DIGITAL MEDIA COMMUNICATION

The Effect of Merry Riana Youtube Channel on the Episode "Smartness Alone is not Enough for You to be Successful" on Student Learning Motivation

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Abstract
The development of this technology eventually led to a more creative audio-visual era. The era of social media that is increasingly dominant makes the needs of users or internet users meet their information needs and search for information to satisfy these needs, which can be obtained and fulfilled audio and visually through YouTube. Content creators have the opportunity to be able to attract audience segmentation with lots of videos uploaded on their YouTube channel accounts. This study aims to determine how much influence Merry Riana's YouTube channel shows on the episode "smartness alone is not enough for you to be successful" on student learning motivation. The theory used in this research is the cognitive-behavioral theory, where this theory explains the pattern of human behavior. In this theory, individuals tend to form their conceptions which will directly influence their behavior. This study uses quantitative methods by distributing questionnaires to 100 student respondents from Gunadarma University. The analysis technique used is simple linear regression analysis. Respondents are students who have watched Merry Riana's video in the episode "smartness alone is not enough for you to be successful." The results of this study stated that the magnitude of the influence of Merry Riana's YouTube channel on the episode "change difficult to success" on student learning motivation was 56.8%. Based on these results, the hypothesis in this study was accepted with an explanation that there was an influence from Merry Riana's YouTube channel shows on the episode "smartness alone is not enough for you to be successful" on student learning motivation.

Keywords: Impressions; YouTube; Merry Riana; Learning Motivation; Students

Introduction
Technology in Indonesia is overgrowing and can affect human life in communication. The emergence of new media or media is a technological development that can make it easier for each individual to be more sophisticated than in the previous era. Social media is part of the new media that is currently the most in-demand by all circles of society, especially in Indonesia. The period of social media that is increasingly dominant makes the needs of users or internet users meet their information needs and search for information to satisfy these needs, which can be obtained and fulfilled audio and visually through YouTube.

According to Hootsuite (We are Social): Indonesia Digital Report 2020. Hootsuite presents data on the percentage of the most social media use in Indonesia and ranks first in a survey on YouTube social media at 88%. The development of audio-visual media adds a pleasant experience when searching

for information that suits the needs and can satisfy users (Hootsuite, 2020). Social media is a place or place to be able to interact and socialize using web-based technology to be able to quickly disseminate knowledge and information data to all users wherever they are (Eriyawati et al. 2020). In modern society, technology cannot be separated from the name of the new media network. One of the latest social media that has become a concern is YouTube. YouTube is a social media that is used to upload videos, watch videos with various genres, and also, users can share videos with anyone (Tinambunan & Siahaan, 2022).

YouTube is the most widely used social media by about 139 million people and is comparable to about 50% of the total population in 2022. YouTube users themselves are in the age range between 16 to 64 years, with a percentage of around 94% (Dahono, 2021). Many people from the age range are interested in YouTube, one of which is a student. Students, including the millennial generation, are now familiar with the YouTube application. Several surveys state that the millennial generation spends more time accessing YouTube by watching the various exciting and viral videos and audio content (Pambudi, 2021).

In addition to users being able to interact on YouTube social media, currently, the content or content of videos uploaded by creators is getting a lot of attention. The video maker is called a content creator, where the content creator is the activity of disseminating information that is converted into an image, video, audio, or writing, which is then disseminated through various platforms or media, one of which is YouTube. A content creator requires a particular skill, where that person must know and understand the characteristics of the YouTube social media used in disseminating information. Content creators have the task of collecting ideas, and data, conducting research and creating concepts to produce quality and helpful content (Sundawa & Trigartanti, 2018).

Merry Riana is one of the content creators who are active in uploading her videos on YouTube. There are various types of video uploads, ranging from daily life, entertainment, education, traveling, and food reviews to content subscribers are most interested in, namely motivational content. Merry Riana is known as a reliable motivator, so it's no wonder her subscribers never get tired of watching and waiting for videos to be uploaded on her YouTube channel. Subscribers from Merry Riana's YouTube channel until 2022 currently reach 3.99 million subscribers. The YouTube channel is always consistent in every upload of video content, so many look forward to the videos. The writing of the title and content of each uploaded video is always the same, not wordy and straight to the point.

Merry Riana is one of the content creators who produce a lot of video content that contains motivation for the audience. The video will later cause an effect or impact from the message conveyed in the content to the audience through virtual media. This effect is defined as exposure, where media exposure is a condition where a person is exposed to the content or content of the media. The exposure can encourage symbolic awareness, which raises other awareness and can affect the behavior of someone watching the video (Hakim & Fatoni, 2020).

The effect of media exposure on a YouTube channel generally has 3 (three) dimensions that can be seen, namely cognitive effects, affective effects, and conative effects. Cognitive effects include increasing awareness, learning, knowledge, and insight, while affective products include relationships with one's emotions, feelings, and attitudes, as well as conative effects, which include a person's behavior and intention to do something in a certain way. If someone is continuously exposed to the media, then a person's attitude, mindset, and behavior can be easily influenced (Rini & Imran, 2017).

When a person begins to be affected by media exposure, one of the things that can change is motivation. Motivation is an impulse, where full motivation is a force that comes from within humans and is driven to be able to do something. A person's motives do not stand alone but are interconnected with each other with the factors that exist within a person, both internal and external factors, where the things that affect the motive are motivation. Motivation has the most important and strategic role in one's learning activities, where someone who does learning activities will have the motivation to do it, so there is no one who does not have motivation then he will learn. To be able to optimize the role of motivation in the individual,

This research is supported by several studies that have been studied before. One similar study was conducted by Eriyawati et al. (2020) entitled "The effect of Atta Halilintar's YouTube on motivation for students," with the research subject being students from the Communication Studies program at Singaperbansa University, Karawang. The results showed that the sub-variables of the X variable, namely intensity, message content, and attractiveness on Atta Halilintar's YouTube show,

simultaneously had a significant effect on student motivation variables, each 0.56% for intensity, 3.88% for message content, and 16,48% for attractiveness. It shows that the show's attractiveness can affect a person's motivation when watching the performance continuously. According to the background above, this research focuses on the exposure of Merry Riana's YouTube channel shows on the episode "Intelligence alone is not enough for you to be successful" on student learning motivation.

Theoretical Framework
YouTube as a Mass Communication Media

YouTube was first present in 2005, where six years after its appearance, YouTube was ranked first among video-sharing websites. In 2017 YouTube became the most in-demand social media and was in demand by the people of Indonesia. Then in 2018, YouTube had 1.8 billion registered media users and watched every video on social media every month. YouTube is used as a medium that can upload videos and watch various types of videos. YouTube also has a function to be able to share videos with anyone anywhere and anytime by people from all walks of life. YouTube, as a mass communication medium, provides a variety of information and news, all of which are needed by everyone. In this era of increasingly sophisticated technology, the ease of accessing anything on YouTube is something that someone needs when that person needs information about anything without having to leave the house. Not only as a disseminator of information, but YouTube itself also has a function as an entertainment medium. Various types of entertainment video content are present on this platform, including daily life, food reviews, horror content, entertainment, and so on (Indarsih & Pangestu, 2021).

YouTube is the right choice because it can be opened anytime and anywhere with only one internet network access. Some of the advantages possessed by YouTube are (1) informative, all video and audio content on YouTube provides information that is informative and contains knowledge, knowledge, and experience; (2) cost-effective, free access makes this application attractive to many people because it only requires internet network access; (3) potential, the popularity of YouTube becomes a platform for many content creators to be able to upload many videos that are educational and YouTube is the most potential application; (4) practical and complete when searching for the desired video, the user will find it easy and there will be no difficulty in searching for keywords from the required video; (5) shareable, anyone can easily share videos on YouTube; (6) interactive, there is a comment column where users and account owners and other users can interact through the comment column (Setiadi et al., 2019).

Media Exposure

Media exposure is a condition where a person is exposed to media content. Media exposure is the behavior of a person or audience in using the chosen mass media. Media exposure can be operationalized as a person's frequency in watching television, movies, or reading a book, magazine, or newspaper, as well as listening to the radio and other audio-visual media today. Littlejohn (in Marta, Rustono Farady William, 2016) explains that the characteristics of media exposure can be measured using dimensions such as (1) selectivity, namely viewing and selecting media and content to be exposed by the audience; (2) intentional, is the intentional level of the audience in using the media they have chosen; (3) utilitarianism, is the ability of the audience to be able to benefit from using the media; (4) involvement, where the audience includes their thoughts and feelings in using the media by measuring the frequency and intensity of viewing the media; (5) previous to influence, the embodiment of the audience's ability to resist the flow of the media's influence.

Motivation to learn

Student learning motivation can be interpreted as intake or fuel in moving the learning motivation engine in the body. In this case, it encourages students to behave actively in a class by mobilizing motivation following behavioral needs. Motivation comes from the word motive, which means encouragement, while motive is defined as the power within a person to do something. Motivation is an activity in encouraging someone or yourself to take the desired action.

Motivation is a psychological symptom in the form of an impulse that arises from within a person consciously to take certain actions with a specific goal. Motivation can also be categorized as efforts that can cause a particular person or group to do something because they want to achieve the desired

goal or get satisfaction with what they do. Motivation is divided into 2 (two) parts, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is a series of motives that become active or, in other words, generate inherent motivation. It does not require stimulation from outside the individual, but from within, the individual already has the urge to be able to do something. Intrinsic motivation can be said to be a form of motivation in which every human learning activity begins and is also continued based on internal encouragement and, of course, is closely related to every learning activity carried out by the individual. The second part of the motivation is extrinsic motivation, where this motivation is active and functioning motives because there are stimuli from outside the individual. Extrinsic motivation can be said to be a form of motivation in which learning activities are initiated and continued based on external encouragement that is not absolutely related to the individual's learning activities (Prihartanta, 2015).

Dalyono (2009) states that learning motivation is the driving force humans possess to do something, namely learning. Learning motivation is significant in a person's success in learning and achieving success. Sardiman (2010) explains that the characteristics of motivation that exist in students are: (1) diligent in doing assignments, where students are able to work continuously for a long time and will never stop before finishing the time; (2) tenacious in the face of difficulties, or in other words students will not quickly give up on any difficulties encountered when carrying out learning activities and do not need encouragement from outside themselves to be able to perform as well as possible and not be satisfied with the achievements obtained; (3) showing interest in the various problems encountered; (4) independent in doing something; (5) easily bored on routine tasks, where things that are mechanical in nature, repetitive or that alone are considered less effective, causing boredom; (6) be firm on the arguments made, if you believe in something, it will continue to be well defended; (7) it is not easy to let go of something that is strongly believed; (8) likes to find and have solutions for solving problems encountered related to the task. If you believe in something, it will continue to be appropriately maintained; (7) it is not easy to let go of something that is strongly believed; (8) likes to find and solve problems encountered related to the task. If you believe in something, it will continue to be maintained properly; (7) it is not easy to let go of something strongly believed; (8) like to find and solve problems related to the task.

Hamzah (2011) mentions several indicators that can be classified as indicators of learning motivation, including (1) the desire and desire to succeed; (2) there is encouragement and need to carry out learning activities; (3) there is hope for the future; (4) the existence of awards or rewards in learning; (5) there are engaging activities carried out in learning activities; (6) the existence of a conducive learning environment, to enable a quiet, safe and comfortable learning environment. When a person's learning motivation is high, it will intensify his learning activities. The characteristics of high learning motivation can be seen from a person's persistence in himself when he does the given task, not easily discouraged in the face of difficulties when studying,

Social Cognitive Theory

Albert Bandura developed social cognitive theory; in his 1977 book, Bandura explained that social cognitive theory is based on the statement that both social processes and cognitive processes are central to the understanding of motivation, emotion, and human action. Bandura explains that in harmonizing the central role cognitively, a person will seem to experience vicarious, self-regulating, and self-reflective processes in human adaptation and change. In this theory, a person is seen as an independent figure as a self-organizing system, then proactive, self-reflective and self-regulating rather than reactive organisms shaped and protected by environmental forces or also driven by the deepest impulses hidden within each of them. In this perspective, individuals are considered capable and proactive and able to regulate themselves well where their environment can influence it.

What individuals do is a form of control over their thoughts, feelings, and actions that have previously been carefully considered based on what they see and feel. This theory is rooted in the view of human agency, where individuals are agents who are proactively involved in their environment and can do something with their actions. Social cognitive theory is a social contribution to the way humans think and act. Where is the importance of cognitive processes on motivation, emotions, and actions (Mukhid, 2009).

Material and Methodology

The subjects in this study were students from the faculty of communication at Gunadarma University who actively use YouTube and have watched videos on Merry Riana's YouTube channel entitled "smartness alone is not enough for you to be successful." The object of this study is the focus on the influence of media exposure on student learning motivation. The population of this study was the number of active students from the communication science faculty of Gunadarma University who were recorded on the Ministry of Education and Culture's data collection website, pddikti.kemdikbud.go.id, with a total of 40,259 active students.

The research sample was obtained using the Slovin formula with 100 selected respondents. This study uses a quantitative approach, where the method used to get valid results is the technique of distributing questionnaires to 100 respondents. Data sources in this study are divided into 2 (two) primary data consisting of the main source of the results of questionnaires filled out by respondents, and secondary data comprised of other reference sources such as books, journals, articles, and so on (Azwar, 2007). The independent variable or variable X in this study is YouTube channel viewing, while the dependent variable or variable Y in this study is learning motivation.

Result and Discussion

In this study, the process of distributing questionnaires to 100 respondents consisting of students and active students from the communication science faculty of Gunadarma University was carried out according to the population that the researchers used in this study. Respondent identification is presented based on the gender and age of the respondent.

Table 1. Respondent's gender

No	Gender	Frequency	Percentage
1	Man	33	33%
2	Woman	67	67%
Amount		**100**	**100.0%**

Source: Data processed by researchers

Based on the table, male respondents are 33 respondents or 33%, while female respondents are 67 respondents or 67%.

Table 2. Age of respondents

No	Age	Frequency	Percentage
1	19 years	2	2%
2	20 years	29	29%
3	21 years	54	54%
4	22 years	8	8%
5	23 years	5	5%
6	24 years	2	2%
Amount		100	100%

Source: Data processed by researchers

Based on the table above, six age ranges are by the population in this study which consists of an age range of 19 years to 24 years. Most were found in the age range of 21 years, with 54 respondents (54%), 19 years with two respondents (2%), age 20 years with 29 respondents (29%), age 22 years with eight respondents (8%), age 23 years with five respondents (5%) and the last age 24 years with two respondents (2%).

Validity Test and Reliability Test

A validity test is a measurement technique on the index whose function is to indicate whether the measuring instrument used measures what is intended to be measured in the study. It is crucial to measure the validity of the test to ensure that the statements in the questionnaire can produce valid and valid data and do not deviate from the description of the variables studied. The measurement results of this variable are significant in the research conducted. The validity test was carried out on 30 respondents at the beginning to measure how accurate the statement items of each variable were tested.

Table 3. Test the validity of the variable X

Statement	R Count	R Table	Information
	Corrugated items Total Correlation	Alpha = 0.01	
1	0.528	0.436	Valid
2	0.697	0.436	Valid
3	0.588	0.436	Valid
4	0.632	0.436	Valid
5	0.652	0.436	Valid
6	0.624	0.436	Valid
7	0.655	0.436	Valid
8	0.732	0.436	Valid
9	0.666	0.436	Valid
10	0.649	0.436	Valid

Source: Research processed data

Based on the table above, it is obtained that the validity test on 10 statement items from variable X, namely YouTube channel impressions, is valid because the result of the calculated R-value of each statement on variable X is greater than the R table value of 0.436.

Table 4. Test the validity of the variable Y

Statement	R Count	R Table	Information
	Corrugated items Total Correlation	Alpha = 0.01	
11	0.671	0.436	Valid
12	0.556	0.436	Valid

13	0.733	0.436	Valid
14	0.773	0.436	Valid
15	0.867	0.436	Valid
16	0.742	0.436	Valid
17	0.703	0.436	Valid
18	0.889	0.436	Valid
19	0.775	0.436	Valid
20	0.806	0.436	Valid
21	0.678	0.436	Valid
22	0.570	0.436	Valid

Source: Research processed data

Based on the table above, it can be concluded that the results of the validity test on 12 statement items from the Y variable, namely learning motivation, are valid. The result of the calculated R-value for each statement is greater than the R table value, which is 0.436.

Table 5. Test the reliability of the variable X

Reliability Statistics

Cronbach's Alpha	N of Items
.841	10

Source: Research processed data

Based on the table above, it is known that the Cronbach's Alpha value is 0.841 using SPSS 25 on the YouTube channel display variable (X), which consists of 10 statements declared reliable. This is based on Cronbach's Alpha value of 0.841 > from 0.60, and the level of reliability based on the alpha value is very reliable because Cronbach's alpha value of 0.841 is at a very reliable level, which is between 0.80 > 1.0.

Table 6. Test the reliability of the Y variable

Reliability Statistics

Cronbach's Alpha	N of Items
.920	12

Source: Research processed data

Based on the table above, it is known that the Cronbach's Alpha value is 0.920 using SPSS 25 on the Learning Motivation variable (Y), which consists of 12 declared reliable statements. It is based on Cronbach's Alpha value of 0.920 > from 0.60, and the level of reliability based on the alpha value is very reliable because Cronbach's alpha value of 0.920 is at a very reliable level, which is between 0.80 > 1.00.

Normality Test and Linearity Test

The normality test was used to find out whether the test score data in the control group and the experimental group were normally distributed or not. The output of the normality test with Kolmogorov-Smirnov is the criterion if sig is more significant than 0.05. Then the results of the normality test in this study are described in the table below:

Table 7. Normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters, b	mean	.0000000
	Std. Deviation	5.00345167
Most Extreme Differences	Absolute	.083
	Positive	.083
	negative	-.059
Test Statistics		.083
asymp. Sig. (2-tailed)		.088c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Research processed data

Based on the table above, the results of the normality test using the Kolmogorov Smirnov test, it is known that the Asymp Sig value. (2-tailed) of 0.088, where the value is more than 0.05, it can be concluded that the data tested for normality using the Kolmogorov Smirnov test is normally distributed. It can be seen based on the Asymp Sig value. (2-tailed) on the sampled data is 0.088, where the value is greater than the significance value of 0.05.

The linearity test is used to determine whether there is a linear relationship between the X and Y variables. The relationship between X and Y variables is said to be linear if the significance value of Deviation From Linearity > Alpha (0.05) and vice versa. If the significance value of Deviation From Linearity < Alpha (0, 05), then it is said to be non-linear between the X and Y variables. The results of the linearity test of this study are as follows:

Table 8. Linearity test
Source: Research processed data

Based on the table above, it can be seen that the significance value of Deviation from Linearity is 0.295 > 0.01, which means that the relationship between variable X and Variable Y has a linear relationship.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
motivation * youtube	Between Groups	(Combined)	3602.225	21	171,535	6,827	,000
		Linearity	3009.576	1	3009.576	119,785	,000
		Deviation from Linearity	592,649	20	29,632	1,179	,295
	Within Groups		1959,735	78	25,125		
	Total		5561,960	99			

Coefficient of Determination

The analysis of the coefficient of determination in this study is used to understand and prove the hypothesis. The hypothesis of this research is a study to determine whether there is an effect of variable X, namely exposure to YouTube channel shows, on variable Y, namely student learning motivation. Then the results of the analysis will be explained in the following table:

Table 9. Test the coefficient of determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754a	.568	.564	5.110

a. Predictors: (Constant), Merry Riana
Source: Research processed data

Based on the table above, the results obtained from SPSS and it can be explained that the value of R square is 0.568. This can be interpreted that variable X, namely exposure to YouTube channel shows, can explain variable Y, namely learning motivation, by 56.8%, while the remaining percentage is influenced by other variables not examined in this study. The value of R = 0.754, which means that the relationship between the influence of Merry Riana's YouTube channel on learning motivation is influenced by 0.754 or 75.4% and is quite adequate.

Simple Linear Regression Analysis

Simple linear regression analysis explains the influence relationship between two variables, namely variable X's exposure to YouTube channel impressions and variable Y's motivation to learn. It also explains how big the change is from variable Y, namely learning motivation which is influenced by variable X, namely exposure to YouTube channel impressions. Then the results of the simple linear regression analysis will be explained in the table below:

Table 10. Simple linear regression analysis

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.116	3,589		2.262	.026
	Merry Riana	1.024	.090	.754	11.350	.000

a. Dependent Variable: Motivation

Source: Research processed data

Based on the table above, it is known that the constant value of the test using the linear regression test is 8116, and the regression coefficient value of the variable Effect of Mery Riana's YouTube Channel Impressions (X) is 1.024. Based on these data, the regression equation is Y=a+bX. So based on this equation, it is obtained an explanation that Constant (a) is 8.116, meaning that if the effect of exposure to Merry Riana's YouTube channel (X) is 0, then the consistent value of learning motivation (Y) is positive at 1.024. then the value of the variable regression coefficient (b) is 1.024, so it can be said that the coefficient is positive, which means that there is a positive relationship between the effect of exposure to Merry Riana's YouTube channel,

Hypothesis testing

Testing the hypothesis is to measure the sample regression in estimating the actual values of the Goodness of Fit through the coefficient of determination of the F test and the t-test (Maulana, 2021). So based on this, the results of hypothesis testing in this study will be explained in the table below:

Table 11. Hypothesis Test

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,676	3,692		2,350	,021
	YouTube	1.007	,094	,736	10,750	,000

a. Dependent Variable: motivation

Source: Research processed data

Hypothesis testing is done by comparing the magnitude of the significance level (sig.) in the study with a significance value of 0.05. The test was carried out using a significant number with the result that the sig value was 0.000 > 0.05. So it can be concluded that Ho is rejected and Ha is accepted, which means that the X variable exposure to Merry Riana's YouTube channel has a significant effect on the learning motivation of Gunadarma University students.

Discussion

Based on the results of several tests carried out on 100 respondents consisting of students and students of the Gunadarma University communication science faculty in this study, the measurement of the coefficient of determination was 56.8%. That is, there is a significant effect of variable X, namely exposure to Merry Riana's YouTube channel, on variable Y, namely the learning motivation of Gunadarma University students. It is explained in Bandura's social cognitive theory used in this study. This theory explains that most human behavior and cognitive skills are learned through observation of a model, which can be a stimulus. The stimulus studied in this study is a show from Merry Riana's YouTube channel in the episode "smartness alone is not enough for you to be successful." Individuals continuously receive stimuli obtained from shows that have been handpicked based on the need for information on how to generate motivation in learning so that everything in the video can motivate someone who does have a sense of curiosity and a need for that information. So, the behavior generated based on the stimulus obtained becomes an action whose influence comes from the learning motivation that grows as a result of being hit by the impressions of the video in that episode.

Based on the study, the X variable exposure to Merry Riana's YouTube channel on the episode "smartness alone is not enough for you to be successful" significantly affects student learning motivation. The magnitude of the influence is 56.8% shows that this variable is a reasonably dominant aspect in influencing student learning motivation. On Merry Riana's YouTube channel, the videos presented provide information that is very interesting for the audience to be able to watch every motivational content uploaded. The message conveyed aims to be able to influence the feelings, hearing, and vision of the audience who watched the video. Packaging of interesting content also pays attention to the frequency range of the video, and the exact duration of each video view, where each video uploaded is no more than 10 minutes. It indicates that the selection of time in each video considers the interest of the audience who wants to get the essence of the message conveyed in a straightforward style like Merry Riana's branding, which has been formed since it emerged as a motivator in Indonesia. It also aims to create emotional and rational power, which can cause effects from the show, namely the cognitive, affective, and conative impact of what the audience watches on any content created on Merry Riana's YouTube channel.

Conclusions

It can be concluded that there is an influence from variable (x), exposure to Merry Riana Episode's YouTube channel "smartness alone is not enough for you to be successful" variable (y) on Gunadarma University Student Learning Motivation. The magnitude is 56.8% which indicates that there is sufficient influence between variables (x) the influence of exposure to Merry Riana Episode's YouTube channel "smartness is not enough for you to be successful" variable (y) Against Gunadarma University Student Learning Motivation. Based on the results of hypothesis testing, the exposure variable to Merry Riana's YouTube channel significantly affects student learning motivation because the significance value (sig) is 0.000 > 0.05.

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