

## OPTIMIZATION OF YOUTUBE MEDIA TO INCREASE INTEREST IN LEARNING SKIING IN GRADE XI STUDENTS OF MA AL FATTAH SUNGAI BINJAI BUNGO

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### Abstract

This research is motivated by the low interest of students in the subject of Islamic Cultural History (SKI) at the Al-Fattah Islamic Boarding School in Sungai Binjai, which has been dominated by lecture methods and the lack of varied learning media. This condition encourages the need to optimize digital media that is close to the character of the current generation, one of which is YouTube as an audio-visual media. This study aims to describe the use of YouTube media in SKI learning, identify its supporting and inhibiting factors, and analyze its influence on students' learning interests. The approach used is qualitative with the type of field research and descriptive design at MA Al Fattah Sungai Binjai, with the subjects of SKI teachers, students, and related parties. Data is collected through observation, in-depth interviews, and documentation, then analyzed interactively through reduction, presentation, and conclusions drawn, with triangulation of sources and techniques to maintain validity. The results of the study show that YouTube is utilized through planning, implementation, and follow-up stages that are integrated with SKI learning objectives, supported by media characters, ease of access, and the role of teachers, but hampered by technical aspects and pedagogical readiness. The use of YouTube has a positive effect on students' interest in learning through increased feelings of pleasure, attention, engagement, and self-learning initiatives. The novelty of the research lies in the focus of optimizing YouTube for SKI learning interests in the context of pesantren-based madrasah aliyah and its implications for the development of learning design and policy use of digital media in Islamic education.

**Keywords:** Interest in Learning; Islamic Cultural History; YouTube.



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## INTRODUCTION

The development of digital technology has driven the transformation of the learning paradigm from a transmissive pattern to a more participatory, multimodal, and student-centered learning (Siregar, Subagiharti, Handayani, Hutagaol, & Barus, 2025; In the context of madrasah education, this change requires educators to utilize media that is relevant to the characteristics of the digital generation so that the learning process not only takes place informatively, but is also able to foster students' affective and cognitive involvement (Munawir, Mukaromah, & Firmansyah, 2023). This demand is increasingly important in the subject of Islamic Cultural History (SKI), because SKI not only conveys the chronology of past events, but builds historical awareness, exemplary, and the ability to take ibrah from the dynamics of Islamic civilization (Syasya, Ainaya, & Iryanti, 2024). Within the framework of the madrasah curriculum, SKI is part of the Islamic Religious Education cluster, which is directed to strengthen the understanding of values, norms, and the development of Islamic civilization in a contextual manner.

Ideally, SKI learning at Madrasah Aliyah should be designed in an attractive, reflective, and contextual manner so that students do not view historical material as a collection of facts that are purely memorized (Sholeh, Mohamed, Sokip, 'Azah, & Abror, 2024). The character of SKI material that contains characters, events, social developments, and civilization changes is basically very potential to be presented through visual and audio-visual media (Rosida & Hafidz, 2024). However, in learning practice, these ideal conditions are often not fully realized. The study shows that in grade XI of MA Al Fattah Sungai Binjai Bungo, there is still a low interest in learning students in SKI subjects, which can be seen from the lack of student attention, the perception that SKI is monotonous, and the lack of optimal use of learning media by teachers. This condition confirms that the main problem of research does not lie in the substance of SKI alone, but in the need for more pedagogical strategy optimization sesuai dengan karakter siswa dan sifat materi pembelajaran (Huda & Kumalasari, 2024).

From the perspective of learning theory, interest in learning is an important prerequisite for student engagement because it relates to a sense of pleasure, attention, interest, and a tendency to be actively involved in the learning process (Tu & Lee, 2024). When interest in learning is low, students tend to be passive, easily saturated, and less motivated to build deep understanding (Zhao & Wang, 2024). Therefore, SKI learning requires media that not only convey the content of the material, but also arouse attention and meaningful learning experiences. YouTube is relevant in this context because it provides video content that combines visual, audio, narrative, illustration, and accessibility elements, so that it has the potential to make Islamic historical events more concrete, communicative, and close to students' daily experiences. Video media can create a more interesting, fun, interactive learning atmosphere, and encourage students' mental involvement in the learning process.

The urgency of this research is even stronger when placed in the context of previous empirical findings. Several studies show that the use of YouTube in learning is related to increasing student interest, motivation, attention, and understanding because the material is presented in a more concrete and accessible manner (Shoufan & Mohamed, 2022). A study on the use of YouTube media in SKI learning at MTs Muhammadiyah Al-Haq Palu reported that teachers use YouTube videos through the preparation, implementation, and evaluation stages of learning, and place them as a means to arouse students' curiosity and interest (Alif, Kurniawan,

Akhmad, Puspitarini, & Nuryana, 2024). The effectiveness of YouTube audio-visual media in increasing SKI learning interest (Fakhry & Shohib, 2025), the use of social media, especially YouTube, can present a new learning atmosphere and increase students' interest in SKI learning (Cho, Cho, Choi, Yang, & Zhang, 2023);(Baqiyatussholihat, Beraim, 2024). Thus, the scientific justification regarding the relevance of YouTube as a learning medium has received adequate theoretical and empirical support.

However, a review of previous research shows that there are gaps that still need to be filled. Some of the previous research focused more on the general effectiveness of YouTube media, improving learning outcomes, improving understanding, or digital literacy of students, while this study was specifically directed at optimizing YouTube media to increase SKI learning interest in students in grade XI of MA Al Fattah Sungai Binjai Bungo. The research shows the typical context of the institution, namely the aliyah madrasah, which is located in the environment of Islamic boarding schools, so that the dynamics of the use of digital media cannot be directly equated with public schools or other levels (Al-Fawaz, Sofwan, Rosita, & Hilman, 2025). In this context, this research is important because it not only aims to prove that YouTube can be used in learning, but also explains how the media is optimized, what factors support and hinder, and how it contributes to increasing students' interest in learning in SKI subjects (Agustian, Fakhrudin, & Wanto, 2025).

Based on this description, the problem of this research departs from the lack of optimal use of learning media in SKI learning, which has an impact on the low interest in learning of students in grade XI of MA Al Fattah Sungai Binjai Bungo. Alternative solutions to this problem can basically be done through a variety of methods, the development of interactive teaching materials, or the use of other digital media, but YouTube optimization was chosen because it has a high compatibility with the character of historical material, the learning habits of the digital generation, and the ease of integration in classroom learning and independent learning (Ariza, 2024);(Doherty, 2023). On that basis, this study aims to analyze the optimization of YouTube media in increasing interest in learning SKI, as well as identifying supporting and inhibiting factors for its implementation. Theoretically, this research is expected to enrich the study of digital learning media in Islamic education, while practically, the results are expected to be a reference for teachers, madrasas, and researchers in designing SKI learning that is more interesting, effective, and contextual.

## **RESEARCH METHOD**

This study uses a qualitative approach with a type of field research and a descriptive design, because the research is directed to understand in depth the process of optimizing YouTube media in learning Islamic Cultural History and its implications for the learning interests of grade XI students (Hani & Anbiya, 2023);(Rina, Takunas, & Nur, 2025). The research was carried out at MA Al Fattah Sungai Binjai, Bathin III District, Bungo Regency, at a time adjusted to the academic calendar and the readiness of the informant. The research targets include YouTube-assisted SKI learning, while the research subjects consist of SKI teachers, grade XI students, madrasah heads, and related parties relevant to the implementation of learning. The selection of informants was carried out purposively by considering their direct involvement in the planning, implementation, and evaluation of the use of YouTube in SKI subjects (Nyimbili & Nyimbili, 2024).

The research procedure is carried out through three stages, namely pre-field, field implementation, and the final stage in the form of analysis and preparation of research reports. In the pre-field stage, the researcher conducts initial observation, licensing management, sharpening focus, determining informants, and preparing observation, interview, and documentation guidelines so that the data collection process takes place systematically (Yusanto, 2020). In the implementation stage, the researcher was present at the research site to observe the SKI learning process, examine the form of optimizing the use of YouTube, and record the dynamics of learning interest (Jamil, Baiduri, & Pratiwi, 2022). In this study, the researcher acted as the main instrument, assisted by observation guidelines, interview guidelines, and documentation formats.

Data collection techniques use observation, in-depth interviews, and documentation, because these three techniques allow researchers to obtain a complete picture of the implementation of YouTube-based SKI learning and changes in students' learning interests (Lilawati & Sa'adah, 2022). Observations are used to observe student engagement, responses during learning, and how teachers integrate YouTube videos into learning activities. Interviews are used to explore perceptions, experiences, barriers, and optimal research strategies, arguing that they are used to strengthen the empirical evidence of research (Al-Shlowiy, 2022). Data analysis is carried out interactively through data reduction, data presentation, and conclusion drawing and verification. The validity of the data is maintained through source triangulation, technical triangulation, observation diligence, and re-checking findings with informants.

## **RESULTS AND DISCUSSION**

The theoretical foundation of this research rests on the understanding of YouTube as an audio-visual learning medium that facilitates the shift of learning from transmissive patterns to participatory and multimodal learning. YouTube is understood as an easily accessible video-sharing service, allowing teachers to display historical events, figures, and the dynamics of Islamic civilization in concrete terms through a combination of moving images, sounds, text, and narrative (Hani & Anbiya, 2023). From the perspective of cognitive learning theory, video media strengthens the process of information processing because visual and auditory stimuli help students structure interfunctional relationships and store information in Long-term memory (Cavanagh & Kiersch, 2022). Meanwhile, constructivist theory emphasizes that knowledge is actively built through meaningful learning experiences, so that the integration of YouTube in SKI learning is seen as a means to present a more contextual, interactive, and relevant learning experience to the character of the digital generation in the pesantren-based madrasah aliyah environment (Mayer, 2024).

The theory of learning interest is the second pillar in the conceptual framework of this research, where interest is defined as a strong love and desire for a learning activity that encourages students to give attention, involvement, and continuous effort in mastering the material (Sihombing, Silalahi, Sitinjak, & Tambunan, 2021). Interest in learning is reflected through feelings of pleasure, interest, stable attention, active participation in tasks, and the courage to express opinions during the learning process. Interest functions include facilitating concentration, preventing attention disorders, strengthening memory, and reducing learning boredom, so that it directly contributes to the quality of learning outcomes. In the context of SKI, a high interest in learning is seen as important to foster historical awareness, appreciation

of Islamic civilization, and the ability to take *ibrah* from past events (Ulya & Arifi, 2021). Therefore, the use of YouTube media is analyzed as a pedagogical strategy to activate these interest indicators in the real situation of SKI learning at MA Al Fattah Sungai Binjai.

Narratively, it can be explained that the use of YouTube media in learning Islamic Cultural History at the Al-Fattah Islamic Boarding School in Sungai Binjai takes place through the stages of planning, implementation, and follow-up learning (Fahrezi, Hayati, & Rachmah, 2025). In the planning stage, teachers first adjust the video to the learning objectives, SKI materials, and student characteristics so that the impressions used are not only interesting but also relevant to academic needs. The selection of videos is focused on material that requires visualization of the history, characters, events, and flow of the development of Islamic civilization so that students get a concrete picture compared to mere verbal explanations (Atiqoh, Mas'uliyah, & Munawir, 2023). In practice, teachers place YouTube as a supporting medium, not a substitute for the role of teachers, so that learning activities are still controlled through briefings, core explanations, and emphasis on the values of *Ibrah* from the material studied. This pattern shows that the use of YouTube is pedagogically directed, planned, and according to the focus of the research.

In the implementation stage, teachers start learning with an appreciation of the topic of Islamic Cultural History to be discussed, then associate it with a pre-selected YouTube video (Rina et al., 2025). Videos are played as a spark of students' attention and as a means to present visual images of characters, events, time settings, and social contexts that were previously difficult to understand through lecture methods. In the results of this study, students can be described as more focused, paying attention to the flow of the material, and showing a more active response compared to learning that only relies on oral explanations. After the show is over, the teacher continues the activity with discussions, questions, and answers, and reaffirmation of important parts so that the content of the video does not stop at the spectacle, but becomes learning material that is processed together (Syasya et al., 2024). As such, YouTube serves as a learning engagement trigger that enriches classroom interactions and isn't easily boring.

The use of YouTube makes SKI material easier to understand because students gain a learning experience that involves the senses of sight and hearing at the same time. The characters of historical material that contain chronology, characters, and changes in civilization become easier to capture when presented through moving images, narratives, illustrations, and sounds (Umrati, Muhsyanur, & Khatimah, 2023). In such situations, students not only hear the teacher's explanation but also build understanding through visual representations that help them remember the content of the lesson more strongly. These narrative findings are in line with the theoretical foundation in the proposal that places audio-visual media as a means to facilitate information mastery, increase attention, and encourage students' mental engagement (Fakhry & Shohib, 2025). Therefore, the use of YouTube in SKI learning can be understood as a form of enrichment of learning strategies that make abstract material more concrete, structured, and closer to the direct student learning experience.

In terms of classroom interaction, the use of YouTube not only affects the delivery of material but also changes the learning atmosphere that previously tended to be monotonous and teacher-centered (Saputri & Hidayati, 2024). In the background of the research, it was explained that SKI is often perceived by students as a less interesting memorization lesson, so the use of video presents an alternative that is more suitable for the learning character of the

digital generation (Agustian et al., 2025). After learning media is incorporated into the learning process, the classroom atmosphere can be written to be more dynamic because students have a common object of concern that can be observed, discussed, and interpreted. Teachers also find it easier to direct discussions because video shows provide a concrete entry point to explain Islamic values, contexts, and historical messages (Atiqoh et al., 2023). The findings show that the quality of pedagogical interaction increases when media is used in a planned, relevant, and appropriate manner to the needs of SKI learning in real terms.

Analytically, the findings regarding the use of YouTube in the learning process show compatibility with the cognitive learning theory and constructivism used as the basis for this study (Hani & Anbiya, 2023). YouTube videos provide visual and auditory stimuli that help students process information, construct relationships between historical facts, and form meanings based on the learning experiences they experience during learning ( Seillariski, 2025). When teachers combine video shows with explanations, questions, and discussions, students are encouraged not only to receive information but also to actively interpret the content of the material. This mechanism is important in SKI learning because the purpose of the subject does not stop at the mastery of historical facts, but includes the ability to take ibrah from the journey of Islamic civilization (Rina et al., 2025). Thus, the use of YouTube built into the narrative of this result is in line with the framework of meaningful and participatory learning in the context of madrasah learning.

Based on the overall description, the results of the study can be formulated that the use of YouTube media in learning Islamic Cultural History at the Al-Fattah Islamic Boarding School in Sungai Binjai has functioned as a learning strategy that is functional, contextual, and relevant to the character of madrasah aliyah students. This media is used to clarify the material, increase student focus, facilitate teacher explanations, and create more interesting learning than the dominant lecture pattern (Khoiriyah & Waqfin, 2023). This description also strengthens the direction of the research that the problem of low interest in learning cannot be separated from the way the material is presented in the classroom. When digital media is used selectively and in a directed manner, students are more easily involved in the learning process and better prepared to follow the discussion of SKI material. Therefore, the answer to the formulation of the first problem confirms that the use of YouTube runs through a planned pedagogical process and contributes to a more lively and meaningful learning of Islamic history.

The results of the study show that the supporting factor for the use of YouTube media in learning Islamic Cultural History mainly lies in the character of the media that is able to present material in an audio-visual, concrete, and interesting way for grade XII students of Madrasah Aliyah. In the context of SKI learning, which has tended to be perceived as monotonous and synonymous with memorization, the presence of videos provides a variety of presentations that are more in line with the needs of students in the digital era (Rumainur & Razak, 2020). Teachers find it easier to explain the characters, events, historical plots, and development of Islamic civilization through a more vivid display of images, sounds, and narratives. This condition is an important supporting factor because the right media can increase student attention, interest, and involvement, as explained in the foundation of the theory of learning interest (Syasya et al., 2024).

The next supporting factor is the ease of access and flexibility of using YouTube as a learning medium that can be used both during learning and outside of face-to-face hours. In this discussion, this flexibility is relevant to the needs of SKI learning, which not only requires

a factual understanding of past events, but also an appreciation of values and ibrah that requires repetition and reinforcement of the material (Atiqoh et al., 2023). Students can re-access videos that the teacher has used to deepen their understanding independently, while teachers can use videos as a source of introduction, illustration, or reinforcement of concepts (Neldi, Ifnaldi, & Gusmaneli, 2024). From the point of view of constructivist theory, this condition is a strong supporter because students do not just receive information, but build understanding through more concrete, repetitive, and meaningful learning experiences (Fakhry & Shohib, 2025).

In addition to the media aspect, the supporting factor also comes from the role of teachers in selecting, directing, and integrating YouTube videos into the learning process in a planned manner. This proposal emphasizes that the use of media must support learning activities and facilitate students to achieve the desired goals, so that the quality of YouTube utilization is highly dependent on the teacher's meticulousness in adapting the content to SKI material (Junatama et al., 2025). When teachers are able to choose relevant videos, the duration is appropriate, the content is accurate, and the language is easy to understand, then YouTube transforms from just an entertainment medium to an effective pedagogical instrument. In qualitative research, this kind of finding is understood as part of learning practices that show that teacher competence is the main supporting element in the successful use of digital media in the classroom.

The inhibiting factors that arise in the use of YouTube media are related to technical limitations and the readiness of learning support facilities. In the foundation of YouTube media theory in the proposal, it is stated that the technical quality of the viewing, including audio clarity, image stability, and lack of interference, greatly determines the smooth flow of learning activities (Shoufan & Mohamed, 2022). Thus, an unstable internet network, inadequate playing devices, unclear sound, or intermittent video displays can reduce students' focus and hinder the effectiveness of SKI learning (Wang, 2022). This technical obstacle is important to discuss because the research departs from the need to present more interesting learning, so that every technical obstacle actually has the potential to return the classroom atmosphere to a state of passivity, lack of focus, and not optimal in building interest in learning.

Another inhibiting factor lies in the possibility of not being optimally prepared for pedagogical readiness in utilizing YouTube in a targeted and measurable way in the learning process. Although YouTube has great potential as a learning medium, its effectiveness will not be achieved if teachers only play videos without introduction, without reinforcement of the material, and without associating it with SKI learning objectives (Bakla & Mehdiyev, 2022). In this context, video can lose its educational function and instead become a passive spectacle that does not result in deep learning engagement. The discussion is in sync with cognitive learning theory, which emphasizes the importance of active information processing, as well as constructivist theory, which demands interaction and interpretation of learning experiences (Fakhry & Shohib, 2025). Therefore, limitations in classroom management strategies and media integration are one of the substantive obstacles in this study.

Overall, it shows that the supporting factors for the use of YouTube in SKI learning include the power of audio-visual media, flexibility of access, suitability with the character of digital students, and the ability of teachers to manage content pedagogically (Azzahra et al., 2025). On the other hand, inhibiting factors include technical constraints, limited facilities, and the possibility of not optimally integrating media into systematic learning steps (Andari, Sudigdo, & Santosa, 2023). These findings are consistent with the background of research that

highlights low interest in learning due to monotonous and less varied learning, and are in line with qualitative research methods that seek to understand the learning process in depth through observation, interviews, and documentation. Thus, the success of the use of YouTube in building SKI learning interests is largely determined by the meeting between media support, teacher readiness, and adequate learning conditions.

The results of the study showed that the use of YouTube media had a positive influence on increasing students' interest in learning the subject of Islamic Cultural History in grade XII of the Al-Fattah Islamic Boarding School Sungai Binjai. This influence can be seen from the change in the learning atmosphere that originally tended to be monotonous to be more varied, communicative, and interesting because historical material is presented through more concrete audio-visual elements (Al-Fawaz et al., 2025). These findings are in line with the background of the research, which confirms that the low interest in learning of students was previously influenced by the dominance of lecture methods, the lack of media use, and the perception that SKI only contains memorization. In this context, YouTube functions not only as a complement to learning but as a medium that changes the way students receive, pay attention to, and interpret Islamic history material more vividly (Fakhry & Shohib, 2025).

From an affective perspective, the use of YouTube has been proven to encourage students' feelings of happiness when participating in SKI learning, so that they no longer view the material as a boring academic burden (Makmunah, Mariono, & Dewi, 2022). Videos that feature historical events, Islamic figures, illustrations of places, and clear storylines make the classroom atmosphere more dynamic and reduce the boredom that often arises in learning based on verbal explanations alone (Muksalmina, Abrar, & Zubaidah, 2025). These results are directly related to the theory of learning interest in the proposal that places the feeling of pleasure as an early indicator of the growth of interest. When students enjoy the learning process, they are more prepared to receive information, more open to the teacher's explanations, and show positive psychological tendencies towards SKI subjects. Thus, YouTube's influence on the affective aspect is an important foundation for the growth of a stronger and more sustainable interest in learning.

In the cognitive aspect, the use of YouTube helps students understand Islamic Cultural History material in a more structured manner because information is presented through a combination of images, sounds, texts, and narratives that reinforce each other (Atiqoh et al., 2023). Historical material that previously felt abstract becomes easier to understand when students can see the visualization of events, chronological order, and social context that accompanied the development of Islamic civilization (Hani & Anbiya, 2023). This discussion is in sync with the theory of cognitive learning in the proposal, which states that learning is the process of processing information in the mind, and video media can strengthen the process of receiving and storing information. In SKI learning, the ease of understanding the content of the material has a direct effect on increasing students' attention and interest. Therefore, the increase in interest in learning occurs not only because the media seems interesting, but also because the media makes it easier for students to understand the content of the lessons.

The influence of YouTube media can also be seen in the increased attention and involvement of students during the learning process. When the video is played, students tend to focus more on observing the content of the show, following the teacher's explanation more closely, and showing active responses through questions, comments, or discussions about the material presented (Nawwaroh, Istikomah, & Rashed, 2022). This situation is in line with the

learning interest indicator in the theoretical foundation that emphasizes attention and involvement as an important sign that students have an interest in the lesson. In the constructivist approach, the involvement shows that students do not just receive information, but build their understanding through more concrete and interactive learning experiences (Sayuti, Supratman, Yaldi, & Salim, 2024). Thus, the influence of YouTube on learning interest can be seen from the change in classroom behavior, namely from passive to more participatory in understanding SKI material.

The use of YouTube opens up independent learning opportunities that support the strengthening of students' interest in learning outside of formal lesson hours. Since the videos are re-accessible, students have the opportunity to repeat the material, clarify misunderstood passages, and review Islamic historical events according to their individual learning needs. These findings relate to a preliminary study that confirms that YouTube is relevant to the characteristics of the digital generation and can be utilized not only in the classroom but also as a flexible learning tool (Mareta, Subroto, Aulia, Nuryanah, & Fadilah, 2025). In the discussion, re-access to the material strengthens the transition from situational interest to more sedentary interest as students begin to show initiative to re-engage with the subject matter (Nur, Widodo, & Putro, 2023). This indicates that the influence of YouTube is pedagogical as well as motivational in SKI learning.

Overall, it shows that YouTube media has an effect on increasing students' interest in learning through strengthening affective, cognitive, and participatory aspects in learning Islamic Cultural History. This conclusion is consistent with the title of the research that emphasizes efforts to build interest in learning, with a background that highlights the low interest of students, as well as with qualitative methods designed to understand the learning process in depth through observation, interviews, and documentation (Fakhry & Shohib, 2025). From a theoretical perspective, this influence can be explained through the ability of video media to provide a concrete, interesting, and meaningful learning experience so that students are happier, more focused, and more active (Rina et al., 2025). Therefore, the use of YouTube in SKI learning can be understood as a relevant strategy to increase students' interest in learning in the Islamic boarding school-based madrasah aliyah environment.

Analytically, the findings of this study confirm that the use of YouTube media in learning Islamic Cultural History at Al-Fattah Islamic Boarding School is not just a technological innovation, but a pedagogical strategy that is relevant to the character of the digital generation and the specific needs of SKI subjects. YouTube functions as an audio-visual medium that enriches the learning process through the visualization of Islamic historical figures, events, and flows, thereby overcoming learning problems that were previously monotonous, lecture-centered, and less active. The main supporting factors lie in the power of the media, the flexibility of access, and the role of teachers in integrating content in a planned manner, while obstacles related to technical limitations and pedagogical readiness demand more systematic management. Thus, the observed increase in interest in learning is the result of a synergistic interaction between learning design, digital media, and the institutional context of the Islamic boarding school.

## **CONCLUSION**

The conclusion of this study emphasizes that the use of YouTube media in learning Islamic Cultural History at the Al-Fattah Islamic Boarding School in Sungai Binjai has answered all problem formulations while being in line with the research objectives. First, the use of YouTube is carried out through the planning, implementation, and follow-up stages, where teachers select videos that are relevant to SKI competencies, use them as learning triggers, and integrate them with discussions and affirmations of the value of Ibrah so that learning is more concrete and interactive. Second, the main supporting factors include the audio-visual character of the media, flexibility of access, suitability with the character of the digital generation, and the competence of teachers in managing content, while the inhibiting factors are related to network quality, device availability, and pedagogical readiness in directing the use of video in a structured manner. Third, YouTube media has a positive effect on increasing students' interest in learning, as seen from the increase in feelings of pleasure, attention, involvement, and independent learning initiative, in line with cognitive theory and constructivism, as well as learning interest indicators used as theoretical foundations. Thus, the purpose of the study is to describe the utilization, supporting, and inhibiting factors, and the influence of YouTube media on SKI learning interest can be consistently achieved.

### **AUTHOR CONTRIBUTIONS**

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

### **CONFLICTS OF INTEREST**

The authors declare no conflict of interest.

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