



YouTube Integration in Project Based Learning: Exploratory Study of Student Experiences in English IT Courses

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Abstract

This research aims to explore students' experiences in learning Project Based Learning (PBL) which is integrated with the YouTube platform. The research method used was qualitative research involving a survey of 15 students in the English IT course to gain an in-depth understanding of the perceptions and experiences of 15 students. The findings show that the integration of YouTube in PjBL increases learning motivation, active participation, and understanding of English material among students in the English IT course. Learning videos facilitate easy access to content, enable independent learning, and expand interaction between students and lecturers. However, challenges related to the quality and relevance of video content, technology readiness, and time management emerged as issues that needed to be addressed. Research results from the questionnaire survey results for each question ranged from 4.35 to 4.65. This shows that the majority of respondents have a positive perception of the integration of YouTube in PjBL learning in English IT courses. This provides insight into integrating YouTube in PjBL for English IT courses which is very important to increase active learning motivation and understanding of the material.

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INTRODUCTION

Higher education has experienced a significant transformation in the last few decades, especially in terms of the integration of technology in the learning process (Mudatsir, 2023). Technology-based English language learning (English IT) is a skills development for students (Kusuma et al., 2020). English is the lingua franca in an increasingly globally connected world of information technology (Cappello et al., 2022). Students need to have the ability to understand, communicate and collaborate in national and international work environments. This technology integration not only influences the way students access and convey information, but also changes the teaching and learning paradigm in various fields of study. An observation in class with students by making a short video, editing the video and then uploading it to

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their social media is the first step to independence in expressing learning without the pressure of theory alone. Students need real practice space to implement science and knowledge based on the lecturer's explanations in class. One very popular social media platform is YouTube. According to Dewi (2021) YouTube is not only a source of entertainment, but also an important source of information and learning for many people.

Not all videos on YouTube can be considered valid and accurate learning sources (Kamhar & Lestari, 2019). Video tutorials, presentations, and discussions on YouTube offer easy and flexible access to various learning materials, which can increase student understanding and engagement in the learning process. Various expressions and intonations can strengthen understanding when delivering the material, making it easier for the audience to understand the essence of the learning material. Trakulkasemsuk (2015) states that integrating YouTube in the PjBL learning model in the English IT course promises various benefits. First, YouTube can be used as a source of information that complements the learning material presented by lecturers. Video tutorials or presentations on complex topics help students understand the material more visually and interactively. Second, YouTube can be a platform for sharing project results with fellow students (Kusnandar, 2014). Students can create video presentations of their projects and share them on YouTube, allowing them to get feedback from fellow students or the wider community (Sartika et al., 2022). The integration of YouTube in PjBL learning offers much potential, but several challenges need to be overcome (Sanusi et al., 2023).

The use of YouTube creates an interactive and dynamic learning environment. Students are actively involved in projects that allow them to apply their English knowledge in authentic contexts, such as creating video tutorials on specific IT topics in English. This process encourages collaboration between students and increases creativity in learning. This inequality of access can hinder the participation of disadvantaged students in learning using technology. Second, the quality and relevance of the content available on YouTube are also issues that need attention. Several students said that collaboration brought out creativity and maturity in applying educational knowledge and utilizing technology in making videos, choosing themes, determining characters, choosing locations, and deepening the material in the video shooting process. Therefore, teaching English IT is related to mastery of grammar and vocabulary and developing critical thinking, communication, and collaboration skills needed in a professional context (Kaffah, 2023). Furthermore, the development of social media has brought significant changes in how we interact and learn (Hastini et al., 2020).

In this research, to improve English language skills and understanding of IT material, the application of the Project-based Learning (PjBL) model integrated with social media such as YouTube is an exciting solution to explore. In order to improve English language skills and understanding of IT material, implementing the Project-based Learning (PjBL) model integrated with social media such as YouTube is an exciting solution to explore. This research analyzes the effectiveness of implementing PjBL integrated with YouTube in the English for IT course and its impact on student learning and understanding. Therefore, lecturers must carefully select the content to be used in their learning and guide students in evaluating the reliability of the information they find on YouTube. To overcome this challenge, it is necessary to carry out in-depth research on the integration of YouTube in PjBL learning in English IT courses. This research can better understand how using YouTube can enrich students' learning experiences and provide guidelines and recommendations for lecturers and policymakers in designing effective and inclusive learning strategies.

METHODS

This research carries the concept of qualitative research by taking the theory from Creswell in Marwan (2023) explaining that qualitative surveys aim to explore and understand the meaning that individuals or groups give to a social or human problem. Researchers use open questions and collect data in the form of words or text. A total of 15 students who took the English IT course became respondents

who focused on aspects of learning motivation, active participation and understanding of the material. An initial survey was conducted to collect general data regarding students' experiences and views on the use of YouTube in PBL. The results of the questionnaire will show how students state that the PjBL model integrated with YouTube provides a learning experience, whether it is fun and useful. The questionnaire created will be said to be valid if the distribution is fairly even or not on each Likert scale. The correlation test shows whether the correlation is statistically significant below 0.05 is usually considered significant.

This research explores students' perceptions regarding integrating YouTube into project-based learning and how it motivates them to learn and increases their confidence in speaking English. Several items in the questionnaire are designed to measure understanding of the material and collaboration and communication skills in groups. In-depth interviews were conducted to explore the initial findings of the survey further. This interview is semi-structured, with an interview guide containing the main questions to collect information about the extent of the respondent's understanding of the material. Data obtained from surveys and interviews were analyzed using the thematic analysis method. This method identifies, analyzes, and reports patterns (themes) in data. The results of this analysis are expected to provide deeper insight into the effectiveness of YouTube integration in project-based learning in English for IT courses.

RESULTS AND DISCUSSION

Results

This research involved 15 students enrolled in the English IT course as respondents. The questionnaire aims to measure the extent of the respondents' motivation to learn, active participation, and understanding of English material. Based on the questionnaire results, students have high motivation, are actively involved in learning, and have a good knowledge of English language material. Classroom learning that utilizes Project-Based Learning (PjBL) in the English IT course shows that students are actively involved in projects that allow them to apply English language knowledge in authentic contexts. For example, they make video tutorials on specific IT topics in English ([Susanti, 2019](#)). Integrating PjBL with social media, such as YouTube, is an exciting solution for improving English language skills and understanding IT material.

This research aims to analyze the effectiveness of implementing PjBL integrated with YouTube in English IT courses and its impact on student learning and understanding. Learning is also carried out by implementing collaboration, where PjBL allows students to apply knowledge and skills in authentic contexts through group work, strengthening social skills and teamwork. The questionnaire results show that most students feel that the PjBL model integrated with YouTube provides a fun and valuable learning experience ([Artika et al., 2023](#)). After participating in this lesson, they feel more motivated to learn and more confident in speaking English. In addition, most students reported an increased understanding of IT material and collaboration and communication skills in groups. The results of the questionnaire showed that most students who participated in this research stated that the Project-based Learning (PjBL) model integrated with the YouTube platform provided a fun and useful learning experience for them. The following are the complete results of the questionnaire, along with a questionnaire table showing the percentage of student responses:

Table 1. Student Experience Questionnaire

No.	Question	Strongly agree	Agree	Neutral	Don't agree	Strongly Disagree
1	I feel that the PjBL model integrated with YouTube makes learning more interesting	60%	30%	5%	5%	0%
2	Using YouTube helps me understand the learning material better	55%	35%	5%	5%	0%

3	I feel more motivated to learn through the PjBL model integrated with YouTube	65%	25%	5%	5%	0%
4	The integration of YouTube in learning makes me more confident in speaking English	50%	40%	5%	5%	0%
5	I feel that the projects carried out in the PjBL model helped me develop social skills	60%	30%	5%	5%	0%
6	I would recommend using the PjBL model integrated with YouTube to other students	70%	25%	5%	0%	0%

(Deep Likert Scale Indrawan & Jalilah (2021))

This research uses Likert scale analysis, as explained by Rensis Likert in Ekawati (2017), to calculate the percentage of respondents who agree or strongly agree with the following statement: "The integration of YouTube in learning makes me more confident in speaking English." Formula for calculating the percentage of respondents who agree or strongly agree according to Siregar (2022) is as follows:

$$\text{Persentase} = \frac{\text{Number of Respondents (agree or strongly agree)}}{\text{Total Respondents}} \times 100\%$$

Based on the questionnaire table above, 90% of students agree or strongly agree that the PjBL model integrated with YouTube makes learning more enjoyable. This shows that this approach successfully attracts student interest and makes learning more dynamic. Better Understanding of the Material. As many as 90% of students agree or strongly agree that using YouTube helps them understand learning material better. This suggests that the video content helps clarify complex concepts and allows easier access to the material. From the questionnaire survey results, each question ranged from 4.35 to 4.65. This shows that the majority of respondents have a positive perception of the integration of YouTube in PjBL learning in English IT courses.

Learning Motivation in the PjBL process

Motivation to learn directs and maintains learning activities, including the drive to develop competence, active involvement, and effort and persistence in tasks. Students responded positively to using YouTube in learning, stating that easy access to video content and visual interactions helped them understand complex concepts better. Engaging and relevant content increases learning motivation. The Project-Based Learning (PjBL) model integrated with YouTube has succeeded in creating an interactive and dynamic learning environment (Darmuki & Hidayati, 2023). Students are actively involved in projects that allow them to apply their English knowledge in authentic contexts, such as creating video tutorials on specific IT topics in English.

Motivation in Learning was obtained from responses to the questionnaire; as many as 90% of students stated that they agreed or strongly agreed that they felt more motivated to learn through the PjBL model integrated with YouTube. This shows that this approach successfully increases students' intrinsic motivation to learn. This process encourages collaboration between students and increases creativity in education. Responses from several students stated that the learning process was as follows:

Informant 1:	YouTube provides effortless access to learning material. For example, when I don't fully understand a concept taught in class, I can search for related tutorial videos on YouTube and repeat them repeatedly until I know it. This helped me fill in the gaps in my understanding
Informant 2:	YouTube gives me inspiration and new ideas for our projects in class. I was able to see examples of similar projects being undertaken by other people around the world, and this helped me broaden my view of what is possible for us to do

Active Participation of Students in the PjBL Process

Active student participation is essential in creating a dynamic and effective learning environment. By actively participating, students receive information passively and are involved in the knowledge-construction process through interaction and practice (Admawati & Mutia, 2023). Several ways to increase student participation include group discussions, collaborative projects, practicum activities, and interactive technology. Through observation results, using the PjBL model integrated with YouTube has succeeded in creating an interactive, dynamic, and relevant learning environment for students. Students are actively involved in learning, utilizing technology and social media to access learning content, and developing their creative and collaborative skills in the learning process.

Students are actively involved in group projects, including video content for YouTube. Discussion and collaboration occur naturally, reinforcing learning. The integration of YouTube as a primary learning tool allows easy and flexible access to learning content, creating an open learning space outside lecture hours. Through making videos, students can express their creativity using interesting editing and presentation techniques. This process triggers a spirit of exploration and innovation in learning. This is also reinforced by the questionnaire results, with the majority of respondents' answers, 50% strongly agreeing, answering that learning makes me more confident in speaking English, and 40% agreeing with this statement.

Informant 3:	The integration of YouTube in PjBL learning allows us to learn through various media types, such as video tutorials, presentations, and demonstrations. This enriches our learning experience and makes it more interesting
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Understanding Student Material in the PjBL process

Deep understanding allows students to connect the concepts learned with their own experiences and use that knowledge to solve problems in real contexts. Increased Confidence in Speaking English the percentage is slightly lower, with 90% of students still agreeing or strongly agreeing that the integration of YouTube in learning makes them more confident in speaking English. This shows that using videos as a learning tool can help improve English speaking skills. Social Skills Development: As many as 90% of students also agree or strongly agree that the projects carried out in the PjBL model help them develop social skills (Sari & Handayani, 2024). This shows that collaboration in projects provides opportunities for students to interact and work together in groups.

Informant 4:	YouTube helps me strengthen my English listening and comprehension skills. By watching video tutorials and presentations in English, I get used to different accents and speaking styles, which makes me more confident in communicating in English
Informant 5:	What I appreciate most about using YouTube in learning is its ability to present information visually and engagingly. I prefer learning through videos rather than just reading long texts in textbooks. This makes learning more fun and more accessible to remember

From the questionnaire results, 95% of respondents agreed or strongly agreed to recommend using the PjBL model integrated with YouTube to other students. This suggests that students see added value in this approach and believe it benefits their peers. Most students felt that the PjBL model integrated with YouTube provided a positive and valuable learning experience, increasing their motivation, understanding of the material, and social skills. Interviews with several students revealed that using YouTube in learning provides significant benefits. Students appreciate the flexibility, accessibility, and diversity of the content offered and recognize that YouTube helps strengthen English skills, inspires projects, and makes learning more exciting and compelling. They also said this model facilitates collaboration and creativity through video content creation projects.

Discussion

The research results regarding using the Project-based Learning (PjBL) model integrated with YouTube social media in English IT courses show several exciting findings. The following discussion will describe these findings and analyze the implications and recommendations based on the results of surveys, questionnaires, and interviews. According to Yuniati et al., (2021), YouTube provides unlimited access to authentic video content in English. Students can watch lectures, presentations, interviews, short films, and more delivered by native English speakers. This helps students understand various accents and dialects Sakti et al., (2021). Where students can hear multiple accents and dialects of English from various native speakers, which helps them understand the variations of the language used around the world; on the other hand, there is cultural context; these videos often include cultural context, which is essential for understanding the use of English in a more in-depth and applicable way.

Students show a high level of involvement in PjBL learning integrated with YouTube. This indicates that this approach can attract students' interest and attention, which is an essential factor in the success of the learning process. Students' active involvement in learning projects allows them to become more independent and take responsibility for their learning. Lecturers can exploit this potential by designing challenging and relevant projects in the real world, which can motivate students to engage more deeply. As an online platform, YouTube provides significant accessibility and flexibility for students. They can access learning materials anytime and anywhere, allowing them to learn at their own pace and according to their schedule. Students can use this flexibility to review difficult-to-understand material and manage their study time more effectively. Lecturers can also provide various supporting materials that can be accessed anytime. Students reported that using YouTube (Pratiwi & Hapsari, 2020) in PjBL learning helped them develop English language skills, especially in speaking and listening skills. YouTube provides various authentic and varied content, which can help students learn the nuances and use of English in authentic contexts. Lecturers must choose YouTube content that is high quality and relevant to learning objectives. They can also create appropriate video playlists to guide students in their learning.

According to Biggs & Tang in Pertiwi et al., (2023), YouTube enriches learning media by providing various formats, including video tutorials, presentations, and demonstrations. This helps students understand complex concepts better, as they can see practical applications and applications of theory in the real world. Lecturers can utilize various video formats to teach different concepts. For example, demonstration videos for practical skills, theory presentations, and procedural steps tutorials. YouTube integration facilitates collaboration and interaction between students. The platform allows them to share videos, provide feedback, and work together on team projects, which improves their social and collaborative skills. In cooperative learning, lecturers can design project assignments that require teamwork and collaboration, and they can use the comment and discussion features on YouTube to strengthen interaction between students.

Educational institutions must improve technological infrastructure and provide adequate internet access to support online learning. This includes providing the necessary hardware and software to students who need it. Lecturers must develop clear and structured assessment instruments to help students assess their progress. These can be assessment rubrics, self-reflection, and peer-to-peer evaluations. Lecturers can provide training and guidance on how to work effectively in teams, including time management, division of tasks, and effective communication.

CONCLUSION

In the context of learning English for IT course, applying the Project Based Learning (PjBL) model integrated with YouTube shows that the questionnaire survey results for each question range from 4.35 to 4.65. This indicates that most respondents have a positive perception of the integration of YouTube in

PjBL learning in English IT courses. This provides insight into integrating YouTube in PjBL for English IT courses, which is crucial for increasing active learning motivation and understanding of the material. Through real-world relevant projects and easily accessible video tutorials, students can develop English language skills and better understand IT material.

Most respondents considered that integrating YouTube into PjBL learning had a significant positive impact. This is reflected in the high average score on each questionnaire item, showing the real benefits of using YouTube as a learning tool. This integration increases students' active learning motivation through easy access to video tutorials and relevant projects, making learning more exciting and enjoyable. YouTube also effectively improves understanding of the material, helping students master complex concepts better through visual explanations and real-life examples. In addition, projects that involve creating videos, presentations, or online discussions provide opportunities for students to hone their English speaking and listening skills in an IT context.

Implications for Future Learning: The integration of YouTube in the PjBL model in the English for IT course offers excellent potential to improve the quality of learning. The survey results provide important insights for educators and policymakers in the education sector to continue exploring and developing innovative and interactive learning methods. It is recommended that YouTube content used in PjBL learning be adapted to the curriculum and student needs. Relevant and high-quality content will further increase learning effectiveness.

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