

Students' Acceptance of a Youtube-Based Arabic Learning Kit: A Technology Acceptance Model Approach

Suzzana Othman¹, Asma' Fauzi^{2*}, Aqilah Arshad³

Academy of Language Studies, Universiti Teknologi MARA, Melaka, Malaysia

*Corresponding Author

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ABSTRACT

This study examined students' acceptance of a YouTube-based Arabic (Level I) learning kit using the Technology Acceptance Model (TAM). The YouTube videos were developed as supplementary learning materials to support the main course textbook and enhance students' Arabic listening, speaking, reading, and writing skills. A quantitative survey was administered to 134 foundation-level students enrolled in the TAC101 compulsory course. Data were analyzed using descriptive statistics, reliability analysis, Pearson correlation, and regression analysis. The results revealed high mean scores across all TAM constructs, indicating that students perceived the YouTube learning kit as useful, simple to use, and engaging. Reliability analysis demonstrated strong internal consistency for all constructs (*Cronbach's* $\alpha = 0.87\text{--}0.91$). Correlation analysis showed strong positive relationships among perceived usefulness, perceived ease of use, attitude toward use, and behavioral intention. Regression results further indicated that both perceived usefulness and perceived ease of use significantly predicted students' behavioral intention to continue using the YouTube learning kit. Overall, the findings indicate a high level of student acceptance of the TAC101 YouTube learning kit and support the integration of YouTube-based materials as effective digital supplements in foundation-level Arabic language courses.

Keywords: Technology Acceptance Model, YouTube-based Learning, Foundation Arabic Language Level 1, Perceived usefulness, Perceived ease of use

INTRODUCTION

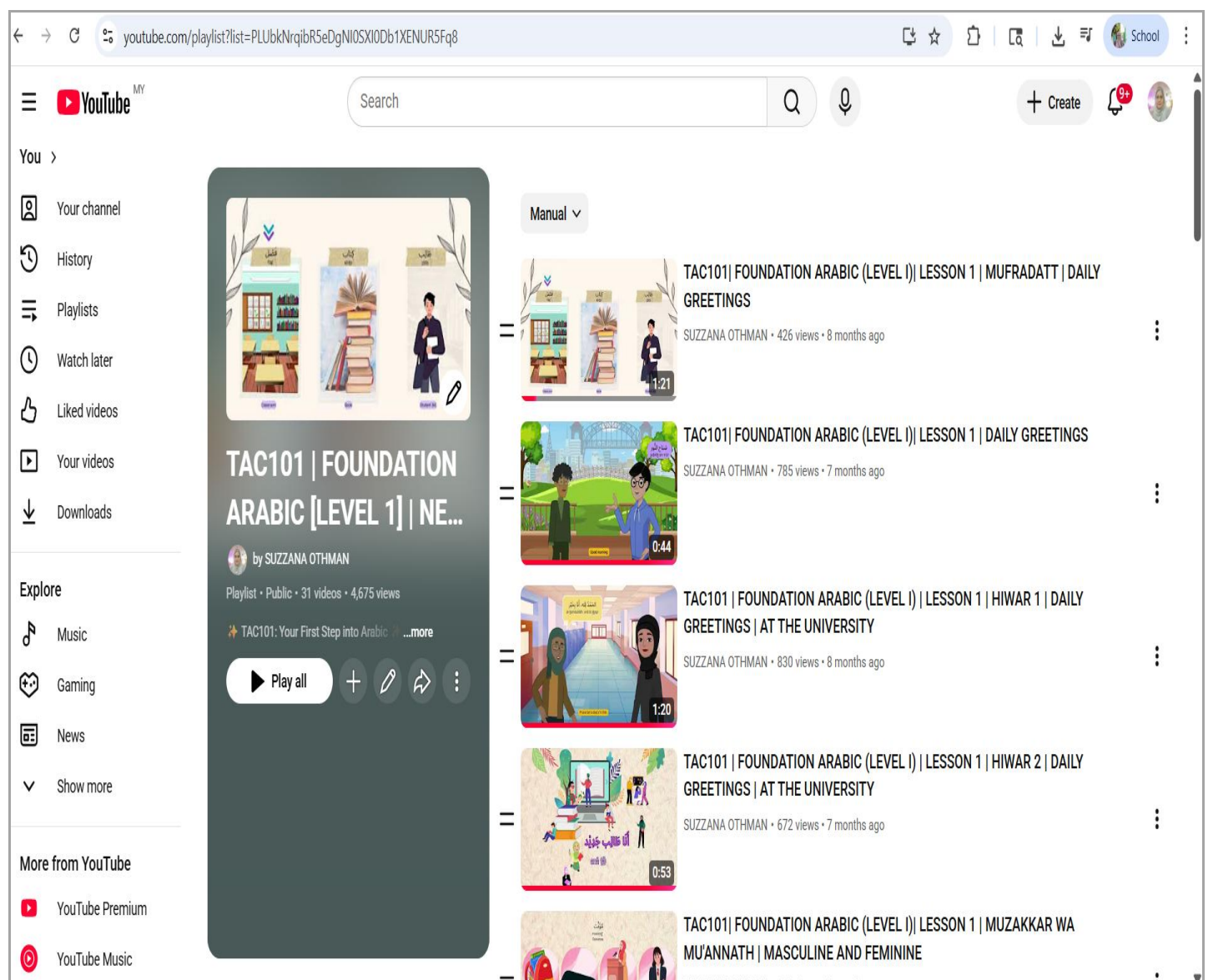
The integration of digital technology into language education has become increasingly prominent, particularly with the growing reliance on online and multimedia-based learning resources. Digital platforms offer learners opportunities for repeated exposure, authentic input, and flexible access to instructional materials beyond the classroom. Among these platforms, YouTube has emerged as a widely used educational tool due to its accessibility, audiovisual features, and support for self-paced learning (Dizon, 2022). In language learning contexts, YouTube has been shown to enhance learner engagement, motivation, and autonomy by providing authentic language input and diverse learning materials. Several studies have reported that students perceive YouTube as a useful and enjoyable platform that supports listening and speaking skills, vocabulary acquisition, and overall language comprehension (Tahmina, 2023; Ly *et al.*, 2024). These findings suggest that video-based learning platforms can play a significant role in supporting second- and foreign-language acquisition.

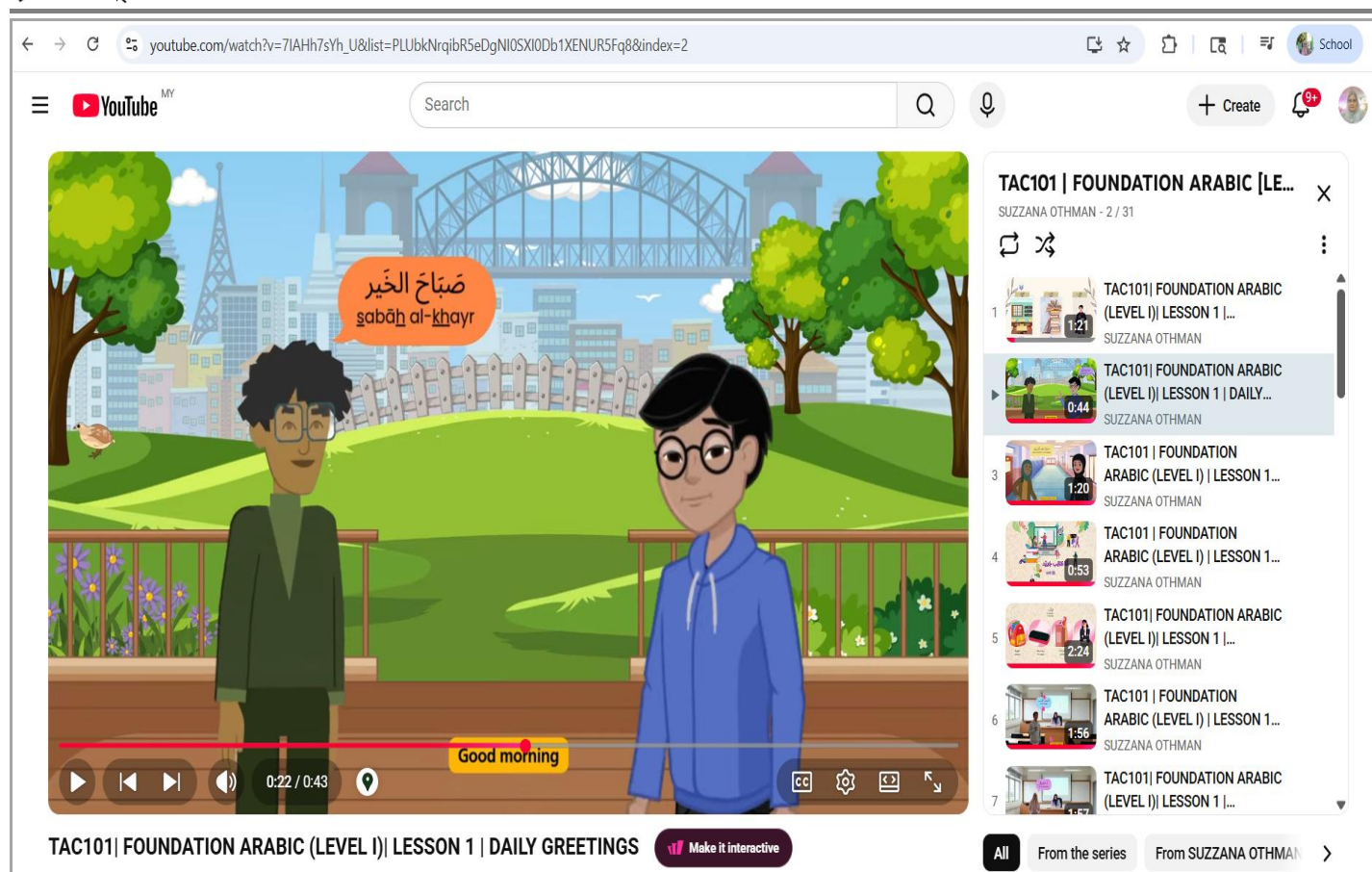
In addition, Arabic language education, particularly at the foundation level, learners often face challenges in developing essential language skills such as listening, speaking, reading, and writing through traditional textbook-based instruction alone. Limited classroom time and insufficient exposure to authentic language use may hinder effective skill development. To address these challenges, supplementary digital learning materials

are increasingly being introduced to reinforce classroom instruction and promote independent learning. Thus, the TAC101 Foundation Arabic (Level I) YouTube learning kit was developed as a digital support tool to complement the main course textbook and enhance students' engagement with Arabic language content. The video materials were designed to reinforce lessons taught in class, provide clear explanations, and support the development of foundational Arabic language skills.

The TAC101 Foundation Arabic (Level I) YouTube learning kit was designed as a structured supplementary learning resource aligned with the course syllabus and textbook content. The kit consists of a series of short instructional videos covering foundational Arabic topics such as vocabulary, basic sentence structures, pronunciation, listening exercises, and guided speaking activities. Each video was developed to reinforce classroom instruction through clear explanations, visual aids, subtitles, and repeated language exposure to support students' listening and speaking practice. The videos were organized according to weekly learning topics to facilitate independent learning, revision, and flexible access outside the classroom environment. However, the effectiveness of such digital learning tools depends not only on their instructional quality but also on students' acceptance and willingness to use them consistently. Figure 1 presents selected examples of the TAC101 Foundation Arabic (Level I) YouTube learning kit, illustrating the organization of instructional videos and learning activities designed to support foundational Arabic language skills.

Figure 1





Hence, understanding the learners' acceptance of educational technology is crucial. The Technology Acceptance Model (TAM) has been widely applied to explain users' adoption of digital systems based on two core determinants: Perceived Usefulness and Perceived Ease of Use, which influence users' attitudes and behavioral intentions toward technology use. A systematic review of TAM studies in educational contexts confirmed that TAM is a robust and reliable model for assessing learners' acceptance of various learning technologies (Granic & Marangunic, 2019). Previous research applying TAM to YouTube-based learning environments has demonstrated that students' perceptions of usefulness and ease of use significantly predict their intention to use YouTube for learning purposes (Hong et al., 2020; Nguyen & Hien, 2023). Despite these findings, empirical studies focusing on YouTube-based Arabic language learning, particularly at the foundation level, remain limited.

Therefore, this study aims to investigate students' acceptance of the TAC101 Foundation Arabic (Level I) YouTube learning kit using the Technology Acceptance Model. By examining learners' perceptions and behavioral intentions, this study seeks to contribute empirical evidence to the growing body of research on digital language learning and to provide pedagogical insights for integrating YouTube-based materials into Arabic language education.

Problem Statement

The rapid advancement of digital technology has transformed educational practices, particularly in language learning, where multimedia platforms are increasingly used to supplement traditional instruction. Video-sharing platforms such as YouTube offer learners flexible access to audiovisual content, authentic language input, and opportunities for repeated practice, making them attractive tools for language education (Dizon, 2022). However, the successful integration of such platforms into formal language courses depends largely on students' acceptance and willingness to use them as part of their learning process.

Learning Arabic at the foundation level can often make learners encounter difficulties in developing the four essential language skills: listening, speaking, reading, and writing, through textbook-based instruction alone. Limited classrooms contact hours and insufficient exposure to authentic spoken Arabic may hinder students' engagement and confidence in using the language. To address these challenges, the TAC101 Foundation

Arabic (Level I) YouTube learning kit was developed as a supplementary digital resource to reinforce classroom instruction and support independent learning. Despite the growing use of YouTube in language education, previous studies have primarily focused on English or other widely taught foreign languages (Tahmina, 2023); Ly et al., 2024). Empirical research examining students' acceptance of YouTube-based learning tools in Arabic language courses, particularly at the foundation level, remains limited. Moreover, without empirical evaluation, it is unclear whether students perceive such digital resources as useful, easy to use, and worth continuing.

The Technology Acceptance Model (TAM) is a well-established framework for examining how users adopt educational technologies, emphasising key constructs such as perceived usefulness and perceived ease of use, which influence learners' attitudes and behavioural intentions (Granić & Marangunić, 2019). In this context, applying TAM to evaluate the TAC101 YouTube learning kit is important for assessing whether YouTube can function as a pedagogically sound and sustainable digital support tool in foundation-level Arabic instruction. Accordingly, this study seeks to provide empirical evidence by exploring foundation students' acceptance of the TAC101 Foundation Arabic (Level I) YouTube learning kit through the lens of TAM. The findings are expected to offer valuable insights for educators and curriculum designers regarding the effective integration of YouTube-based resources into Arabic language programmes.

Research Objectives

In response to the limited empirical evidence on foundation students' acceptance of YouTube-based Arabic learning tools, this study evaluates students' acceptance of the TAC101 Foundation Arabic (Level I) YouTube learning kit using the Technology Acceptance Model (TAM). It aims to identify factors influencing students' use of YouTube as a supplementary learning resource in Arabic language instruction. The objectives of this study are to:

1. To examine students' perceptions of the usefulness and ease of use of the TAC101 Foundation Arabic (Level I) YouTube learning kit as a supplementary learning resource.
2. To assess students' attitudes toward the use of YouTube-based video materials in foundation-level Arabic language learning.
3. To analyse the relationships among perceived usefulness, perceived ease of use, attitude toward use, and behavioural intention to continue using the TAC101 YouTube learning kit.

LITERATURE REVIEW

The Use of the Technology Acceptance Model (TAM) in Educational Contexts

The Technology Acceptance Model (TAM), originally proposed by Davis (1989), is one of the most widely used theoretical frameworks for examining users' acceptance of technology. TAM posits that Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) are the primary determinants influencing users' Attitude Toward Use (ATU) and subsequently their Behavioral Intention (BI) to adopt a technological system. Due to its strong predictive power, TAM has been extensively applied in educational research to evaluate learners' adoption of digital learning technologies. A comprehensive systematic review of TAM studies in education found that the model consistently demonstrates high explanatory power across various learning technologies, including e-learning systems, mobile learning applications, and multimedia platforms (Granic & Marangunic, 2019).

Furthermore, the review highlighted that PU and PEOU remain the most influential factors in predicting learners' acceptance and continued use of educational technologies, validating TAM's suitability for learning contexts. In recent years, TAM has also been extended to evaluate emerging digital tools, including artificial intelligence applications and online video-based learning systems. Studies consistently report that learners' attitudes play a mediating role between perceptions of usefulness and ease of use and their intention to use educational technologies (Hong et al., 2020). These findings reinforce TAM's relevance for assessing students' acceptance of YouTube-based learning environments.

YouTube as a Digital Learning Platform

YouTube has become one of the most widely accessed digital platforms globally, extending beyond entertainment to educational applications. Its audiovisual nature allows learners to engage with content through visual demonstrations, spoken explanations, and contextualized examples. Research has shown that YouTube provides flexible, self-paced learning opportunities that enhance learner autonomy and motivation (Dizon, 2022).

In higher education contexts, students generally perceive YouTube as an effective supplementary learning resource due to its accessibility and ease of use. Studies conducted in different cultural and educational settings indicate that learners value YouTube for its ability to provide repeated exposure to content, support revision, and accommodate diverse learning styles (Tahmina, 2023; Nguyen & Hien, 2023). Furthermore, during periods of increased reliance on online learning, such as the COVID-19 pandemic, YouTube was found to be widely accepted as a learning platform. Students' acceptance was significantly influenced by perceived usefulness and ease of use, further supporting TAM's applicability in video-based learning contexts (Yaacob & Saad, 2020).

The Use of YouTube in Arabic Language Learning

A growing body of research highlights the effectiveness of YouTube and video-based platforms in language learning, particularly for developing listening and speaking skills. YouTube enables learners to access authentic language input, native-speaker pronunciation, and contextualized language use, which are essential for second and foreign language acquisition (Aprianto, 2020). Empirical studies indicate that students generally perceive YouTube-based language learning as motivating and enjoyable, which positively affects engagement and learning persistence. Research has shown that YouTube enhances vocabulary acquisition, listening comprehension, and speaking confidence while also promoting learner autonomy (Kristiani & Pradnyadewi, 2021); (Ly et al., 2024). These findings suggest that YouTube's audiovisual features significantly enhance language skill acquisition and learner motivation.

In the context of Arabic language learning, structured video-based instructional materials have also demonstrated positive learner acceptance. A study by Othman et al. (2025) explored the integration of YouTube-based learning to improve Arabic learners' listening and speaking skills through the *e-Kalam* video learning materials. Using the Technology Acceptance Model (TAM), the study reported that learners perceived the videos as useful and easy to use, which positively influenced their attitudes and intention to continue using the platform. The findings further indicated that YouTube-based learning supported learners' confidence and engagement in practicing Arabic listening and speaking skills.

The *e-Kalam* study provides empirical evidence that purposefully designed video learning kits, when aligned with course objectives and instructional content, can effectively support Arabic language learning. However, while the study confirms students' positive acceptance of YouTube-based Arabic instruction, further research is required to examine learner acceptance across different course levels, instructional designs, and digital platforms, particularly within foundation-level Arabic courses. Therefore, the present study extends the findings of Othman et al. (2025) by investigating students' acceptance of the TAC101 Foundation Arabic (Level I) YouTube learning kit. By applying the Technology Acceptance Model, this study offers additional empirical insights into the role of YouTube as a structured digital support tool in Arabic language education.

Technology Acceptance Model (TAM) Research on YouTube-Based Language Learning

The integration of digital technologies into language education has significantly transformed teaching and learning practices in recent years. Among these technologies, YouTube has gained considerable attention as a flexible and accessible platform that supports language learning through authentic video content. At the same time, the Technology Acceptance Model (TAM) has been widely used to examine how learners adopt and interact with such technologies. TAM helps explain the extent to which perceived usefulness and perceived ease of use influence learners' acceptance of YouTube as a learning tool. This section reviews related studies

that apply TAM in the context of YouTube-based language learning and highlights key findings and research gaps.

Several studies have integrated TAM to investigate learners' acceptance of YouTube as a language learning platform. Research applying TAM consistently demonstrates that perceived usefulness and perceived ease of use significantly influence learners' attitudes and behavioral intentions to use YouTube for learning purposes (Hong et al., 2020); Nguyen & Hien, 2023). In language learning contexts, TAM-based studies reveal that positive attitudes toward YouTube are closely associated with learners' intention to continue using video-based materials. Learners are more likely to adopt YouTube when the platform aligns with course content, is easy to navigate, and enhances learning outcomes (Tahmina, 2023). These findings highlight the importance of evaluating learners' acceptance rather than assuming the effectiveness of digital tools.

Research Gap

Despite the extensive application of TAM and the growing literature on YouTube-based language learning, empirical studies focusing on Arabic language education, particularly at the foundation level, are limited. Most existing research centers on English or other widely taught foreign languages, leaving a gap in understanding how Arabic learners perceive and accept YouTube-based instructional materials. Moreover, there is a lack of empirical evidence examining YouTube as a structured digital learning kit designed to support a specific curriculum and textbook, rather than as an informal or self-selected learning resource. Addressing this gap, the present study applies the Technology Acceptance Model to investigate students' acceptance of the TAC101 Foundation Arabic (Level I) YouTube learning kit, providing empirical insights into the integration of video-based digital resources in Arabic language education.

METHODOLOGY

Research Design

This study adopted a quantitative, cross-sectional survey design to examine students' acceptance of the TAC101 Foundation Arabic (Level I) YouTube learning kit. The study was grounded in the Technology Acceptance Model (TAM), which explains users' acceptance of technology through four key constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Use (ATU), and Behavioral Intention (BI). A survey approach was selected as suitable for measuring learners' perceptions, attitudes, and intentions toward the use of digital learning tools in an educational setting.

Participants

The participants consisted of 134 foundation-level students ($n = 134$) enrolled in the TAC101 Foundation Arabic (Level I) course at Universiti Teknologi MARA (UiTM). All participants had been exposed to the TAC101 YouTube learning kit throughout the semester as a supplementary learning resource supporting the main course textbook. The respondents were drawn from various academic programmes and represented predominantly beginner to elementary levels of Arabic proficiency. Participation in the study was voluntary, and all respondents had prior experience using the TAC101 YouTube videos before completing the questionnaire.

Instrument

Data were collected using a structured, self-administered questionnaire developed based on the Technology Acceptance Model (TAM) and adapted to the context of YouTube-based Arabic language learning. The instrument was designed to measure students' acceptance of the TAC101 Foundation Arabic (Level I) YouTube learning kit as a supplementary learning resource. The questionnaire was administered online and consisted of items that captured both demographic information and learners' perceptions toward the use of YouTube for Arabic language learning.

The first part of the questionnaire gathered demographic and background information, including gender, academic programme, prior experience in learning Arabic, frequency of using YouTube for learning purposes,

subscription status to the TAC101 YouTube channel, and the extent of students' exposure to the TAC101 YouTube videos. This information provided contextual insight into students' learning backgrounds and their familiarity with digital learning tools.

The second part of the questionnaire measured students' acceptance of the YouTube learning kit based on the four core constructs of the Technology Acceptance Model: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Use (ATU), and Behavioral Intention (BI). Perceived Usefulness items assessed the extent to which students believed the videos supported their Arabic learning, particularly in improving listening and speaking skills. Perceived Ease of Use items measured students' perceptions of the ease of accessing, understanding, and navigating the YouTube videos. Attitude Toward Use items to examine students' overall feelings and attitudes toward using YouTube as part of their Arabic learning process, while Behavioral Intention items assessed students' intentions to continue using the TAC101 YouTube learning kit and similar digital learning resources in the future.

All items related to the TAM constructs were measured using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Reliability analysis conducted in this study indicated high internal consistency for all TAM constructs, confirming the suitability of the instrument for measuring students' acceptance of the TAC101 YouTube learning kit.

Data Collection

Data for this study were collected using an online questionnaire administered through Google Forms. The questionnaire was distributed to students enrolled in the TAC101 Foundation Arabic (Level I) course after they had been given sufficient time to engage with the YouTube learning kit during the semester. The survey link was shared through official course communication platforms to ensure accessibility for all participants. Before completing the questionnaire, students were informed about the purpose of the study and were assured that their participation was voluntary and that their responses would remain anonymous and confidential. No personally identifiable information was collected. The data collection process was conducted over a designated period, during which 134 valid responses were obtained and subsequently used for analysis.

Data Analysis

The collected data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 29. Data analysis procedures were carried out in accordance with the research objectives and the Technology Acceptance Model (TAM) framework. Descriptive statistics, including means and standard deviations, were first computed to examine students' overall perceptions of the YouTube learning kit in terms of Perceived Usefulness, Perceived Ease of Use, Attitude Toward Use, and Behavioral Intention.

To assess the reliability of the research instrument, Cronbach's alpha reliability analysis was conducted for each TAM construct. The results indicated high internal consistency across all constructs, confirming the suitability of the instrument for measuring students' acceptance of the YouTube learning kit. Subsequently, Pearson correlation analysis was performed to examine the relationships among the four TAM constructs. This analysis provided insight into how perceived usefulness and perceived ease of use were associated with students' attitudes toward using the YouTube learning kit and their intention to continue using it for Arabic language learning.

RESULTS AND DISCUSSION

Descriptive Analysis

This section presents the findings of the survey conducted to examine students' perceptions of the TAC101 Foundation Arabic (Level I) YouTube learning kit. The analysis is grounded in the Technology Acceptance Model (TAM), which provides a framework for understanding users' acceptance of technology (Fred Davis, 1989). Descriptive statistics were computed to analyse students' responses across four key constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Use (ATU), and Behavioral Intention (BI).

Table 1. Descriptive Statistics of TAM Constructs (N = 134)

Construct	Mean	Standard Deviation
Perceived Usefulness (PU)	4.21	0.64
Perceived Ease of Use (PEOU)	4.14	0.75
Attitude Toward Use (ATU)	4.15	0.73
Behavioral Intention (BI)	4.10	0.67

Table 1 shows that all constructs achieved high mean scores ($M > 4.00$), indicating overall positive student perceptions of the YouTube learning kit. Among these, Perceived Usefulness recorded the highest mean, suggesting that students strongly believed the videos effectively supported their Arabic learning. Additionally, the relatively low standard deviations reflect a high level of consistency in students' responses. These findings are consistent with prior studies based on the Technology Acceptance Model (TAM), which identify Perceived Usefulness as a key predictor of users' acceptance of educational technologies (Fred Davis, 1989; Viswanath Venkatesh et al., 2003), including YouTube-based language learning tools.

Reliability analysis (Cronbach's alpha)

The internal consistency of the research instrument was examined using Cronbach's alpha reliability analysis for each construct of the Technology Acceptance Model (TAM). The results indicate that all constructs demonstrated strong internal consistency, with Cronbach's alpha values exceeding the recommended threshold of 0.70. This confirms that the questionnaire items reliably measured students' acceptance of the TAC101 Foundation Arabic (Level I) YouTube learning kit.

Table 2. Reliability Analysis of TAM Constructs (Cronbach's Alpha

Construct	Number of Items	Cronbach's Alpha (α)
Perceived Usefulness (PU)	10	0.91
Perceived Ease of Use (PEOU)	4	0.89
Attitude Toward Use (ATU)	4	0.87
Behavioral Intention (BI)	5	0.88

The reliability analysis indicates that all constructs demonstrate high internal consistency. As shown in Table 2, Perceived Usefulness (PU), which consists of 10 items, recorded the highest Cronbach's alpha value ($\alpha = 0.91$), indicating excellent reliability. Perceived Ease of Use (PEOU) also showed strong reliability with an alpha value of 0.89, followed by Behavioral Intention (BI) at 0.88 and Attitude Toward Use (ATU) at 0.87. Overall, all constructs exceeded the commonly accepted threshold of 0.70, suggesting that the items used to measure each construct are reliable and consistent. These findings support the suitability of the instrument in assessing students' acceptance of the YouTube learning kit based on the Technology Acceptance Model.

Correlation Analysis

Pearson product-moment correlation analysis was conducted to examine the relationships among the TAM constructs. The correlation coefficients are presented in Table 3.

Table 3. Correlation Matrix of TAM Constructs

Construct	PU	PEOU	ATU	BI
Perceived Usefulness (PU)	1.00			
Perceived Ease of Use (PEOU)	0.90	1.00		
Attitude Toward Use (ATU)	0.86	0.88	1.00	
Behavioral Intention (BI)	0.86	0.88	0.86	1.00

All correlations were strong and positive ($r = 0.86\text{--}0.90$), indicating significant relationships among perceived usefulness, perceived ease of use, attitude toward use, and behavioral intention. These findings support the assumptions of the Technology Acceptance Model, where favorable perceptions of usefulness and ease of use are associated with positive attitudes and stronger intentions to use the technology. These findings support the assumptions of the Technology Acceptance Model, where usefulness and ease of use influence attitude and behavioural intentions perceived. Similar results have been reported in previous TAM studies, where these constructs consistently predict technology acceptance, including work by Davis (1989) and Venkatesh et al. (2003), as well as e-learning research by Park (2009) and Seliaman (2015).

Regression Analysis

To further examine the influence of Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) on Behavioral Intention (BI), a multiple regression analysis was conducted. The regression results are presented in Table 4.

Table 4. Regression Analysis Predicting Behavioral Intention (BI)

Predictor	B	Std. Error	t	p
Constant	0.39	0.18	2.19	0.030
Perceived Usefulness (PU)	0.43	0.09	4.56	< .001
Perceived Ease of Use (PEOU)	0.46	0.08	5.69	< .001

The results show that both Perceived Usefulness and Perceived Ease of Use significantly predicted students' Behavioral Intention to use the YouTube learning kit. Perceived Ease of Use emerged as a slightly stronger predictor, indicating that students were more likely to continue using the videos when they found them easy to access and use. These findings provide empirical support for the Technology Acceptance Model (TAM) in the context of YouTube-based Arabic language learning. The findings are consistent with previous TAM studies, which emphasize that technologies perceived as useful and user-friendly are more likely to be accepted and continuously used by learners (Davis, 1989; Venkatesh et al., 2003).

The results also revealed consistently high mean scores across all TAM constructs, indicating positive student perceptions of the YouTube learning kit. Perceived Usefulness recorded the highest mean, suggesting that students strongly believed the videos supported their Arabic learning. This finding suggests that students valued the instructional videos not only as supplementary materials but also as practical learning resources that enhanced their understanding and engagement with Arabic language content. Reliability analysis further confirmed excellent internal consistency for all constructs, indicating that the instrument effectively measured students' acceptance of the YouTube learning kit.

In addition, the strong positive relationships among Perceived Usefulness, Perceived Ease of Use, Attitude Toward Use, and Behavioral Intention support the core assumptions of TAM, where positive perceptions of usefulness and ease of use influence learners' attitudes and intentions toward technology adoption. These findings align with previous studies on YouTube-based learning, which reported that students are more likely to engage with digital learning platforms when the materials are accessible, well-structured, and relevant to their learning needs (Nguyen & Hien, 2023; Tahmina, 2023).

From an educational perspective, the findings highlight the importance of integrating structured and accessible digital learning materials into foundation-level Arabic courses. The TAC101 YouTube learning kit demonstrates that well-organized instructional videos can support blended learning by extending language exposure beyond classroom hours and encouraging independent learning. This is particularly important in Arabic language learning contexts, where students often require repeated exposure and flexible opportunities for revision and listening practice. Therefore, this study contributes to the growing body of research on technology-enhanced language learning by providing empirical evidence on students' acceptance of YouTube-based Arabic learning materials at the foundation level.

CONCLUSION

This study investigated students' acceptance of the TAC101 Foundation Arabic (Level I) YouTube learning kit using the Technology Acceptance Model (TAM). The findings demonstrate that students perceive the YouTube learning kit as useful, easy to use, and engaging, while also showing a strong intention to continue using it as a supplementary learning resource. The significant relationships among the TAM constructs further confirm the suitability of TAM as a theoretical framework for evaluating students' acceptance of YouTube-based Arabic learning tools.

The study contributes to the growing body of research on technology-enhanced language learning by providing empirical evidence from the context of foundation-level Arabic education, an area that remains relatively underexplored in existing literature. From a pedagogical perspective, the findings highlight the potential of structured YouTube-based instructional materials to support blended learning, enhance learner engagement, and extend language exposure beyond the classroom environment. Therefore, the TAC101 YouTube learning kit demonstrates the practical value of integrating accessible digital learning resources into Arabic language instruction. Future research may extend this study by employing mixed-method approaches, involving broader learner populations, or examining the long-term impact of YouTube-based learning on students' actual language performance and engagement.

LIMITATIONS AND FUTURE RESEARCH

Despite the valuable insights provided by this study, several limitations should be acknowledged. The use of a cross-sectional survey design captured students' perceptions at a single point in time, limiting the ability to examine changes in acceptance and usage behavior over prolonged exposure; therefore, future longitudinal studies may offer deeper insights into learners' evolving engagement with YouTube-based learning. Additionally, the study was conducted within a single institution and course context (TAC101 Foundation Arabic, UiTM), which may restrict the generalizability of the findings to other learner populations or educational settings; future research could involve multiple institutions, different Arabic proficiency levels, or varied instructional contexts. Furthermore, as the study relied solely on self-reported questionnaire data, responses may be subject to bias; incorporating qualitative approaches such as interviews, focus groups, or classroom observations could provide richer insights into students' learning experiences. Future studies may also extend the Technology Acceptance Model by including additional variables such as learning satisfaction, self-efficacy, or actual usage behavior, as well as examining the impact of YouTube-based learning on measurable language performance outcomes, particularly in listening and speaking skills, through experimental or mixed-method research designs.

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