Intensity of Use and Quality of Youtube Information on Increasing Motivation in Learning Religion for High School Students

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ARTICLEINFO	ABSTRACT
	The development of new media encourages learning changes for high school students. Continuous penetration attracts students to use more media in their learning activities. This study aims to determine the effect of intensity of use and quality of information on social media Youtube on increasing motivation to study religion for high school students. The intensity of using YouTube media has an influence on students' learning motivation. The increased intensity of using learning media and the quality of information from good information sources can achieve the expected learning objectives. The research method used is quantitative, with descriptive analysis and multiple linear regression analysis. The results showed that increasing the intensity of the use of YouTube media in obtaining religious learning information, and the quality of the information obtained, directly affected the increase in student learning motivation. Students prefer to learn with interesting and repeatable visualizations. The use of media for learning can increase student motivation and achievement in general. **Keywords :** Usage Intensity, Information Quality, Youtube, Learning Motivation, Religion

I. INTRODUCTION

Information and Communication Technology or commonly abbreviated as ICT are all technologies related to information handling. In English, ICT is also called Information and Communication Technology (ICT). ICT is a technology related to capturing, collecting, processing, storing, disseminating, and presenting information. ICT is similar to Information Technology (IT) but the main focus of ICT is on communication technology, such as the internet, wireless networks, cell phones, and other communication media (Prihantoro, 2020). Examples of information and communication technology are computers; Internet (websites, blogs and e-mail); Live broadcast technology (radio, television, and webcasting); broadcast technology (podcasts), audio and video players, and storage devices); Telephone (cable phone, cell phone, satellite,

Visio or video conferencing). (Arum Sutrisni Putri, 2022).

The development of technology today is very fast, making it easier for us to access various information. There are even lots of digital platforms. Examples are YouTube, Instagram, TikTok, Facebook and so on. these various platforms compete to pamper their users with various interesting features. and currently these platforms are widely used as learning media. Learning media is a learning component that has an important role in teaching and learning activities. The use of appropriate learning media can affect the quality of the process and the results achieved.

During the 2010-2020 period, the average increase in the percentage of the population who already own/master cell phones is 2.48 percent per year. When viewed based on regional classification, rural areas have a larger average population growth with cellular phones, namely 2.75 percent, while urban areas are 2.01 percent. This shows the strong penetration of cellular phones to remote rural areas. (Badan Pusat Statiatik, 2020).

Reporting from we are social (Nathan McDonald, 2022) In accessing digital media, internet users in Indonesia spend varying amounts of time. Daily average time for using the internet: 8 hours, 36 minutes (2021: 8 hours, 52 minutes/down 3%). Average daily television viewing time (broadcast, streaming and video on demand): 2 hours, 50 minutes (same as previous year). Daily average time using social media via any device: 3 hours, 17 minutes. Average daily time spent getting music: 1 hour, 30 minutes (2021: 1 hour, 30 minutes/11.1% increase). Daily average gaming time: 1 hour, 19 minutes (2021: 1 hour , 16 minutes/3.9% increase).

Along with the development of technology, the education system has changed. These changes have occurred because various innovations have been made

in the world of education. As a result of this influence, education is progressing. In the last ten years another paradigm has been changes in the context of learning centers. In the past, the teacher was the center of learning (Teacher Centric), but now it has shifted to becoming students as learning centers (Learner Centric), where students can explore further by looking for references to lessons through various learning sources, one of which is the internet. Through the internet, learning process activities continue to be directed towards a more flexible in relation to space and time.

Internet users in Indonesia have many reasons why they use the internet. The reasons Indonesians use the internet are: The role of educators has shifted from its original function as a primary source of learning to become a facilitator. Sophisticated technology and fully automated work relying on robots and big data are considered capable of answering all problems and understanding the human spirit needed by people who have intelligence and strong psychological character. The transformation in education is undeniable. In this case, the latest educational model is proven to be better than the old educational model in the context of transferring knowledge to students. (Fitri, 2019).

In times like today, learning should no longer be something boring, like it was a few decades ago. The effect of the rapid development of information technology is that teaching materials can be presented with moving, not boring, and information-rich sound and images. One of them is the use of YouTube media in learning, YouTube is one of the social media that is very popular among various groups, both children and even parents. Launching from the we are social website website, YouTube occupies the second place as the most visited website.

The purpose of using YouTube as a learning medium is to create more interesting, fun and interactive learning conditions and atmosphere. Learning videos

on YouTube can be used for interactive learning in class, both for students and teachers themselves through online and offline presentations. Utilization of YouTube as a learning medium can be used at any time without being limited by time and space, provided that the computer or presentation media is connected to the internet.

Many of the students were less interested in studying PAI at the state high school level, one of which was the lack of interest in the delivery/teaching conducted by Islamic Religious Education teachers. Many of the PAI teachers use the lecture method more in learning. So that students often feel bored with learning Islamic Religious Education. The quality of the information presented by educators also influences students' learning motivation towards PAI subjects. So it is important for educators to regularly update the information submitted so that students are more interested in learning Islamic Religious Education subjects.

Meanwhile, the interest in learning PAI is to feel like it so that it creates an attachment to PAI lessons without coercion. Interest in learning that exists in students will encourage learning to be more active to understand so that by itself they will master the subject more than other students. PAI is a lesson in high school, a lesson that discusses the ins and outs of Islamic teachings with the aim of changing normative and textual students' ways of thinking to empirical ways of thinking and being able to provide interpretations of meaning in understanding and explaining Islamic teachings and values and willing to practice them in the middle of life. (Muhammad Dahlan, 2018).

Several previous studies that had the same theme included research from Herly Oktiana with the title The Effect of Using Youtube Video Media on Learning Motivation and Learning Outcomes of Islamic Religious Education (Pai) at SMP Negeri 20 Bengkulu City. The research was conducted on class VIII B SMP Negeri 20 Bangalore City. The results showed that the Multivariate Anova Test or F Test showed that the results of the joint influence test between YouTube video media on learning motivation and learning outcomes in Islamic Religion education used the Multivariate Anova Test (Manova) or F Test. From the table it is known that the value of F-count of 4.735 with an F-table value of 4.01 with a p value of 0.013. Because the F-value > F-table or p-value <0.05, it is said that there is a joint influence between YouTube video media on learning motivation and learning outcomes in Islamic Religion education.

The second study conducted by Arifana entitled the influence of the use of social media Facebook and YouTube on the communication behavior of students at Madrasah Tsanawiyah Aisyiyah in North Sumatra. The research was conducted on students at Madrasah Tsanawiyah Aisyiyah in the North Sumatra region. The students referred to in this study were active students using both social media, namely Facebook and YouTube. The results showed that after the F test was carried out, to find out whether there was an effect of variables X1 and X2 jointly (simultaneously) on variable Y, the calculated F value was 20.05 and this value was greater than the table F value of 3.16. So this shows that there is a significant influence between the use of Facebook and YouTube social media on the communication behavior of Madrasah Tsanawiyah Aisyiyah students in the North Sumatra region.

Based on the background described above, the goal to be achieved in this study is to find out and analyze the influence of the intensity of the use of YouTube social media on increasing the learning motivation of Islamic Religious Education students of class X SMA Negeri in Depok city. Learning using YouTube media will be very useful because the Covid-19 outbreak is still hitting Indonesia and the government prohibits crowds to prevent transmission of Covid-19.

Therefore, researchers are interested in researching the influence of YouTube media on motivation to study Islamic religious education, especially in the city of Depok.

II. METHODS AND MATERIAL

The research method used in this research is causal quantitative through surveys. Causal quantitative research through surveys basically leads to research in which the hypothesis testing is analyzed using path analysis or lisrel (linear structural relations) or SEM (structural equation modeling). (I made son: 2022).

The quantitative method is called the traditional method, because this method has been used for a long time, so it has become a tradition for research. This method is called the positivistic method because it is based on the philosophy of positivism. This method is a scientific scientific method because it fulfills scientific principles, namely concrete, empirical, objective, measurable, rational, and systematic. This method is also called the discovery method, because with this method various new science and technology can be discovered and developed. This method is called the quantitative method because the research data is in the form of numbers and the analysis uses statistics. (Sugiyono., 2019).

Data collection uses research instruments, data analysis is quantitative/statistical in nature with the aim of testing the hypotheses that have been set. The variables used to determine the causal effect between the independent variables and the dependent variable are data analysis processes in the form of quantitative data. Data analysis was performed using multiple regression analysis of two independent variables on one dependent variable, each of which has known values as a guide to determine the effect of the independent variables on the dependent variable under study.

III. RESULTS AND DISCUSSION

Respondent Data Analysis

The population of this study were all students of class X SMA Negeri in Depok City with a total of 5,048 students. Then use the sampling technique with random sampling. Random sampling is a sampling technique in which all individuals in the population either individually or collectively are given the same opportunity to be selected as members of the sample. sampling using the slovin formula. So the sample range that can be taken from the Solvin technique is between 10-20% of the 5,048 study population, namely 505 people.

The following is the respondent's data by gender:

Table 1 Respondents by Gender

No	Gender	Frequency	(%)
1	Male	220	43,6
2	Female	285	56,4
	Total	505	100

Based on table 1, it is known that of the 505 respondents, 220 of them were male with a percentage value of 43.6%. Meanwhile, there were 285 female respondents with a percentage value of 56.4%.

Research Data Analysis

This study analyzed the influence of the intensity of YouTube usage (variable X1) and quality of information (variable X2) on increasing motivation to learn Islamic religious education for class X SMA Negeri in Depok. The researcher uses a Likert scale interval which has a range of answers that are worth 1 to 5. Value 1 means the respondent states Strongly Disagree with the statements contained in the questionnaire, value 2 means the respondent states Disagree with the statements contained in the questionnaire, value 3 means the respondent states less agree with the statements contained in the questionnaire, a value of 4 means that the respondent

agrees with the statements contained in the questionnaire, a value of 5 means that the respondent strongly agrees with the statements contained in the questionnaire.

Descriptive Analysis of Variable X

The variable X or the independent variable used in this study consists of the variable X1, namely the intensity of using social media YouTube (X1). The following is the questionnaire data on variable X and its description.

Validity test

Validity test is used to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. The significance test was carried out by comparing the value of r count with r table for degree of freedom (df) = n-2 = 505-2 = 503, in this case n is the number of samples and alpha = 0.05 so that the value of r table is 0.088. If r count is greater than r table and the value is positive, then the item or question or indicator is declared valid. The following are the results of the validity test:

Table 2. The results of the validity test of the intensity variable on the use of YouTube social media (X1)

Indicator	R-count	R-table	Information
X1.1	0,451		Valid
X1.2	0,447		Valid
X1.3	0,290		Valid
X1.4	0,523	0,088	Valid
X1.5	0,557		Valid
X1.6	0,347		Valid
X1.7	0,348		Valid

Based on the validity test in Table 2, it shows that all indicators in the X1 variable are valid as measured by the R-count value which is greater than the R-table value (0.088).

Table 3. The results of the validity test of the variable student learning motivation (Y)

Indicator	R-count	R-table	Information
Y1	0,369		Valid
Y2	0,395		Valid
Y3	0,735		Valid
Y4	0,745		Valid
Y5	0,720		Valid
Y6	0,694		Valid
Y7	0,798		Valid
Y8	0,545	0,088	Valid
Y9	0,726		Valid
Y10	0,705		Valid
Y11	0,453		Valid
Y12	0,529		Valid
Y13	0,426		Valid
Y14	0,470		Valid
Y15	0,333		Valid

Based on the validity test in Table 3, it shows that all indicators in the Y variable are valid as measured by the R-count value which is greater than the R-table value (0.088).

Reliability Test

This reliability test aims to determine the determination of the value of the questionnaire, which is a reliability research instrument when tested in the same group, even though the testing time is different, it will still produce consistent and stable results. Reliability is the result of research where there are data similarities at different times. (Sugiyono, 2019).

The questionnaire can be said to achieve these three aspects if the reliability coefficient is positive and greater than 0.6. The technique used in this reliability test is Alpha Cronvach. This technique is used because the instrument used is a questionnaire whose scale has

a range of values from 5 to 1. The following are the results of the reliability test of each variable:

Table 4. Variable Reliability Test

No	Variable	N of item	CronBach's Alpha	Information
1	X^1	7	0,699	Reliable
2	X^2	8	0,758	Reliable
3	Y	15	0,752	Reliable

Based on the results of the Reliability test above, it can be seen that the CronBach's Alpha value for each variable is greater than 0.6 so that the data in the study is said to be reliable.

Multiple Linear Regression Analysis

In this study there were three variables, of which two variables were the independent variable, namely the intensity of using YouTube social media (X1) and the dependent variable, namely learning motivation (Y). This multiple linear regression analysis aims to be able to solve the relationship problem of the independent variable and the dependent variable.

Table 5 Multiple linear regression models

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	38,773	2,291		16,927	,000
media youtube	,542	,166	,286	3,275	,001
a. Dependent Variable: motivasi belajar					

Based on table 5, the multiple linear regression equation is obtained as follows:

$$Y = 38.773 + 0.542\ X1 + e$$

The above equation can be explained as follows:

1. Based on the results of the regression equation above, a constant value of 38.410 is obtained. This means, if the condition variable (X1) is considered constant, then the Y variable is 38.773.

2. The value of the regression coefficient at X1 is positive so that it can be said that the variable has a positive relationship to variable (Y). This means that if X1 experiences a one-unit increase in the variable, it will result in the variable Y also increasing by the value of the regression coefficient.

Determination Coefficient Test

The coefficient of determination (R^2) is carried out to see whether there is a perfect relationship or not, which is indicated by whether changes in the independent variable will be followed by the dependent variable in the same proportion. This test is by looking at the value of R Square (R2). The value of the coefficient of determination is between 0 and 1. Furthermore, the small R^2 value means that the ability of the independent variables to explain the variation in the dependent variable is very limited. Values close to 1 mean that the independent variables provide almost all the information needed to predict the dependent variation.

The value used in this study is the R Square value because this value can increase or decrease if one independent variable is added to the model being tested. Adjusted R Square values can be seen in table 6 below:

Table 6 The results of the coefficient of determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,402[a]	,161	,158	6,09115
a. Predictors: (Constant), media sosial youtube				
b. Dependent Variable: Motivasi belajar				

Based on table 6 it can be seen that the Adjusted R Square value is 0.158 or 15.8%. This can be interpreted that the independent variable intensity of using social media youtube (X1), can explain the dependent variable Work motivation (Y) of 15.8%, while the remaining 84.2% is explained by other factors not examined.

This research was conducted online via the Google Form website with the website address: https://forms.gle/3LzzYJSgKzS2dSds5. Based on the sample obtained by respondents as many as 505 people who were all class X public high school students, namely 220 of them were male, and 285 of them were female. Statement Variable X1 (the intensity of use of social media youtube) is declared valid with R count more than R table (0.088). The variable statement instrument used as a questionnaire was declared reliable with a Cronbach Alpha value of 0.699 in the X1 variable statement item, and 0.752 in the Y variable statement item.

Based on the results of multiple regression analysis, a constant value of 38.773 was obtained. This means, if the condition variable (X1) is considered constant, then the Y variable is 38.773. The regression coefficient value at X1 is positive so that it can be said that this variable has a positive relationship to variable (Y). This means that if X1 experiences a one-unit increase in the variable, it will result in the variable Y also increasing by the value of the regression coefficient.

$$Y = 38.773 + 0.542 \, X1 + e$$

In addition, with a coefficient of determination of 0.158 or 15.8%. This can be interpreted that the independent variable the intensity of the use of social media youtube (X1), can explain the dependent variable Learning motivation (Y) of 15.8%, while the remaining 84.2% is explained by other factors not examined. Based on the results of the t test in this study, the social media variable youtube (X1) has a significance level of 95% (α = 0.05). Significance figure (P Value) of 0.010 <0.05. On the basis of this comparison, H0 is rejected or it means that the intensity variable of the use of YouTube social media (X1) has a significant influence on the learning motivation variable (Y).

Analysis and Discussion

Many factors influence and contribute to student learning motivation, one of which is the use of the social media YouTube. Through Youtube, videos about various events can be distributed and can be seen by people all over the world. The whole community has the opportunity to comment on the video and participate in open discussions and conferences. This innovation is a powerful driving force for change around the world. The traditional stereotypes of societal groups thus began to recede. Most videos uploaded are for entertainment, information and promotion purposes.

According to Shoelhi (2015) with its unique nature, new social media has brought interaction in society to a complex level and is interrelated through convergence and global networks. The new social media has become a vehicle for accelerating and strengthening the globalization of information. So far, the globalization of information has tended to drive progress which has led to the transformation of almost all aspects of people's lives throughout the world. The ongoing social transformation is inevitable although with different degrees according to their respective levels of social, cultural, economic, political and technological status.

This study aims to determine the effect of using YouTube social media on learning motivation. Discussion of the test results as follows: The results of this study indicate that YouTube social media has an effect on student learning motivation. These results

are indicated by a significance level value that is less than 0.05 (0.000 < 0.05). Thus in this study shows that Hypothesis 1 (Ha) is accepted.

In addition, the research findings of Hamim Tohari, et al, with the title "The Influence of Using Youtube on Learning Motivation and Student Learning Outcomes." Journal of Educational Technology, 2019, from the results of the study motivation of Semester IV students of the PNM Computerized Accounting Study Program who use Youtube as a learning resource in the Database Design course for SQL material is in the very good category. There is a significant influence from the use of Youtube as a learning resource in the Database Design subject for SQL material by Semester IV students of the PNM Accounting Computerization Study Program on student learning outcomes.

This does not conflict with the theory of learning media, according to Daryanto media is the plural form of the word medium. The medium can be defined as an intermediary or introduction to communication from the sender to the recipient. Limitations regarding the notion of media in education, namely media used as tools and materials for learning activities.

The function of motivation according to Sardiman (2011) in relation to motivation has three functions, namely:

1. Encouraging humans to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every job to be done.

2. Determine the direction of action, namely towards the goal to be achieved. Thus motivation can provide direction and activities that must be carried out in accordance with the formulation of the objectives.

3. Selecting actions, namely determining what actions must be done in harmony to achieve the goal, by setting aside actions that are not beneficial to that goal. A student who is going to face an exam with the hope of passing, of course, will carry out learning activities

and will not spend his time playing cards or reading comics, because it does not match his goals.

Thus the position of motivation is very vital, but it does not mean that a person can achieve good learning results because the success or failure of a child in learning is not only influenced by motivation, but many factors influence it, and motivation is only one of them.

IV.CONCLUSION

As explained and presented the results of the research and data processing regarding the effect of the intensity of using social media YouTube on students' motivation to learn PAI in senior high schools in the previous chapter, it can be concluded that based on the results of data analysis from the results of the F test in this study, the calculated F value was 47.700 with a significance value (P value) of 0.000. With a significance level of 95% (α = 0.05). Significance figure (P value) of 0.000 <0.05. On the basis of this comparison, H0 is rejected or it means that the YouTube social media variable (X1) has a simultaneous significant influence on the learning motivation variable (Y). Based on the results of the t test in this study, the YouTube social media variable (X1) has a significance level of 95 % (α =0.05). Significance figure (P Value) of 0.010 <0.05. On the basis of this comparison, H0 is rejected or it means that the YouTube social media variable (X1) has a significant influence on the learning motivation variable (Y).

Theoretical Suggestions

1. The researcher realizes that in this study the sources and references directly related to the research used are lacking. Therefore, for future researchers to increase the number of sources and accurate references related to the issues raised.

2. For future researchers, it is better if the time used to research and collect data is extended so that they can conduct research in more depth.

Practical Advice

As for some of the suggestions that researchers want to convey are:

1. For students to make better use of YouTube media in a more positive direction.

2. For teachers to pay more attention to their students, especially by cultivating high morals so that they have a stronghold not to be affected by the bad deeds they get outside of school.

3. For parents, to pay attention to their children, especially when they use their cellphones to surf the virtual world and pay attention to the influence on other behaviors that are considered to be able to hinder the student learning process.

4. For researchers themselves or other parties to carry out further research with the same or different titles at different locations, targets, situations and times to ensure the research results obtained at this time.

5. For schools, to be able to provide facilities in the form of good internet to support student learning.

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