



University Students' Tendency to Use Educational Videos for English Learning

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Abstract

The rapid development of digital technology has transformed English as a Foreign Language (EFL) learning through the integration of educational videos as flexible learning resources. While previous studies have mainly examined the effectiveness of educational videos and students' perceptions of technology integration, limited attention has been given to students' tendency to use educational videos and its relationship with learning engagement. Therefore, this study aimed to investigate university students' tendency to use educational videos for English learning and examine its relationship with learning engagement. A quantitative correlational design was employed involving 100 students of the English Education Study Program at IAIN Parepare. Data were collected through a structured questionnaire and analyzed using descriptive statistics and Pearson Product-Moment Correlation. The findings showed that students demonstrated a high tendency to use educational videos ($M = 3.84$) and a high level of learning engagement ($M = 3.58$). Furthermore, a strong positive relationship was found between students' tendency and learning engagement ($r = .766, p < .001$). These findings suggest that educational videos are closely associated with students' engagement in English learning and provide insights into digital learning behavior within Technology-Enhanced Language Learning (TELL) environments.

1. Introduction

The rapid development of digital technology has significantly transformed English as a Foreign Language (EFL) learning, particularly through the integration of educational videos as interactive and flexible learning resources. Educational videos provide authentic audiovisual input by combining visual, audio, and textual elements, which can facilitate language comprehension and enhance learning experiences (Boudouaia et al., 2024). Within the framework of Technology-Enhanced Language Learning (TELL), digital technologies enable students to access learning materials flexibly, interactively, and independently (Shadiev & Yang, 2020).

Moreover, platforms such as YouTube have become popular learning resources that allow students to control their learning process by selecting content, determining learning goals, and regulating learning pace according to their individual needs. Educational videos have been widely utilized in higher education to support the development of English language skills, including listening, speaking, pronunciation, and vocabulary acquisition. Previous studies have shown that videos with subtitles facilitate language comprehension and vocabulary learning, while multimedia-based videos provide contextual learning experiences that enhance conceptual understanding and information retention (Mayer, 2020; Oktapiani et al., 2024).

In addition, educational videos support meaningful and student-centered learning by allowing students to engage with authentic language materials beyond classroom settings (Fakhrudin, 2020). Consequently, educational videos are increasingly recognized as valuable digital learning resources in contemporary English language education.

Recent studies have highlighted the important role of educational videos in promoting students' participation and engagement in technology-based learning environments. Digital learning media have been found to positively influence students' learning participation, while video-based learning supports self-directed learning by enabling students to independently select and manage learning resources according to their preferences and learning goals (Bond et al., 2021; Lai, 2019; Ly et al., 2024).

Furthermore, active learning strategies implemented through educational videos can enhance students' cognitive, emotional, and behavioral engagement (Zhang et al., 2025). These findings suggest that educational videos have become an essential component of modern English learning environments. While previous studies have emphasized the effectiveness of educational videos, understanding why students choose to use these resources regularly is equally important for explaining learning behavior in digital environments.

From the perspective of the Technology Acceptance Model (TAM), students' tendency to use educational videos is influenced by perceived usefulness and perceived ease of use, which shape technology adoption and usage behavior (Scherer et al., 2019).

In this study, students' tendency refers to students' behavioral patterns in accessing, selecting, and utilizing educational videos for English learning, including frequency of use, learning purposes, content preferences, perceived usefulness, and ease of access. Students who perceive educational videos as useful and accessible are more likely to integrate them into their learning activities on a regular basis.

Therefore, examining students' tendency is important for understanding how educational technologies become embedded in learners' daily learning practices. Although educational videos have become increasingly popular in English language learning, existing studies have primarily focused on their effectiveness and students' perceptions of technology integration. Despite the growing body of research on educational videos, empirical evidence regarding students' actual tendency to access, select, and utilize educational videos and its relationship with learning engagement remains limited.

Furthermore, studies examining students' tendency and learning engagement simultaneously remain relatively scarce, particularly among university students in English language education. Consequently, there is still a need to better understand the relationship between students' tendency to use educational videos and their engagement in English learning activities.

Based on the identified gap, this study aims to investigate university students' tendency to use educational videos for English learning and examine its relationship with learning engagement. Specifically, this study addresses the following research questions: (1) What is the tendency of university students to use educational videos for English learning? and (2) Is there a relationship between students' tendency to use educational videos and learning engagement?

This study is expected to contribute theoretically to the development of Technology-Enhanced Language Learning (TELL) and Technology Acceptance Model (TAM) research while providing practical insights into students' digital learning behavior in English language learning. Unlike previous studies, which have largely focused on the effectiveness of educational video content or students' views on technology adoption, this study emphasizes students' tendencies in using educational videos and their relationship to participation in the learning process.

The uniqueness of this research lies in its emphasis on patterns of educational video use by students, including how often they use them, the learning goals they aim to achieve, the types of content they prefer, the perceived benefits, and ease of access, as well as how all of these factors relate to student engagement in English language learning.

2. Method

This study employed a quantitative correlational research design to investigate university students' tendency to use educational videos for learning English and its relationship with learning engagement. A quantitative approach was applied because the data were collected in numerical form and analyzed using statistical procedures (Creswell & Creswell, 2018). Meanwhile, the correlational design was used to examine the relationship between variables without manipulating the research variables. This design is commonly used in educational technology research to analyze students' learning behavior in digital learning environments (Scherer et al., 2019)

The study was conducted at the English Education Study Program of Institut Agama Islam Negeri (IAIN) Parepare. This research location was selected because students are actively involved in English learning activities and are familiar with digital learning media such as educational videos. In addition, university students are considered suitable participants for technology-based learning research because they frequently interact with digital learning environments (Shadiev & Yang, 2020) Therefore, the research setting was considered relevant for examining students' tendency to use educational videos in English learning

The participants of this study were students of the English Education Study Program at IAIN Parepare. The population consisted of approximately 300 students, while 100 students were selected as the research sample. The participants were chosen using simple random sampling to ensure that every student had an equal opportunity to participate in the study. This sampling technique is widely used in quantitative research because it helps researchers obtain representative data and minimize research bias (Creswell & Creswell, 2018).

The data in this study were collected using a structured questionnaire designed to measure students' tendency to use educational videos and learning engagement. The questionnaire applied a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5), which is commonly used in educational research to measure attitudes and perceptions (Taherdoost, 2019). The questionnaire consisted of 35 items divided into two sections. Section A focused on students' tendency to use educational videos, while Section B focused on learning engagement, including cognitive, emotional, and behavioral engagement.

The questionnaire was developed based on relevant theoretical frameworks, particularly Technology-Enhanced Language Learning (TELL) and the Technology Acceptance Model (TAM). In Section A, students' tendencies were measured using several indicators, including frequency of use, learning purposes, content type, usefulness, and ease of use. The tendency scores were then categorized into five groups based on the mean score classification: very low (1.00–1.80), low (1.81–2.60), moderate (2.61–3.40), high (3.41–4.20), and very high (4.21–5.00).

Meanwhile, Section B measured students' learning engagement through cognitive, emotional, and behavioral aspects of learning. These indicators were adapted from previous studies related to technology-based learning and

educational video usage in English learning.

The data collection procedure involved several steps to ensure that the instrument and data were appropriate for analysis. First, the questionnaire was developed based on theoretical indicators and previous studies related to educational videos and learning engagement. Before distributing the questionnaire, the instrument was tested for validity and reliability to ensure the accuracy and consistency of the data.

The validity test was conducted using Pearson Product-Moment Correlation to examine whether each questionnaire item measured the intended construct, while reliability was measured using Cronbach's Alpha. The results indicated that all questionnaire items were valid and reliable for measuring students' tendency and learning engagement in English learning. After the instrument had been validated, the questionnaire was distributed to the participants, and the completed responses were collected and organized for statistical analysis. Before data collection, participants were informed about the purpose of the study, and their participation was voluntary. All responses were treated confidentially and used solely for research purposes.

The data obtained from the questionnaire were analyzed using descriptive and inferential statistical techniques with SPSS. Descriptive statistics, including mean, percentage, and standard deviation, were used to describe students' tendency and learning engagement. Meanwhile, inferential statistics using Pearson Product-Moment Correlation were applied to examine the relationship between students' tendency to use educational videos and learning engagement. Pearson Product-Moment Correlation was selected because the variables in this study were measured using numerical Likert-scale data and the research aimed to examine the strength and direction of relationships between variables.

This statistical analysis is widely used in educational research to analyze relationships among behavioral and learning variables (Field, n.d.). Pearson correlation analysis is appropriate for identifying the strength and direction of relationships between quantitative variables measured using Likert-scale data (Schober et al., 2018). The results of the analysis were then presented in the form of tables, charts, and descriptive explanations to provide a comprehensive understanding of students' digital learning behavior in English learning.

3. Result

This section presents the findings of the study concerning university students' tendency to use educational videos for English learning and its relationship with learning engagement. The data were collected through questionnaires distributed to 100 students of the English Education Study Program at IAIN Parepare. The findings are presented through validity and reliability tests, descriptive statistics, category analysis, and inferential statistics using Pearson Product-Moment Correlation.

3.1 Descriptive Statistics

Descriptive statistics were used to examine students' tendency to use educational videos and their learning engagement. The results indicated that both variables were categorized as high based on the obtained mean scores.

Table 3.1 Descriptive Statistics

Variable	Mean	Standard Deviation	Minimum	Maximum
Tendency to use educational videos	73.37	10.44	50	100
Learning engagement	35.35	5.21	20	50

Based on Table 3.1, the mean score for students' tendency to use educational videos for English language learning is 73.37, with a standard deviation of 10.44. The mean score for learning engagement is 35.35, with a standard deviation of 5.21. The relatively low standard deviation values indicate that the respondents' responses were consistent and did not exhibit substantial variation. This finding suggests that the use of educational videos as a learning resource is not limited to a small number of students but has become a common learning practice among English Education students.

The high tendency score indicates that educational videos have evolved from merely supplementary learning tools into one of the primary resources for learning English. This finding suggests a shift in students' learning behavior toward a more digital, flexible, and student-centered learning environment. Furthermore, the high learning engagement score demonstrates that video-based learning is not only associated with frequency of access but also with students' involvement in understanding learning materials, maintaining attention, and actively participating in the learning process.

These findings imply that educational videos have the potential to promote more interactive and meaningful learning experiences. This result supports the view that educational videos can function not only as content delivery tools but also as learning resources that encourage active student engagement in Technology-Enhanced Language Learning (TELL) environments. However, their effectiveness largely depends on how students actively and purposefully utilize the videos, rather than using them solely as a passive source of information consumption. Therefore, students' tendency to use educational videos appears to be closely associated with their active participation and engagement in English learning activities.

3.2 Category of Students' Tendency

Table 3.2 Category of Students' Tendency

Category	Frequency	Percentage
Very Low	0	0%
Low	3	3%
Moderate	23	23%
High	61	61%
Very High	13	13%
Total	100	100%

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Very Low	0	0%
Low	3	3%
Moderate	23	23%
High	61	61%
Very High	13	13%
Total	100	100%

Based on Table 3.2, most respondents were categorized in the high tendency category, accounting for 61% of the total participants. In addition, 13% of the students were classified in the very high category, while 23% were categorized as moderate and only 3% as low. No respondents were classified in the very low category. These findings indicate that educational videos have become a commonly adopted learning resource among university students, with most respondents demonstrating a high level of tendency toward video-based English learning.

The dominance of the high and very high categories (74%) indicates that educational videos have gone beyond their function as supplementary learning tools and have become an essential element of students' English learning routines. This pattern illustrates a strong trend toward video-based learning, which may reflect students' need for learning resources that offer togetherness, freedom, and faster access to information than conventional learning materials. These results also indicate that students are not only accessing digital content but are also actively integrating educational videos into their learning methods to improve comprehension, review difficult concepts, and reinforce classroom learning.

From the perspective of Technology-Enhanced Language Learning, the results of this study highlight the importance of increasingly advanced digital technology in fostering student autonomy and supporting a student-centered learning environment. The high percentage of students in this category indicates that educational videos can help them take greater responsibility for their own learning process by giving them control over the pace, frequency, and timing of their learning activities. Furthermore, these results can also be analyzed through

the Technology Acceptance Model, which suggests that technology adoption is influenced by how individuals perceive its benefits and ease of use.

Therefore, the significant growth in the use of educational videos may indicate that students recognize the clear learning benefits of this resource and view it as a useful tool for achieving their academic goals. However, high usage rates do not always guarantee effective learning outcomes. It is possible that students vary in how critically and attentively they engage with video content, suggesting that the educational value of videos depends not only on access and frequency of use, but also on the quality of participants' engagement with the material.

3.3 Pearson Product-Moment Correlation

Pearson Product-Moment Correlation analysis was conducted to examine the relationship between students' tendency to use educational videos and their learning engagement. Pearson correlation is commonly used to determine the strength and direction of relationships between quantitative variables (Schober et al., 2018)

Table 3.3 Pearson Product-Moment Correlation

		TOTAL_X	TOTAL_Y
TOTAL_X	Pearson Correlation	1	,766**
	Sig. (2-tailed)		<,001
	N	100	100
TOTAL_Y	Pearson Correlation	,766**	1
	Sig. (2-tailed)	<,001	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Variabel	Pearson Correlation (r)	Sig. (2-tailed)	N
Students' Tendency – Learning Engagement	0.766	< 0.001	100

Based on Table 3.3, Pearson's product-moment correlation analysis indicates that there is a correlation coefficient of 0.766 between students' tendency to use educational videos and their engagement in learning, with a significance level below 0.001. The analysis was conducted on data obtained from 100 respondents. Given that the significance value is less than 0.05, the relationship between these two variables is considered statistically significant.

The results of the study indicate a significant and positive relationship between students' tendency to use educational videos and their participation in learning. According (Schober et al., 2018), a correlation coefficient of 0.766 falls into the category of a very strong positive correlation. These results indicate that

students who demonstrate a stronger tendency to use educational videos tend to exhibit higher levels of engagement in English learning activities. Thus, the use of educational videos appears to be closely related to students' cognitive, emotional, and behavioral engagement in the learning process.

From a broader perspective, the presence of a significant correlation suggests that educational videos are not merely an additional resource for learning, but can also serve as a key element in the student learning process. These findings support the concept of Technology-Enhanced Language Learning, which highlights the role of digital technology in creating a more interactive and student-centered learning environment. Students who frequently use educational videos may have greater opportunities to adjust their learning pace, review difficult material, and access various learning resources, which can enhance their engagement levels.

However, the nature of the correlation in this study does not indicate a causal relationship. While a strong association is acknowledged, it cannot be concluded that the use of educational videos directly increases engagement in learning. The presence of other factors, such as student motivation, self-regulation skills, digital literacy skills, or past learning experiences, may also influence the observed relationship. Therefore, the results of this study should be understood as evidence of a relevant association, not as a direct cause-and-effect relationship. This finding highlights the importance of integrating educational videos into English learning environments to support students' engagement and independent learning practices.

To provide a clearer visualization of the relationship between students' tendency to use educational videos and learning engagement, Figure 1 presents the distribution of engagement levels across tendency categories.

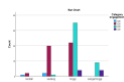


Figure 1. *Relationship Between Students' Tendency and Learning Engagement*

Figure 1 provides a visual representation of the relationship between students' tendency to use educational videos and their learning engagement. The figure shows a clear pattern in which students categorized as having high and very

high tendency levels were predominantly associated with high and very high engagement levels. In contrast, students with lower tendency levels were more likely to demonstrate moderate or low engagement.

This pattern suggests that increased use of educational videos is closely related to students' active participation in English learning activities. The distribution presented in the figure supports the Pearson correlation result ($r = .766$, $p < .001$), indicating a strong positive relationship between the two variables. These findings imply that educational videos may play an important role in encouraging students' cognitive, emotional, and behavioral engagement by providing accessible and flexible learning opportunities.

4. Discussion

Research findings show that university students have a clear tendency to utilize educational videos in their English language learning process. These results indicate that educational videos have now become an essential part of how students learn, rather than merely serving as a supplementary resource. The widespread use of educational videos may reflect a shift in learning preferences in the digital world, where students prefer learning resources that offer flexibility, ease of access, and opportunities for self-directed learning. Educational videos provide learners with the opportunity to gain understanding, demonstrations, and authentic language input anytime and anywhere, allowing them to continue learning outside the classroom environment.

This finding is consistent with (Shadiev & Yang, 2020), who emphasized that technology-enhanced language learning promotes flexible and autonomous learning experiences. Thus, the high prevalence found in this study suggests that educational videos have become a crucial element in students' self-directed learning strategies and daily study routines.

The strong trend toward using video as an educational tool can be further explained through the principles of Technology-Enhanced Language Learning (TELL). TELL emphasizes the importance of using digital technology to support learner autonomy, personalized learning, and student-centered learning experiences (Shadiev & Yang, 2020). Educational videos provide students with the opportunity to set their own learning pace, review difficult concepts, and select materials that align with their personal needs and proficiency levels. Similarly, (Choirul Huda et al., 2023) found that online learning resources enable learners to choose materials according to their learning goals, proficiency levels, and individual preferences, thereby supporting more personalized learning experiences.

This flexibility allows students to take greater ownership of the learning process and encourages active learning. Consequently, these findings support the view that educational videos are not merely technological tools but also meaningful learning resources that support independent and autonomous language learning. This perspective is also consistent with (Maharani & Hidayat, 2025), who

emphasized that technology integration in English language teaching can facilitate more student-centered and meaningful learning experiences when digital tools are purposefully incorporated into instructional practices.

The research findings also indicate that students demonstrated high levels of engagement in learning. These findings suggest that educational videos can contribute not only to knowledge acquisition but also to students' cognitive, emotional, and behavioral engagement during learning activities. By using video-based learning, students can maintain their concentration, improve their understanding of the material being taught, and participate more actively in the learning process. The visual and auditory elements in educational videos can help students process information more effectively and increase their interest and motivation to learn.

These findings are consistent with (Zhang et al., 2025), who reported that active learning strategies implemented through educational videos enhance students' cognitive, emotional, and behavioral engagement. As a result, educational videos appear to create a more interactive, meaningful, and engaging learning experience for students in the context of English language learning. This finding is also supported by (Tjalla et al., 2023), who reported that technology-mediated learning environments can facilitate students' participation and interaction in EFL learning activities, thereby contributing to greater engagement during the learning process. Similarly, (Ilyas & Kaniadewi, 2023) found that students perceived digital media as enjoyable and effective learning resources that increased their interest, motivation, and participation in language learning activities.

Furthermore, the Pearson correlation analysis revealed a strong positive relationship between students' tendency to use educational videos and learning engagement ($r = .766$, $p < .001$). This finding indicates that students who demonstrate a stronger tendency to use educational videos are more likely to exhibit higher levels of engagement in English learning activities. The result can also be interpreted through the Technology Acceptance Model (TAM), which suggests that technology adoption is influenced by users' perceptions of usefulness and ease of use (Scherer et al., 2019).

When students perceive educational videos as accessible, beneficial, and relevant to their learning needs, they are more likely to use them consistently and engage actively with learning content. Therefore, the strong correlation identified in this study highlights the close association between educational video usage and students' engagement in technology-enhanced learning environments.

Although there have been positive results, several limitations and challenges must be considered. Educational videos do not automatically lead to successful learning, as their effectiveness depends heavily on how actively students engage with the material. A heavy reliance on video-based learning can lead to students becoming passive if they access information without critical analysis, note-taking, discussion, or active practice. Additionally, students may face

distractions from digital devices, difficulties in managing an overload of information, and challenges in finding reliable learning materials amidst the vast amount of content available online.

The success of educational videos also depends on the quality, relevance, and delivery method of the selected videos. This finding is consistent with Mayer (2020), who argued that the effectiveness of multimedia learning depends on appropriate instructional design and content quality. Therefore, lecturers should carefully select and integrate educational videos into structured learning activities to maximize their pedagogical value. This recommendation is consistent with (Noviasmy et al., 2023), who emphasized that the effectiveness of digital learning tools depends on how they are purposefully integrated into teaching and learning activities.

Furthermore, the benefits of video-based learning can be hindered by reliance on the internet, unequal access to digital resources, and differences in digital literacy skills among students. Finally, since this study employs a correlational approach, the results should be interpreted as evidence of a significant association, not as a direct cause-and-effect relationship. Further research could explore how various types of educational videos influence aspects of engagement and English learning outcomes within a broader educational context.

5. Conclusion

This study concluded that university students in the English Education Study Program at IAIN Parepare demonstrated a high tendency to use educational videos for English learning and a high level of learning engagement. The findings indicated that educational videos have become important learning resources that support students' English learning activities. Furthermore, the Pearson Product-Moment Correlation analysis revealed a strong positive relationship between students' tendency to use educational videos and learning engagement ($r = .766, p < .001$). This finding suggests that students who demonstrate a stronger tendency to use educational videos are more likely to exhibit higher levels of engagement in English learning activities.

The findings contribute to the development of Technology-Enhanced Language Learning (TELL) by providing insights into students' digital learning behavior and the role of educational videos in supporting engagement within technology-enhanced learning environments. However, because this study employed a correlational design, the findings should be interpreted as evidence of a significant association rather than a direct causal relationship. In addition, this study was limited to students of the English Education Study Program at IAIN Parepare and focused only on students' tendency and learning engagement through a quantitative approach.

Therefore, future studies are recommended to involve broader populations, employ mixed-method or experimental designs, and examine additional variables such as learning motivation, self-regulation, and digital literacy to gain a more comprehensive understanding of students' use of educational videos in English language learning.

Suggestion

Based on the findings of this study, lecturers are encouraged to integrate educational videos strategically into English learning activities to enhance students' engagement while ensuring that video-based learning is accompanied by interactive tasks, discussions, and reflective activities. Such an approach may help prevent passive learning behavior and maximize the educational value of video resources. Students are also encouraged to use educational videos critically and purposefully by selecting reliable content, managing their learning time effectively, and actively engaging with the material rather than consuming information passively.

In addition, educational institutions should support the effective use of educational videos by improving digital literacy and providing equitable access to digital learning resources. Curriculum developers may also consider incorporating educational videos into technology-enhanced English learning activities to promote student engagement and autonomous learning. Future researchers are recommended to conduct similar studies involving larger populations and diverse educational contexts. Further studies may also investigate additional variables, such as digital literacy, self-regulated learning, and learning motivation, or employ qualitative and mixed-method approaches to gain a deeper understanding of students' experiences and digital learning behavior in English language learning.

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