The Impact of Educational Content Exposure and Learning Videos on the Effectiveness of Self-Directed Learning through the YouTube Platform Application Among Students of the Faculty of Economics and Business at Universitas Negeri Jakarta

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Abstract. This study investigates the impact of educational content exposure and learning videos on the effectiveness of self-directed learning (SDL) among students of the Faculty of Economics and Business at Universitas Negeri Jakarta through the YouTube platform. With the increasing integration of digital media in education, YouTube has become a widely used tool for independent learning due to its flexible access, variety of content, and visual appeal. Employing a quantitative approach and using Smart PLS 4 for data analysis, this research involved 100 respondents selected through purposive sampling. The findings reveal that educational content exposure does not significantly affect learning independence directly, but has a significant indirect effect through the use of YouTube. In contrast, learning videos significantly impact learning independence directly, but not indirectly via YouTube usage. Additionally, learning independence positively influences YouTube usage, suggesting that more self-directed students are more likely to engage with the platform. The study concludes that while YouTube plays a mediating role in linking content exposure to Self-Directed Learning, its influence varies depending on content type. These results offer insights for educators and policymakers to optimize digital learning strategies in higher education.

Keywords: Educational Content, Learning Videos, Self-Directed Learning, YouTube, Higher Education, Digital Learning.

Introduction

Education is a key pillar in the development of individuals and society, especially in the era of the 4.0 industrial revolution and society 5.0, which is characterized by advances in information technology. Digital transformation has changed the way we learn and access information, from being limited to the classroom to a flexible learning process that can be accessed anytime and anywhere through digital media. One of the most notable innovations is the emergence of video platforms such as YouTube, which has become a popular learning resource among digital generation students. Students show a preference for visual and interactive media and tend to engage in self-directed learning using various digital platforms like YouTube, due to the flexibility of time and location, ease of access, and the diversity of materials presented in audio-visual and interactive formats. According to Mujianto (2019) in Yulyani Rani (2024), "as an educational platform that is widely favored by students, YouTube functions as an efficient source of information for educational institutions." Meanwhile, according to Hotman Siboro et al. (2024), "the use of YouTube also facilitates interaction and collaboration among students," which supports active learning processes. Independent learning is important in this context, where students are expected to be able to plan, implement, and evaluate their learning processes independently. Knowles (1975) in Noprianti Rupa et al. (2024) explains that "independence in learning is an educational process in which individuals, with or without support from others, can act independently, identify learning needs, set learning goals, seek learning resources and materials, choose and apply learning methods that are appropriate for themselves, and assess the results of their learning." Based on preliminary research on students at the Faculty of Economics and Business, Universitas Negeri Jakarta, it was found that 100% of respondents had used YouTube as a learning

medium, and 80% stated that YouTube had a significant influence on their independent learning process.

This study formulates several main questions: (1) What is the level of use of educational content and learning videos on YouTube by FEB UNJ students? (2) How does the use of such content affect the effectiveness of self-directed learning and learning motivation? (3) What factors influence students in selecting educational content? (4) What are the differences in learning effectiveness between students who actively use YouTube and those who rarely use it? (5) What is the impact of educational content and instructional videos on students' academic performance? and (6) What challenges do students face in using YouTube as a learning medium? The purpose of this study is to analyze and explore the impact of educational content and instructional videos on the effectiveness of self-directed learning and learning motivation among FEB UNJ students, identify the level of usage, driving factors, differences in effectiveness between active and inactive users, and examine the various challenges faced.

Theoretically, this study contributes to enriching references on technology-based self-learning and expanding understanding of the interaction between technology application, learning motivation, and learning outcomes. This research can also strengthen the theory linking digital media-based learning with students' academic achievement. Practically, this research is beneficial for students to improve their independent learning skills through technology, for lecturers in developing more effective digital media-based teaching methods, and for educational institutions in building policies and infrastructure that support learning transformation in the digital era.

Literature Riview

This study is based on several key concepts, namely exposure to educational content, learning videos, independent learning, and the role of YouTube applications in higher education. Exposure to educational content includes various forms of knowledge, ideas, strategies, and skills presented in visual and audio formats to encourage behavioral transformation in individuals (Mubarok & Chatayin, 2009 in Reza Putri et al. (2021). Educational content is defined as "the expansion of an individual's or group's knowledge and skills through the learning process presented in the form of information, design, facts, or other methods" (Craven & Hirnle) in Dewi Nurbaiti & Siti Nurjanah (2018). In this context, YouTube has educational characteristics such as time flexibility, security systems, and editing tools, which support self-directed learning Fatty Faiqah et al. (2016). Educational videos as audio-visual media effectively convey complex material in an engaging manner, as stated by Arsyad (2013) in Marliani, Lita (2021), that "teaching through audio-visual means is the delivery of material that is absorbed through sight and hearing." Furthermore, Manan (2018) in Parlindungan et al. (2020) states that "in videos, there are simple but interesting symbols and illustrations that help students understand the material."

Independent learning is defined as active learning activities managed autonomously by students with internal motivation (Mudjiman, 2007) in (Asep Sukenda Egok, n.d.). According to (Ningsih & Nurrahmah, 2016), "students are expected to be able to seek information about lessons not only from teachers" and to carry out learning activities without being influenced by others. The YouTube app, as an open platform, allows students to access a variety of information for free and globally (Rohman & Husna, n.d.), and as explained by Arham (2020), "YouTube as an educational tool can be considered successful because of its ease of access and no cost, sufficient resources as well as its audiovisual format that can encourage the spirit of learning."

Theoretically, the constellation of relationships between the variables studied includes the influence of educational content (X1) and learning videos (X2) on the effectiveness of independent learning (Y), both directly and through the mediating role of the YouTube application (Z). Previous research has yielded findings that both support and refute this relationship. For example, Hidayatullah (2024) found that educational content on TikTok "significantly influences the effectiveness of student learning independence." Conversely, Rumingsari (2024) stated that "educational videos do not have a significant impact on student learning independence and motivation." Findings such as those from Nuhaya & Asyhari (2023) indicate that "interactive videos focused on problems have a significant impact on improving students' learning independence," while research by (Zulaini et al., 2024) found that "there is no interaction between the use of YouTube media and the level of learning independence in influencing learning outcomes." Therefore, it is important to comprehensively examine how these variables are interrelated, particularly in the context of students at the Faculty of Economics and Business, Universitas Negeri Jakarta, who face the need for independent learning through digital media.

By combining theory, characteristics of digital media, and previous empirical findings, this theoretical framework and constellation underpin the hypothesis that exposure to educational content and learning videos on YouTube directly and indirectly influences the effectiveness of students independent learning.

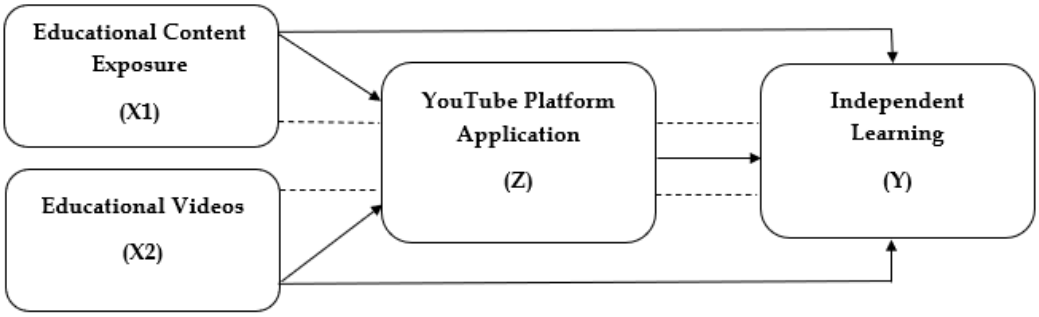

Figure 6- Reseacrh Hypothesis

Description:

——————▶ : Direct Influence

---------- : Indirect Influence

Methods

The research methodology is a scientific method applied to collect information with specific objectives and purposes. It encompasses a systematic sequence of steps in structuring, executing, analyzing, and interpreting data to solve research problems or test hypotheses. In this study, the researcher applies a quantitative approach with a focus on causal associative research. The quantitative approach is chosen to measure and analyze the relationships between variables numerically, using statistical tools for analysis. Additionally, the researcher employs a descriptive design to detail the findings and describe the trends or characteristics of the respondents based on the collected data. This design is used to systematically describe the respondents' profiles, the distribution of responses, and their perceptions of the variables being studied.

This study was conducted at the Universitas Negeri Jakarta, with the population and sample consisting of students from the Faculty of Economics and Business, located at the Campus A of the Universitas Negeri Jakarta. The study was carried out from March to June 2025, using a survey method through the distribution of an online questionnaire via Google Forms, which included various questions related to each research variable. In this study, the population refers to all active students at the Faculty of Economics and Business, Universitas Negeri Jakarta (FEB UNJ). This population was selected based on the assumption that students from the Faculty of Economics and Business generally have good access to technology, particularly in utilizing the YouTube platform as a learning tool. Additionally, students in this environment are also considered to have experience in obtaining educational content and learning videos related to their courses or academic interests. In this study, the sample consists of 100 respondents, who are active students from the Faculty of Economics and Business at the Universitas Negeri Jakarta (FEB UNJ) who have used YouTube as a learning aid. This sample was selected using a purposive sampling method based on their experience with using YouTube for educational purposes, whether for coursework or self-directed knowledge development. The distribution of the questionnaire was conducted directly to students who met these criteria. Among the respondents, the majority are students from the 2023 cohort, who are considered to be quite active and accustomed to using digital media in their daily academic activities. Respondents from other cohorts were also included to ensure data diversity, although the dominance of the 2023 cohort is clearly visible in the composition of this research sample.

In this study, the primary method applied is a survey, with primary data collected through the distribution of questionnaires to participants. The questionnaire was distributed to 100 active students from the Faculty of Economics and Business at the Universitas Negeri Jakarta, who have experience in using YouTube as a learning tool. The distribution was conducted both directly, in person, and online, to reach respondents in a wider and more efficient manner. In addition to data collection through

surveys, the researcher also conducted simple observations at the initial stage of study development. The purpose of this observation was to directly identify patterns of YouTube usage as a learning tool among students, as well as their habits in accessing educational content. These observations helped the researcher in formulating more suitable indicators and instruments aligned with the dynamics observed in the field.

The technique for analyzing and managing data is a crucial part of the research, aimed at processing, analyzing, and interpreting the information obtained from the respondents. This is necessary to ensure that the data can be used to answer the research questions and test the hypotheses that have been set. In this study, the SmartPLS 4 software was utilized to analyze the collected data. SmartPLS 4 is a statistical application based on Partial Least Squares Structural Equation Modeling (PLS-SEM), designed to analyze complex research models that focus on relationships between latent variables.

Result and Discussion

Based on the outer loadings analysis conducted to test validity, all indicators in this study are proven to be valid as they have values above 0.70, indicating that each indicator effectively represents its respective construct. For the Educational Content Exposure (X1) construct, the loading values range from 0.759 to 0.838, with indicator X1.2 contributing the highest, suggesting that this aspect is the most effective in reflecting the X1 variable. The Learning Video (X2) construct shows loading values between 0.785 and 0.852, with indicator X2.3 being the most dominant, emphasizing the importance of this element in discussing the presence of learning videos in this study. For the Self-Directed Learning (Y) construct, all indicators also exhibit high validity with loading values between 0.778 and 0.845, where indicator Y5 contributes the most, indicating that this indicator best reflects students self-directed learning behaviors. Meanwhile, the YouTube Platform (Z) construct is also validated, with loading values ranging from 0.728 to 0.866, and indicator Z3 being the highest, showing that this element is the strongest representation of the Z variable. Overall, these findings confirm that the instruments used in this study meet the construct validity criteria, making them reliable for measuring the relationship between educational content exposure and learning videos in relation to self-directed learning through the YouTube platform**.**

The construct reliability testing in this study was conducted using two main indicators: Cronbach's Alpha and Composite Reliability (rho_A and rho_C). All constructs, including X1 (Educational Content Exposure), X2 (Learning Video), Y (Self-Directed Learning), and Z (YouTube Platform Usage), showed Cronbach's Alpha values greater than 0.70, ranging from 0.855 to 0.876. This indicates that each construct has excellent internal consistency, meaning the indicators within each construct can reliably and stably measure the same concept. Furthermore, Composite Reliability (both rho_A and rho_C) ranged from 0.856 to 0.910, exceeding the minimum threshold of 0.70. This suggests that the set of indicators for each construct has a high level of correlation and consistently explains the construct well.

To measure convergent validity, the Average Variance Extracted (AVE) indicator was used. The analysis results show that all constructs have AVE values greater than 0.50, ranging from 0.634 to 0.671. The high AVE values indicate that more than 50% of the variation in the indicators can be explained by the relevant constructs. Thus, the research model can be stated to meet convergent validity, indicating that each construct truly measures the intended variable. Overall, the evaluation demonstrates that all constructs in the research model have met the criteria for reliability and convergent validity, making them suitable for use in subsequent structural model analysis.

Multicollinearity testing aims to assess whether there is a significant linear relationship between indicators within a research construct. The data shows that all indicators of the constructs X1 (Educational Content Exposure), X2 (Learning Videos), Y (Learning Independence), and Z (Use of YouTube Platform) have VIF values ranging from 1.731 to 2.994. These values are well below the threshold of 5, indicating no high correlation between the indicators that would significantly affect the model's stability. Therefore, it is concluded that this study does not face multicollinearity issues, and all indicators are valid for further structural model analysis.

Discriminant validity testing ensures that each construct in the model is clearly distinct from others. One technique used is the Fornell-Larcker Criterion, where the square root of AVE values along the diagonal of the table must exceed the correlation values between related constructs outside the diagonal. The results show that all diagonal values (√AVE)—X1 = 0.797, X2 = 0.817, Y = 0.808, and Z = 0.819—are higher than the correlation values between constructs in the corresponding rows and columns. For

instance, the √AVE for X1 (0.797) is greater than its correlation with X2 (0.911) and Y (0.810), and so on. This indicates that each construct is more effective in explaining its own variables than in explaining others. Therefore, it can be concluded that the research model meets the discriminant validity standard, demonstrating that each construct has conceptual uniqueness with no overlap in its measurement.

R-Square (R^2) values are used to assess how well independent variables can explain the dependent variable within a structural framework. The analysis reveals that the Learning Independence construct (Y) has an R-square value of 0.771, meaning 77.1% of the variation in learning independence is explained by Educational Content Exposure and Learning Videos together. This indicates a strong contribution from these variables toward enhancing student independence through YouTube. Meanwhile, the YouTube Platform construct (Z) has an R-square value of 0.697, indicating that 69.7% of the variation in YouTube platform usage is explained by Educational Content Exposure and Learning Videos. This suggests that educational content and learning videos significantly influence how students use YouTube for learning. The adjusted R-square values for both constructs (Y = 0.764; Z = 0.690) align with the initial R-square values, confirming that the model fits well and is not overly influenced by the number of predictors in the model. Overall, these results reinforce that the research model effectively explains the relationships between variables and is reliable.

F-Square (f^2) testing is used to determine the effect of each independent variable on the dependent variable in a structural model. The f^2 value measures effect size, with common interpretation categories as follows: 0.02 = small, 0.15 = medium, and 0.35 = large. Based on the F-square analysis, the value for Educational Content Exposure (X1) and Learning Independence (Y) is 0.004, indicating a very minor, almost insignificant impact. This suggests that, directly, educational content exposure does not significantly contribute to student independence. The F-square for Learning Videos (X2) relative to Learning Independence (Y) is 0.102, which falls in the small to medium category, showing a more significant impact than educational content but still low. The F-square for Learning Independence (Y) on the YouTube Platform (Z) is 0.289, indicating a medium to approaching large effect. This shows that learning independence contributes notably to how students utilize the YouTube platform. Additionally, the F-square for the relationship between X1-Z and X2-Z are 0.149 and 0.063, respectively, showing that educational content has a near-medium effect on YouTube usage, while learning videos have a small impact. Overall, this interpretation suggests that learning independence strongly influences YouTube platform usage, while educational content and learning videos primarily contribute indirectly, especially through mediation paths.

Table 9 : Path Coefficient

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 -> Y	0.077	0.067	0.138	0.560	0.575
X1 -> Z	0.517	0.505	0.180	2.879	0.004
X2 -> Y	0.382	0.381	0.143	2.667	0.008
X2 -> Z	0.336	0.347	0.186	1.807	0.071
Z -> Y	0.467	0.480	0.116	4.025	0.000

Based on the analysis, Educational Content Exposure (X1) does not show a significant impact on Learning Independence (Y), with a coefficient of 0.077, t-statistic of 0.560, and a p-value of 0.575, which clearly exceeds the significance threshold of 0.05. This indicates that despite students receiving educational content, this exposure is not strong enough to directly enhance their learning independence. Therefore, H1 is rejected, as there is no statistically significant relationship between X1 and Y. This finding suggests that, although educational content is available, the quality, relevance, or delivery of the content may not be effective enough to boost independent learning motivation. These results align with the study by Rumingsari (2024), which found that educational content in the form of learning videos does not significantly impact students independence and motivation to learn. The statistical data in that study also led to the rejection of the hypothesis regarding the influence of educational content on learning independence, indicating that learning videos do not always succeed in enhancing students independent learning.

The analysis results show that Educational Content Exposure (X1) significantly impacts YouTube Platform Usage (Z), with a coefficient of 0.517, t-statistic of 2.879, and a p-value of 0.004. This indicates that the greater the exposure to educational content, the more likely students are to use YouTube as a

learning tool. This suggests that educational content enhances students interest in using digital platforms for learning. Therefore, H2 is accepted, as there is a statistically significant relationship between X1 and Z. These findings align with the study by Arone & Putra (2024), which indicates a significant relationship between educational and informative content and the use of YouTube as a media platform.

The data analysis reveals that Learning Videos (X2) significantly impact Learning Independence (Y), with a coefficient of 0.382, t-statistic of 2.667, and a p-value of 0.008. This indicates that the use of interactive and relevant learning videos can enhance students learning independence. With video-based learning media, students gain flexibility in understanding the material and managing their study time independently. Therefore, H3 is accepted, as there is a significant relationship between X2 and Y. This study's findings align with research by Nuhaya & Asyhari (2023), Khoiriah et al. (2022) and Jumanto & Prihatsari (2018), all of which indicate the impact of YouTube learning videos on students learning independence. These moving images can provide various beneficial content and videos that students can learn independently.

The data analysis indicates that the interaction between Learning through Videos (X2) and YouTube Usage (Z) does not show statistical significance, despite a positive trend. The coefficient obtained is 0.336, with a t-statistic of 1.807 and a p-value of 0.071, slightly exceeding the significance threshold of 0.05. This suggests that while there is a connection between the use of learning videos and YouTube usage, the impact is not strong enough to be considered significant. Therefore, H4 is rejected, although the relationship is nearly significant and may warrant further exploration in future studies. These findings are consistent with research by Primari Yonanda et al. (2024), Putri et al. (2024), and Iqbal (2023), which indicate that while YouTube learning videos have a positive impact, they also have negative effects on students cognitive abilities, particularly for underage students without parental supervision. One of the studies mentions that the impact of learning videos on YouTube is relatively small on cognitive abilities and has a detrimental effect on children's attitude and moral development.

The analysis results show that Learning Independence (Y) significantly impacts YouTube Usage (Z), with a coefficient of 0.467, t-statistic of 4.025, and a p-value of 0.000. This indicates that the higher a student's learning independence, the more active and selective they are in utilizing YouTube to support their learning process. Independent students tend to use digital learning resources like YouTube to meet their learning needs flexibly. Therefore, H5 is accepted, as there is a statistically significant relationship between Y and Z. These findings align with the studies by Pangestika & Yanuartuti (2020) and Damayanti (2018), which indicate that self-directed learning significantly influences YouTube usage. One of the studies mentions that YouTube is beneficial in providing content or tutorial videos to support independent learning, while the other highlights that educational content in the form of foreign language learning videos on a channel drives the growing use of YouTube.

Table 10: Spesific Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 -> Z -> Y	0.241	0.239	0.099	2.437	0.015
X2 -> Z -> Y	0.157	0.171	0.107	1.459	0.145

Specific Indirect Effect analysis is used to assess the indirect impact of an independent variable on the dependent variable through a mediator in a structural model (Structural Equation Modeling). Based on the data analysis, it is proven that Educational Content Exposure (X1) has a significant indirect effect on Learning Independence (Y) through YouTube Platform Usage (Z). The coefficient for the indirect effect is 0.241, with a t-statistic of 2.437 and a p-value of 0.015, which is below the significance threshold of 0.05. This finding suggests that, although X1 does not have a significant direct impact on Y, its influence becomes meaningful due to the mediating role of Z (YouTube usage). This means that the more students are exposed to educational content, the more frequently they use YouTube, which ultimately contributes to their learning independence. Therefore, H6 is accepted, and it can be understood that YouTube serves as an effective mediator linking educational content exposure and learning independence. These results are consistent with studies by Tiasari et al. (2023) and Arifin & Kusuma (2023), which show a significant and positive impact of educational content supporting students independent learning through YouTube.

"Conversely, the analysis shows that Learning Videos (X2) do not have a significant indirect effect on Learning Independence (Y) through YouTube usage (Z), with a coefficient of 0.157, t-statistic of 1.459, and a p-value of 0.145, which exceeds the significance threshold of 0.05. This indicates that, while X2 has a direct effect on Y, the indirect effect through Z is not strong or consistent enough to be considered significant. Therefore, H7 is rejected, and it can be concluded that YouTube usage does not significantly mediate the relationship between learning videos and learning independence. This may be due to students preference for accessing learning videos through other platforms or the quality of the video delivery not being engaging enough to increase YouTube usage frequency. These findings align with studies by Hidayat et al. (2020), Hernawati et al. (2022), and Zaky Ahmaddien et al. (2025), which indicate a weak or non-significant relationship between learning videos on YouTube and supporting students learning independence. These studies suggest that learning videos are ineffective in promoting student learning independence.

Conclusion

Based on the analysis, it can be concluded that, in the context of students at the Faculty of Economics and Business, Universitas Negeri Jakarta, Educational Content Exposure and Learning Videos have differing effects on Learning Independence. Educational Content Exposure (X1) does not have a direct significant effect on Learning Independence (Y), but it has a significant indirect effect through YouTube Platform Usage (Z), indicating that YouTube serves as an effective intermediary in enhancing learning independence through such content. Conversely, Learning Videos (X2) have a significant direct effect on Learning Independence but do not show a significant indirect effect through YouTube, suggesting that YouTube is not a primary factor in this relationship. Additionally, Educational Content Exposure (X1) significantly influences YouTube usage (Z), while Learning Videos (X2) do not have a significant impact on Z. Learning Independence (Y) itself has a strong and significant influence on YouTube usage, indicating that more independent students are more active in using the platform. Overall, the findings emphasize that YouTube plays a crucial role in bridging access to educational content and enhancing learning independence, but its effectiveness as a mediator depends on the type of content and students preferences for accessing it.

Based on the findings, it is recommended that future research include additional variables such as learning motivation, learning styles, or satisfaction with learning media to gain a more comprehensive understanding of the factors influencing students learning independence. Future studies could also compare the effectiveness of various digital learning platforms, other than YouTube, to determine which is most impactful in promoting students learning independence.

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