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YOUTUBE FOR DEVELOPING TECHNOLOGICAL SKILL

Muhammad Kristiawan[1*], I Gusti Agung Ayu Mas Oka[2], Een Yayah Haenilah[3], Wachidi[4], Ediansyah[5], Iwan Aprianto[6], Ahmad Zulinto[7], David D. Perrodin[8], Hendri Budi Utama[9]
Universitas Bengkulu, Indonesia[1]
Politeknik Penerbangan Indonesia Curug, Indonesia[2]
Universitas Lampung, Indonesia[3]
Universitas Muhammadiyah Surakarta, Indonesia[4]
Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia[5]
Institut Agama Islam Nusantara Batanghari, Indonesia[6]
Universitas PGRI Palembang, Indonesia[7]
Mahidol University, Thailand[8]
Universitas Negeri Padang, Indonesia[9]
muhammadkristiawan@unib.ac.id

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**Corresponding Author*

ABSTRACT
There are many teachers do not have skill on operating computer specially to make materials interesting for their students. This study was to improve the technological skills of students, particularly those who teach online. In this study, we attempted to determine how students may utilize YouTube as a medium to strengthen their technological skills. This study was carried out by us with the help of students who took the Education Management Course as the subject of study. The data collection technique used in this study was observation sheets, which were then used to answer the formulation of how the student responses related to the video-making project in the Education Management Course uploaded on YouTube; then, to answer the formulation of how the student's activities on Education Management, we asked students to complete their video projects and upload them on YouTube; and to answer the formulation of whether the use of YouTube can develop technological skills of students, observation sheets was used. This study concludes that respondents are able to edit and upload video about Education Management on YouTube.
Keywords : *Student, Technological Skill, YouTube*

1. Introduction

This study is inspired by an autonomous campus policy, independent learning, and the 6 C idea (Computational Thinking, Creative Thinking, Critical Thinking, Collaboration, Communication, and Compassion) with the goal of producing quality higher education graduates (Nurwardani Paristiyani, 2020). Computational Thinking (Esteve-Mon et al., 2020; Toktarova & Semenova, 2020) is one of the 6 C's skill, which refers to students' capacity to think rationally, structurally, and creatively. Students are also required to think in order to solve issues and create alternatives in order to obtain the best answers (Lisnawita et al., 2021), particularly in instances of disruption, the industrial revolution 4.0 (Adri et al., 2020; Almeida & Simoes, 2019; Bentri & Hidayati, 2022; Fedotova et al., 2020), and pandemics. Computational thinking is a talent required to deal with rapid and complicated technology changes. Furthermore, the industrial era 4.0 necessitates computerization in all disciplines. However, there are relatively few learning techniques aimed at enhancing pupils' computational thinking skills (Ansori, 2020). Learning that can improve students' cognitive abilities is e-learning which has a high level of user interactivity (Muhardi et al., 2020).

The purpose of this study was to improve the technological skills of students, particularly those who will teach online in the future. Online learning requires teachers and students to be able to use numerous apps such as Zoom, Google Meet (Yulitriana et al., 2020), Google Classroom (Roy et al., 2020; Susanto et al., 2021; Yunus & Syafi'i, 2020), YouTube, and other online tools (Gunawan et al., 2021; Kristiawan et al., 2021; Kristiawan & Aminudin, 2021; Susanto et al., 2021). This study looks into how YouTube may be utilized to help students improve their technological skills (Colim et al., 2022; Subaih et al., 2021; Väätäjä & Ruokamo, 2021). This

study was carried out because we taught the Education Management Course in numerous Study Programs at Bengkulu University's Faculty of Teacher Training and Education. This study presents a project for all students enrolled in the course to create learning videos covering all of the themes in the Semester Lesson Plan.

Why did we select YouTube for this study? Because, according to various recent research findings, YouTube, particularly the online system (Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, 2021; Szeto, E., Cheng, A. Y. N., & Hong, 2016; Thanissaro & Kulupana, 2015; Yaacob & Saad, 2020), can ease the learning process. In the middle of the Covid-19 epidemic, YouTube also has a good influence on the online learning process (Putri et al., 2021). YouTube is still the most popular social media platform in many countries (DeWitt, D., Alias, N., Siraj, S., Yaakub, M. Y., Ayob, J., & Ishak, 2013; Fyfield, M., Henderson, M., & Phillips, 2021), including Indonesia. This social networking platform features the most recent news as well as instructional information. Social media has been shown to be effective for learning (DeWitt et al., 2013)In Indonesia, there is an increasing amount of beneficial educational content on YouTube (Rahmawan et al., 2018). Youtube media has an impact on writing, learning, and technological skills (Sulsilawati et al., 2021). YouTube can be an option that teachers can utilize to produce more meaningful learning. Among the social media tools, YouTube was commonly used with other social media and non-social media tools, particularly for teaching in secondary schools (Szeto, 2016).

Another reason why we chose YouTube is because, among numerous social media platforms, YouTube remains one of the primary locations for young people to access varied material in the form of videos. YouTube material and producers, sometimes known as YouTubers, are an important part of the life of young people and millennials (Rahmawan et al., 2018). According to the findings (Samosir et al., 2018), pupils have a high degree of gadget use and are always connected to the internet. Students open YouTube on their devices practically every day. YouTube has also indicated that educational material is one of the key areas that has to be carefully developed, given that over 1 billion videos relevant to the learning process are watched on YouTube every day (Rahmawan et al., 2018). Youtube has a significant positive impact on society. The community can utilize it as a tool to expand knowledge (Samosir et al., 2018), particularly in building technological skills.

The significance of YouTube and students' technological skills motivates this study to investigate how YouTube might be used as a medium for enhancing students' technological skills.

In this study, we attempted to determine how students may utilize YouTube as a medium to strengthen their technological skills. Students are required to be able to trim videos, sort colors, and add effective video switching effects, as well as to keep the audience interested and not bored. Video assessment indicators submitted by students in theory-based study (Stellarosa et al., 2018), then the contents of the video satisfy the technological skills indicated by the instructor (Mansur, 2017).

Several past study findings relevant to the development of technological skills and the use of YouTube include (Arsana, 2020; Safitri & Sontani, 2016; Shofiyah et al., 2021) indicating instructors' technological skills and student's motivation are closely associated. This study is different from previous finding above, it is more focus on how students are skillful in making good videos then upload it to YouTube. The students make good presentations then this presentation will interest the viewers, because it used the YouTube application. The study then looks at how to use YouTube because technological skills and student's motivation are so closely tied. Several prior studies have investigated the role of YouTube in learning, including (Anugrahana, 2020; Habibah et al., 2020; Kristiawan et al., 2021; Putri et al., 2021). The problem in this article are 1) what is the format of student's activities on Education Management that are published to YouTube?; 2) how do students react to video projects from the Education Management Course that have been put to YouTube?; and 3) can the usage of YouTube help students improve their technological skills?

2. Literature Review

According to Mansur (2017), a person should not be assigned teaching duties unless they have demonstrated fundamental technological skills. As a result, teaching students must arm

themselves with a variety of technological skills that will assist them in carrying out their tasks so that there is an educational interaction that will optimize their function in front of their students later in their careers as teachers (Mansur, 2017). The new aspect of this study is the use of YouTube to build technological skills. This study encourages all lecturers to use YouTube as a medium for student's projects. Furthermore, by using YouTube, students may freely express themselves in generating information on how to educate effectively. Students' technological skills must be improved since they are one strategy to expand successful student learning activities (Jupriyanto & Nuridin, 2019). Student activities are more complicated than simply listening and taking notes. The more the pupil learning activity, the greater the likelihood of instructional success. This means that teachers' technological skills must be able to engage students in a variety of learning activities (Jupriyanto & Nuridin, 2019), especially since there is a YouTube application that can assist teachers in making learning more interesting and accessible to students at any time and from any location.

Teachers' ability (Dijkstra et al., 2016; Irwansyah & Hardiah, 2020) to convey subject matter includes understanding teaching materials, selecting the appropriate approach, and mastering the class properly (Sundari et al., 2014). The teacher's learning of how to ask questions, open and conclude classes, and provide educational materials reflects her technological skills (Jupriyanto & Nuridin, 2019). These skills may be honed by creating and uploading video material on YouTube. According to Fyfield (2021), teachers regularly use YouTube to select videos for students, but the processes they use to select these resources have been understudied. They believe that YouTube is an appropriate educational material for various lessons because it promotes permanence and reinforces learning (Nacak et al., 2020).

Teachers are external influences that influence student learning results (Mansur, 2017). This aspect may be discovered in how teachers instruct their students (Hamutoglu et al., 2020; Istuningsih et al., 2018). Students tend to grasp the subject offered more quickly if the teacher has joy providing it. As a result, instructors and potential teachers must possess crucial technological skills (students). Technological skills are intriguing to explore since few individuals possess them.

Teacher's skill in classroom teaching are competences that instructors must acquire in order to achieve excellent and enjoyable classroom learning (Jaya, 2017). Teachers and potential teachers must be skilled educators. The concept of this research examining the technological skills of students was actually carried out by (Rhamayanti, 2018), who examined the important technological skills of PPL students to be developed, beginning with opening and closing lessons and progressing to teaching small groups and individuals.

In this study, technological skills refer to the teacher's ability to communicate subject matter, which includes mastering teaching materials, being able to pick the best approach, and mastering a good class. According to (Jaya, 2017; Rhamayanti, 2018; Sundari et al., 2014), indicators of teachers with technological skills include: 1) being skilled at explaining; 2) being skilled at asking; 3) being skilled at using a variety of teaching styles; 4) being skilled at giving reinforcement; 5) being skilled at opening and closing learning; 6) being skilled at teaching groups and individuals; 7) being skilled at managing the class; and 8) being skilled at guiding the discussion. Meanwhile, according to (Mansur, 2017) the indicator of technological skills is if the teacher masters skills in 1) opening learning; 2) explaining the learning materials; 3) asking questions using decent, regular, and suitable manner so that students are motivated in participating in learning activities; 4) providing verbal and nonverbal reinforcement; and 5) making changes to boost motivation, eliminate boredom, and allow students to engage in learning; and 6) concluding the class.

In this study, the indicators used in the assessment of technological skills of students are the indicators presented by (Mansur, 2017). The indications utilized by us to create the research instrument grid (Mansur, 2017) presents indicators that are consistent with those offered by (Jupriyanto & Nuridin, 2019). The procedure and student learning results are greatly dependent on the teacher's topic understanding and technological skills (Safitri & Sontani, 2016). Practical educational provision for student teacher candidates at LPTKs is critical for improving prospective teachers' competency when they enter the field of education. This briefing may be accomplished by a variety of activities (Mulyatun, 2014), one of which is by assigning tasks in lectures for teaching and learning that are filmed and published on YouTube.

From ancient times to the present, the advancement of technology and communication media has continued (Rahmadoni et al. , 2022). The use of technology as a learning medium has become mandatory, and it has a positive impact on student learning outcomes (Oktapratama & Hidayat, 2022). Students are the age that considers technology to be a need, and they are continually linked to the internet via their devices. They are the generation that spends the most time on YouTube in their everyday lives (Samosir et al., 2018). YouTube is an excellent learning tool. According to the study's findings (Mujianto, 2019), Youtube is the most popular social media network in recent years. YouTube may be utilized as a teaching medium in the context of learning. Conclusion of the study (Mujianto, 2019) YouTube is a teaching media that may significantly boost student interest and drive to study. According to Saed et al., (2021) YouTube has significant progress in the speaking performance and improve students' speaking skills.

YouTube is a prominent video sharing website where users may upload, view, and share video clips for free. Chad Hurley, Steve Chen, and Jawed Karim, three former PayPal workers, launched YouTube in February 2005. In general, videos on YouTube are video snippets from movies, TV shows, and videos created by users (Stellarosa et al., 2018). According to (Stellarosa et al., 2018) YouTube has a few characteristics 1) there is no time limit for watching the video. Unlike some other apps that have a limited battery life, such as Instagram, SnapChat, and others, this one does not; 2) a reliable system of piracy, in which YouTube reduces piracy by not allowing the upload of videos that include ethnicity, race, or are unlawful, and will ask for confirmation before removing the video; 3) in exchange for payment, YouTube will award an honorarium to anybody who views a video and receives at least 1000 views; 4) offline mode; YouTube now has a new feature that allows users to watch videos when offline; This system allows users to watch videos while offline, but they must first be downloaded; 5) there is a simple editor; in the first menu to submit a video, the user will be given the option to modify the video first. Menu options include editing videos, sorting colors, and adding video switching effects (Stellarosa et al., 2018).

3. Research Methods

This study investigates the technological skills of students via YouTube. This study was carried out by us with the help of students who took the Education Management Course as the subject of study. This study is comparable to previous studies done by (Jaya, 2017; Rahmawan et al., 2018; Samosir et al., 2018; Stellarosa et al., 2018; Wahyulestari, 2018). This study was carried out as part of the Education Management Course, which covered 14 lecture topics. Each student created 14 videos on the 14 themes, which were subsequently submitted on YouTube. Furthermore, students who attend lectures are given a question form with a google form on how they respond to the improvement of technological skills through the creation of videos and their uploading to YouTube. This study takes place at FKIP Bengkulu University's Non-Formal Education Study Program, Natural Science Education, Physics Education, and Indonesian Language Education. This research will run for 6 (six) months, from March to September 2022. In this study, the informants were 73 (seventy-three) students enrolled in the Education Management Course.

The data collection technique used in this study was observation sheets (Nabilah et al., 2019; Rokhmaniyah et al., 2020), which were used to answer the formulation of how the student responses related to the video-making project (Cózar-Gutiérrez & Sáez-López, 2016; Hamutoglu et al., 2020; Hatta et al., 2020) in the Education Management Course uploaded on YouTube; then, to answer the formulation of how the student's activities on Education Management, we asked students to complete their video projects and upload them on YouTube; and to answer the formulation of whether the use of YouTube can develop technological skills of students, observation sheets was used. We then deliver the observation sheet and questionnaire sheet in Google Form (Bahasoan et al., 2020; Susanto et al., 2021).

Table 1 - Observation Sheet

No	Aspects Observed	Yes	No
1.	Opening Learning		
2.	Explaining the Learning Materials		
3.	Asking Questions Using Decent, Regular, and Suitable Manner so that Students are Motivated in Participating in Learning Activities		
4.	Providing Verbal and Nonverbal Reinforcement		
5.	Making Changes to Boost Motivation, Eliminate Boredom, and Allow Students to Engage in Learning		
6.	Concluding the Class		

Table 2 - Questionnaire Sheet

No	Question	Answer Sheet				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My Technological skills related to Opening Learning got better after Utilizing Youtube					
2	My Technological skills Regarding Explaining Learning Materials Got Better After Using Youtube					
3	My Technological skills are Related to Asking Questions Using Decent, Regular and Suitable Manner, then the Listeners are Motivated in Participating in Learning Activities Got Better after Using Youtube					
4	My Technological skills related to Providing Reinforcement Both Verbally and Non-Verbally Got Better After Using Youtube					
5	My Technological skills are Related to Making Variations in Order to Increase Motivation, Reduce Boredom and Give Listeners the Freedom to Participate in Learning Got Better after Using Youtube					
6	My Technological skills Regarding Ending Lessons Got Better after Using Youtube					
7	I Think Youtube can be Used as an Application for Developing Technological skills					

We do data reduction (Harapan, 2021; Hayati et al., 2020; Komalasari et al., 2020; Listiningrum et al., 2020), display data, and produce conclusions or verification, particularly triangulation of conformity checks between what we received from observation and what respondents transmitted through questionnaires, during data analysis. Then, examine the student's work. Finally, we considered whether respondents' technological skills increased as a result of their usage of YouTube.

4. Results and Discussions

This study's outcome is a video created by respondents, who are students enrolled in Education Management courses. The video is then published on YouTube. The uploaded video's results represent the research's output. We examine the video provided by students using indications that fulfill six (six) technological skills assessment criteria 1) opening learning; 2) explaining the learning materials; 3) asking questions using decent, regular, and suitable manner so that students are motivated in participating in learning activities; 4) providing verbal and nonverbal reinforcement; and 5) making changes to boost motivation, eliminate boredom, and allow students to engage in learning; and 6) concluding the class (Mansur, 2017).

1. Student's Activities on Education Management that have been Published on YouTube;

YouTube has been used to post student's activities. Students enrolled in the Education Management course have all uploaded their videos. We will reveal some of the outcomes of student-created video in the study's findings. First, we explain different video findings created

by Non-Formal Education Study Program students. The first video is provided by a student called Fayza Najja Wadia and may be seen at the URL: https://www.youtube.com/channel/UCdVBhWqdmy9ru7wwcBUPf-A/videos. According to the findings of our observations, what Fayza is doing meets the requirements for technological skills outlined by (Mansur, 2017). The second video, given by Bunga Annisa Berta, may be found at the following URL: https://www.youtube.com/channel/UCFZSMcwgnIzB6VlOvtbDLOg/videos. Based our observations of the video provided by Bunga, it appears like Bunga was able to initiate the lesson, explain the subject adequately, and conclude the session well.

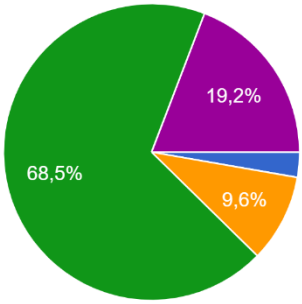
Second, we described various videos created by Science Education Study Program students. Students delivered the first video on behalf of Putri Ramadan Lazuardi, with the URL: https://www.youtube.com/channel/UCP995QYx-PiUnnxwwzg_CAQ/videos. Furthermore, the second video was created by Nessa Adelia Ramadhina, a semester 4 student, with the URL: https://www.youtube.com/channel/UCpJBNrS6kAOUxBsnWul4L8w/videos. Next, the third video was delivered by Putri Nutriastuti with the URL: https://www.youtube.com/channel/UCgrGMGmd8OiI6txMOXvlKKg/videos. The fourth video is presented by Santika Ragil Saputri with the URL: https://www.youtube.com/channel/UCqlYgct6Qs0fgKshfIKwkQA/videos. The last video uploaded by Dwi Ayu Pancarini with the URL: https://www.youtube.com/channel/UCMJup-uIE7Ilhdu-06WuSvQ/videos. According to the observations of the video provided by students in the Science Education Study Program, they have acquired technological skills well in accordance with what was imparted by (Mansur, 2017).

Third, we show many videos created by Physics Education Study Program students. Deswinta Triani gave the first video with the URL: https://www.youtube.com/channel/UCF_ZPLFgONEe1RCefR_NgMw/videos. According to our findings, all of Deswinta's videos are excellent, engaging, and simple to grasp. This demonstrates that Deswinta Triani has mastered the art of technological skill. The second video was created by Nora Ulfiah and can be seen at the URL: https://www.youtube.com/channel/UCS3fQBwm5QoaGh1Jqofyy5Q/videos. The videos delivered by Nora are also very good and interactive. According to us, Nora is ready to teach, because she already has very good technological skills. The last video presented by Rozalia with the URL:https://www.youtube.com/channel/UCOhvzf8F_Dt9piLbg0FNxoA/videos. Rozalia excels in opening lessons, closing them, and explaining learning materials.

Fourth, we showed many videos created by Indonesian Language Education Study Program students. The first video is delivered by Suci Nur Hanifah and may be found at the following URL: https://www.youtube.com/channel/UChb-x2evi5HOD0jqBZy4dwg/videos. According to our observations, all of Suci Nur Hanifah's videos were extremely good, already meeting six indications of technological skills according to theory (Mansur, 2017). Likewise with Syntia Oktaviani with the URL: https://www.youtube.com/channel/UCa2d-eBewKPyHGrp5VlwbwQ/videos; Miranti Wahyuni with the URL: https://www.youtube.com/channel/UCGdeItJDPBAo25EZ5lAsfqw/videos; and Eni Astuti at the following URL: https://www.youtube.com/channel/UCiz2HiiPT1_RW05pPtzCrjA/videos.

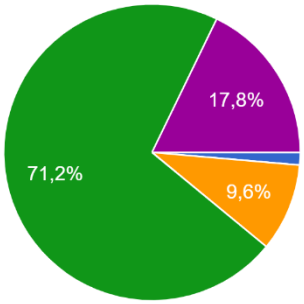
2. Students' Responses Regarding Video Projects in the Education Management Course Uploaded on YouTube

We then discuss the responses of the respondents to the video creating project.



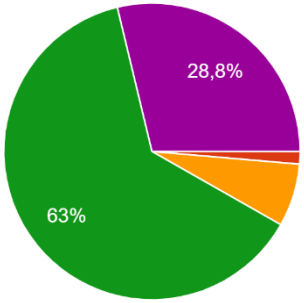
Green, 68.5% was agree; Purple, 19.2% was strongly agree; and Yellow, 9.6% was Neutral

Fig. 1. The Response of My Technological skills related to Opening Learning got better after Utilizing Youtube



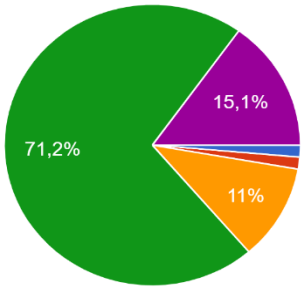
Green, 71.2% was agree; Purple, 17.8% was strongly agree; and Yellow, 9.6% was Neutral

Fig. 2. The Response of My Technological skills Regarding Explaining Learning Materials Got Better After Using Youtube



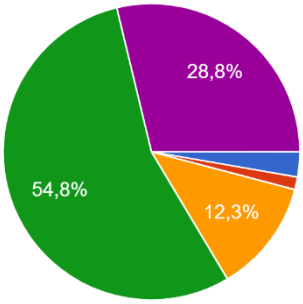
Green, 63% was agree; Purple, 28.8% was strongly agree; and Yellow, 7.1% was Neutral

Fig. 3. The Response of My Technological skills are Related to Asking Questions Using Decent, Regular and Suitable Manner, then the Listeners are Motivated in Participating in Learning Activities Got Better after Using Youtube.



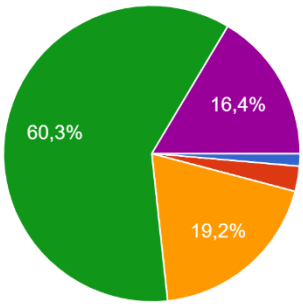
Green, 71.2% was agree; Purple, 15.1% was strongly agree; and Yellow, 11% was Neutral

Fig. 4. The Response of My Technological skills related to Providing Reinforcement Both Verbally and Non-Verbally Got Better After Using Youtube.



Green, 54.8% was agree; Purple, 28.8% was strongly agree; and Yellow, 12.3% was Neutral

Fig. 5. The Response of My Technological skills are Related to Making Variations in Order to Increase Motivation, Reduce Boredom and Give Listeners the Freedom to Participate in Learning Got Better after Using Youtube.

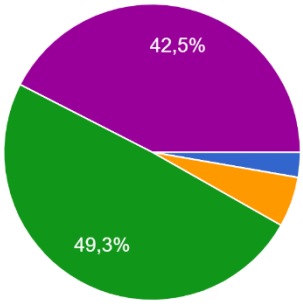


Green, 60.3% was agree; Purple, 16.4% was strongly agree; and Yellow, 19.2% was Neutral

Fig. 6. The Response of My Technological skills Regarding Ending Lessons Got Better after Using Youtube.

3. Responses on whether the usage of YouTube may help students improve their technological skills.

According to the majority of responders, YouTube can be utilized to improve their technological skills. We express the responses of the respondents on the usage of YouTube in strengthening students' technological skills in this section.



Green, 49.3% was agree; Purple, 42.5% was strongly agree; and Yellow, 0.0% was Neutral

Fig. 7. The Response of I Think Youtube can be Used as an Application for Developing Technological skills

According to the findings of this study, YouTube is a useful medium for strengthening students' technological skills. The outcomes of this study complement studies (Mujianto, 2019) (Mujianto, 2019) that YouTube may be utilized as a teaching medium (Qomariyah et al., 2021; Samosir et al., 2018; Thanissaro & Kulupana, 2015). Similarly, (Trishu & Shruti, 2021) discovered that YouTube is a good educational tool since it links academics, educators, and researchers from all over the world. YouTube also delivers intriguing, informative, and entertaining video that has given education a new dimension by making it original and creative. YouTube has a huge influence on the education and learning experiences. YouTube contributes

to the traditional educational system's new inventive and entertaining component. YouTube has made learning and teaching more accessible to everyone, from students to teachers (Trishu & Shruti, 2021). The users also accept YouTube as a learning resource (Yaacob & Saad, 2020).
There are many studies on YouTube that say that YouTube is very useful doesn't only have about fun videos, but also use as learning media (Nasution, 2019; Qomariyah et al., 2021; Rachmat et al., 2017). YouTube may boost students' studying enthusiasm while also improving their English speaking and listening skill (Muhammad Ilyas, 2020; Nasution, 2019; Qomariyah et al., 2021). However, according to (Sistadewi, 2019), the limitation of utilizing YouTube as a learning medium is due to signal issues and data packets. Despite the fact that signals and data packages are impediments to running YouTube, studying through videos published to YouTube keeps students eager and enthused while they are learning (Jarizmy, 2021).
You'll be able to maintain and upgrade your equipment and software if you gain IT skills, which will help you prevent difficulties in the future. Upskilling will also help students become better collaborators and, as a result, better team leaders. Your capacity to use computer-based technology (Denton & Peace, 2003; Prastiyono et al., 2021; Yuliati & Lestari, 2018) to execute various activities is referred to as technological skills. Computer literacy (Bahit et al., 2021; Gallardo et al., 2015; Ricaurte & Viloria, 2020), database administration, website creation, digital marketing, project management, and cybersecurity are some of the most crucial technological skills to have. When you learn about keyboard shortcuts, debug programs, or improve traffic to your website, you will not only increase your confidence, but your productivity will rise. You will gain time, allowing you to concentrate on vital initiatives and duties. All of the talents that allow you to engage with the digital environment around you are referred to as technology skills. Being technologically proficient means having knowledge of digital or technical media (Gallardo et al., 2015). Anyone who aspires to do their business efficiently in the present day should brush up on their technological expertise (Al-Fraihat et al., 2017; Esteve-Mon et al., 2020; Zarei & Mohammadi, 2021). Good content requires a number of abilities, including authoring, narrative, and video editing. And if you want people to watch your movies in the first place, you'll need to master thumbnail production and title writing.
Being a YouTuber (Fyfield, M., Henderson, M., & Phillips, 2021; Nacak, A., Bağlama, B., & Demir, 2020) as a career is a fantastic business concept. It's very feasible, rewarding, and getting started has never been easier. Still, it might take months or even years of hard work before you become a well-known and well-known creator on the network. So, keep going and don't give up. A Youtuber is someone who develops and uploads videos to the video-sharing website YouTube. However, other from having YouTube as a medium in common, Youtubers themselves vary greatly. Youtubers range in age, ethnicity, education level, focal area, and camera quality. You have creative control over your content as a YouTuber. You set your own hours and select whether to work from home or rent an office space. It is entirely up to you whether or whether you work with a management business, employ staff, or handle everything yourself. You are responsible for making all job-related decisions (Cansoy & Parlar, 2017).

5. Conclusion

This paper concludes the technological skill is important. Individuals can employ the following technology abilities in their work lives: word processing, emailing, video conferencing, audio and video editing, data management tools, social media, search engines, and customer relationship management. The respondents in this article are able to edit and upload video on YouTube through student's activities about Education Management. Furthermore, respondents believe that YouTube may be utilized to improve their technological skills. This study influenced educators to utilize YouTube as a medium to strengthen students' technological and public speaking skill. All lecturers can utilize YouTube to give lecture assignments. This study suggests for future academics who want to investigate the usage of YouTube to enhance technological skill. Furthermore, additional researchers might employ other platforms as alternative media to increase students' technological skills.

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