

Analysis of Postgraduate Students' Habits in Watching Preaching Videos: The Impact on the Development of Rhetorical Ability

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Abstract: This study aimed to analyze the correlation between the habit of watching preaching videos on YouTube and the rhetorical skills of Indonesian Language Education students at the graduate school of Universitas Muhammadiyah Prof. Dr. Hamka (UHAMKA). A quantitative method with univariate-bivariate analysis was employed. The results showed that p-value (0.251) was bigger than alpha (0.05), hence H_0 was accepted. These figures indicated that there was no significant correlation between the habit of watching preaching videos and the graduate students' rhetorical skills. The odds ratio (OP) value of 0.381 within the range of 0.103-1.410 also suggested that the habit of watching preaching videos on YouTube had a power potential of 0-1 against rhetorical skills, which is categorized as low. The conclusion of this study is that while observing sermon videos does not directly enhance rhetorical skills, graduate students still need to focus on intensive training and continuous practice to improve their public speaking abilities because it will be beneficial to support their academic career.

Keywords: preaching videos, rhetoric, graduate students.

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■ INTRODUCTION

Not everyone inherently possesses the ability to communicate effectively and engagingly (Biesta, 2015; Mc Croskey, 2015). Competence in presenting and explaining information is crucial for public speakers, necessitating the acquisition and refinement of rhetorical skills. These skills play a vital role in effectively conveying messages and engaging audiences in various contexts, highlighting their significance in public speaking endeavors (Bylkova, e.a., 2021; Syafryadin e.a., 2023; Marti, 2022).

The orientation of rhetoric is not only the scope, but also the application techniques of science itself. As in the art of communication,

rhetoric is utilized to transmit messages to others so that they can be received and comprehended appropriately. Rhetoric is also recognized as a compelling persuasion tactic through the speaker's character, emotions, and arguments (Harahap, 2021; Sardila & Arini, 2018; Rutten & Soetaert, 2012; Gordon, e.a., 2017). In conclusion, rhetoric refers to the ability to make arguments and speak.

Graduate students engage in studying not just the theory of speaking, but also the intricacies of rhetorical skills. Effective communication encompasses a range of elements including articulation, influence, diction, syntactic characteristics, fluency, mastery of material,

intonation, attitude, and expressions, as outlined by Sardila and Arini (2018). Mastery of these components is essential for students to develop their communicative abilities comprehensively. By focusing on these aspects, students can enhance their capacity to engage audiences and convey their messages persuasively and confidently. Understanding and honing these skills are integral parts of the educational journey for graduate students (Sardila & Arini, 2018).

Rhetoric is seen as a challenging task. Only those with extensive training can do it (Bradshaw, 2018; Jones, 2019). Even a pupil cannot instantly speak rhetorically (Campbell, e.a., 2014). In the academic and professional worlds, graduate students must possess strong persuasive abilities. However, in real life situations, many graduate school graduates decline to give presentations, remarks, and lectures upon entering the community because they believe they are less capable of doing the tasks. This indicates that mastering rhetorical skills is crucial (Stukey, 2012; Schreiber & Hartranft 2017; Lee & Kleinsmith, 2019), because these skills are the primary tool for influencing the public (Cockcroft & Cockcroft, 2013; Driscoll & Wells, 2012; Kent, 2015).

YouTube preaching is a prevalent activity that demonstrates an individual's rhetorical skills. The YouTube platform has evolved into a digital medium that transmits information in the form of videos in which individuals demonstrate their speaking abilities (Briandana, 2020; Pangestiningtias, 2019). In the digital age, YouTube can be utilized as a platform for religious preaching. YouTube lectures on religion are an option to learning because they are freely available and adaptable. The convenience that YouTube offers allows viewers to be inspired by the style and rhetorical skills of the video's speakers.

Research by Dahono (2021) shows that YouTube is the most popular digital media in Indonesia in 2021 (94%). Based on this

phenomenon, the current study focused on examining the correlation between graduate students' habit of watching preaching videos on YouTube and their rhetorical skills. The current study specifically analyzed the significance of the relationship between the Indonesian Language Education students' habit of watching preaching videos on YouTube and their ability to use rhetoric at the graduate school of Universitas Muhammadiyah Prof. Dr. Hamka (UHAMKA), Jakarta, Indonesia.

Research linked to rhetorical abilities has been carried out by many researchers. However, there are no studies that explain the correlation between the practice of viewing preaching videos on YouTube and the capacity to utilize rhetoric. Several relevant studies have been recorded, such as that done by Rahmawati & Rozak (2020) which addresses the significant relationship between the habits of Islamic students in Yogyakarta who commonly watch Remotivi YouTube videos and literacy knowledge. Another pertinent research was conducted by Purbosari & Sutrisno (2021) which explained that there was a positive association between the intensity of watching videos on YouTube by students and their enthusiasm in learning.

In the recent developments of higher education and digital learning, the use of videos as a learning medium has shown a positive impact on enhancing students' learning abilities. Noetel et al. (2020) systematically reviewed the effects of video in higher education and found that integrating videos into teaching methods could enhance students' learning achievements. Meanwhile, Saed et al. (2021) demonstrated that the effective use of YouTube videos could develop the speaking skills of EFL students, indicating the potential of videos as a tool for verbal skill development. Further, Tseng (2021) explored how teacher annotations in videos could increase learning engagement and video watching behaviors, highlighting the importance of

interaction in learning videos. The study by Yu (2021) provided insights into the effect of teacher presence in videos on intrinsic cognitive load and academic achievements, underscoring the significance of video design. Lastly, Fiorella (2020) examined the role of habits in supporting students' learning and well-being, opening insights into the supportive factors for successful learning through videos.

However, there is a gap in the literature regarding the specific influence of watching sermon videos on the development of rhetorical skills in postgraduate students. Related research generally focuses on language learning, video engagement, and teaching methodologies without specifically exploring sermon content as a rhetorical learning medium. The novelty of this research lies in the in-depth exploration of how sermon videos, which combine spiritual and educational aspects, can be utilized to enhance the rhetorical abilities of postgraduate students. By understanding how postgraduate students absorb and apply rhetorical principles through the analysis of sermon videos, this study aims to fill this research gap and provide new strategies in innovative and contextual rhetorical teaching.

■ METHOD

This study adopts a quantitative research design, focusing on the impact of the habit of watching Tausiyah videos on YouTube on the rhetorical ability of students. The research steps begin with determining the population and sample, followed by data collection through surveys. Before data collection, validity and reliability tests are conducted to ensure the accuracy of the instruments. Once the data is collected, data analysis is performed using univariate and bivariate analysis techniques with the aid of SPSS 25.0 software (Sugiyono, 2015). This study aims to test two hypotheses: first, the existence of a correlation between the habit of watching Tausiyah videos on YouTube and rhetorical ability;

and second, the absence of a correlation between these two variables. The duration of this study is adjusted to the phases of the research, from preparation, data collection, to data analysis.

The population in this study consists of first and second-semester graduate students of the Indonesian Language Education Master's Program at UHAMKA. The sample for this study was taken using the total sampling method, where the sample size is equal to the population due to the relatively small population of fewer than 100 respondents. Total sampling was chosen given the small size of the population, allowing all population members to be sampled to provide a more accurate and representative picture of the phenomenon under study.

The instrument used in this study is a questionnaire developed based on criteria and indicators for watching videos and rhetorical ability. The developed instrument consists of three questionnaires: one for the habit of watching Tausiyah videos (indicators: attention, appreciation, duration, and frequency), one for the habit of watching diary vlogs (indicators: attention, appreciation, duration, and frequency), and one for measuring rhetorical ability (indicators: mastery, attitude, language, etiquette). The total number of statements given to respondents in the questionnaire is 59 points.

The statistical techniques used for data analysis in this study include univariate and bivariate analysis. Univariate analysis is used to understand the frequency distribution of watching YouTube videos, while bivariate analysis using the Chi-Square test is used to determine the correlation between the habit of watching Tausiyah videos on YouTube and rhetorical ability. In addition, validity and reliability tests are conducted as a prerequisite before performing the main analysis. Hypothesis testing is carried out by considering the significance value; if the significance value is less than 0.05, then the hypothesis stating a correlation is accepted,

conversely, if more than 0.05, then the hypothesis stating no correlation is accepted. The use of SPSS 25.0 facilitates the data analysis process.

■ RESULT AND DISCUSSION

The results of this correlational research are described in two stages. The first section examines the results of the survey about the graduate students' habit of watching preaching videos on YouTube, while the second section discusses the correlation between the students' habit of viewing the preaching videos and their rhetorical skills. The survey was done to determine factors that might influence the correlation between the students' YouTube viewing habits and their rhetorical skills.

Students' Habit of Watching Preaching Videos on YouTube

This study examined graduate students' habit of watching preaching videos based on three indicators: attentiveness, appreciation, and frequency of viewing the videos. The attentiveness indicator is divided into: (1) attention to preaching videos on YouTube; (2) interest in watching preaching videos on YouTube; and (3) responses to preaching videos on YouTube. Meanwhile, appreciation consists of: (1) understanding of the content of preaching videos viewed on YouTube; (2) other activities done while watching preaching videos on YouTube. Finally, the frequency indicator measured (1) the frequency of watching preaching videos on YouTube (per day) and (2) the duration of watching preaching videos on YouTube.

Results of the survey on participants' attention to preaching videos on YouTube indicate that more than half (67.3%) of students indicated agreement with the survey's attentiveness indicators. Less than half (29.1%) of respondents strongly agreed, 5.5% agreed, and 0% disagreed with the questionnaire's statement. These data indicated that most of the students (96.4%)

agreed that they paid close attention to the sermons presented by various preachers in YouTube videos. The strong student attentiveness to these lecture videos suggests that these students may genuinely enjoy the content of the videos. This finding may also be attributable to the accessibility of the preaching videos available on YouTube (Triantoro, 2020; Alamsyah, e.a., 2017).

The interest of graduate students in YouTube preaching videos is very strong. The survey results indicate that more than half of the students (72,7%) concurred that they were interested in viewing the videos. In addition, 25.5% of students strongly agreed, 1.8% did not agree, and 0% disagreed with the questionnaire statement. This indicates that most of the master students (98.2%) or nearly all students indicated an interest in preaching content circulating on YouTube. This demonstrates that graduate students appreciate preaching videos that remind them of religious aspects of life. This finding is possible because the majority of master's students are adults who like religious topics, whereas the majority of undergraduates are adolescents (Kholis, 2021; Syaifullah & Sukendar, 2021).

Respondents provided positive responses to the preachers who used YouTube as a platform to teach about Islam in order to stay relevant. The survey results indicate that 56.4% students agreed with the statement "YouTube is the right medium for Islamic preaching based on the times." Besides, 41.8% students strongly agreed, 1.8% fairly agreed, and 1.8% disagreed with the statement. This finding suggests that the majority (98%) of graduate students at the Department of Indonesian Language Education of UHAMKA (98%) showed their positive appreciation towards preaching videos on YouTube. Nonetheless, some individuals disagreed with this statement. This is because the respondents discovered incomplete videos on YouTube, where the

message of the speech was not correctly transmitted or even diverged from the speaker's original intent. As a result, these videos produced controversial news and incited polemics in community (Setiawan, 2020; Verolyna & Syaputri, 2021).

Next, the first sub-indicator of appreciation asked about the students' understanding of the preaching content. The results of the survey revealed that 70.9% of the respondents agreed that they understood the content and message delivered by the preaching videos on YouTube. In addition, 25.5% students agreed that they could understand what the speaker was trying to convey to the viewers. This indicates that the majority (96.4%) of the respondents understood the preaching messages contained in the YouTube videos although they were not delivered live. This is possible because YouTube can effectively express the ideas and messages of the video creator to the audience (Hamdan & Mahmuddin, 2021; Cahyono & Hassani, 2019). However, 3.6% of respondents indicated that they could not comprehend the meaning or content of the YouTube preaching videos presented by the preachers. This study revealed that some adults favored a conservative religious lecture program (Aripin, e.a., 2016).

Furthermore, the survey results indicate that 58% of the respondents were accustomed to performing other tasks while viewing YouTube lectures, while 5.5% of them disagreed with the statement. This indicates that while watching preaching videos on YouTube, students engaged in additional activities. Less than half (32.7%) of the participants are somewhat in agreement with the statement "performing other activities while viewing YouTube preaching videos," while 7.3% disagreed. This indicates that there was no statistically significant difference between the number of students who engaged in other activities while watching videos and the number of students who paid close attention to the religious lectures.

Respondents who engaged in other activities while watching the videos were attempting to prevent disruptions to their primary activity, whilst those who concentrated on listening were able to fully comprehend the lecture content. They were concerned that they would misunderstand the message of the lecture if they were just half-listening to it (Tambak, 2014).

Moreover, the survey findings regarding the duration/frequency of respondents' access to preaching videos on YouTube revealed that 67.3% of respondents fairly agreed with the statement "not accessing YouTube preaching videos daily." Nevertheless, 9.1% of respondents disagreed. This indicates that most students (66.4%) did not view preaching videos on YouTube daily. In addition, 21.8% agreed and 1.8% strongly agreed that they have daily access to such videos on YouTube. In general, the students favored viewing preaching videos when they had the time. Nonetheless, many respondents (albeit not the majority) accessed these videos daily. This finding is dependent on the preferences of each responder, as YouTube contains not just religious content but also vlogs, music, movies, and other types of videos (Balakrishnan & Griffiths, 2017; Mir & Ur Rehman, 2013). Therefore, preaching content is not the sole content seen by the respondents, even though some respondents claimed to access YouTube videos daily. This result may have occurred because respondents may have purposefully entered key terms, such as "preaching" or the name of the clergyman they wish to view.

For the last, according to the survey, more than half (58.2%) of the respondents claimed that they watched the entire video. In addition, 1.18% strongly agreed with the statement. However, 36.4% respondents fairly agreed, and 3.6% respondents disagreed with the statement "I watch the entire video". This result indicates that half of the respondents watched the entire video, whilst

the remaining respondents did not pay attention until the finish. This is exactly proportionate to the previous point regarding the daily habit of watching YouTube preaching videos while performing other tasks. Respondents explained that they did not complete viewing the video

because they were engaged in other activities. Additionally, the respondents confessed that they did not view video courses daily.

The data from the survey were then evaluated using univariate analysis. The univariate analysis result is presented in Table 1.

Table 1. Univariate analysis of the graduate students' habit of watching preaching videos on youtube

Watching Preaching Videos on YouTube	Frequency	Percentage (%)
not a habit	1	1.8
a habit	54	98.2
Total	55	100.0

According to Table 1, 54 students (98.2%) have the habit of watching preaching videos on YouTube, whereas just one student (1.8%) does not have this habit. This data suggests that the majority of graduate students often view preaching videos on YouTube. The disparity between the number of students who view preaching videos on YouTube and those who do not is enormous (96.4%). This indicates that

master's students, who are in fact more mature, prefer to watch preaching videos via the YouTube application.

Graduate Students' Rhetorical Skills

After describing the habits of graduate students who watch preaching videos on YouTube, this part will discuss the rhetorical skills of these individuals.

Table 2. Univariate analysis of the graduate students' rhetorical skills

Watching Preaching Videos on YouTube	Frequency	Percentage (%)
Not improved	31	56.4
Improved	24	43.6
Total	55	100.0

Table 2 shows that 24 (43.6%) of the students improved their rhetorical skills after watching preaching videos on YouTube. Meanwhile, 31 (56.4%) students did not improve their rhetorical skills after watching the videos. This finding implies that the tendency to increase rhetorical skills is not caused by watching preaching videos on YouTube. The rhetorical skills of graduate students in this study developed due to other factors that were not part of the analysis of this study.

The Correlation between the Graduate Students' Habit of Watching Preaching Videos and their Rhetorical Skills

The survey analysis was followed by the examination of the correlation between the graduate students' habit of watching preaching videos and their rhetorical skills. The correlation analysis result is presented in Table 3.

Table 3 indicates that 1 out of 55 (100%) respondents who were not used to watching preaching videos on YouTube experienced an

Table 3. Bivariate analysis of the correlation between the habit of watching preaching videos on youtube and rhetorical skills

The Habit of Watching Preaching Videos	Rhetorical Skills				Total		P Value	Odds Ratio
	Improved		Not Improved		N	%		
	N	%	N	%				
not a habit	1	100	0	0	1	100	0.251	0.436 (0.078-0.260)
a habit	23	42.6	31	57.4	54	100		
Total	24	43.6	31	56.4	55	100		

increase in rhetorical skills. Meanwhile, 23 out of 55 (42.3%) respondents who were used to watching preaching videos increased their rhetorical skills.

The Chi-Square analysis showed that p-value (**0.251**) was bigger than alpha (0.05), hence H_0 was accepted. Therefore, it can be concluded that the graduate students' habit of watching preaching videos had no significant correlation with their rhetorical skills. The odds ratio (OP) value of 0.381 within the range of 0.103-1.410 also suggested that the habit of watching preaching videos on YouTube had a power potential of 0-1 against rhetorical skills, which is categorized as low.

Based on the research results above, a survey of the preaching video viewing habits of graduate students indicated the intensity of attention, appreciation, frequency, and duration of the respondents when watching the videos. The attention indicator revealed that students predominantly paid close attention to YouTube preaching videos. In this instance, graduate students showed a strong interest in YouTube preaching videos, which they believed to be the most effective approach to acquire religious knowledge in modern times. YouTube is not only utilized to find pleasure, but also to contemplate spiritual offerings (Briandana, e.a., 2020; Damoiko, 2022). Adults including graduate students want spiritual nourishment, which they may now obtain whenever they want via YouTube.

Moreover, on the indicator of appreciation, graduate students who participated in this survey

overwhelmingly indicated that they enjoyed every YouTube video sermon. This appreciation was demonstrated by their comprehension of the preaching messages and content. If students attend to the video lecture from beginning to end and do not engage in other activities while watching the video, they will comprehend the preaching material. The results of the survey also indicated that the majority of students were more concentrated on watching preaching videos and did not engage in other activities when viewing the videos. Students who attentively listen to sermons on YouTube can comprehend the principles and theological themes given by their clergymen (Mukarom & Rosyidi, 2020; Ikrimah, e.a., 2021; Vito & Meilinda, 2019).

The duration and frequency of viewing preaching videos make up the final portion of the questionnaire regarding the habit of viewing preaching videos on YouTube. There are hints in both indicators that students preferred to watch preaching videos on YouTube until completion. However, not all students viewed the videos daily. This demonstrates that they have set aside specific times to view preaching videos on YouTube so as not to hinder their productivity as students and employees. Graduate students have multiple roles as students, workers, and family members. Many of these students have other activities and already have a family. Therefore, graduate students' time management should be more rigorous than that of undergraduates (Rizollo, e.a., 2016; Brandes, 2006; Gardner & Barnes, 2007; Sammons & Speight, 2008).

Increasingly various activities are carried out with smartphones (Tran & Phan 2016; Tarafdar & Bose, 2021). The use of electronic devices by students has also expanded. Due to the numerous advantages offered by smartphones, many graduate students utilize them to watch preaching videos. In their preaching videos, the clergymen demonstrate a variety of rhetorical skills that can pique the interest of the audience. The rhetorical styles shown by the priests can influence the rhetorical skills of the audience to a greater or lesser extent. However, one's rhetorical skills must also be nurtured and influenced by a variety of factors (Suardi, 2018; Apriyanti & Ramadhan, 2018).

The results indicated that graduate students' habit of watching preaching videos was not significantly associated with the enhancement of their rhetorical skills. Only a small percentage of responders who regularly view video lectures have experienced a boost in their rhetorical skills. Moreover, the Chi-Square analysis suggested to accept H₀, meaning that there was no significant correlation between graduate students' habit of watching preaching videos and their rhetorical skills. The habit of watching preaching videos on YouTube had a power potential of 0-1 against rhetorical skills, which is categorized as low. These results imply that the habit of watching preaching videos on YouTube plays a minor role in rhetorical skill development. Numerous elements, including training methods, reading habits, communication styles, and role models, undoubtedly contribute to the improvement of individuals' rhetorical ability (Suprpto, e.a., 2020; Kurniawan & Yulistya, 2018; Mardariyanti & Nadjib, 2014; Perbawaningsih, 2012; Khatijah, 2013)

The findings of this study suggest that rhetorical skills must be polished in a variety of ways, including not simply listening to skilled public speakers, but also by using other methods. When developing public speaking skills,

preachers can serve as examples. However, further supporting variables cannot be overlooked. Without a lot of practice and a solid understanding of the subject matter, rhetorical skills cannot be improved overnight.

■ CONCLUSION

As highly educated individuals, graduate students must have decent public speaking and rhetorical skills. Graduate students need to understand rhetorical skills and be able to use them when they speak in front of an audience. This is important in their daily lives as students, employees, and family members.

One of the numerous elements that can improve one's public speaking skills is the practice of watching preaching videos. Obviously, viewing preaching videos frequently on YouTube does not inherently increase one's rhetorical skills. To increase one's rhetorical skills, s/he must undergo intensive training and constant practice. The findings of this study reveal that observing a sermon is not a crucial aspect for a person seeking to develop his/her rhetorical skills. There are other additional aspects that must be addressed and used as a guide for a person to keep getting better at public speaking.

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