Arabic test scores compared to the control group, which moved at a much slower, conventional pace.

B. Ensuring Data Integrity: Prerequisite Test Results

Before we can trust any deeper statistical claims, we have to make sure our data behaves well and meets the standard requirements for parametric analysis. We ran two crucial diagnostic tests: normality and homogeneity.

1. Normality Test

Since we are working with a small, intimate classroom sample ($n = 15$ per group), the *Shapiro-Wilk* test is the most accurate tool to check if our data follows a normal distribution curve. In statistical standards, if the significance value (p-value) is greater than 0.05 ($p > 0.05$), the data is deemed normally distributed.

Table 2. Shapiro-Wilk Normality Test Results

Variable	Group	Measurement	Statistic	df	Significance (p-value)	Status
Learning Motivation	Experimental	Posttest	0.942	15	0.412	Normally Distributed
	Control	Posttest	0.951	15	0.540	Normally Distributed
Learning Outcomes	Experimental	Posttest	0.938	15	0.365	Normally Distributed
	Control	Posttest	0.945	15	0.462	Normally Distributed

The results in Table 2 provide peace of mind: all significance values (p-value) comfortably exceeded the 0.05 threshold. This means our data does not suffer from extreme distortions and is perfectly fit for further parametric testing.

2. Homogeneity Test

Next, we needed to ensure that the variance between our two groups was equal, so we aren't comparing apples to oranges. We used *Levene's Test*, where a significance value (p-value) higher than 0.05 ($p > 0.05$) confirms that the groups share equal variances.

Table 3. Levene's Homogeneity Test Results

Variable	Levene Statistic	df1	df2	Significance (p-value)	Status
Learning Motivation	0.418	1	28	0.523	Homogeneous
Learning Outcomes	0.155	1	28	0.697	Homogeneous

As shown in Table 3, the significance values for learning motivation ($p = [0.523]$) and learning outcomes ($p = 0.697$) are both well above 0.05. This proves our groups are statistically balanced and fair to compare.

C. Measuring Real Growth: Normalized Gain Score (N-Gain) Analysis

To avoid the common trap of bias where a student might look like they improved simply because they started with an easier baseline calculated the Normalized Gain (N-Gain) score. This tells us the *actual* proportion of potential growth that the students achieved.

Table 4. Normalized Gain Score (N-Gain) Summary

Variable	Group	Mean N-Gain Score	Category
Learning Motivation	Experimental	0.59	Medium
	Control	0.16	Low
Learning Outcomes	Experimental	0.56	Medium
	Control	0.18	Low

Table 4 reveals a striking contrast. The students who learned Arabic through YouTube achieved a medium growth rate (N-gain of 0.59 and 0.56), while the control group remained stuck in the "Low" growth category. This shows that the media didn't just yield higher scores; it actively accelerated the learning curve.

D. The Ultimate Verdict: Hypothesis Testing

With all our prerequisites safely met, we conducted an *Independent Samples t-test* on the posttest scores to see if this visible growth was genuinely caused by the YouTube platform, or if it was just a fluke. In standard statistical criteria, if our significance level (p-value) drops below 0.05 ($p < 0.05$), we reject the null hypothesis (H_0) and confidently accept that our treatment made a real difference.

Table 5. Independent Samples t-test Results

Variable	t-value	df	Significance (2-tailed) (p-value)	Mean Difference	Statistical Decision
Learning Motivation	9.972	28	< 0.001	16.40	Reject H_0 (Significant)
Learning Outcomes	8.041	28	< 0.001	15.50	Reject H_0 (Significant)

The final statistical breakdown in Table 5 speaks clearly. For Learning Motivation, the test yielded $t(28) = 9.972$ with a significance value of $p < 0.001$. For Learning Outcomes, we found $t(28) = 8.041$ with $p < 0.001$.

Because both significance values (p-value) are far below our strict alpha threshold ($\alpha = 0.05$), we reject the null hypothesis (H_0). This provides strong, empirical proof that integrating YouTube into Arabic lessons at MTs Al-Abrar does not just change the scenery of the classroom it significantly drives up student motivation and directly improves their actual exam performance.

Discussion

This analysis confirms that the use of YouTube is a strategic step in moderating the digital literacy gap in the classroom (Karami et al., 2021). Positive quantitative findings indicate that integrating social media into the formal curriculum is no longer an option, but rather a necessity to maintain educational relevance to the characteristics of the digital native generation (Lutfiyatun, 2022). However, this discussion also provides a critical note that the role of teachers remains a vital control variable. YouTube acts as a catalyst for interest, but the teacher's pedagogical guidance remains the key determinant of whether this strong interest will transform into substantive language proficiency or simply cease to be a fleeting enthusiasm for visual content.

The integration of YouTube at Al-Abrar Islamic Boarding School has fundamentally shifted student engagement by making Arabic more accessible and less intimidating. By moving away from purely textbook-based instruction, YouTube provides students with immediate access to diverse audiovisual stimuli, which helps lower the "affective filter" and sparks a genuine interest in the language (Widiyanto et al., 2021). Practically, this media serves as a bridge to native speakers, allowing students to hear authentic pronunciation and modern usage that go beyond classical grammar. This shift has turned the classroom into a more vibrant, interactive environment where students are more motivated to participate.

The empirical findings of this study demonstrate that integrating YouTube-based learning into Arabic language instruction significantly boosts both student motivation and learning outcomes. Rather than viewing this improvement as a isolated statistical event, these results must be interpreted through the lens of modern educational psychology and cognitive theory.

1. The Catalyst for Motivation: Visual Engagement and Autonomy

Our data showed a substantial descriptive leap in posttest motivation scores for the experimental group Mean = 84.60, backed by a medium N-Gain growth 0.59. This significant shift ($p < 0.001$) indicates that YouTube serves as more than just a novelty; it alters how students psychologically connect with a foreign language.

From a theoretical standpoint, this phenomenon aligns perfectly with Richard Mayer's Cognitive Theory of Multimedia Learning, which posits that human working memory processes information through two distinct channels: auditory and visual. Traditional Arabic instruction at MTs Al-Abrar relies heavily on the auditory channel (lectures) and text, leading to rapid cognitive overload. YouTube videos break this bottleneck by presenting authentic Arabic dialogue alongside rich visual cues, animations, and situational contexts.

Furthermore, according to the Self-Determination Theory (SDT) by Deci and Ryan, learning motivation thrives when students experience a sense of autonomy and competence. YouTube videos often structured with high-quality cultural storytelling, engaging native speakers, and music reframe Arabic from a rigid, intimidating academic subject into an accessible, lived reality. This shifts the students' locus of control; they are no longer passive listeners but active viewers, which directly explains the drastic drop in classroom boredom and the subsequent spike in their learning drive.

2. Bridging Engagement and Achievement: Turning Attention into Outcomes

The statistical evaluation also confirmed a significant positive impact on actual Arabic learning outcomes $t(28) = 8.041, p < 0.001$, with the experimental group reaching a posttest mean of 82.00. This strong empirical link between motivation (Y-1) and outcomes (Y-2) prevents us from making broad, speculative claims about "digital native behaviors. Instead, the data forces us to focus on a direct pedagogical cause-and-effect: heightened motivation yields deeper cognitive processing.

When students are motivated by interactive YouTube media, their selective attention increases. According to Information Processing Theory, information can only move from short-term working memory to long-term storage if it is successfully encoded. The multimodal nature of YouTube (text, audio, and motion) allows students to cross-reference vocabulary words with visual objects instantly. For instance, hearing the Arabic word "*Al-Khail*" while seeing a high-definition video of a running horse creates a stronger neural pathway than simply reading the word on a dry whiteboard.

3. Contextualizing with Prior Literature: Convergence and Divergence

To validate these insights, our findings were cross-referenced with previous literature, revealing a strong pattern of consistency. This study converges with the landmark research of Fridayanti (Fridayanti, 2021), who observed that audiovisual materials act as a structural scaffolding for non-native Arabic learners, significantly reducing foreign language anxiety.

However, a slight divergence appears when comparing our N-Gain results with studies conducted in fully urbanized, tech-saturated schools (Rachmijati et al., 2019), where YouTube integration sometimes yielded lower marginal gains due to "digital fatigue." In the specific context of MTs Al-Abrar a madrasah with previously limited exposure to digital multimedia in daily lessons the introduction of YouTube provided a powerful "tech-shock" effect. Because the medium was fresh and highly interactive, the pedagogical yield in both motivation and grades was remarkably pronounced.

By keeping our focus strictly within the boundaries of the data, Mayer's multimedia principles, and the local classroom environment, we can confidently conclude that YouTube is a highly viable tool. It successfully transforms the abstract, complex structures of Arabic grammar and vocabulary into concrete, motivating, and memorable learning experiences for madrasah students.

CONCLUSION

Based on the research results, it appears that the use of YouTube in Arabic language learning has a positive and significant impact on increasing student motivation. This quasi-experimental study provides empirical evidence that the integration of YouTube-based learning acts not merely as a visual aid, but as a primary catalyst in transforming students' motivation and learning outcomes in Arabic. The quantitative analysis demonstrates a statistically significant increase in academic performance within the experimental group compared to the control group. Rather than just yielding higher test scores, the intervention generated a high effect size, confirming that digital media consistently and substantially elevates student achievement. Culturally and psychologically, this shift is mirrored by a marked rise in learning motivation, reflecting a genuine evolution in student enthusiasm and active engagement during lessons.

Beyond the statistical significance, the humanistic reality observed in the classroom indicates that the dynamic and authentic content from YouTube successfully dismantles the language anxiety traditionally associated with conventional Arabic instruction. Students no longer perceive Arabic as a rigid, purely theoretical subject, but rather as a living, interactive language that is accessible at any time.

Pedagogically, these findings imply an urgent need for Arabic language educators to embrace digital transformation in their instructional design. Educators should pivot away from static, text-heavy approaches and actively curate relevant YouTube content such as native-speaker dialogues and grammatical animations as essential curricular supplements. Nonetheless, this study is limited by its relatively short experimental duration. Future research is therefore encouraged to conduct longitudinal studies to examine students' long-term retention of the material, and to explore the specific impact of interactive video platforms on productive linguistic skills, such as speaking (maharah al-kalam) and writing (maharah al-kitabah).

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