International Journal of Educational Technology Research (IJETR)
Vol.3, No.3 September, 2025: 596-615

The Effect of Using *Youtube* Social Media *Versus Modeling* Learning Media and Learning Motivation on *Housekeeping* Skills of Students Majoring in Hospitality

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A R T I C L E I N F O
Keywords: Youtube, Modeling Learning, Learning Motivation, Housekeeping Skills, Vocational High School

Received : 12, July
Revised : 25, August
Accepted: 20, September

A B S T R A C T
The use of YouTube and modeling media is effective in improving the housekeeping skills of vocational students with high learning motivation, supporting practical and theoretical understanding and readiness to face the hospitality industry. This study aims to examine the impact of using YouTube social media compared to modeling learning media and learning motivation on housekeeping skills of students majoring in hospitality at SMKN Sukapura. This study used a quantitative method with a comparative causal approach and a 2x2 factorial design. The results of the F test show that YouTube social media variables, modeling learning media, and learning motivation simultaneously have a significant effect on improving students' housekeeping skills. The calculated F value of 66.231 is greater than the F table of 2.748 with a significance level of 0.000, which means that the influence of these variables on student skills is real.. Conclusion The use of YouTube social media significantly improved housekeeping skills of SMK Negeri Sukapura students, more effectively than modeling learning media and learning motivation, by encouraging students' independence, practical understanding, and active interaction in learning.

DOI : https://doi.org/10.59890/ijetr.v3i3.128
ISSN-E: 3025-7131
https://ntlmultitechpublisher.my.id/index.php/ijetr

INTRODUCTION

Tourism Vocational High Schools (SMK) in Indonesia play a crucial role in equipping students with practical skills in tourism, especially through the Hospitality Accommodation program which emphasizes mastery of information and professional management of accommodation (Rohaeni et al., 2021). This major requires students to understand housekeeping procedures in person or digitally, depending on their individual learning styles (Rosyida, 2023). Mastery of practical skills is necessary, especially in maintaining cleanliness and maintenance of hotel facilities according to industry standards (Rosyida, 2023). Varied learning methods, including the use of social media and live demonstrations, have been shown to affect student understanding (Suryani et al., 2023). In addition, learning motivation also determines students' success in mastering housekeeping skills because it can increase their learning efforts (Yehezkiel & Ritonga, 2023).

The development of information and communication technology (ICT) has brought significant changes in the world of education, especially in learning methods and media. The utilization of ICT allows teachers to access wider learning resources and create innovative content that supports the improvement of learning quality (Sabariah et al., 2024). This is in line with Permendiknas No. 22/2006 which encourages the use of teaching aids and digital media (Shodiq, 2021). Technology such as Google Earth can enrich students' learning experience in social studies subjects (Ali, 2024). In addition, ICT is instrumental in distance learning during the pandemic (Pakpahan et al., 2022).

To achieve the expected competencies, effective and targeted learning methods are needed. The use of information and communication technology (ICT)-based media has been proven to increase student motivation and learning outcomes (Febriani et al., 2023; Haerani et al., 2022). ICT allows teachers to access various learning resources and tools, creating an interactive and interesting learning atmosphere (Febriani et al., 2023). Training for teachers in utilizing ICT is also important to improve teaching quality (Apriadi, 2023). ICT integration also supports the development of 21st century skills that are important in the digital era (Chisara, 2024; Farida & Yuliana, 2014).

In the curriculum of SMKN Sukapura, housekeeping skills are an essential competency that students must master, so the selection of appropriate learning media is very important. One popular medium is YouTube, which functions as a video sharing platform and is utilized in educational contexts (Ratnasari & Hendriyani, 2022). YouTube provides a variety of learning content that helps students understand the material visually and more tangibly, including housekeeping skills tutorials (Widiantari, 2023). Despite this, there are still students who experience difficulties in learning material through digital media, so an appropriate approach is needed to make learning more effective.

YouTube offers a wide range of learning content, from basic to complex material, produced by various content creators from around the world (Syaripuddin et al., 2023). The live streaming feature also enables seminars to be organized, enriching students' learning experience (Nacak et al., 2020). Content such as housekeeping tutorials are very useful for hospitality students and can

be accessed for free (Syafiq et al., 2021). On the other hand, modeling learning media, where the teacher is a live example, remains effective as it involves interaction and hands-on practice (Wayan, 2024). However, limited facilities at the SMKN Sukapura branch campus may hinder its optimal implementation.

The use of modeling learning media, where the teacher acts as a model in the learning process, is still widely applied especially in learning practical skills such as housekeeping. This method allows students to imitate the skills demonstrated directly by the teacher, thus improving students' understanding and skills in a real context (Himawan, 2022; Nurlela et al., 2022). Modeling also provides learning experiences that are relevant to the world of work through direct observation and practice (Wayan, 2024). At SMKN Sukapura, this method has proven effective, but the limited facilities at the branch campus are an obstacle to its implementation (Sari, 2024; Himawan, 2022).

In learning housekeeping skills, students' learning motivation plays an important role in determining their engagement and success. Students with high motivation tend to be more active in learning, either through modeling media or social media such as YouTube (Wulandari, 2023; Pujiono, 2021). Strong motivation encourages students to practice independently, improve skills, and develop competencies relevant to the hospitality industry (Suryaningsih, 2020). Social media has also been shown to increase student interaction and participation, which in turn strengthens their learning motivation (Nasution, 2020; Aprilizdihar et al., 2022).

At SMKN Sukapura, the hospitality department is a leading study program that prepares students to enter the world of work in the hospitality industry. Students' success in mastering housekeeping skills depends not only on teaching methods, but also on their individual learning motivation. YouTube offers easy access and variety of content, but not all students can utilize it without strong motivation (Nugraha et al., 2021). Meanwhile, modeling learning media provides direct guidance from teachers with effective interaction and feedback, although limited by time and space (Suranto et al., 2022). This study aims to analyze the effect of both media on students' housekeeping skills by considering their level of learning motivation.

Various previous studies confirm that YouTube is effective as a learning tool to increase student motivation, although there are still obstacles related to the quality of content and monitoring mechanisms (Birgante, Wismanto, & Warkito, 2024; Hasibuan, 2024). Optimal utilization of learning media-combined with motivation-has also been shown to significantly affect Arabic learning achievement (Hilmi & Nurhayati, 2024). In addition, motivation and learning discipline have a major contribution to students' academic achievement (Sari, Ramadhani, & Tridiana, 2023), while modeling techniques have proven effective in honing early childhood social skills through a series of observations and reinforcement (Ropiah, Kenedi, & Hakim, 2023).

Other research shows that the use of YouTube can improve learning outcomes and increase motivation. The application of the Problem Based Learning model that utilizes YouTube has significantly improved students' critical reasoning skills and learning achievement (Samosir & Setiyaningtiyas,

2024). In addition, training on how to utilize YouTube as an innovative learning media received a positive response from the participants (Abdulloh, Fahmi, & Siswanto, 2019). The use of YouTube videos has also been shown to have an impact on motivation and learning outcomes in mathematics (Nadela & Asyhar, 2022), and in general, learning media together with learning motivation affect achievement in various subjects (Rayanto, 2022; Rahayu, Rukayah, & Markamah, 2022).

Unlike previous studies that generally only examine one or two variables, this research integrates three main variables - YouTube social media, modeling learning media, and learning motivation - to see their simultaneous influence on students' housekeeping skills. In addition, the focus of this study is narrowed to grade XI students majoring in hospitality at SMKN Sukapura, making it more specific, and using a causal-comparative quantitative approach with outputs in the form of practical skills according to industry demands.

Based on the description above, this study aims to analyze the effect of using YouTube social media compared to modeling learning media and the role of learning motivation on housekeeping skills of students majoring in hospitality at SMKN Sukapura. It is expected that the results will enrich theoretical studies and develop interactive learning models, as well as provide practical benefits for teachers, students, schools, and the hospitality industry sector. In addition, these findings can serve as a foundation for the government in formulating adaptive vocational education policies by utilizing technology and social media to increase the relevance of learning to the needs of the world of work.

RESEARCH METHOD

This research employed a quantitative methodology, utilizing a causal-comparative approach combined with a 2×2 factorial design, to explore how the use of YouTube and modeling-based instructional media, in conjunction with students' varying levels of learning motivation, impacts the housekeeping abilities of eleventh-grade students in the Hospitality Department at SMKN Sukapura. The entire cohort of 68 eleventh-grade Hospitality students participated, selected through a random sampling process. The sample was categorized by two distinct motivation groups—high and low—as well as two instructional approaches. The study's independent variables comprised the use of YouTube (X1), modeling-based media (X2), and the students' learning motivation (X3), whereas the outcome variable (Y) was students' competence in housekeeping, which included towel art practice

RESULTS

Results of Data Analysis of Students' *Housekeeping* Skills

Analysis of housekeeping skills of SMKN Sukapura students through validity and reliability tests compares the effectiveness of YouTube media versus modeling and learning motivation to measure the achievement of learning objectives which are described as follows:

Table 1. Statistical Data of *Housekeeping* Skills of Hospitality Department Students

Descriptive Statistics			
	Mean	Std. Deviation	N
Housekeeping Skills	86.7647	4.98690	68
Youtube Social Media	43.7941	5.58665	68
Modeling Learning Media	37.0294	5.65678	68
Learning Motivation	49.7794	6.89331	68

Based on the data above, the mean data from x1, namely *youtube* social media is 43.7941 with a standard deviation of 5.58665, while x2, namely *modeling* learning media where the mean is 37.0294 with a standard deviation of 5.65678, for x3, namely learning motivation that the mean is 49.7794 with a standard deviation of 6.89331, where the number of respondents (N) is 68 children each. For mean Y data, namely student *Housekeeping* Skills with data the mean is 86.7647 with a standard deviation of 4.98690.

For the results of data analysis using the t-test analysis technique, the following statistical figures will be obtained:

Table 2. Master Statistics of Student *Housekeeping* Skills Data

Group	N	*Mean*	*Std. Deviation*	*Std. Error Mean*
Median	68	86.7647	4.98690	2.51851
Nonmedian	68	0.576	0.205	1.136

Validity Test

To measure the accuracy of the questionnaire, the validity test is used. High validity indicates an appropriate measuring instrument. The test was carried out with product moment correlation, compared to rtabel N = 30, α = 0.05, the instrument test results are as follows:

Table 4.3 Youtube Social Media Variable Validity Test Results (X1)

Question Item		Significance Level	$R_{(table)}$ (N = 30)	Description
X1.1	.872	95 %	0,361	Valid
X1.2	.857	95 %	0,361	Valid
X1.3	.862	95 %	0,361	Valid
X1.4	.887	95 %	0,361	Valid
X1.5	.869	95 %	0,361	Valid
X1.6	.870	95 %	0,361	Valid
X1.7	.887	95 %	0,361	Valid
X1.8	.896	95 %	0,361	Valid
X1.9	.882	95 %	0,361	Valid

X1.10	.875	95 %	0,361	Valid

The analysis in the table reveals that at a 5% significance level, all research instruments produce a correlation coefficient that is higher than the Product Moment rtable value (0.361). In other words, these instruments are proven to be valid and feasible to use to measure the variables under study. Especially for the YouTube social media variable, each statement item is declared valid because the rcount value exceeds the rtable. Furthermore, the results of the item validity test for the modeling learning media variable (X2) are presented in the following table:

Table 4. *Modeling* Learning Media Variable Validity Test Results (X2)

Question Item	***Pearson Correlation*** **(r_{count})**	**Significance Level**	**R (table) (N= 30)**	**Description**
X2.1	.886	95 %	0,361	Valid
X2.2	.901	95 %	0,361	Valid
X2.3	.895	95 %	0,361	Valid
X2.4	.915	95 %	0,361	Valid
X2.5	.904	95 %	0,361	Valid
X2.6	.899	95 %	0,361	Valid
X2.7	.896	95 %	0,361	Valid
X2.8	.881	95 %	0,361	Valid
X2.9	.884	95 %	0,361	Valid
X2.10	.887	95 %	0,361	Valid
X2.11	.884	95 %	0,361	Valid
X2.12	.910	95 %	0,361	Valid

The test results of r_{count} compared to r_{table} above show that all statement items on the modeling learning media variable research instrument are declared valid because $r_{(count)} > r_{(table)}$.

Furthermore, the results of the instrument item validity test for the learning motivation variable (X3) are presented in the table below:

Table 5. Learning Motivation Variable Validity Test Results (X3)

Question Item	*Pearson Correlation* (r_{count})	Significance Level	R (table) (N= 30)	Description
X3.1	.879	95 %	0,361	Valid
X3.2	.868	95 %	0,361	Valid
X3.3	.872	95 %	0,361	Valid
X3.4	.882	95 %	0,361	Valid
X3.5	.887	95 %	0,361	Valid
X3.6	.876	95 %	0,361	Valid
X3.7	.867	95 %	0,361	Valid
X3.8	.872	95 %	0,361	Valid
X3.9	.875	95 %	0,361	Valid
X3.10	.937	95 %	0,361	Valid
X3.11	.872	95 %	0,361	Valid
X3.12	.880	95 %	0,361	Valid

X3.13	.871	95 %	0,361	Valid
X3.14	.892	95 %	0,361	Valid

Source: Validity Test Analysis Results

The test results r_{count} compared to r_{table} above show that all statement items on the learning motivation variable research instrument are declared valid because $r_{(count)} > r_{table}$.

Reliability Test

Reliability measures the reliability of the measuring instrument. The higher the value, the more reliable the tool is used for further research. Testing is done using the Alpha (Cronbach) method or formula. The results of testing the reliability of the research data are as in the following table.

Table 4. 6 Reliability Test Results

Durbin-Watson	*N of Items*
66,231	68

The reliability analysis listed in the previous table shows that each variable's reliability coefficient exceeds the critical value of rtable by 2.748. Thus, respondents' answers can be considered reliable and consistent - that is, if the study is repeated at different times, the response patterns given will be similar.

Below is a table of reliability test results for instrument items on the YouTube social media variable (X1):

Table 7. *Youtube* Social Media Variable Reliability Test Results (X1)

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X1.1	41.60	44.731	.644	.803	.893
X1.2	41.70	41.045	.709	.953	.889
X1.3	41.83	43.109	.407	.534	.915
X1.4	41.70	40.355	.714	.957	.889
X1.5	41.47	44.740	.629	.905	.893
X1.6	40.90	48.300	.357	.429	.904
X1.7	41.50	42.466	.914	.944	.881
X1.8	41.10	46.576	.547	.673	.897
X1.9	41.47	45.292	.615	.902	.894
X1.10	41.53	42.257	.819	.970	.884
X1.11	41.50	42.603	.841	.980	.884
X1.12	40.90	47.128	.619	.609	.896

The table above shows that all items have a *Cronbach's Alpha* value above 0.6. Thus all statement items on the YouTube social model variable research instrument (X1) are declared reliable. The results of the instrument item reliability test for the Modeling Learning Media variable (X2) are presented in the table below:

Table 8 Reliability Test Results of Modeling Learning Media Variables (X2)

Item-Total Statistics				
	Scale Mean if Item Deleted	*Scale Variance if Item Deleted*	*Corrected Item-Total Correlation*	*Cronbach's Alpha if Item Deleted*
X2.1	56.50	46.534	.823	.961
X2.2	56.60	44.593	.930	.958
X2.3	56.57	44.806	.892	.959
X2.4	56.23	51.082	.291	.969
X2.5	56.47	46.740	.790	.961
X2.6	56.57	46.599	.834	.960
X2.7	56.57	44.392	.942	.958
X2.8	56.60	45.076	.870	.959
X2.9	56.47	46.740	.790	.961
X2.10	56.73	45.513	.748	.962
X2.11	56.63	44.999	.894	.959
X2.12	56.60	45.628	.884	.959
X2.13	56.57	45.082	.942	.958
X2.14	57.03	46.654	.541	.968

The table above shows that all items have a *Cronbach's Alpha* value above 0.6. Thus all statement items on the research instrument for the modeling learning model variable (X2) are declared reliable.

The results of the instrument item reliability test for the learning motivation variable (X3) are presented in the table below:

Table 9 Reliability Test Results of Learning Motivation Variables (X3)

Item-Total Statistics				
	Scale Mean if Item Deleted	*Scale Variance if Item Deleted*	*Corrected Item-Total Correlation*	*Cronbach's Alpha if Item Deleted*
X3.1	32.13	34.809	.787	.936
X3.2	31.73	33.857	.839	.933
X3.3	32.10	34.300	.809	.934
X3.4	31.70	34.148	.832	.933
X3.5	32.17	34.489	.813	.934
X3.6	31.70	34.148	.832	.933
X3.7	32.07	34.892	.796	.935
X3.8	31.67	34.782	.792	.935
X3.9	31.40	40.731	.491	.949

The table above shows that all items have a *Cronbach's Alpha* value above 0.6. Thus all statement items on the learning motivation variable research instrument (X3) are declared reliable.

The results of the instrument item reliability test for the Student *housekeeping* skills variable (Y) are presented in the table below:

Table 10. *Housekeeping* Skills Variable Reliability Test Results (Y)

Item-Total Statistics				
	Scale Mean if Item Deleted	*Scale Variance if Item Deleted*	*Corrected Item-Total Correlation*	*Cronbach's Alpha if Item Deleted*
Y1	36.63	61.620	.778	.930
Y2	36.73	58.133	.813	.928
Y3	36.77	58.461	.829	.927
Y4	36.73	57.857	.834	.927
Y5	36.60	61.421	.745	.931
Y6	37.07	60.271	.621	.936
Y7	36.87	62.464	.454	.943
Y8	36.73	58.202	.845	.927
Y9	36.57	61.702	.723	.932
Y10	36.60	61.834	.759	.931
Y11	37.10	60.162	.640	.935
Y12	37.07	58.754	.726	.931

The table above shows that all items have a *Cronbach's Alpha* value above 0.6. Thus all statement items on the variable Y research instrument, namely Student *Housekeeping* Skills, are declared reliable.

Simultaneous Test Results (F Test)

The F test serves as a fundamental tool in inferential statistics, particularly within the framework of multiple regression analysis. Although scholars describe this test in diverse ways, its primary purpose is to evaluate whether all independent variables, when considered together, significantly impact the dependent variable. Essentially, the F test allows researchers to determine the extent to which a group of predictor variables collectively exerts influence on the outcome variable, given a specified significance threshold. In the context of this study, the F test is employed to analyze whether the use of YouTube as a social learning medium, modeling-based instructional resources, and students' learning motivation jointly contribute to enhancing housekeeping skills, as evidenced by the following statistical results:

Table 11 F Test Statistical Data

Model Summary [b]										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.870[a]	.756	.745	2.51851	.756	66.231	3	64	.000	1.626
a. Predictors: (Constant), Learning Motivation, *Youtube* Social Media, *Modeling* Learning Media										
b. Dependent Variable: *Housekeeping* Skills										

The F test is used to test the first hypothesis proposed in this study, which states "it is suspected that the variables X1, X1, X3 have a significant influence on Y". The first hypothesis test uses the F test, namely by comparing the calculated F value obtained with the F table value at the 5% significance level. The results of the calculation of the calculated F value and the amount of the F table can be seen as follows:

Table 12. Results of Calculation of F Value and Magnitude of F table

Variable	F count	F table	α	Sig. F
X_1, X_2, $X_3$and Y	66,231	2,748	0,05	0,000

Based on Table 12, it can be obtained that the F-count value is 66.231 and for the F-table value at the 5% significance level with df1 = 3, and df2 obtained from the calculation of n-k-1 = 68-3-1 = 64, which is equal to 2.748 so that the F-count (66.231) > F-table (2.748) with the level α = 0.05> Sig F = 0.000. Based on this data, it can be concluded that the independent variable has a significant effect on the dependent variable. Based on these results, the first hypothesis proposed in this study is accepted.

Hypothesis Test

Hypothesis testing in this study used the Anova test, with the following results. The following *statistical* data using SPSS in the Anova test are as follows:

Table 13. Descriptive Students' *Housekeeping* Skills

Descriptive Statistics			
	Mean	*Std. Deviation*	N
Housekeeping Skills	86.7647	4.98690	68
Youtube Social Media	43.7941	5.58665	68
Modeling Learning Media	37.0294	5.65678	68
Learning Motivation	49.7794	6.89331	68

Referring to the findings in Table 13, it is apparent that integrating YouTube as a social platform alongside modeling-based instructional tools significantly enhances housekeeping competencies among students at SMK Negeri Sukapura. While learners generally express a preference for modeling media regarding motivational aspects, those exposed to YouTube resources attain superior practical scores. This outcome is attributable to YouTube's capacity to deliver diverse and easily digestible housekeeping tutorials, making complex procedures more accessible. Consequently, students utilizing YouTube tended to excel in the application of housekeeping skills. The descriptive data further underline the crucial roles of both motivational factors and instructional media in the overall development of student expertise.

Table 14. ANOVA Test Results

ANOVA[a]						
Model	*Sum of Squares*	*df*	*Mean Square*		*F*	*Sig.*
1	*Regression*	1260.289	3	420.096	66.231	.000[b]
	Residual	405.946	64	6.343		
	Total	1666.235	67			

a. *Dependent Variable*: *Housekeeping* Skills
b. *Predictors: (Constant),* Learning Motivation, *YouTube* Social Media, *Modeling* Learning Media

Referring to the data presented in Table 14, it is evident that the application of YouTube as a social platform and the use of modeling-based instructional media, together with students' learning motivation, exert a substantial impact on the enhancement of housekeeping competencies among students at SMK Negeri Sukapura. This conclusion is supported by significance values for each variable, all of which are below the threshold of $\alpha < 0.05$—specifically, at 0.000—demonstrating that both YouTube and modeling-oriented media contribute meaningfully to students' academic performance. Furthermore, the interaction between the adoption of YouTube versus modeling approaches and the presence of learning motivation also displays a statistically significant effect on the development of housekeeping abilities. Accordingly, the statistical analysis leads to the acceptance of the null hypothesis (Ho) and the rejection of the alternative hypothesis (H1), thereby verifying a concrete influence within the educational context.

DISCUSSION

The Effect of YouTube Social Media on Improving Students' Housekeeping Skills at SMK Negeri Sukapura

YouTube social media is a video sharing platform that has great potential in the context of education, especially as a means of visualizing learning materials. In this study, YouTube was used as a learning medium to improve students' housekeeping skills at SMK Negeri Sukapura. The research was conducted on three experimental classes of grade XI with different treatments: the use of YouTube social media, modeling learning media, and learning motivation. Research instruments in the form of questionnaires and post-tests were given to measure the effect of each treatment. Before conducting hypothesis testing with the t-test, researchers ensured that the data were normally distributed and homogeneous, according to the Asymp.Sig > 0.05 criteria using SPSS 20.0 for Windows. The results of the analysis showed that YouTube social media, both directly and in comparison with modeling learning media and learning motivation, had a significant effect on improving students' housekeeping skills. This study confirms that the use of media that is appropriate to the characteristics of learners can increase the effectiveness of vocational learning.

In the class that used YouTube social media in learning, students showed high independence in completing the steps according to the learning scenario. They are able to understand the procedures independently, actively try first, and only ask the teacher if needed. YouTube helps students gain additional visual and practical knowledge about housekeeping skills, encouraging them to think critically and work independently. In addition, YouTube learning also encourages active group discussions and involves all members. In contrast, in the class that used modeling and motivational learning media, students tended to be passive, often asked questions without reading the procedures, and were less

accustomed to independence in work performance. Interaction between students also tended to be weak, indicating that this approach was not fully effective in shaping students' independence and collaboration.

According to the results of ANOVA analysis, it shows that the improvement of *housekeeping* skills of students who learn using *YouTube* social media has a better effect than students who learn using the *modeling* learning *model* so that their learning motivation is not commensurate with the use of *YouTube* social media. The average score of improving *housekeeping* skills of students who learn by using *YouTube* social media is 69.83. The average score of improving *housekeeping* skills of students who learn with *modeling* learning media and learning motivation is 62.24. This is because the use of *YouTube* social media helps students in constructing their skills in understanding and even mastering *housekeeping* competencies. In addition, based on the results of statistical calculations, it shows that t-count = 3.000 with a significance level of 0.004 which is smaller than 0.05. This result shows that t-count = 3.000>t-table = 1.998 with α = 0.05>Sig. = 0.004, which means that partially the independent variable (X1, namely *YouTube* social media) has a significant influence on the *dependent* (Y, namely student *housekeeping* skills).

Learning using YouTube social media provides space for students to interact and discuss actively, which in turn strengthens their learning motivation. Students who were able to utilize YouTube appropriately showed significant improvement in housekeeping skills. This medium is especially helpful for students with low learning motivation, as the interaction and visualization of the videos clarify the understanding of work procedures. YouTube also supports self-directed learning with time flexibility, allowing students to repeat the material as needed. Thus, YouTube social media not only improves practical skills, but also promotes students' independence and memory effectively.

Research by Marta Cristina Samosir and Nerita Setiyaningtiyas (2024) shows that the application of the Problem Based Learning (PBL) model assisted by YouTube media in learning Catholic Religious Education and Budi Pekerti can improve the ability to critically reason and learning achievement of XII grade students of SMA Negeri 1 Ronggurnihuta. In cycle I, some students had not yet reached KKTP, but in cycle II all students reached KKTP, with an increase in critical reasoning skills by 33% and learning achievement by 45%. Research by Chatrine Santi Birgante, Agus Wismanto, and Petrus Joko Warkito (2024) also proved that YouTube is effective used as a learning media for news material because it can increase student learning motivation. In addition, research by Nova Aulia Nadela and Beni Asyhar (2022) concluded that YouTube video media has a significant effect on student motivation and math learning outcomes, as evidenced by a significance value <0.05. Overall, YouTube has proven effective in supporting the learning process.

The Effect of Modeling Learning Media and Learning Motivation on Improving Students' Housekeeping Skills at SMK Negeri Sukapura

The results of statistical calculations will show that t-count = 2.314 with a significance level of 0.024 which is smaller than 0.05. This result shows that t-count = 2.314> t-table = 1.998 with α = 0.05> Sig. = 0.024, which means that partially *the independent* variable (in this case X2, namely *modeling* learning media has a

significant influence on the *dependent* (Y, namely student *housekeeping* skills). So in general, the use of modeling media when learning *housekeeping* will have a good influence on students in improving and developing their skills in the world of hospitality, especially mastery of *housekeeping* skills is very meaningful.

Learning media has a crucial role in supporting the educational process, especially in learning practical skills such as housekeeping in vocational schools. One of the effective media is modeling learning media, which is the delivery of material through direct demonstration or simulation by the instructor. This method provides a concrete and systematic description of work procedures, so that students can imitate and understand each step visually. For example, in the practice of making swan-shaped towel art, students can witness the process in detail, which helps reduce errors in practice. Modeling media not only emphasizes theoretical understanding, but also develops motor and cognitive skills through observation and imitation, according to industry work standards.

The use of modeling media has a significant impact in improving students' practical skills, especially in housekeeping fields such as towel art. By imitating the movements and techniques demonstrated, students more easily understand and remember the exact work procedures. This can be seen from the increased accuracy, speed, and neatness of their work. In addition to improving technical skills, modeling also affects students' psychological aspects, such as self-confidence and independence. Through repeated practice, students become more prepared and confident to carry out tasks professionally. This method also increases learning motivation as students feel that learning is more relevant to the world of work. Modeling helps bridge theory and practice, so it is very effective in SMK. The integration of modeling media in a competency-based curriculum is highly recommended to prepare students for the challenges in the hospitality industry.

Based on the results of the study, it can be concluded that the application of modeling learning media is proven effective in improving the housekeeping skills of SMK Negeri Sukapura students. Modeling techniques that involve stages such as attention, stimulus, production, motivation, and reinforcement are able to facilitate students in understanding and imitating work procedures more clearly and systematically. These results are in line with previous findings at Darul Ulum Tanjung Heran Kindergarten which showed that modeling is also effective in developing early childhood social skills. In addition, the results of statistical calculations show that learning motivation (X3) has a significant influence on students' housekeeping skills (Y), with a t-count value = 6.714 > t-table = 1.998 and a significance of 0.000 <0.05. The implication of this research is that modeling learning media can be used as an appropriate strategy in developing students' practical skills in the vocational field, especially in housekeeping competencies.

Learning motivation is an internal factor that plays a very important role in determining student success in the educational process, especially in vocational schools that emphasize vocational skills. In the context of *housekeeping* learning, learning motivation encourages students to be more active, diligent, and focused in mastering the skills needed in the hospitality workforce. Without strong

motivation, practical learning can be less effective and not make an optimal impression. Motivation acts as a driving force that moves students to learn consistently and enthusiastically. Motivated students will have high curiosity, persevere during practice, and dare to try and correct mistakes. In *housekeeping* lessons, which demand accuracy and physical skills, motivation is very important so that students do not give up quickly when facing difficulties, such as when learning *towel art.*

High motivation is directly proportional to the improvement of students' skills. Students who have clear learning goals, both for graduation and for work readiness, will master *housekeeping* procedures more quickly. They will be more active in the practice, pay attention to details in the demonstration, and show earnestness in every task. As a result, their skills are better developed than those of less motivated students. Learning motivation is an important key in the successful learning of *housekeeping* skills in vocational schools. With high motivation, students are more prepared to follow the learning process, master skills faster, and are more confident in practice. Therefore, efforts to foster and maintain learning motivation should be a major concern in teaching strategies, especially in vocational education that prepares students to go directly into the world of work.

The results of this study are in line with the findings of Peni Rahayu, Rukayah, and Endang Sri Markamah who showed differences in the effect of audio-visual and audio learning media on short story listening skills in grade V elementary school students, as well as differences in the effect of high and low learning motivation on listening skills, with significant interactions between learning media and learning motivation. This finding is supported by Yudi Hari Rayanto's research which found differences in English learning outcomes for students of class XI Informatics Engineering based on the use of computers and learning motivation, as well as the interaction of the two that affect learning outcomes. Furthermore, Aprisa Nilam Sari, Vivi Ramadhani, and Eldavita Tridiana (2023) confirmed that learning motivation and learning discipline have a positive and significant effect on the mathematics learning achievement of class VIII students at Mtsn 1 Bukit Tinggi. Overall, the three studies show that learning media, motivation, and learning discipline contribute significantly to improving student achievement and skills.

The Effect of Using Youtube Social Media versus Modeling Learning Media and Learning Motivation on Improving Students' Housekeeping Skills at SMK Negeri Sukapura

Based on the results of the three-factor analysis of variance, the calculated F value is greater than the F table with a significance level of less than 0.05, indicating a significant effect of YouTube social media, modeling learning media, and learning motivation on improving students' housekeeping skills at SMK Negeri Sukapura. The F test used to test the first hypothesis proves that variables X1, X2, and X3 together have a significant effect on variable Y. This is obtained by comparing the calculated F value and F table at the 5% significance level, so that the first hypothesis can be accepted based on existing statistical data.

Table 15 Calculation Results of the Calculated F Value and the Magnitude of the F table

Variable	F count	F table	α	Sig. F
X1, X2, X3 and Y	66,231	2,748	0,05	0,000

Based on the table, the F-count value is 66.231 and for the F-table value at the 5% significance level with df1 = 3, and df2 obtained from the calculation of n-k-1 = 68-3-1 = 64, which is 2.748 so that the F-count (66.231) > F-table (2.748) with the level α = 0.05> Sig F = 0.000. Based on this data, it can be concluded that the independent variable has a significant effect on the dependent variable. Based on these results, the first hypothesis proposed in this study is accepted.

Based on the results of the study, there was an increase in housekeeping skills of SMK Negeri Sukapura students through the application of learning with YouTube social media and modeling learning media and learning motivation. Students who use YouTube show high learning motivation and are able to plan, observe, and analyze housekeeping practice activities well. The use of YouTube was dominated by students who experienced significant skill improvement. However, in general, both learning methods have a positive influence on improving students' skills, both technically and practically when compared to initial abilities. The implementation of YouTube social media and modeling learning media and learning motivation at school has been effective, in accordance with the needs and desires of students in the learning process, so that both are able to support the improvement of housekeeping skills optimally.

YouTube social media in housekeeping learning has fulfilled an important component to improve students' skills through scientific stages such as observing, analyzing, and proving, which challenges students to develop their abilities. The enhancement of students' skills through the use of YouTube versus modeling learning media and learning motivation helps reveal the material or issues discussed effectively. Both media encourage students to master housekeeping competencies by providing practical experience from experiments and discussions, so that students can better understand learning concepts and materials. Thus, the use of YouTube social media and modeling learning media and learning motivation complement each other in improving students' overall skills and understanding.

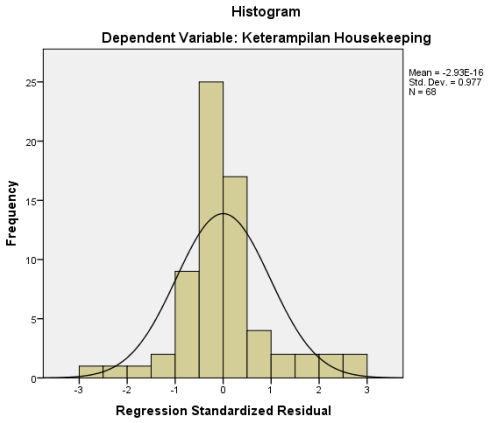
Research by Nova Aulia Nadela and Beni Asyhar (2022) shows that YouTube video media has a significant effect on student motivation and math learning outcomes. This is evidenced by the significance value (Sig.) 0.009 for motivation and 0.000 for learning outcomes, both smaller than 0.05. The average learning motivation in the experimental class reached 79.87, higher than the control class of 73.97, and the math learning outcomes in the experimental class were 86.45 compared to 74.05 in the control class. Yudi Hari Rayanto's research also supports these findings by showing differences in English learning outcomes between students who used computer learning media and those who did not, as well as between students with high and low learning motivation. In addition, there was a significant interaction between learning media and learning

motivation that affected students' English learning outcomes at SMKN 4 and SMK Ahmad Yani Probolinggo.

The preliminary analysis results show that YouTube as a learning media provides a flexible learning experience that can be accessed at any time, thus encouraging students to learn independently and repeatedly as needed. However, modeling learning media involving live demonstrations by teachers proved to provide better practical understanding of technical housekeeping procedures. In terms of learning outcomes, students using the modeling method showed better practical performance in procedural accuracy, time efficiency, and work safety. Meanwhile, students who used YouTube excelled in theoretical mastery such as terms, types of tools, and basic procedures, but struggled with hands-on application in the field. Learning motivation plays an important role as a moderator variable, where students with high motivation showed more significant skill improvement in both learning approaches.

The interaction between learning media and learning motivation showed that students with low motivation using the modeling method were still able to achieve adequate skills, while students with low motivation on YouTube social media learning experienced significant difficulties. This indicates that modeling is effective in bridging internal limitations such as low motivation, while YouTube is more suitable for students with good self-learning ability. In terms of efficiency, YouTube saves teachers' time as materials can be accessed without the presence of a live instructor, but for motor skills such as towel art, modeling is more effective. Most students felt more motivated and confident with modeling learning thanks to direct interaction and teacher feedback, while YouTube users admitted to being confused at some technical steps that were poorly explained. This research suggests the integration of both methods: YouTube as a source of initial theory and modeling for technical skills training, as well as increased motivation through participatory and contextual learning approaches.

Based on the description above, it can be explained that the third hypothesis can be accepted, namely that there is an effect of the use of *Youtube* social media *versus modeling* learning media and learning motivation on improving student *housekeeping* skills at SMK Negeri Sukapura. The effect can also be shown in Figure 5.4 below.



The influence between *Youtube* Social Media versus *Modeling* Learning Media and Learning Motivation on Students' *Housekeeping* Skills Improvement

The figure above shows that there is an effect of using *Youtube* Social Media versus *Modeling* Learning Media and Learning Motivation on Improving Students' *Housekeeping* Skills so that students can carry out *housekeeping* learning properly and correctly. Based on the results of this study, it can be concluded that there is an effect of using *Youtube* Social Media versus *Modeling* Learning Media and Learning Motivation on Improving Students' *Housekeeping* Skills at SMK Negeri Sukapura.

CONCLUSIONS

Based on the results of hypothesis testing and discussion, it can be concluded that the use of YouTube social media and modeling learning media and learning motivation has a positive influence on improving students' housekeeping skills at SMK Negeri Sukapura. Students who utilize both media with high learning motivation show better skill improvement. YouTube social media as a learning tool provides easy access to video demonstrations of housekeeping skills, such as towel art, so that students can learn visually and flexibly at any time. Modeling learning media conducted directly by the teacher is also effective in providing a practical understanding of housekeeping technical procedures. The success of learning depends not only on the media, but also on student learning motivation that encourages students to be more active, independent, and able to evaluate their learning outcomes. This combination of learning media and learning motivation has a direct impact on improving techniques, work efficiency, and students' readiness to face the world of work. It is recommended that teachers integrate YouTube social media and modeling learning media in the learning process because both are effective in increasing student motivation and skills. Teachers also need to strengthen learning motivation so that students are more responsive, creative, and independent in completing tasks and adjusting to the surrounding environment. The development of innovative learning media and adequate preparation of teaching time are essential for maximum results. Future researchers are advised to examine other learning strategies and media that can improve skills, especially higher-order cognitive abilities, and consider variables such as student characteristics and tutoring intensity with larger subjects.

ACKNOWLEDGMENTS

Praise the author's gratitude to Allah SWT for His grace and guidance so that the research entitled "*The Effect of Using YouTube Social Media versus Modeling Learning Media and Learning Motivation on Housekeeping Skills of Hospitality Department Students at SMKN Sukapura*" can be completed properly. This study aims to determine the effectiveness of digital and conventional learning media in improving housekeeping practice skills and providing input for the development of vocational learning strategies. The author would like to thank the supervisor, principal, teachers, students of SMKN Sukapura, as well as family and colleagues who have provided moral and material support. Hopefully the results of this study can provide real benefits in improving the quality of vocational education in the field of hospitality.

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