

Students' Experience of Using YouTube in Learning Business Accounting

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Abstract

The literature is replete with positive reviews of using Internet 2.0 in teaching and learning. The use of Internet 2.0, such as YouTube, has attracted millions of users including students and teachers. The growing number of YouTube users and what YouTube can offer in improving learning experience have attracted significant interest of many researchers on the possibility of integrating YouTube in learning activities. However, factors that influence students' use of YouTube in learning is less explored in the literatures. Hence, this study aims to identify the factors that influence students' experience in using YouTube as their learning platform. Data were collected from 342 students and the findings reported that, perceived usefulness, perceived ease of use, and social influence are three important factors in encouraging respondents to use YouTube as a learning platform. The implications of this study are also discussed, together with the limitations and suggestions for future research.

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INTRODUCTION

Since its debut in 2005, YouTube has become the leading video sharing site that consists of a vast collection of videos including educational videos that are uploaded by creators from all walks of life. The high number of videos uploaded on YouTube is consistent with the increasing number of YouTubers and viewers globally. The same scenario has been progressing in Malaysia with the continuously increasing number of new YouTubers and the high interest towards YouTube among Malaysians. In Malaysia, 48.3% of 24.6 million users of social media use YouTube (MCMC, 2018). Although the use of YouTube in teaching and learning has contributed to changes in the academic landscape (Husain et al, 2012) and has gained significant interest among educators and students, this platform has not been fully embraced by both groups for less known reasons.

The high percentage of YouTube users in Malaysia offers many opportunities for educators to benefit from YouTube. The increasing trend shows that Malaysians are familiar with the YouTube platform which enhances the potential for educators to integrate YouTube in their teaching and learning activities either in a fully online learning or blended learning environment.

This is not a hypothetical statement because recent years have witnessed users utilizing social media platform not only for social networking, but also for academic interaction (Jones, 2015). More importantly, social media encourages quick, interactive, and rich interactions that provide useful data for educators to continuously improve the quality of content development and delivery of a course. In terms of technological readiness and applicability, the integration of YouTube in teaching and learning activities can be easy because YouTube can be accessed at all time as long as there is internet connectivity. The lower cost of internet and enhancement of infrastructure have promoted a gradual increase in the number of internet users. In Malaysia, the fee of internet usage has been reduced, tax incentive for internet bills is given, the project on internet continuity has been expanded, the number of people with internet access has increased and the usage of social media among Malaysians is becoming a norm which have contributed to the increasing trend of YouTube use. In Malaysia, internet connectivity has been consistently improved and was incorporated under The National Fiberisation and Connectivity Plan (MCMC, 2018).

The application of YouTube in teaching and learning activities supports the idea of knowledge liberalisation because it improves the public accessibility towards knowledge (Kola & Sunday, 2018) because YouTube is freely available to all and accessible through a wide range of platforms either through streaming or recorded videos. The time lapse between video creation and video availability is almost non-existent. In addition, the availability of YouTube promotes student-centered learning where students are free to decide when and how long to participate in a learning session. As an open site, students have the flexibility in using the video and interacting with other users and video creators through the comment space provided. This situation can potentially improve the quality of the teaching and learning process (Chawinga, 2017).

In addition to that, videos on YouTube can be downloaded and watched offline and shared using other social media and learning platforms. Although Malaysia has a huge number of YouTube users, their familiarity of using YouTube as a medium for academic learning is not well explained in the literatures. The usage of YouTube as a medium for academic learning might be different from the normal usage of YouTube for other purposes such as for entertainment, skills improvement, general knowledge enhancement, or review of recent issues. Learners evaluation on this platform has to be scrutinized to establish the potential of YouTube as a learning platform. Although many students use YouTube as an information source and to learn new skills, the use of YouTube for academic learning is still lagging behind other social media platforms (Moghavvemi et al., 2018). In their study about the usage of YouTube among university students, they reported that student were using YouTube for self-learning activities such as to improve their understanding on the subject they had learned in the classroom or to answer questions they are working on. Therefore, the effectiveness of YouTube as a learning platform is a growing niche since many students are digital citizens who are using social media including YouTube to create, share, upload, and comment on digital content. Despite the growing acceptance of students and educators towards YouTube, the literature about factors that may influence and hinder students from using it is still lacking. Thus, to obtain a detailed understanding of the push and pull factors of YouTube usage among students in their learning activities, this study aims to investigate students' evaluation on the factors of using YouTube in learning activities.

2.0 SIGNIFICANCE OF THE STUDY

The quality of internet networking in Malaysian public universities has consistently improved. Most of the campuses have provided internet access to students for free. The universities are also encouraged to embark on blended learning approach with the target of at least 30% of the courses offered as a blended learning course. One of the possible elements in a blended learning course is the use of digital contents, and YouTube is one of the options available for course instructors in uploading, sharing, and reviewing videos for teaching. Due to the pull and push factors, more courses are expected to be offered for blended learning.. However, studies on the integration of videos on YouTube into teaching among Malaysian public universities is minimal. Thus, this issue requires further examination in understanding students' perception, acceptance, and experience towards using YouTube video in learning.

Previous studies which have assessed the use of YouTube in teaching and learning activities were primarily focused on the use of publicly available videos that were uploaded by YouTube creators globally (e.g Husain et al, 2012). In this practice, instructors may choose and pick up any relevant videos to be used in their classroom or teaching activities. At the same time, students may choose and pick up any videos that are related to their studies. However, this study focuses on the students' use of YouTube videos that are self-created and self-uploaded by the course instructors. This is considered a significant contribution to the literature since previous studies mainly investigated the usage of publicly available YouTube videos as the learning material. The originality of this study is that it evaluates students' perception on the use of a instructor-developed video. The video has advantages as the students are more confident with the content because they are familiar with the resource person and the approach and teaching style of the instructor. This is different if the students independently selected the learning material from a pool of videos on YouTube that might have some inconsistencies with the content and delivery style they followed in their formal classroom.

Students' evaluation is critical in investigating the usefulness of YouTube in learning because they made the evaluation based on their real experience and user perspective. Therefore, the findings of this study provide input to the instructors or lecturers on the issues that need to be improved, to assure the integration of YouTube in the teaching and learning activities is able to significantly contribute to the learning outcome. The instructors who use YouTube as a part or full component of teaching and

learning activities must play a more active role beyond just preparing and uploading the content on the YouTube. Hence, one research question that has not been fully explored in the literatures is how students in Malaysia respond to the use of YouTube in learning activities

3.0 LITERATURE REVIEW

The literature has long recommended the integration of Web 2.0 into teaching and learning activities. The integration would enrich students' learning experience and improve the teaching quality if the integration of Web 2.0 is done efficiently. Among the Web 2.0 tools are Facebook, Twitter, Instagram, and YouTube. Among the visible benefits of using Web 2.0 tools including YouTube is the collaborative and interactive learning which can occur with or without physical meeting among students (DeWitt et al, 2012). The literatures have supported that the use of video on YouTube positively impacts learning and teaching activities.

TAM is a widely accepted theory on the actual usage behaviour of new technology (Venkatesh and Davis, 2000). One of the upward trends is the usage of YouTube as an online learning platform. The COVID-19 pandemic has made a worldwide impact on human life and business activities across industries, and education institution is no exception in this regard. Educational institutions were among the first once to close to arrest the spread of Covid-19 and have switched to online learning. This trend increases the importance of online learning, and many lecturers and teachers uploaded their own teaching videos to support the students in their studies through YouTube. The widespread usage of YouTube in online learning suggests that is fundamental to study why users behave in a particular manner of using YouTube that contributes useful insight on how lecturers and teachers can optimize the use of YouTube in the online learning environment. This study revisits and extends TAM to explain the user attitude and user behaviour of YouTube for online teaching resources.

As YouTube allows teaching and learning activities to be conducted in a more dynamic and digital generation, students and teachers should find ways to maximize the use of YouTube in teaching and learning activities. What can YouTube offer to improve the learning experience of students? The following list further explains the benefits of using YouTube in learning.

- a. YouTube, like other social media platforms, is freely available 24 hours 7 days per week. This supports the learning process at anytime and anywhere using any devices where students can self-decide where, when, and how to study. This allows students to design their study independently and encourage lifelong learning among students. In other words, YouTube allows learning activities to happen beyond the space and time limitations. This enables YouTube to add value to the learning experience, thus, support the environment of blended learning (Wheeler, 2010), a blend of traditional and digital learning approach.
- b. YouTube allows users to upload and download the videos. In addition to learning from others, the users are also able to co-learn from other users by reviewing the comments on the video written by other users, giving comments to the video, responding to the comments of other users and receiving comments from other users. This encourages collaborative learning experience among students (Herrington & Kelvin, 2007). This also provides the experience of social networking among students since YouTube promotes interactions between viewers and video owners and also between viewer and viewers (Morat et al, 2017).
- c. YouTube allows its video to be saved, transferred, and shared. This enables students to watch the video later using different devices such as desktop, laptop, or smartphone. The video can be transferred to other social media platforms such Facebook, Instagram, and Whatsapp. The transferred video could also be shared to other users that encourages collaboration and teamwork among students.
- d. YouTube allows users to subscribe to the channel of interest where the users will get notified once a new video is uploaded by the owner of the channel. This helps users to not miss any important learning videos for their study. The high number of subscribers of a channel may indicate the quality and wide acceptance of a channel. However, this may not be the case for a channel that is targeted to a specific audience and presents a very specific topic that may have a small community attached to it.
- e. YouTube applies tracking to identify and suggest videos that might be of interest of a user based on their usage pattern. This helps a user to access a huge number of relevant videos uploaded by video creators. This enables users to gain access to more resources and enriched learning experience. This network provides opportunities for students to engage with video creators and indirectly expand their network with content creators and not limit

themselves to just resources provided by their lecturers and printed materials like the main reference books. According to Statista, in every minute, more than 500 hours of video were uploaded. This demonstrates the large potential of YouTube as a site for learning purposes.

Consistent with the huge potential of YouTube as a learning platform, the use of YouTube for learning has been advocated by researchers due to its positive impact on learning experience such as Morat et al., (2017). In a qualitative study among instructors and students at a university, the authors reported the benefits of using YouTube in teaching and learning activities such as increased creativity in teaching and improved familiarity with the digital content of a subject among learners, as an addition to the printed learning material.

Although YouTube has numerous collections of videos that are available to users, the use of YouTube in teaching must be accompanied by an effective pedagogy (Bell & Bull, 2010). The video on YouTube can never fully replace the role of a lecturer. Giving full independence to students in using videos available on YouTube without a systematic integration with the academic planning of a course would possibly contribute to ineffective use of YouTube among students. Therefore, lecturers must develop a systematic academic planning in integrating YouTube with academic planning for a course. The lecturer must be actively involved in providing guidance to students on issues such as selecting appropriate video, discussing the content of the video, integrating the content of the video into teaching activities, and evaluating students' YouTube activities.

Although YouTube is user-friendly and only requires users to have basic computer and internet skills, some users may still have difficulties in using YouTube effectively, particularly among the older generation or users without computer and internet competency. The literatures have highlighted two main challenges related to the issue of accessibility for users to effectively use YouTube (Dzvapatsva et al, 2014). The first challenge is the knowledge and skills of users while the second challenge is the internet infrastructure. Lack of skills and infrastructure may hinder the accessibility of users, where the first challenge is related to personal hindrance and the latter is related to personal or general hindrance. Therefore, in studying the use of YouTube in teaching and learning activities, it is significant to further explore how this hindrance may have positively or negatively influenced user evaluation towards using YouTube in teaching and learning activities.

The students' acceptance towards YouTube as a learning platform can be studied based on Theory of Acceptance Model (TAM) perspective. Theory of Acceptance Model (TAM) explains the perception of users towards new technology (Davis, 1989) in terms of perceived usefulness and perceived ease of use. In addition, social influence plays a role for an individual to decide to use technology. A user with positive perception and evaluation towards new technology would have a higher tendency to embrace and use the said technology. In the case of this present study, although YouTube is already a known social media platform, integrating YouTube in learning activities is relatively a new experience.. Therefore, this study would provide evidence on the potential of using YouTube as a learning platform based on the students' evaluation on their experience of using it.

Perceived usefulness measures how a user perceived the level of usefulness of a technology and how it would have an impact on his or her decision in using the technology. If a student perceived the YouTube platform would improve their learning experience and contribute to a better learning outcome, there is high probability for the technology to be well accepted by the students.

Perceived ease-of-use measures how a user perceived the level of ease of using a technology would influence the possibility of using that technology. The ease of use of a technology is related to knowledge, skills, and effort that are needed by a user to effectively use the technology. For learning purposes, the technology used should contribute to a better learning experience such as higher interest in learning and better understanding of the subject matter. Therefore, the technology applied in learning activities must be student-friendly where minimal effort is required in mastering the technology.

Social influence measures how a person make a decision based on the influence of others, whose opinions are significant to him/her. For students, their course mates play an important role in supporting and influencing the decision to the use of a technology in learning. Therefore, social influence may impact students' in using a technology for academic purposes.

4.0 METHODOLOGY

This study collected data from 342 business accounting students in a distance education program. The lecturer uploaded a series of videos on YouTube and the students were invited to view the videos as complementary materials for their learning. The participants joined on a voluntary basis and student ' activities such as viewing and

commenting the video as well as subscribing the channel were not given any weightage in their academic performance.

To increase students' engagement with the video uploaded on YouTube, these strategies were used

- a. The video was uploaded on YouTube before the compulsory lecture, so students were able to prepare before the lecture, or
- b. The video was uploaded on YouTube after the compulsory lecture, so students were able to revise the pertinent points that were presented during compulsory lecture or
- c. The video that is significant to improve understanding and provide details on a particular topic were uploaded from time to time.

After three months of the first video uploaded and students watching hours reached 100 hours, a series of questions were distributed to the students and students were asked to respond to the questionnaire. The questionnaire collected was analyzed using SPSS. The questionnaire measured three elements mentioned in The Theory of Acceptance Model, namely perceived usefulness, perceived ease of use, and social influence. The questionnaire was in the online version using Google Form and was distributed to all students in the class, no matter whether they are subscribers or not. The videos uploaded on the YouTube channel were made public, so students are free to watch, react, and respond to the videos with or without subscribing to the channel.

5.0 FINDINGS

Table 1 reports students' evaluation on their experience of using their lecturer's self-recorded videos that were uploaded on YouTube. The number of completed responses used for further analysis was 342. Four responses were excluded because these contain non-response items. The items were grouped into three factors, namely, perceived of usefulness, perceived ease of use, and social influence. Each factor contained three items and the items were adapted from the literatures such as Amoroso & Hunsinger (2009) and Chintalapati & Daruri (2017). Each item was measured using a 5-point Likert scale ranging from 1 to 5 where 1 refers to strongly disagree and 5 refers to strongly agree. The higher score refers to the higher agreement of respondents towards the statement.

Table 1 indicates that the majority of respondents responded positively on the usefulness and ease of use of the video uploaded by the instructor on YouTube. The

majority of respondents responded that their friends and course mates exerted significant influence on their decision to use the videos.

In terms of perceived of usefulness, a total of 87.1% of the respondents strongly agree that the lecturer's self-recorded video that was uploaded on YouTube has made their learning experience more interesting with a mean of 4.85 and standard deviation (SD) of 0.36. A total of 83.9% of the respondents responded with a score of 5 that learning using videos on YouTube is fun, with a mean score of 4.79 and SD of 0.44. Furthermore, 84.5% of the respondents strongly agree that they like to use video on YouTube for learning purposes with a mean score of 4.80 and SD of 0.43. In sum, the score of the perceived usefulness of the video of YouTube is very high, ranging from 4.79/5.00 to 4.85/5.00. This indicates that the respondents strongly agree that the videos on YouTube are useful for their learning.

Another factor that is significant in encouraging the use of technology is perceived ease of use. A total of 62.3% of the respondents strongly agree that YouTube is easy to use with a mean score of 4.19 and SD of 0.42. However, approximately 5.3 % of the respondents responded otherwise, thus, it requires further discussion. The learning process should be accessible to all, thus, any impediments to any group of students should be abolished. A total of 71.3% of the respondents believed that they are adept in using videos on YouTube with a mean score of 4.62 and SD of 0.33. In other words, the respondents believe they are able to use videos on YouTube effectively. A total of 88.6% of respondents strongly agree that they are able to manage and control the use of videos on YouTube accordingly as they know how to search, download, save, share, and comments on the videos. Hence, the score for the three items which measured ease of use for videos on YouTube ranged from 4.62/5.00 to 4.87/5.00.

Social influence plays an important role in encouraging respondents to use videos on YouTube. A total of 69.6% of the respondents strongly agree that their friends encouraged them to use it, while 66% of the respondents reported that they received encouragement from members of their study group. In addition, a total of 62.3% of respondents strongly agree that they received updates on the videos uploaded from their friends. However, 5.3% of respondents responded that their friends did not update them. This result is not disappointing as in the case of this study, the instructor of the course formed a WhatsApp group to update students on the new videos uploaded on the YouTube. In other words, students relied

on their instructor to receive updates of the channel subscribed. In sum, respondents strongly agree that social influence plays a role in encouraging them to use videos on YouTube where the mean score for three items related to social influence ranged from 4.10 (SD of 1.08) to 4.54 (0.67).

A further examination was made to analyse respondents' acceptance towards using videos on YouTube for learning. Three items were asked to respondents. The first item is either they would continue to use videos on YouTube, the second item is whether they would recommend the use of videos on YouTube to other students, and the final items is if they would use videos on YouTube as their main learning material. Majority of the respondents demonstrated strong agreement to all these three statements. A total of 86.3% of the respondents agreed to continue using videos on YouTube for learning. A total of 86.5% of the respondents strongly agreed that they will recommend using videos on YouTube for learning purposes to their friends. A total of 76.3% of the respondents strongly agreed that they will consider videos on YouTube as their main source of learning material.

Table 1: Descriptive analysis of items

Items (theoretical range 1 to 5)	1	2	3	4	5	Mean	SD
Perceived of usefulness (n =342; number in parentheses is %)							
My lecturer self-recorded video has made my learning experience more interesting	0 (0)	0 (0)	2 (0.6)	42 (12.3)	298 (87.1)	4.85	0.36
Learning using video on YouTube is fun	0 (0)	0 (0)	8 (2.3)	47 (13.7)	287 (83.9)	4.79	0.44
I like to use my lecturer's self-recorded video on YouTube for my course	0 (0)	0 (0)	7 (2)	46 (13.5)	289 (84.5)	4.80	0.43
Perceived Ease of Use							
Using YouTube is easy	18 (5.3)	6 (1.8)	35 (10.2)	70 (20.5)	213 (62.3)	4.79	0.42
I am very good in using YouTube	0 (0)	0 (0)	19 (5.6)	79 (23.1)	244 (71.3)	4.62	0.58
I am able to manage the use of YouTube accordingly	0 (0)	0 (0)	1 (0.3)	38 (11.1)	303 (88.6)	4.87	0.33
Social Influence							
My friends encourage me to use the video	0 (0)	3 (0.9)	27 (7.9)	74 (21.6)	238 (69.6)	4.54	0.67
My course-mates encourage me to subscribe to my lecturer's YouTube channel	1 (0.3)	7 (2)	33 (9.6)	74 (21.6)	227 (66.4)	4.43	0.77
My course-mates constantly update me about new videos uploaded by my lecturer	18 (5.3)	6 (1.8)	35 (10.2)	70 (20.5)	213 (62.3)	4.10	1.08

Table 2: Overall acceptance on YouTube video

Items (Scale 1 to scale 5)	1	2	3	4	5	Mean	SD
Overall acceptance (n =342; number in parentheses is %)							
I will continue to use videos on YouTube for my learning	0 (0.0)	0 (0.0)	1 (0.3)	46 (13.5)	295 (86.3)	4.84	0.36
I will suggest to my friends to use videos on	0	1	2	43	296	4.83	0.39

YouTube for their learning	(0.0)	(0.3)	(0.6)	(12.6)	(86.5)		
I will consider videos on YouTube as my main source of learning material	0 (0.0)	0 (0.0)	13 (3.8)	68 (19.9)	261 (76.3)	4.69	0.52

6.0 DISCUSSION

Four significant findings were identified in this study. First, the respondents perceived that videos on YouTube are useful for learning. Second, the respondents strongly agreed that YouTube is easy to use. Third, social influence plays a role in students' use of videos on YouTube. Fourth, students who have experienced the use of videos on YouTube are satisfied with their experience, thus, are willing to encourage others and continue using videos on YouTube for learning.

To improve the usefulness of videos on YouTube for learning, the instructor may either create a channel, suggest the videos to students, or self-upload the videos. This is critical to ensure students obtain the best learning experience in using videos on YouTube. There are millions of videos that are publicly and freely available on YouTube, but students may not have the capability to assess the relevancy of the videos to their courses. They may not possess the experience in evaluating the quality of a video in terms of the technical, delivery, and content aspects. Therefore, the use of videos on YouTube must be guided where students are directed and advised on the videos that are suitable for their learning. However, students are also free to search, view, and choose video of their interest.

The use of technology in teaching and learning must be easy for students and instructors to use. Therefore, YouTube is considered as one the best options because it is easy to use. However, basic exposure is needed for first-timers to use videos on YouTube effectively. For example, they should be trained on how to register their Google account, to create a channel, to save, to download and to actively engage in the comments space. Ease of use is important to support a conducive learning experience because learning activities using videos on YouTube may be done remotely most of the time.

Social influence plays a role in encouraging students to use videos on YouTube as part of their learning activities. Therefore, individuals who surround students like friends, lecturers, and academic institutions play a role in encouraging students to use Web 2.0 in their learning. A supportive group is necessary to sustain the interest of students in using Web 2.0 for academic

purposes. In addition, a lecturer should plan the integration of videos on YouTube with other learning materials accordingly to ensure that students do not feel that watching videos on YouTube is another academic burden that needs to be done. In contrast, learning activities via web 2.0 should enrich, add value, and productive to the overall learning outcome.

This study also reports high satisfaction level among respondents on their experience of using videos on YouTube in their learning. This is in line with a study that reported positive impact of using YouTube on learning experience (DeWitt et al, 2013). Students' satisfaction leads to positive reaction where they are going to continuously use videos on YouTube in the future and they would recommend using videos on YouTube to other students. This proposes that lecturers need to have a reflective evaluation from time to time in evaluating the impact of using video on YouTube on students' learning experience. The input from reflective activities is essential for continuous improvement on the practice of using video on YouTube for learning. Further improvement may be applied to the content, visual, and presentation, and also the integration aspect between YouTube and other learning materials to assure the attainment of learning outcomes.

7.0 CONCLUSION

This study is exploratory in nature where the investigation was restricted to the descriptive analysis of response towards the use of YouTube in learning activities. Since many issues regarding the use of YouTube in teaching and learning activities among Malaysian universities remain underexplored, this study is paving the path for future studies to extend the boundary of knowledge on the use of YouTube by developing a cause and effect model or conducting qualitative studies. The cause and effect model would explain the factors of YouTube usage by the students and lecturers as well as the outcome or impact of using it. A qualitative study may highlight more new issues related to the use of YouTube in teaching and learning such as the impact on teaching approach or the students' behavior issues in using YouTube for learning.

This paper reports that the students had positively evaluated and responded on their experience of using YouTube in learning. The findings indicated that the students are happy with their experience and are probably ready for more use of YouTube as part of their learning activities. The simplicity of YouTube does not require students to have advanced computer skills before being able to use YouTube. This is important because the transition from face-to-face classroom to virtual content should happen seamlessly. YouTube also has a function that supports collaboration and flexible learning which enhances students' perception on the usefulness of YouTube in their learning experience. Therefore, this study presents evidence that demonstrated the favorable perception of students on the use of YouTube to complement their learning activities.

Motivated by the widespread and unprecedented popularity of YouTube, the current study seeks to understand what leads to acceptance of YouTube in Learning Business Accounting. Accordingly, the current study has extended the TAM model to explain key variables of YouTube acceptance and usage behaviour among the individual users in terms of perceived usefulness, perceived ease of use, and social influence. The findings show that TAM is able to successfully explain the relationship between perceived usefulness, perceived ease of use, and social influence on the attention of Using YouTube in Learning Business Accounting. Our empirical results provide several theoretical contributions in the area of YouTube acceptance and usage. Collectively, these three hypotheses reflect that successive YouTube usage in online learning is the result of intentions to use. Practically, results have implications for the social media educators and trainers in terms of designing and developing of YouTube content for online teaching, and finally for the future researchers to use this theoretical instrument as a recommendation.

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