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Using YouTube Content as A Supplementary Instructional Media for Economics Subject of Senior High School

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Abstract

This research aims at observing and describing the utilization of YouTube as instructional media for Economics subject of senior high school. This research was conducted by employing a case study approach to reveal the phenomena. The research was conducted at SMAN 1 Pacitan East Java. The subjects of the research were teachers of Economic subject and students at SMAN 1 Pacitan. The data were obtained through direct observation, documentation, and literature review. The results indicated that the utilization of YouTube as instructional media is effective to motivate students' learning. It is proven by the active participation and enthusiasm of students during the learning process. However, during the implementation of Economics subject lesson with the utilization of YouTube, several constraints were found. The constraints were the quality of video uploaded, the connection of internet, and internal self-regulation of students in accessing YouTube. This research suggests to the teacher to be able to master YouTube as instructional media to create an attractive learning process. In addition, the future research could extend the research by developing more variety of instructional media that can be integrated by YouTube.

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INTRODUCTION

During learning activities, students are expected to actively develop their potential to acquire new knowledge and experiences. On that account, learning activities must be designed to offer a wider opportunity for students to develop their potential. To design such learning activities, a learning facilitator, in this context is teacher, requires to develop an instructional media that supports learning activities. The role of instructional media is not only as a means of teacher to deliver learning content but also as an instrument that provides opportunity for students to develop their abilities. Handoko and Antaridha (2019) report that the use of instructional media is able to provide students an opportunity to develop their skills. Instructional media for learning activities should be appropriately designed to satisfy learning objectives and learners' characteristics. In addition, considering the current development of technology, instructional media must be designed by integrating an advanced technology. Teachers should be able to integrate technology with instructional media they used. As supported by Dimiyati and Mudjiono (2009), teachers play an important role in utilizing and designing instructional media. Before utilizing technology as one alternative of instructional media, some considerations need to be taken into account by teachers for instance, its suitability, the pre-determined learning objectives, and learners' characteristics. In other words, when the lesson content is difficult to explain or comprehend by students, teacher must use an attractive and straightforward instructional media to support teacher's explanation.

In addition to instructional media utilized by teachers in the classroom, students also can use instructional media independently to support their learning furthermore. In 21st Century these days, the use instructional media for supporting students' learning process is inseparable. Instructional media these days, although it is considered as supplementary material, are very closely related to students' learning process. As stated by Muteheli (2017), instructional media should be an integral part of learning and teaching process to achieve the desired objectives of learning process.

During the era of globalization, it is undeniable that technology is rapidly developing. Not to mention, in the educational context, technology related to learning process and activities is also developing. In particular, technology related to instructional media and learning process these days are mostly connected to internet. What is developed on the internet can be used as instructional media. Sari and Setiawan (2018) defines that internet-based instructional media is commonly referred to as e-learning. Furthermore, E-learning can promote and appropriate to be used as a means of learning to access knowledge, fill out the content of learning, communication, interaction, activity assessment for students as well as teachers (Burgess & Ice, 2011; Sharma, Chen, & Zhang, 2014). The development of technology nowadays resulting on the advancement of social media. One of the social media that is rapidly developing these days is YouTube. YouTube is a video-based social media platform that is connected to internet and it allows the users to share and upload any video. YouTube nowadays is the most popular video sharing platform. A number of contents is provided within YouTube. Not to mention, YouTube also provides a content related to educational video. Not only a video related to entertainment, some content creators also upload videos that contain a

knowledge or lesson topic. Thus, YouTube is available to be used as one alternative of instructional media for students to acquire knowledge.

Despite of being a platform for searching for an entertainment, students can utilize YouTube as one media in the process of learning acquisition to improve their understanding and learning outcomes. YouTube is a complex media since it displays an audio and video content. Likewise, a teacher in the learning process requires instructional media and teaching materials that support in addition to books in the form of text. Thus, there will be interaction between instructional media and students in learning process. The existence of YouTube as instructional media will be able to accelerate students' understanding of the lesson content delivered by a teacher. The presence of advanced technology and media such as YouTube requires teacher to be able to adapt the current situation. This is as stated by Kamhar and Lestari (2019), the current phenomenon requires a teacher to follow the demands of the students' development with technological advances, one of which is YouTube. Furthermore, YouTube these days is popular among adolescents. Thus, it is essential for teachers to adapt and adjust their teaching with a platform that is commonly operated by students.

YouTube can be used by a teacher as an instructional media to deliver lesson content to students, as well as students in deepening the learning process. Burke & Snyder (2008) explain that YouTube is effective to be used as an innovative learning resource in addition to the textbook. The utilization of YouTube can stimulate active learning and provide additional knowledge beyond the expected abilities of students. Moghavvemi, Sulaiman, Jafaar and Kasem (2018) similarly argue that YouTube offers students abundant learning resources that are attractive to students. Furthermore, YouTube offers a convenient access to both students and teacher. These days, both students and teachers can access YouTube content vide through their gadget anytime and anywhere considering that every single individual has a personal gadget. When students can access YouTube through their personal gadget anytime and anywhere, it promotes an independent learning. Students can learn anywhere and anytime without being limited. As Stated by Shariff & Shah (2019), students feel easy to access any learning content outside the classroom. It further signifies that YouTube encourages autonomous learning among students.

Some previous research that examined YouTube for instructional media have been conducted. However, most of the research conducted did not focus on the utilization of YouTube for Economics subject in particular (Bakar, Aminullah, Sahidol, & Harun, 2019; Jalaludin, 2016; Abdillah, 2017). One research conducted by Lisnik & Janičková (2018) which examined the utilization of YouTube for Economy and Management courses. However, the research was not conducted on the Indonesian context and it did not focus on the utilization of YouTube for Senior High School students. Another research was conducted by Putri and Harsono. The research examined the utilization of YouTube for Senior High School students. The research resulted that the utilization of YouTube increases students' learning outcomes of experimental class than the control class which used conventional learning. Yet, the research did not explain how YouTube support students' autonomous learning. Therefore, this research aims at examining the utilization of YouTube for Economics subjects of senior high school students. It further aims at identifying how YouTube promotes students' autonomous learning.

YouTube is a website that facilitates users to share what they have, or limited to enjoying various uploaded by various parties. YouTube has a variety of content that can be uploaded or enjoyed by its users, including entertainment educational content, blog content, tutorial content, various activities, and much more. On the other hand, YouTube is a powerful media for learning, because it can be accessed by viewers all over the world and becomes a source of a diverse collection of learning videos (Wirahyuni, 2019).

Learning resources are all sources of various information or learning that is used to facilitate and help students improve understanding and learning outcomes to be optimal (Sanjaya, 2010). The availability of learning resources is very important in the learning process of students in mastering the knowledge being learned. According to Abdullah (2012), learning resources are instruments that are used to help overcome problems in the learning process so that learning outcomes are optimal, thus learning resources are important to be developed and systematically managed in terms of its quality and functions. Meanwhile, according to Jailani and Hamid (2016), to develop learning resources based on students must be adjusted to the principles of effectiveness and efficiency.

According to Arsyad (2011) instructional media are learning instrument that are used to convey learning information from a teacher to students. Meanwhile, according to Talibo (2013), with the use of appropriate instructional media in addition to making it easier for students to experience, and understand the lesson content in the learning process, instructional media is expected to be able to promote and encourage autonomous learning among students.

Thus, based on the above explanation, it is important to design an instructional media that is not only able to improve students' understanding of lesson content and learning outcomes. But also, it is important to design an instructional media that is able to motivate and promote students' independent learning. Students should be able to learn independently outside of the classroom. Students cannot completely rely on teacher's explanations in the classroom. When students only focus and rely on the explanation of their teacher in the classroom, they will not be able to develop and construct their own knowledge which lasts longer. As stated by Yurdakul (2017), autonomous learning is required by students to be able to construct a meaningful learning which promotes lifelong learning within student. In addition, autonomous learning promotes better organization of learning and setting of learning achievement (Yurdakul, 2017). Hence, it is important to develop students' autonomous learning. During Economics lesson, students are expected to master and acquire various knowledge since Economics consists of numerous sub-disciplines. Hariani (2015) states that Economics is a social science that requires scientific approach to be able to acquire the content. Thus, during Economics lesson students are expected to obtain knowledge through scientific approach which can make them understand the content. In addition, Economics is a complex lesson that requires students to have good analytical skills as well as critical thinking. As stated by Yunipiyanto, Trisnaningsih, and Pujiati (2020), critical thinking in Economics is important since students will deal with complex theories.

METHOD

This research employed a case study procedure to identify the utilization of YouTube as supplementary instructional media during Economics lesson of senior high school. The purpose of this research is to identify how the utilization of YouTube as an instructional media which was defined as a phenomenon that is worth to examine within a case study research. As a case study research, this research was based on the facts and conditions that were occurring in in the field. This research examined YouTube content for an instructional media by exploring, understanding, and explaining the use of content during the learning process of Economics subject by both teachers and students. This research was conducted at SMAN 1 Pacitan, East Java. In this research, the researchers played a role as an important stakeholder which planned the running of the research, executed the observation, and conducted data collection.

Based on the focus of this research that was determined above, the subjects of this research were teachers of Economics subject and students of senior high school at SMAN 1 Pacitan. The sampling technique employed the purposive sampling technique. The researchers determined the informants who were considered to meet the criteria of Economics teachers and students in SMA Negeri 1 Pacitan who used YouTube content as instructional media on predetermined Economics subjects. The secondary data was in the form of documentation of student grades in the evaluation activities, Learning Implementation Plan used by Economics subject teachers in SMA 1 Pacitan, and YouTube content used as instructional media for Economics subjects in SMA 1 Pacitan.

The observations in this study aim that researchers obtain accurate data and in accordance with the results of the interview. Observations were made by researchers by directly observing the location of the study. The second stage was interview. The interviews conducted in this study aimed to obtain in-depth data about the utilization of YouTube content as a media for learning Economics subjects that were not obtained through observation techniques. Interviews conducted in this study were in-depth interviews. The researchers conducted interviews using interview guidelines and recorded interview conversations. Documents used by the researchers was in the form of an archive of students' grade in the evaluation activities, Learning Implementation Plan used by Economics teachers in SMA Negeri 1 Pacitan, YouTube content used as instructional media, and photographs in the economic learning process in SMA Negeri 1 Pacitan.

RESULTS AND DISCUSSION

This research aims at observing the utilization of YouTube content as an instructional media of Economics subject for senior high school students in SMAN 1 Pacitan.

The Utilization of YouTube Content as Instructional Media by Teacher during Initial Lesson Activities

The teacher utilized educational content from YouTube starting from the initial lesson activities before continuing the core activities. The way the teacher utilizes YouTube content is by presenting material through learning video media that were downloaded from YouTube site. The teacher in the beginning of the lesson presented educational video content from YouTube. The video presented

were mostly video that were not directly explain the lesson content. The teacher utilized learning content from YouTube in the initial lesson activities and discussion activities in accordance with the Learning Implementation Plan. The teacher used it as an instructional media in the initial learning activities to provide stimulants which aimed at activating students' curiosity. After watching video that was downloaded from YouTube, students raised a question regarding the lesson content that would be taught by teacher. According to Wena (2014), before proceeding to the core and main lesson topic, it is important to activate and stimulate students' curiosity through instructional media.

The teacher also utilized Youtube content when discussing the core activities of lesson topic. In this activity, students were asked independently to look for videos related to the lesson content that come from YouTube. In the discussion activities, the students were enthusiastic and contented about doing the tasks given by a teacher because the media used was closely related to the daily lives of students. Students were allowed to access YouTube to look for educational content with their respective gadgets during the learning process. This is the same as what was reported by Talibo (2013) in his research, through the utilization of appropriate instructional media, in addition to making it easier for students to experience, learn and understand the lesson content in the learning process, it is also able to promote and encourage students' motivation and eagerness.

The Utilization of YouTube Content as Instructional Media by Students

During the learning process, students also employed YouTube content to support their learning and understanding about certain lesson content within Economics subject. The teacher allowed students to access YouTube only for looking for educational video that is related to the lesson topic being taught in the classroom. The students watched videos related to Economics lesson during the discussion sessions in the learning activities. The utilization of YouTube during discussion sessions with the other students aimed at promoting independent learning within student. When the students are discussion while watching videos from YouTube, students might share what they have watched in the videos. Students might share different new information and knowledge related to Economics lesson and it enriches students' knowledge acquisition. In addition, when students discover new information and knowledge or fact related to Economics subject and they have a question about, students might ask to the teacher. Furthermore, the teacher might discuss it in the classroom and it turns into new and extensive knowledge for students.

More importantly, when studying Economics, students might encounter a difficulty about certain topics. As stated by Putri (2018), Economics is one subject that offers complex theories and applications. When the students only received conventional learning method through traditional lecturing and recitation of textbook, indeed, students' understanding will be stagnant. Therefore, to resolve the above-explained issues, it requires a media that offers a straightforward approach to explain complex concepts and theories. By watching educational video from YouTube, students have better understanding about Economics subject. The educational video from YouTube offers a straightforward explanation about Economics lesson topic since it is mostly presented by having an attractive

presentation and graph. Compared to the monotonous textbook used which only offers a relative long text to explain certain topics, educational videos from YouTube offers simple and attractive way of explanation. In addition, these days, a YouTube channel that focuses on educational content has grown rapidly. Some YouTube channels that provide educational videos for learning are RuangGuru, Zenius, Quipper, Insight Chamber, and Si Bejo. Through the attractive presentation of educational videos students are able to understand the lesson content better since they are interested in watching the videos. This is in line with the research results reported by Shariff and Shah (2019); Burke and Snyder (2008); Abdillah (2017). The research has confirmed that educational videos uploaded on YouTube have successfully attracted students' motivation to learn. Consequently, when students are motivated to learn, the acquisition of knowledge will be easy.

The results of using YouTube content as an instructional media perceived by the teacher are interactive, effective and able to make students' enthusiast in the learning process. Through the utilization of interactive video as an instructional media, it can improve students' understanding and learning outcomes. According to Wena (2014), learning using YouTube content media is attracting the attention of students because it is interactive which will increase students' motivation in learning. It is explained further by Wena (2014) that the presentation of knowledge and information within educational video which is defined as multimedia promotes straightforward explanation. In most content of educational videos uploaded on YouTube, the presentation is simple, straightforward, clear, and systematic. Therefore, this condition can make students easier to acquire knowledge and information, particularly knowledge about Economics subject that is complex and multilayer.

Furthermore, students utilize educational videos from YouTube independently to support and enrich their understanding about Economics subject outside the classroom. Students utilize educational videos for learning at home. Moreover, the feature of 'watch later' in YouTube allows students to store the videos that have been watched by them and they can re-watch it later. Hence, this condition will make students' motivation to learn increase. It is undeniable that when students' motivation increases, it also increases their learning outcomes. As explained by Wena (2014), the advantages in learning by utilizing YouTube content are believed to be able to improve student learning outcomes and motivation. The improved learning outcomes are due to effective and efficient use of YouTube content as instructional media.

The Feedback Obtained in The Utilization of YouTube Content as Instructional Media by Teacher

After conducting the learning activities that utilized educational videos from YouTube, the teachers obtained positive feedback and response from the students. The students perceived that the utilization of educational videos from YouTube strongly supports students' learning process in the classroom. When the teacher showed a video downloaded from YouTube, the students were enthusiastic to watch the videos. During the initial lesson activities to stimulate the students, the teacher used videos to attract students' attention to the learning process.

Based on the observation conducted, the students directly paid attention to the videos the moment the teacher played the videos. It proves that the students

gave a positive feedback upon the method and media used by the teacher in the initial learning activity. The result obtained from the observation supports Slameto's (2010) statement. He argues that a complete and appropriate facility would complement the reception of teaching materials provided by teachers to students.

The Constraints during The Utilization of YouTube Content as Instructional Media

During the learning process by utilizing educational resources from YouTube in the form of interactive videos, students perceived that the learning was interesting and it could support them in understanding the complex lesson topics of Economics subject. Moreover, students are easy in accessing the media since they have already familiarized themselves with YouTube and its content. So, teacher does not need an extra time to explain the use of the media. Students also feel that they might learn from YouTube anywhere and anytime since it is accessible from their personal gadget. However, the students perceived that there are some constraints in the utilization of educational videos from YouTube.

The first constrain is about the quality of video content. Since the uploaders of educational video in YouTube are random, which means that every person can easily upload videos even though the uploader is not a professional video making and editing. Some videos uploaded in YouTube are a low-quality video. The low-quality video might discourage students to watch the content until it is finished. Thus, it further demotes students' motivation. Another constraint is regarding a connection speed when accessing the video. Since YouTube is the biggest video-sharing platform, the uploaded videos are sometimes require a strong connection to watch and/or download videos. Accordingly, when the connection is weak or no connection at all, the videos cannot be played or the video playing will be buffered. These constraints also demote students' motivation in the learning process. Last but not least is the constraint comes from the internal of students. As the biggest video-sharing platform in the internet, YouTube contains a great number of videos from any genre, starting from entertainment to inappropriate contents which are not suitable for students to be watched, particularly during the learning process. As said by Abdullah (2012), the utilization of learning resources in educational institutions is influenced by internal and external factors. Internal factors such as awareness, enthusiasm, attitude, interest, metacognition, ability, skills, and self-comfort for the user. External factors namely the availability of varied learning resources, easy access to learning resources that apply in schools. When students have low self-regulation and awareness, they might watch another video for entertainment instead of educational content since most of contents related to entertainment are more interesting than educational content videos.

CONCLUSION

Based on the results of this research, the utilization of YouTube content as an instructional media on Economics subjects has been in accordance with the Learning Implementation Plan. During the learning process, teacher presented the videos that were downloaded from YouTube to stimulate students in the learning process until students become motivated to learn independently and obtained

maximum learning outcomes. A teacher successfully motivates students to use YouTube content as a learning media independently, as an alternative to learning in addition to books. The utilization of educational videos from YouTube is able to deepen and enrich students' understanding about Economics subject. In addition, the utilization of YouTube allows students to acquire complex concept through attractive visualization from the videos. In choosing educational videos content from YouTube, students chose several popular channel that provide educational videos such as RuangGuru, Zenius, quipper, Insight Chamber, and Si Bejo. These educational channels are purposively made to assist students in understanding some lesson contents.

Furthermore, during the implementation of learning activities using educational videos from YouTube, the students gave a positive feedback and response. These feedbacks and responses further indicated that the students were motivated to follow and pay attention to the learning process. The students perceived that the utilization of educational videos from YouTube strongly supports students' learning process in the classroom. When the teacher showed a video downloaded from YouTube, the students were enthusiastic to watch the videos.

In addition, the students perceived that there are some constraints in the utilization of educational videos from YouTube. The first constrain is about the quality of video content. Since the uploaders of educational video in YouTube are random, which means that every person can easily upload videos even though the uploader is not a professional video making and editing. Some videos uploaded in YouTube are a low-quality video. The second is regarding a connection speed when accessing the video. Students require a strong connection to watch and/or download videos. The third is the constraint comes from the internal of students. When students have low self-regulation and awareness, they might watch another videos for entertainment instead of educational content since most of contents related to entertainment are more interesting than educational content videos. The constrains are presumably able to demote students' motivation in the learning process.

For the future researchers, it is necessary to expand the research regarding the utilization of YouTube content as instructional media in the classroom. The future research might extend the research by comparing conventional learning method and internet-based instructional media such as YouTube. In addition, the future research might include more variables to verify the effectiveness of YouTube as instructional media or the future research might develop a variety of instructional media which integrates YouTube with other media to create more attractive learning multimedia content.

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