YouTube Unleashed: Exploring Continuous Learning with Tech and Theory

Ummi Hafiyda Mat Lin
Faculty of Business and Management, UiTM Shah Alam, Selangor, Malaysia

Sharidatul Akma Abu Seman*
Faculty of Business and Management, UiTM Selangor, Puncak Alam Campus, Selangor, Malaysia
sharidatul@uitm.edu.my

* Corresponding Author

Abstract
Purpose: This study examines students' continuous usage of YouTube as a learning instrument. This study explores the sustained utilization of YouTube as a pedagogical tool from the vantage point of several critical dimensions: perceived usefulness, ease of use, sociability, prior experiences, attitude, and expectations regarding learning outcomes.
Design/methodology/approach: The study employed nonprobability sampling using an online survey. Information was gathered using a questionnaire aimed at students in tertiary education. The data was analyzed using SPSS 28 to address the data cleaning and descriptive analysis. The measurement and structural models were evaluated, and the relationship between the variables was examined using Partial Least Squares Structural Equation Modelling.
Findings: The findings demonstrated substantial relationships between perceived usefulness, perceived ease of use, sociability, prior experiences, attitude, and learning outcome experience to the ongoing use of YouTube as an instructional instrument.
Research limitations/implications: The results of this study have substantial ramifications for both theoretical and practical issues, emphasizing the significance of YouTube in the realm of online education.
Practical implications: YouTube videos possess the capacity to serve as a crucial instructional asset for students. Nevertheless, it is crucial to prioritize and optimize the quality of these content to exploit their educational worth fully. Integrating interactive components, such as quizzes or demos, can enhance student engagement and improve retention.
Originality/value: Through the ongoing improvement of educational content on YouTube, educators may contribute to a vast collection of top-notch educational films on the platform, ultimately enriching the learning experience for students worldwide.

Keywords: YouTube, educational learning resource, technology acceptance model, social cognitive theory, continuous usage

Introduction
YouTube, a popular online platform accessible at www.youtube.com, serves as a digital space for individuals to share, upload, and view various forms of video content. In recent years, YouTube has emerged as the predominant online platform, garnering significant popularity (Badriyah, Fachriyah, & Perwitasari, 2020). It offers unrestricted access to a wide array of videos for users worldwide. The platform provides unrestricted access to video content, which can be streamed or downloaded onto various devices such as smartphones, tablets, laptops, or

computers, enabling users to conveniently access the content from any location with an internet connection. The social media platform is widely acknowledged as the most popular and extensively utilized application on mobile devices (Omar, 2023; Farag, Bolton, and Lawrentschuk, 2020).

YouTube was started on February 14, 2005 by Steve Chen, Chad Hurley, and Jawed Karim, who were former employees of the American e-commerce business PayPal. They deduced that ordinary individuals would like sharing their 'home movies'. The corporation is headquartered in San Bruno, California, and has been under the ownership of Google since late 2006 (Trang, 2022). In 2009, YouTube created a specialised educational service as part of its ongoing growth (Aldenny et al., 2019).

By 2022, the worldwide YouTube user base had reached around 2.56 billion (Ceci, 2023). As of January 2023, YouTube ranked second in terms of active users, with a significant user base of 2.5 billion (Dixon, 2023). It held the second position in terms of user engagement, following Facebook. Additionally, YouTube was reported to be the second-most visited website globally, with 74.8 billion visits recorded as of November 2022 (Bianchi, 2023). Facebook retained its leading position in terms of popularity.

Locally, according to recent data from Statista Research Department (2023), the proportion of active social media users within the Malaysian population stood at approximately 78.5% as of January 2023. According to the Malaysian Communications and Multimedia Commission (MCMC, 2020), YouTube has grown substantially in Malaysia, expanding its user base from 48.3% in 2018 to 80.6% in 2020. The substantial volume of video submissions on the YouTube platform can be attributed to several factors, including the expanding community of content creators and viewers, the increasing influx of new content providers, and the profound interest Malaysians exhibit in YouTube. A report from Google shows that the estimated audience size for YouTube advertisements in Malaysia is approximately 23.4 million individuals. In line with Cultural Insights in Asia (2021), most YouTube views in Malaysia, accounting for 80% of the total, take place outside the designated prime viewing hours of 8-10 p.m. Furthermore, it is observed that seven out of ten YouTube channels that Malaysians engage with feature content that is tailored to their local context.

Within the domain of education, YouTube, functioning as a Web 2.0 platform, serves the purpose of fostering knowledge acquisition through the means of observation and social engagement (Trang, 2022). YouTube offers a range of technologies that enable students to access videos, which can help them acquire knowledge and engage in virtual learning experiences, thereby enhancing their learning habits (Aldenny et al., 2019). YouTube has been established as a reliable educational tool for pupils (Insorio & Macandog, 2021). According to Desela, Hendriwanto, and Sharda (2021), YouTube facilitates students in studying, making decisions, and evaluating outcomes. Given the prevalence of educational videos uploaded to YouTube, many students today opt to teach themselves new technologies independently. YouTube's open, creative, and collaborative online learning community is made possible by its users' ability to upload, share, and comment on educational videos and connect with instructional video producers (Hu, Zhou, Lee, Sin, Lin, & Fahmi, 2020).

However, it's worth noting that not all students find YouTube a suitable platform for their educational needs. Some may feel that the videos do not align with the course's objectives or that they are time-consuming to find. Students might be disinterested in studying through YouTube due to the lack of immediate rewards and uncertainty about whether it genuinely aids their learning or serves as a distraction. Past studies have identified various challenges, such as the absence of effective techniques for using media in the learning process, the lack of empirical data on YouTube's impact on student achievement, and limited insights into user

experiences. Surprisingly, there is a dearth of research exploring the factors influencing students' continued use of YouTube in their studies.

Hence, the primary aim of this study is to delve into the relationships between perceived usefulness, perceived ease of use, sociability, prior experience, attitude, and learning outcome expectations in the continuous utilization of YouTube as an educational resource. This study amalgamates two influential theories, the Technology Acceptance Model (TAM) and Social Cognitive Theory (SCT), to explore the perspectives of students in higher education who have firsthand knowledge and experience using YouTube as a pedagogical tool.

Literature Review

Continuous usage: Using YouTube as a Pedagogical Tool

YouTube serves as a dynamic and interactive learning environment, allowing students to learn at their own pace. While YouTube is commonly associated with entertainment, it has various educational applications, including skill development, knowledge acquisition, exploration of current topics (Nor & Zulnaidi, 2020) and self-reflection (Mad, Acep, & Mobit, 2022). Students can leverage YouTube's interactive features like play, pause, and rewind to revisit content until they grasp it.

Several studies have highlighted YouTube's significance as an educational tool, with students finding it valuable for understanding academic content, improving their grades, and exchanging experiences (Abbas & Qassim, 2020; Bozkurt, 2019). It offers a more engaging and efficient alternative to traditional learning methods, fostering skill development and production experiences. YouTube's unique feature of allowing learners and teachers to select their preferred topics makes it a versatile resource for classroom lessons. Additionally, students are more inclined to use video resources when preparing for exams, and they often learn better from course-related YouTube content than from textbooks.

Furthermore, YouTube supports an independent and flexible approach to course study, enabling students to focus on specific topics that require clarification. Its role in education can range from a primary learning resource to a supplementary tool, providing students the autonomy to navigate their learning journey. However, effectively integrating YouTube into education remains a challenge for teachers and educational institutions, highlighting the need for continued exploration and development in this area.

Theoretical Background

Technology Acceptance Model (TAM) and Social Cognitive Theory

Fred Davis developed the Technology Acceptance Model (TAM) in 1986 (Davis, 1989). The Technology Acceptance Model (TAM; Davis, 1989) has been one of the most influential models of technology acceptance, with two primary factors influencing an individual's intention to use new technology: perceived ease of use and perceived usefulness. Some inferential processes may impact perceptions of ease of use since individuals may have to make assumptions beyond the brief instructional exposure to predict their ultimate mastery of the target system, considering their skills and past experiences. Additionally, it has been discovered to be a model to more effectively explain the actions of individuals who might have a favourable attitude toward technology (Chintalapati & Daruri, 2017).

Albert Bandura founded the Social Cognitive Theory, which is founded on the idea that cognitive, behavioural, and environmental elements all influence learning (Bandura, 1991). (Bandura, 1986) proposed that practically all learning processes might occur due to monitoring people's behaviour. The core concept of social cognitive theory is that human behaviour is influenced by three interdependent elements: behaviour, cognitive and personal factors, and the external environment of the individual (Miles, 2012). Personal cognition may impact and

control one's behaviour in a social setting, indicating a dynamic and reciprocal relationship between personal cognition, environmental factors, and human behaviour (Bandura & Wood, 1989; Bandura, 1986).

Continuous Usage: Using YouTube as an Educational Learning Resource

YouTube serves as a dynamic and interactive learning environment, allowing students to tailor their learning experiences (Hu et al., 2020). It functions as a vast educational library, offering abundant valuable resources that enhance learning (Noortyani, 2019). While YouTube is commonly associated with entertainment, its educational applications are diverse, spanning skill development, knowledge acquisition, and exploration of contemporary issues (Nor & Zulnaidi, 2020).

Various research underscores YouTube's advantages in addressing academic challenges and exam preparation (Nethravathi, 2023). Students increasingly use video resources rather than traditional study materials (Harper, Joo, & Kim, 2023). Course-related YouTube content is shown to be more effective for learning than textbooks (Noetel et al., 2021). Educators can enrich student mastery of course outcomes by creating original video content or integrating existing videos into the curriculum (Atmojo, 2022; Fadhil & Ali, 2020). YouTube's extensive library fosters independence and self-directed learning (Ikhlasa & Suryadi, 2022).

Furthermore, YouTube supplements traditional education, promoting an adaptable and self-paced learning approach, allowing students to focus on areas that require further clarification (Kim, 2021). It's a versatile tool that can serve as a primary or supplementary educational resource, aiding comprehension of challenging subjects (Omar, 2023). Proficiency in using online platforms like YouTube is increasingly crucial for student assessments (Suryaningsih, 2020). Nevertheless, effectively integrating YouTube into education poses a challenge for educators and institutions (Solano et al., 2020; Fadhil et al., 2022).
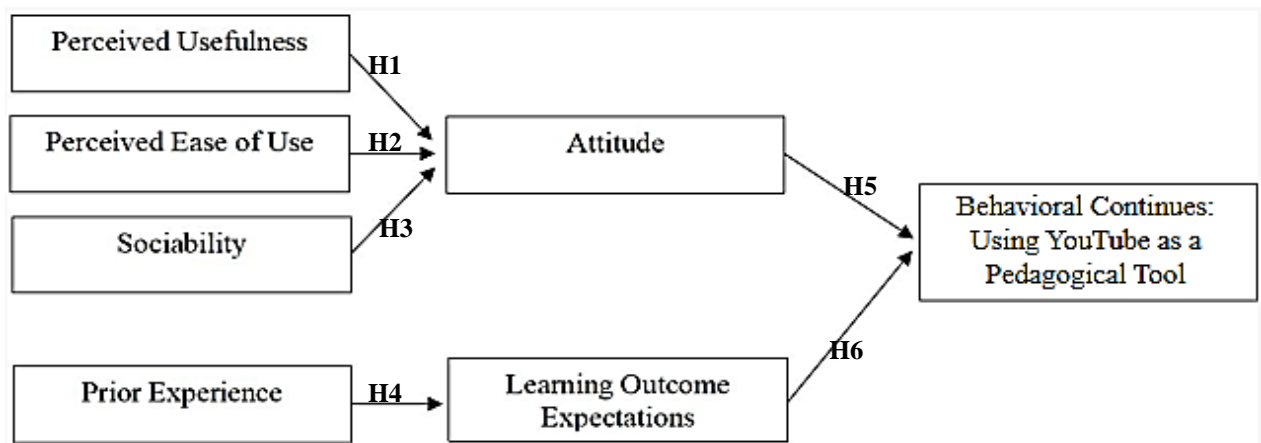
Research Framework and Hypotheses Development

Figure 1: Research Framework

Perceived Ease of Use and Perceived Usefulness

Perceived usefulness is the degree to which a person feels that utilizing a specific system would help to perform better (Davis, 1989). Meanwhile, perceived ease of use (Davis, 1989) refers to the degree to which a person feels that utilizing a certain system would be easy (Davis, 1989). According to a previous study, the perceived usefulness and perceived ease of use of YouTube are directly and strongly related to student attitudes toward YouTube use (Aldenny

et al., 2019; Chuchu et al., 2020). The more passionate a person is about using YouTube, the more passionate they will be about using YouTube. This meant that if students have positive attitudes toward YouTube, they are more likely to consider using it as a result of their attitude being positively influenced (Aldenny et al., 2019; Chuchu et al., 2020; Alismaiel et al., 2022), implying that attitude was a significant factor in perceived usefulness and perceived ease of use. Additionally, prior studies show that students appreciate and prefer using videos as part of their education because of their usefulness (Zaneldin et al., 2019). Researcher indicates that students perceive YouTube as easy to use primarily due to their familiarity with such applications daily (Andini & Arianto, 2023).

H1: There is a positive effect between perceived usefulness towards attitude in continuous usage of YouTube.

H2: There is a positive effect between perceived ease of use towards attitude in continuous usage of YouTube.

Sociability
Sociability refers to the degree to which individuals believe the site can inspire connection and engagement with other users (Hu et al., 2020). The social features of the online system allow social interaction among users in an online environment (Goh & Yang, 2021). According to prior research, commenting, subscribing, and liking are examples of YouTube social features that users may foster and stimulate the sharing ideas, perspectives, information, and information (Hu et al., 2020). They also argue that YouTube's sociability is a significant social, cognitive, and environmental element. YouTube features such as subscription counts, rankings, view counts, and likes and dislikes give an idea of the popularity and reception of posted content. The analysis revealed that the comments were generally positive, and learners occasionally provided suggestions for covering future topics (Lee, Osop, Goh, & Kelni, 2017).

H3: There is a positive effect between sociability toward attitude in continuous usage of YouTube.

Prior Experiences
Prior experience transforms the experience into knowledge (Kolb, 1984). People who have previously learned on YouTube may feel they are adequately trained to use it and have had great learning experiences, resulting in future use expectations (Hu et al., 2020). The researchers discovered that prior Experience and learning outcome expectations were positive, and prior experiences of online learning can contribute to good judgments of self-regulated learning, teamwork, and information searching in online learning (Hu et al., 2020). Furthermore, YouTube provides a learning experience with new technologies that will be valuable after students graduate (Aldenny et al., 2019) and that they may utilize in the workplace.

H4: There is a positive effect between prior experience toward learning outcome expectations in continuous usage of YouTube.

Attitude
Attitude refers to the individual's degree of evaluative effect toward the desired activity, which is referred to as attitude (Davis, 1980). Based on a previous study, if student attitudes towards YouTube are positive, they are most likely to consider using it because their behaviour is

influenced positively (Chuchu et al., 2020). The previous researcher stated that YouTube is likely beneficial for learning, and the quality and quantity of educational videos on YouTube fulfil their learning requirements (Hu et al., 2020). Since YouTube is recognized for entertainment, it is critical to show YouTube's value as an educational learning resource that may assist students in their studies. Furthermore, prior study states that the users' intention to use a technology system plays a crucial role in determining its frequency of use (Andini & Arianto, 2023). If users have a positive attitude toward the technology, they will continue using it.

H5: There is a positive effect between attitude toward continuous usage of YouTube.

Learning Outcome Expectation
Outcome expectations refer to individuals' evaluations of the outcomes that their behaviours would create for themselves, which may be defined as the expected consequences of one's behaviour (Bandura, 1986). The outcome expectation is beliefs that might be considered important cognitive factors that guide a person's behaviour (Bandura, 1997). Learning outcome expectations were another personal element that might impact how much people utilize YouTube as a learning resource (Hu et al., 2020). Their findings show that learning outcome expectations for YouTube were favourably significant, and learning outcome expectations mediated the connection between YouTube usages for learning. The earlier study discovered that the comments on YouTube were positive and reflected learners' satisfaction with the learning outcomes, particularly in how they could apply the knowledge they gained (Lee et al., 2017). Students and other users may contribute their thoughts, opinions, and feedback about the video or topic using commenting features, a great way to learn more about the topic and improve learning outcomes. Individuals would exchange and contribute knowledge, as well as participate in various types of virtual community participation, in the hopes of growing their knowledge, receiving help, and making new friends.

H6: There is a positive effect between learning outcome expectations toward continuous usage of YouTube.

Method
Procedure and Sampling
The present study used quantitative research methodology, employing a questionnaire to assess each variable. This study employed a questionnaire as the research tool, and both a pretest and a pilot test were administered. The survey was disseminated electronically to students enrolled at public and private tertiary institutions in Malaysia through popular social media platforms such as WhatsApp, Instagram, Facebook, and Twitter, facilitating convenient sharing among the student population. A total of 257 participants were gathered for the purpose of this investigation. Upon the filter questions and data cleaning (outliers, missing values, and straight-lining), the remaining sample size for this study diminished to 223.

Measures
The survey scales employed in this study were derived from established and dependable research instruments previously disseminated in scholarly publications. The measurements of the items were carried out using a Likert-type scale consisting of five points, ranging from 1 (representing 'Strongly Disagree') to 5 (representing 'Strongly Agree'). The three constructs pertaining to TAM Theory, including perceived usefulness, perceived ease of use and attitude, were deducted by (Chintalapati and Daruri, 2017) and applied to the context of YouTube usage.

Five items were used to measure each of the structures. Prior Experience measures were adapted using three items from Lee & Lehto, 2013. Finally, the construct of Sociability, Learning Outcome Expectation and Continuous Usage of YouTube was derived from the research conducted by Hu et al. (2020) with three to five items for each variable. Three academic professionals and forty-two students pretested the surveys. Additional changes were made to improve clarity based on their suggestions.

Common Method Bias (CMB)

Harman's single-factor analysis was performed to ascertain the absence of common method bias (CMB) in the gathered data (Podsakoff et al., 2003). A single factor represented each of the items. The analysis conducted on the data presented no evidence of common method bias, as the proportion of variance explained below the predetermined threshold of 50%.

Findings

The demographic information of the participants encompassed their gender, age, educational level, educational background, and device utilized to access YouTube, type of internet connection employed, frequency of time spent on YouTube, frequency of internet usage, and a specific inquiry regarding their experience using YouTube as an educational tool. The respondents' gender breakdown is presented in Table 1. The survey included 223 respondents, 15.2% (34) male and 84.8% (189) female. The age distribution of responders indicates that 50.7% or 113 individuals were between the ages of 22 and 25. The second largest demographic comprised 39.5% or 88 participants aged between 18 and 21. In addition, 12 respondents, accounting for 5.4% of the total, were 26-29 years old. Furthermore, an additional 4.4% or ten respondents fell into age groupings, namely 30 years old and above.

In terms of the educational attainment of the participants in this study, the majority, comprising 57.8% or 129 individuals, were enrolled in an undergraduate programme. Of the responses, 57 individuals, accounting for 25.6% of the total, were diploma-level students, making them the second largest category. In addition, 14.3% or 32 participants indicated they were postgraduate students, while 2% of the participants or five individuals reported having an education level categorized as 'other'. Now, let's discuss your educational background. Most survey participants, specifically 156 students, which accounts for 61.2% of the total respondents, have a social science background. Conversely, a total of 99 students possessed a background in scientific and technology education, accounting for 38.8%.

Based on the data, smartphones are the most commonly used devices to access YouTube, with 164 respondents or 73.5%. Laptops rank second, comprising 16.1% of the responses from 36 participants, while tablets rank third, accounting for 9.4% of the responses from 21 participants. Two respondents, comprising 0.8% of the total, indicated using equipment categorized as 'other', such as television access. According to the table, it is evident that most respondents utilize a Wi-Fi connection. More precisely, out of the total number of respondents, 109 individuals, accounting for 48.9% of the sample, utilize Wi-Fi connection, whereas 93 respondents, equivalent to 41.7% of the sample, employ mobile connection. Thirteen respondents, accounting for 5.8% of the total, use fibre internet. ADSL was utilised by five participants, representing 2.2% of the overall sample. Conversely, the category labelled as 'others' had the least usage, accounting for only 1.3% of the total, as reported by four respondents. Moreover, the research indicates that most respondents, specifically 109 individuals or 48.4%, spend 1-3 hours on YouTube. Conversely, the second longest time is under 1 hour, with 60 participants or 26.9%. Next is the 3-6 hours, reported by 37 respondents, accounting for 16.6% of the total. In addition, 14 respondents, accounting for 6.3% of the total, reported spending 6-9 hours on YouTube. Furthermore, four respondents spent over 9 hours

on YouTube, representing 1.8% of the total. The data indicates that most respondents, specifically 203 or 91%, use the internet daily. Additionally, a smaller portion of the respondents, 13 or 5.8%, use the internet a few days a week. Conversely, three participants, constituting 1.3% of the total, utilize the internet sporadically, either for a few days per month or with uncertainty on their usage frequency.

Table 1: Demographic Profiles

Criteria	Category	Number	Percentage
Gender	Male	34	15.2
	Female	189	84.8
Age	18-21 years old	88	39.5
	22-25 years old	113	50.7
	26-29 years old	12	5.4
	>=30 years old	10	4.4
Educational background	Diploma	57	25.6
	Undergraduate	129	57.8
	Postgraduate	32	14.3
	Others	5	2.3
Educational background	Science and technology	83	37.2
	Social science	140	62.8
Device used to access YouTube	Smartphone	164	73.5
	Laptop	36	16.1
	Tablet	21	9.4
	Others	2	.8
Type of internet connection used	ADSL	5	2.2
	Mobile	93	41.7
	Wi-Fi	109	48.9
	Fibre	13	5.8
	Others	3	1.3
Frequency of time spent on YouTube	Less than 1 hour	60	26.9
	1-3 hours	108	48.4
	3-6 hours	37	16.6
	6-9 hours	14	6.3
	More than 9 hours	4	1.8
Frequency of internet usage	Daily	203	91.0
	A few days a week	13	5.8
	A few days a month	3	1.3
	I am not sure	4	1.8

Measurement model assessment

The measurement model underwent a thorough evaluation in two distinct stages. Initially, the focus was on ensuring reliability and convergent validity. To achieve this, the study calculated factor loadings, composite reliability (CR), and average variance extracted (AVE), with recommended thresholds of 0.5, 0.7, and 0.5, respectively, in line with previous work by Hair et al. (2019). As depicted in Table 2, the results demonstrated that all loading indicators exceeded the 0.5 threshold, and AVE values consistently surpassed the required mark. Furthermore, CR values for all data also met this criterion. This affirmed the reliability and convergent validity of the data for both samples.

Subsequently, this study confirmed the discriminant validity by following Fornell and Larcker's (1981) recommendation. According to this recommendation, the square root of the average variance extracted (AVE) for each construct should be greater than the correlations across different constructs, as observed in the off-diagonal parts of Table 3. Based on the satisfaction of the measurement model's assessment criteria to a satisfactory degree, it can be

inferred that the questionnaire is valid, reliable, and ready for further review in the structural model assessment process.

Table 2: Measurement Model (Loadings, Composite Reliability and AVE)

	Item	Loadings	Composite Reliability	AVE
Attitude	YouTube is a wonderful tool for self-learning.	0.799	0.930	0.728
	It is very pleasant spending time on YouTube.	0.848		
	I feel good using YouTube for learning.	0.879		
	I am proud of my learning that is achieved through YouTube.	0.884		
	I advise my friends to use YouTube for their learning activities.	0.855		
Continuous Usage	I will continue to use YouTube as my main source to find related information to facilitate learning.	0.900	0.935	0.828
	I will continue to use YouTube as my main source to gain new knowledge	0.918		
	After learning something from YouTube, I decided to continue using it as an online learning tool.	0.911		
Learning outcome expectations	I use YouTube to learn new skills for self-improvement.	0.862	0.884	0.655
	I use YouTube to learn new skills for taking up a new hobby.	0.801		
	I use YouTube to help me understand difficult theories in my studies.	0.795		
	I use YouTube to help me fix a problem at home/ work.	0.777		
Prior Experience	YouTube contains very useful and necessary contents that I need for learning.	0.846	0.914	0.779
	For me, using YouTube for procedural learning is a wise choice.	0.909		
	Based on my overall experience, I am satisfied and pleased with how YouTube has helped me learn procedural tasks.	0.892		
Perceived ease of use	It is easy to find YouTube videos on various topics through Google search, blogs and other social media site.	0.770	0.912	0.675
	It is easy to navigate YouTube videos on my device.	0.815		
	My interaction with YouTube is clear and understandable.	0.849		
	I think it is easy to get YouTube to do what I want.	0.824		
	The browsing of YouTube videos is smooth on the device I use.	0.846		
Perceived Usefulness	YouTube is one of the useful platform to getting contents for assignments/ research.	0.682	0.863	0.613
	YouTube's content is diverse and covers all of my interests.	0.823		
	YouTube has sufficient contents for self-learning of various topics.	0.801		
	YouTube helps me in my learning of new ideas.	0.817		
Sociability	I often watch the videos with the most views.	0.683	0.851	0.657
	I love to read comments posted by other users at the bottom of the videos.	0.852		
	I often find that most of the comments posted are useful and related to the videos.	0.883		

Table 3: Discriminant validity.

	Att	LOE	PE	PEOU	PU	Sociability	ContUsage
Att	**0.853**						
LOE	0.809	**0.809**					
PE	0.736	0.696	**0.883**				
PEOU	0.761	0.711	0.635	**0.821**			
PU	0.702	0.672	0.601	0.711	**0.783**		
Sociability	0.490	0.450	0.487	0.434	0.420	**0.811**	
ContUsage	0.707	0.708	0.601	0.564	0.566	0.476	**0.910**

Structural model assessment

The evaluation of the structural model involves conducting hypothesis testing. The bootstrapping resampling technique was utilized with 1000 bootstrap samples. The analysis findings are provided in Table 4. The results shown in Table 4 supported all the hypotheses of the direct effect model. The independent variables are positive and significant predictors of perceived usefulness, with attitude ($\beta = 0.0.290$, $p < 0.01$), perceived ease of use ($\beta = 0.486$, $p < 0.01$) and sociability ($\beta = 0.158$, $p < 0.01$). Prior experience also appears to have a significant relationship with Learning Outcome Expectation. Next, we looked into attitude and learning outcome experience towards the intention to continuous usage, and it appeared that both attitude and learning outcome experience have a positive effect towards continuous usage($\beta = 0.391$, $p < 0.01$) and ($\beta = 0.392$, $p < 0.01$).

The effect size, denoted as f^2, quantifies the degree of influence that the model has (Hair et al., 2016). Specifically, effect sizes of 0.26, 0.13, and 0.02 indicate that the exogenous latent variable has a significant, moderate, and weak impact, respectively, in predicting the endogenous latent variable (Cohen, 1988). The study found that perceived ease of use and past experience were more influential in predicting the outcome, whereas other variables had a moderate impact on the structural model being analysed, with f^2 values of 0.056 and 0.019. The overall R^2 value for continuous behaviour is 0.549, which means that 54.9% of the variation in continuous usage of YouTube can be accounted for by attitude and learning outcome expectations. The combined R^2 of the variables PU, PEOU, and Sociability accounts for 64.7% of the variance in the attitude towards utilising Youtube. Ultimately, previous experience accounts for 48.2 percent of the expected learning outcomes.

Table 4: Hypotheses Testing

		Std Beta	Std. Error	T values	P values	UL	LL	f²	Decision
H1	PU -> Att	0.290	0.058	4.970	p<0.01	0.190	0.385	0.116	Supported
H2	PEOU -> Att	0.486	0.060	8.094	p<0.01	0.382	0.580	0.319	Supported
H3	Sociability -> Att	0.158	0.046	3.395	p<0.01	0.083	0.235	0.056	Supported
H4	PE -> LOE	0.696	0.041	17.174	p<0.01	0.621	0.756	0.939	Supported
H5	Att -> continuous Usage	0.391	0.078	5.027	p<0.01	0.253	0.504	0.118	Supported
H6	LOE -> continuous Usage	0.392	0.077	5.055	p<0.01	0.272	0.521	0.119	Supported

Discussion and Conclusion

The study's findings indicate a significant relationship between the perceived utility and perceived ease of use of YouTube for academic learning. In contemporary times, YouTube has become an integral aspect of the lives of most individuals, including those in their early years, who possess prior familiarity with the platform. The second hypothesis posits a positive

correlation between sociability and attitude. Consistent with other research, Hu et al. (2020) discovered that individuals' perceptions of YouTube as an educational tool can impact the social aspects of the platform. When the viewer expresses contentment with the film, it will impact their inclination to watch instructive YouTube videos consistently.

The third hypothesis suggests a positive association between previous experience and attitude towards the ongoing use of YouTube as an educational learning tool. The findings indicate that prior experience has no substantial impact on students' utilization of YouTube. This may be attributed to students who are already well-acquainted with technology and have been utilizing it from an early age, possessing knowledge of its potential for aiding in studying and being proficient in its utilization. Moreover, a notable correlation exists between one's mindset and consistent utilization of YouTube. Students view YouTube as a valuable medium facilitating their learning endeavours and enriching their educational experiences. The results obtained in this investigation are consistent with the findings reported by Chuchu et al. (2020) and Chintalapati and Daruri (2017). Students who view YouTube as beneficial for their education hold higher expectations for the results they will achieve in their studies. They believe integrating YouTube into their educational pursuits can benefit their academic performance, encompassing enhanced grades, expanded information, and refined skills. This discovery is consistent with previous studies that suggest that individuals' utilization of YouTube as a learning tool can be influenced by their expectations of achieving desired learning outcomes (Hu et al., 2020).

Overall, the results suggest several factors may affect YouTube's ongoing effectiveness as a teaching medium. Educators could benefit from providing high-quality videos that are relevant to lessons. Students can use these films as part of their independent study to learn more about the topic. The ability to rewatch and review the films allows students to solidify their understanding, especially before exams. In addition, students can ask questions about the material in class or leave comments on the YouTube videos, where their peers and teachers can respond and offer further insights. In addition, students may benefit significantly from tutorial DVDs that allow them to pause and resume watching as much as necessary to ensure they don't miss any important details.

Furthermore, teachers can introduce the benefits of YouTube as a teaching tool early on, assisting students in enhancing their knowledge and skills. Instructions for finding high-quality instructional videos on YouTube and recommendations for content creators with relevant instructional resources may be included in the manual. Teachers can get their pupils to use YouTube by highlighting its pedagogical potential. Students continue to use YouTube as a learning tool as they become more proficient at doing so and find positive benefits in their own education.

For future studies, it is advisable to incorporate viewpoints from students and educators regarding using YouTube as a pedagogical tool. It would enhance the comprehension of YouTube's efficacy more thoroughly. In addition, a more thorough examination can be carried out by emphasizing the significance and excellence of the material, encompassing visual elements such as animated features in educational films, slide presentations, and content offered by the teacher. Subsequent research endeavours may explore additional factors, such as learning style, motivation, perception, and perceived danger, explicitly assessing the calibre, suitability, and precision of the information presented on YouTube. By applying these suggestions, researchers can obtain valuable viewpoints from students and instructors, evaluate the efficacy of YouTube as an educational resource, and analyze the quality of the accessible instructional content.

Ultimately, this study investigated the factors that influence students' continued utilization of YouTube as a tool for educational learning. The study revealed a substantial relationship

between the continued use of YouTube as an educational learning resource and factors such as perceived usefulness, perceived ease of use, sociability, prior experience, attitude, and anticipation of learning outcomes. Considering the perspectives of both students and educators regarding the use of YouTube as an educational resource in future studies would provide a more comprehensive understanding of YouTube's effectiveness.

References

Abbas, F. N., & Qassim, A. T. (2020). Investigating the effectiveness of YouTube as a Learning Tool Among EFL Students at Baghdad University. Arab World English Journal, 6, 344–356. https://doi.org/10.24093/awej/call6.23

Aldenny, M., Weniko, Y. P., Sfenrianto, S., & Wang, G. (2019). Behaviour intention of information technology students using YouTube as learning resources. 2019 4th International Conference on Information Technology, Information Systems and Electrical Engineering (ICITISEE). 457-462.

Alismaiel O. A., Cifuentes-Faura J., & Al-Rahmi W. M. .(2022). Social Media Technologies Used for Education: An Empirical Study on TAM Model During the COVID-19 Pandemic. Front. Educ. 7:882831. https://doi.org/10.3389/feduc.2022.882831

Andini, Z. A., & Arianto, M. A. (2023). Students' Perceptions on Using Whatsapp and YouTube Applications in English Online Learning. Journal of English Language Teaching, 12(1), 12-30. https://doi.org/10.24036/jelt.v12i1.121069

Atmojo, A.E.P. (2022). Teacher-made YouTube videos in online EFL classes: non-English department students' perceptions and practices, Acuity: Journal of English Language Pedagogy, Literature and Culture. 7(1), 51-64.

Bandura, A. (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Prentice Hall, Englewood Cliffs, NJ.

Bandura, A. (1991). Social Cognitive Theory of Self-Regulation. Organizational Behavior and Human Decision Processes, 50, 248-287. http://dx.doi.org/10.1016/0749-5978(91)90022-L

Bandura, A. (1997). Self Efficacy: The Exercise of Control. New York: W. H. Freeman

Bandura, A., & Wood, R. (1989). Social Cognitive Theory of Organizational Management. Academy of management Review, 14, 361-384.

Badriyah, R. D., Fachriyah, E., & Perwitasari, E. (2020). Using YouTube to Evaluate and Practice English Skills: A Case Study of Blended Learning. Proceedings of the 1st International Multidisciplinary Conference on Education, Technology, and Engineering (IMCETE 2019), 26-29. https://doi.org10.2991/assehr.k.20030. 007

Bao, Z., & Han, Z. (2019). What Drives Users' Participation in Online Social Q&A Communities? An Empirical Study Based on Social Cognitive Theory. Aslib Journal of Information Management, 71(5), 637–656. https://doi.org/10.1108/ajim-01-2019-0002

Bozkurt, A. (2019). From distance education to open and distance learning. Handbook of Research on Learning in the Age of Transhumanism, 252–273. https://doi.org/10.4018/978-1-5225-8431-5.ch016

Bianchi, T. (2023, February 1). Global Top Websites by Monthly Visits 2022. Retrieved 12 July, 2023, from https://www.statista.com/statistics/1201880/most-visited-websites-worldwide/

Caldeiro-Pedreira, M.-C., Renés-Arellano, P., Castillo- Abdul, B., & Aguaded, I. (2022). YouTube videos for Young Children: An exploratory study. Digital Education Review, (41), 32–43. https://doi.org/10.1344/der.2022.41.32-43

Ceci, L. (2022, 4 April).YouTube - Statistics & Facts. Statista. Retrieved May 28, 2022, from https://www.statista.com/topics/2019/youtube/

Chintalapati, N., & Daruri, V. S. (2017). Examining the use of YouTube as a learning resource in higher education: Scale Development and validation of TAM Model. Telematics and Informatics, 34(6), 853–860. https://doi.org/10.1016/j.tele.2016.08.008

Chuchu, T., Gapa, P., & Maziriri, E. T. (2020). Student Perceptions Towards the Use of Youtube as an Educational Tool for Learning and Tutorials. International Journal of Instruction, 13(2), 119–138. https://doi.org/10.29333/iji.2020.1329a

Cultural Insights in Asia. (2021, September 29). Social Media Penetration in Malaysia . Digital Business Lab. Retrieved June 2, 2022, from https://digital- business-lab.com/2021/09/%E2%91%A1-social-media-penetration-in-Malaysia- research/

Davis, D. F. (1980). A Technology Acceptance Model for Empirically Testing New End-User Information Systems: Theory and Results. Massachusetts Institute of Technology. 1-291

Davis, D. F. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. MIS Quarterly. 13(3), 319-340

Desela, D. T., Hendriwanto & Sharda, S. R . (2021). Exploring The University Students' Experiences in Learning English From YouTubers. 9 (2), 116-123.

Dixon, S. (2023, February 14). Biggest Social Media Platforms 2023. Statista. Retrieved 12 July, 2023, from https://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/

Fadhil Abbas, N., & Ali Qassim, T. (2020), Investigating the effectiveness of YouTube as a learning tool among EFL students at Baghdad University, Arab World English Journal (AWEJ) Special Issue on CALL. 6, 344-356

Fadhil, A., Oleiwi, H., Kareem S., Al Jouani, I., & Al-Majidi, J. (2022). YouTube and its role in developing and documenting e-university education–a survey on a sample of students from the Department of Mediastudying Al-Israa University College. Journal of Positive School Psychology, 1912-1924.

Farag, M., Bolton, D., & Lawrentschuk, N. (2020). Use of YouTube as a resource for surgical education clarity or confusion. European Urology Focus. 6(3), 445-449

Fărcașiu, M. A., Gherheș, V., Stoian, C. E., & Stanici, M. (2021). E-learning vs. Face- to-Face Learning: Analysing Students' Preferences and Behaviors. Sustainability. 13(8), 4381. https://doi.org/10.3390/su13084381

Foster, D. (2020). Factors influencing the popularity of YouTube videos and users' decisions to watch them.

Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and statistics.

Goh, T.-T., & Yang, B. (2021). The role of E-engagement and flow on the continuance with a learning management system in a blended learning environment. International Journal of Educational Technology in Higher Education, 18(1). https://doi.org/10.1186/s41239-021-00285-8

Ha, D. N. N. (2021). Non-English majors' attitudes towards using YouTube to improve speaking skills. EDEN Conference Proceedings, (1), 38–48. https://doi.org/10.38069/edenconf-2021-ac0004

Hair, J. F., Arthur H. M., Phillip, S., & Michael, P. (2016). Essentials of Business Research Methods. Routledge. https://doi.org/10.4324/9781315716862

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European business review*, *31*(1), 2-24.

Harper, L. M., Joo, S., & Kim, Y. (2023). Factors affecting college freshmen's YouTube acceptance for learning purposes. Aslib Journal of Information Management, 1–17. https://doi.org/10.1108/ajim-10-2022-0451

Hu, H., Zhou, Q., Lee, C. S., Sin, S. J., Lin, S., & Fahmi F. M. I. (2020). Understanding the use of YouTube as a learning resource: A Social Cognitive Perspective. Aslib Journal of Information Management, 72(3), 339–359. https://doi.org/10.1108/ajim-10-2019-0290

Ikhlasa, T. N., & Suryadi, S. (2022). The effect of Vlog content YouTube media on learning English. IJIET (International Journal of Indonesian Education and Teaching, 7(1), 33–40. https://doi.org/10.24071/ijiet.v7i1.5315

Insorio, A. O., & Macandog, D. M. (2022). Video Lessons via YouTube Channel as Mathematics Interventions in Modular Distance Learning. Contemporary Mathematics and Science Education, 3(1), 1-9. https://doi.org/10.30935/conmaths/11468

Kim, T.P.T. (2021), The potential of YouTube for teaching and learning for English learners", American Journal of Sciences and Engineering Research. 4(3), 90-92.

Kolb, D. A. (1984). Experiential learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice-Hall

Lee, C. S., Osop, H., Goh, D. H.-L., & Kelni, G. (2017). Making sense of comments on YouTube educational videos: A self-directed learning perspective. Online Information Review, 41(5), 611–625. https://doi.org/10.1108/oir-09-2016-0274

Mad, S., Acep, B. K., & Mobit. (2022). YouTube-Assisted Self-Regulated Vocabulary Learning: Indonesian EFL Learners' Experiences. Interaction: Jurnal Pendidikan Bahasa, 9(1), 10-19.

Miles, A. J. (2012). Management and Organization Theories. A Jossey-Bass Reader.

Malaysian Communications and Multimedia Commission (MCMC). (2020). Internet users survey 2020. Malaysian communications and multimedia. Retrieved July 12, 2022, from https://www.mcmc.gov.my/skmmgovmy/media/General/pdf/IUS-2020-Report.pdf

Nethravathi, K., Arokiara,j D., Muralidhar, L. B. (2023). Understanding the Perceptions of Students Towards Youtube as a Learning Tool: An Empirical Approach, Central European Management Journal. 31(1), 74-83

Noetel, M., Griffith, S., Delaney, O., Sanders, T., Parker, P., del Pozo Cruz, B. and Lonsdale, C. (2021), Video improves learning in higher education: a systematic review, Review of Educational Research. 91(2), 204-236.

Nor Hasliza Md Saad & Zulnaidi Yaacob. (2020). Students' Experience of Using YouTube in Learning Business Accounting. ASEAN Entrepreneurship Journal (AEJ). 6 (2), 41-48.

Noortyani, R. (2019). The Use of YouTube as The Source of Supplementary Material In Learning News Writing. Practitioner Research. 1, 111-126.

Omar, S. (2023). The Importance of Employing YouTube Videos as a Learning Tool in Education. Journal of Positive Psychology & Wellbeing, 7(2), 1454 – 1460

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of applied psychology*, *88*(5), 879.

Ramayah, T. (2014). Multiple Regression and Logistic Regression. Institute of Postgraduate Studies, Penang.

Suryaningsih, A. (2020). Dampak media sosial terhadap prestasi belajar peserta didik. Edusaintek : Jurnal Pendidikan, Sains Dan Teknologi, 7(1), 1–10. https://doi.org/10.47668/edusaintek.v7i1.45

Solano, L., Cabrera-Solano, P., Ulehlova, E., & Espinoza-Celi, V. (2020). Using EFL YouTube videos as supplementary resource for teaching vocabulary: a case study in secondary education. In Proceedings of the 5th International Conference on Information and Education Innovations. 40-45.

Trang, N. M. (2022). Using YouTube Videos to Enhance Learner Autonomy in Writing: A Qualitative Research Design. Theory and Practice in Language Studies, 12(1), 36–45. https://doi.org/10.17507/tpls.1201.05

Zaneldin, E., Ahmed, W., & El-Ariss, B. (2019). Video-based e-learning for an undergraduate engineering course. *ELearningand Digital Media, 16*(6), 475-496. https://doi.org/10.1177/2042753019870938

Zhang, Y., Tian, Y., Yao, L., Duan, C., Sun, X., & Niu, G. (2022). Individual differences matter in the effect of teaching presence on perceived learning: From the social cognitive perspective of self-regulated learning. Computers & Education, 179, 104427. https://doi.org/10.1016/j.compedu.2021.104427