

Evaluating YouTube's Role in Records Management Training: Enhancing Knowledge and Job Performance for Records Personnel in Putrajaya

Noor Rahmawati Alias¹, Nur Azreen Fariyah Ahmad², Nik Mohd Faris Nik Min², Atiela Amran², Nurul Nadhira Amalin Azhari², and Ayu Kamareena Abdullah Thani²

¹School of Information Science, College of Computing, Informatics and Mathematics, Universiti Teknologi MARA, Kelantan Branch, Malaysia

²Faculty of Business and Management, Universiti Teknologi MARA, Kelantan Branch, Malaysia

DOI : <https://doi.org/10.51583/IJLTEMAS.2024.131222>

Received: 26 December 2024; Accepted: 30 December 2024; Published: 13 January 2025

Abstract: This study explores the role of YouTube as a mediating variable between enhancing knowledge (independent variable) and job performance (dependent variable) for records personnel in Putrajaya. A total of 97 respondents (out of 118) from various public sector organizations participated in this study. Data was collected via a structured questionnaire, and statistical analysis was conducted using SPSS to examine descriptive statistics, reliability tests, and regression analysis. The results revealed a negative relationship between YouTube's role in enhancing knowledge and job performance. Although YouTube was found to be useful for knowledge acquisition, its role did not significantly translate into improved job performance for records personnel. The study emphasizes the need for more tailored and formalized training approaches to bridge the gap between knowledge enhancement and job performance.

Keywords: Role of Youtube, Enhancing Knowledge, Job Performance

I. Introduction

In recent years, digital learning platforms, particularly YouTube, have become important tools in records management training for public servants. With an increasing reliance on digital content for continuous professional development, organizations are exploring the potential of YouTube as an accessible training resource for enhancing knowledge and improving job performance (Barlis et al., 2021). Records management, an essential administrative function in public sector organizations, requires constant updates on legislation, technology, and best practices (Bashir et al., 2021). As such, training personnel in this domain is critical for maintaining efficiency and accuracy. Records management is a crucial aspect of organizational success, ensuring that valuable information is properly created, organized, maintained, and disposed of according to legal, regulatory, and operational requirements. Learning proper records management practices is essential because it helps organizations maintain accurate, accessible, and secure records, which are fundamental for decision-making, legal compliance, and operational efficiency (Burkan et al., 2020). For example, public sector organizations, healthcare facilities, and legal firms rely on well-managed records to ensure compliance with regulations such as data protection laws, privacy policies, and industry-specific standards.

Moreover, effective records management enables organizations to retrieve important information quickly and efficiently, supporting better service delivery and reducing time wasted in searching for lost or poorly managed records (Sikira and Mishael, 2024). In the digital age, records management also involves managing electronic records and data, which are often subject to different standards and require specialized knowledge in digital tools and technologies. Therefore, learning records management is essential for staying up-to-date with the best practices, technologies, and legal requirements necessary to effectively manage organizational records and ensure smooth operations.

The purpose of this study is to evaluate YouTube's role in records management training by examining its mediating effect between knowledge enhancement and job performance among records personnel in Putrajaya. While YouTube is widely used for various educational purposes, its direct impact on job performance in the context of records management has yet to be thoroughly explored (Maziriri, et al., 2020). This research seeks to bridge that gap by investigating how YouTube aids in knowledge acquisition and whether that translates into tangible improvements in job performance for public servants in records management.

II. Problem Statement

The growing reliance on digital tools, including YouTube, has reshaped the landscape of professional development, offering a flexible and accessible means for knowledge acquisition (Deng et al., 2023). E-learning platforms have become increasingly valuable, particularly in the public sector, where employees must stay informed about rapidly changing policies, practices, and technologies (Ismail et al, 2022). However, despite the potential benefits, there is insufficient evidence on how platforms like YouTube influence actual job performance outcomes among records management personnel, particularly as they navigate complex regulatory and compliance requirements (Manesh et al., 2020).

In records management, employees are responsible for handling sensitive data, ensuring regulatory compliance, and maintaining comprehensive records, all of which directly impact organizational effectiveness (Johnson and Lee, 2020). The role of YouTube as a supplementary tool for skill enhancement has gained attention, yet its effectiveness in translating acquired knowledge into improved job performance is unclear (Kumar et al., 2021). While previous studies have examined YouTube's potential for enhancing knowledge (Kanetaki et al., 2022), there is a gap in understanding its mediating effect on performance, especially in highly regulated sectors like public records management (Khyzhniak and Budnik, 2023).

For records personnel in Putrajaya's public sector, staying current with legal, procedural, and best practice standards is essential (Jian et al., 2024). However, it is unknown if YouTube-based learning complements traditional training or if it negatively affects job performance by prioritizing surface-level knowledge over in-depth understanding (Lestari et al., 2023). Given the pivotal role records management plays in organizational compliance and efficiency, it is vital to assess whether YouTube functions as an effective tool in enhancing knowledge and job performance (Singh and Sharma, 2020).

III. Literature Survey

3.1. Job performance

Job performance refers to the effectiveness with which employees carry out the tasks and responsibilities associated with their roles. In records management, job performance is especially critical as it impacts an organization's ability to comply with legal regulations, maintain accurate records, and ensure efficient information retrieval (Yap et al., 2020). High job performance in records management requires proficiency in various tasks, such as categorizing documents, adhering to filing systems, managing data security, and updating records according to legal standards (Sundaram et al., 2021). A strong emphasis on training and continuous development is necessary for enhancing performance, particularly in fields such as records management, where evolving laws and technologies demand up-to-date knowledge and practical skills (Mokhtar and Yusof, 2016).

While job performance is influenced by a variety of factors such as motivation, training, and workplace support, recent studies emphasize the importance of self-directed learning and the use of digital tools in facilitating job performance. Digital platforms, particularly YouTube, have emerged as cost-effective resources to help employees acquire the necessary skills to improve their performance on the job. Several studies highlight the effectiveness of YouTube in enabling employees to learn at their own pace, providing access to tutorials, expert insights, and instructional videos tailored to their specific needs (Pratama et al., 2020). These platforms allow records personnel to engage with the content relevant to their tasks, leading to improved job-related competencies.

3.2. Enhancing knowledge

Enhancing knowledge is crucial for ensuring high job performance, particularly in specialized fields such as records management. Knowledge enhancement involves acquiring new information, refining skills, and staying updated with the latest developments, such as regulatory changes, new software tools, and best practices in managing physical and digital records (Yu et al., 2022). In records management, knowledge enhancement ensures that personnel are well-equipped to manage the complexities of record-keeping, from organizing documents according to legal guidelines to using technology for efficient document retrieval (Lam et al., 2021).

Recent research suggests that knowledge enhancement in the workplace not only leads to better individual performance but also positively influences organizational outcomes. According to Rahim et al. (2024), knowledge enhancement through continuous learning has been linked to improved job performance and higher employee satisfaction. For records personnel, staying updated with relevant knowledge is vital to managing records in compliance with regulations and ensuring operational efficiency.

YouTube, as an accessible learning tool, has been widely used to enhance knowledge. Videos on YouTube range from tutorials on using specific software for records management to expert discussions on the legal aspects of record-keeping, making it an invaluable resource for records management personnel seeking to improve their skills (Perifanou et al., 2021). The flexibility and wide variety of content make it possible for employees to access information whenever needed, increasing knowledge retention and ensuring employees are well-prepared to perform their job tasks effectively.

3.3. The role of YouTube in learning records management

Records management is a critical aspect of organizational efficiency, ensuring that important documents and data are correctly stored, retrieved, and disposed of in accordance with legal and regulatory requirements. Effective records management is essential for compliance, data security, and operational efficiency, particularly in industries that handle sensitive or large volumes of information, such as healthcare, government, and law (Rigda, 2021). As organizations increasingly rely on digital records, the need for employees to stay updated with new technologies, legal standards, and best practices in records management has grown. This has led to a greater emphasis on continuous learning and training in records management practices.

YouTube has emerged as a valuable tool in providing accessible and diverse learning content, including for records management training. As a widely used digital platform, YouTube offers users an extensive range of tutorials, webinars, and instructional videos that cover various aspects of records management, from understanding legal compliance to using modern software for document management. These videos are not only easily accessible but also provide employees with the flexibility to learn at

their own pace, making them a convenient option for busy professionals seeking to enhance their skills (Choudhury and Misra, 2021).

Moreover, YouTube's visual format allows learners to engage with content in a way that is often more engaging and comprehensible than traditional written materials. For example, instructional videos can demonstrate the practical use of records management software, making it easier for employees to understand complex tools and systems (Rozal et al., 2021). The interactive nature of YouTube also enables employees to revisit materials as needed, reinforcing learning and ensuring that knowledge is retained and applied effectively on the job.

In addition to practical guidance, YouTube also provides a platform for discussions on emerging trends in records management, such as digitization, data protection, and cloud storage solutions. These videos allow employees to stay informed about the latest developments in the field, which is essential for adapting to the evolving demands of records management (Srinivasacharlu, 2020).

3.4. The mediating role of YouTube: enhancing knowledge and job performance

While knowledge enhancement has a direct impact on job performance, the process through which this relationship occurs can be influenced by various factors, such as training methods and learning tools. YouTube, as a digital learning platform, plays a critical mediating role in linking knowledge enhancement to job performance. Research has shown that the use of digital tools like YouTube can enhance the learning process by providing employees with self-paced access to a wide range of resources, which in turn can lead to improvements in job performance (Nelson et al., 2021).

In records management, the role of YouTube in mediating the relationship between enhancing knowledge and job performance is particularly important. While enhancing knowledge through traditional methods such as classroom training can improve job performance, YouTube provides an additional layer of flexibility and convenience. According to Seymour (2017), YouTube allows employees to revisit and reinforce learning material as needed, leading to better retention and more effective application in the workplace. This on-demand access ensures that employees are not only improving their knowledge but are also equipped to implement it effectively in their jobs, leading to enhanced job performance.

However, the mediating role of YouTube is not without limitations. YouTube's informal nature can sometimes hinder structured learning, especially in highly regulated fields such as records management. The platform's reliance on user-generated content may result in varying levels of content quality, which can impact the effectiveness of learning (Tabejamaat et al., 2024). Therefore, while YouTube can be an effective tool for enhancing knowledge, its mediating role in improving job performance may require supplementary methods of learning or organizational support to ensure the material is relevant, accurate, and applicable.

Research suggests that YouTube's role as a mediating tool can be strengthened when combined with other training methods, such as formal workshops or workplace mentoring, to provide a more structured learning environment. As noted by Purwanto. (2020), when YouTube is used alongside other training resources, it can bridge the gap between knowledge enhancement and improved job performance. Employees benefit from the flexibility and accessibility of YouTube content while still receiving guidance on how to apply that knowledge in a practical context.

IV. Methodology

This study employs a quantitative research design to evaluate the role of YouTube in records management training. A survey questionnaire was distributed to 118 staff members from public sector organizations in Putrajaya, with a final sample of 97 respondents (response rate: 82%). The questionnaire consists of three main sections: (1) Enhancing Knowledge (independent variable), (2) Job Performance (dependent variable), and (3) Role of YouTube (mediating variable). The data collected was analyzed using SPSS software. The analysis included the following steps:

1. Descriptive statistics: To summarize demographic information and assess the distribution of responses.
2. Reliability Test: Using Cronbach's Alpha to measure the internal consistency of the constructs in the questionnaire.
3. Regression Analysis: To determine the mediating effect of YouTube on the relationship between enhancing knowledge and job performance.

V. Findings

5.1. Descriptive statistics

The majority of respondents were male (60%) with an average age of 35 years. A significant portion of the participants had 5-10 years of experience in records management (45%). Regarding the frequency of YouTube use for training, 70% of respondents indicated they used the platform at least once a week.

5.2. Reliability test

The results of the Cronbach's Alpha test in Table 1 indicated that the reliability of the constructs was acceptable. All values were above the acceptable threshold of 0.70, indicating good internal consistency.

Table 1: Cronbach's Alpha's Reliability Test Result

Construct	Cronbach's Alpha
Enhancing Knowledge	0.88
Job Performance	0.83
Role of YouTube	0.85

5.3. Regression analysis

Based on the regression analysis results presented in Table 2, the findings are as follows:

1. Direct Positive Relationship between Enhancing Knowledge and Job Performance.

The analysis shows a significant positive relationship between enhancing knowledge and job performance ($\beta = 0.45$, $p < 0.05$). This suggests that when employees gain knowledge directly related to their tasks, it positively contributes to their job performance. Employees who have better knowledge relevant to their responsibilities tend to perform more effectively in their roles.

Table 2: Regression Analysis Result on Relationship between Enhancing Knowledge and Job Performance

Predictor	Relationships with Job Performance	β	p-value	Relationship Type
Enhancing Knowledge	Job Performance	0.45	< 0.05	Positive
Role of YouTube	Job Performance	-0.28	< 0.05	Negative

2. Negative Relationship between YouTube's Role in Enhancing Knowledge and Job Performance. In contrast, there is a significant negative relationship between the role of YouTube in enhancing knowledge and job performance ($\beta = -0.28$, $p < 0.05$). Although YouTube serves as a source for acquiring knowledge, this does not necessarily translate into improved job performance in records management tasks. This negative effect implies that additional factors, such as formal training programs and on-the-job support, may be essential for knowledge acquired from platforms like YouTube to be effectively applied in the workplace.

These findings suggest that while knowledge enhancement is beneficial to job performance, relying solely on YouTube for this purpose may not yield optimal results. A structured learning environment with adequate workplace support might be more effective in achieving performance improvements.

VI. Discussions

The findings of this study provide valuable insights into the effectiveness of YouTube as a tool for records management training for public servants in Putrajaya. The results challenge the common assumption that the accessibility and convenience of YouTube, as an informal learning platform, directly translate into improved job performance. While YouTube was found to be useful for enhancing knowledge acquisition, it did not significantly improve the practical skills needed for effective records management, highlighting a critical distinction between knowledge gain and the application of that knowledge in the workplace. This finding aligns with the work of Lin et al. (2020), who argue that informal training methods, although accessible and flexible, may not offer the depth of learning required for the development of complex, task-specific competencies.

The negative impact on job performance found in this study suggests that knowledge acquisition alone is insufficient in fostering the practical application of skills in a professional setting. As noted by Farag et al. (2020), the relationship between knowledge gained through training and actual job performance is not always linear. For training to be effective, it must go beyond simple knowledge enhancement and address the practical and contextual aspects of the job. This is especially true in specialized fields like records management, where employees need not only theoretical knowledge but also hands-on experience in applying specific processes, tools, and procedures.

One of the key limitations of using YouTube as a primary training tool is its lack of structured guidance and supervision. YouTube videos, although informative, generally do not provide the opportunity for interactive learning, real-time feedback, or guidance from experienced professionals, all of which are essential for developing practical skills. According to experts in educational psychology, such as Al-Marooof et al. (2021), effective learning, especially for complex tasks, requires not just exposure to content but also opportunities for practice, feedback, and refinement. Without the necessary feedback loops or the

opportunity to engage in practice-based learning, the knowledge gained through YouTube may remain theoretical, which does not effectively translate into enhanced performance at the workplace.

Moreover, workplace culture and the availability of formal training programs play a critical role in determining the success of any training initiative, including YouTube-based learning. Research by Saed et al. (2020) highlights the importance of an organization's support structure in ensuring the successful transfer of learning from training environments to actual job contexts. A workplace that lacks strong leadership, mentoring, or access to on-the-job training may hinder employees from effectively applying new knowledge. Therefore, while YouTube can serve as a valuable supplementary tool, it cannot replace the formal, structured training programs that are necessary to provide the hands-on experience and professional development that employees require.

Additionally, previous studies have emphasized the importance of blended learning models, which combine digital resources with traditional, instructor-led training. According to Mustafa et al. (2020), blended learning offers the best of both worlds by integrating the flexibility and accessibility of digital learning tools like YouTube with the interactive and personalized components of formal training. This type of approach has been shown to improve both knowledge acquisition and practical skills application. For instance, public servants could watch YouTube tutorials on records management procedures and then attend in-person or virtual workshops where they can practice these skills in a controlled environment with expert supervision.

This study's findings also suggest that the lack of structured learning paths on platforms like YouTube may hinder the development of practical skills. Unlike formal training programs, which are typically designed with a clear progression of topics and learning outcomes, YouTube videos are often disjointed and may vary in depth and quality. This inconsistency can make it difficult for learners to build a coherent understanding of complex tasks. As a result, learners may find it harder to transfer the knowledge gained from YouTube into practical, real-world applications, leading to a gap between theoretical learning and actual job performance (Wang et al., 2024). While YouTube offers a valuable resource for knowledge enhancement and has the potential to complement traditional training methods, its limitations must be recognized, particularly in the context of developing practical skills for records management.

The study underscores the importance of a more structured and comprehensive approach to training, which combines the advantages of digital platforms with the hands-on, interactive elements of formal training. Organizations should consider adopting a blended learning approach that incorporates the use of YouTube as a supplementary resource, alongside formal, structured training programs, to ensure that public servants not only acquire knowledge but are also equipped with the practical skills necessary to perform their jobs effectively. Future research should explore the potential of blended learning models in the context of public sector training and investigate the factors that facilitate or hinder the effective transfer of learning in workplace settings.

VII. Conclusions

In conclusion, this study sheds light on the complex role of digital learning platforms, particularly YouTube, in enhancing records management training for public servants in Putrajaya. The findings indicate that while YouTube can be a powerful tool for expanding knowledge and providing easy access to educational content, its impact on job performance was less favorable. This discrepancy highlights a crucial insight—knowledge acquisition alone is not sufficient to improve job performance. Effective training programs must also include structured, interactive, and practical components that bridge the gap between theoretical understanding and the application of skills in real-world settings. The negative impact on job performance calls for a reevaluation of how digital tools like YouTube are integrated into training programs. While such tools can complement traditional methods, they should not replace them entirely. Structured, formal training programs—those that incorporate face-to-face interaction, hands-on practice, and guided learning—are still essential to ensure that knowledge is effectively applied in the workplace. Additionally, these traditional methods can be augmented with YouTube videos and other digital resources to cater to diverse learning preferences, reinforce key concepts, and provide ongoing support. Overall, the findings of this study emphasize the importance of designing training programs that strike a balance between digital learning tools and traditional, interactive methods. A thoughtful integration of both will foster more effective training environments, promote skill development, and ultimately lead to improved performance in records management tasks. As organizations look to modernize their training approaches, it is essential to carefully consider the limitations and potential of each tool, ensuring that the ultimate goal—enhanced job performance and organizational effectiveness—is achieved.

References

1. Barlis Jr, J. M., Fajardo III, J. D., & Manila, B. M. (2023). The evolution of science education: You don't know? YouTube it. *SAGE Open*, 13(2), 21582440231168778.
2. Burkan Hawash, U. A., Yusof, Z. M., Mukred, M., & Ali, W. (2020). Intention to adopt electronic records management system in the oil and gas sector in Yemen. *International Journal*, 9(5).
3. Deng, H., Duan, S. X., & Wibowo, S. (2023). Digital technology driven knowledge sharing for job performance. *Journal of Knowledge Management*, 27(2), 404-425.
4. Ismail, M., Anuar, F. N., Peng, T. S., Amir, Z., Razali, A., Maidin, S. S., & Elias, S. (2022). YouTube Social Media as an Internet Resource for Records Management Learning to Improve Knowledge and Job Satisfaction. *Journal of Pharmaceutical Negative Results*, 5695-5705.

5. Jian, L., Rao, C., & Gu, X. (2024). Your Profile Reveals Your Traits in Talent Market: An Enhanced Person-Job Fit Representation Learning.
6. Kanetaki, Z., Stergiou, C., Bekas, G., Jacques, S., Troussas, C., Sgouropoulou, C., & Ouahabi, A. (2022). Acquiring, analyzing and interpreting knowledge data for sustainable engineering education: an experimental study using YouTube. *Electronics*, 11(14), 2210.
7. Khyzhniak, I. A., & Budnik, A. O. (2023). Using YouTube video hosting as a tool for future Philology teachers.
8. Lestari, P., Rohliah, L., Ningsih, W., & Hutagalung, G. U. (2023). Youtube: A Teaching Media To Optimize Students'english Listening Comprehension Skill. *Global Expert: Jurnal Bahasa Dan Sastra*, 11(1), 17-24.
9. Manesh, M. F., Pellegrini, M. M., Marzi, G., & Dabic, M. (2020). Knowledge management in the fourth industrial revolution: Mapping the literature and scoping future avenues. *IEEE Transactions on Engineering Management*, 68(1), 289-300.
10. Mokhtar, U. A., & Yusof, Z. M. (2016). Records management practice: The issues and models for classification. *International Journal of Information Management*, 36(6), 1265-1273.
11. Maziriri, Eugene Tafadzwa, Parson Gapa, and Tinashe Chuchu. "Student perceptions towards the use of YouTube as an educational tool for learning and tutorials." *International Journal of Instruction* 13.2 (2020): 119-138.
12. Pratama, S. H. H., Arifin, R. A., & Widianingsih, A. W. S. (2020). The use of Youtube as a learning tool in teaching listening skill. *International Journal of Global Operations Research*, 1(3), 123-129.
13. Perifanou, M., Tzafilkou, K., & Economides, A. A. (2021). The role of Instagram, Facebook, and YouTube frequency of use in university students' digital skills components. *Education Sciences*, 11(12), 766.
14. Rahim, A. B. A., Jing, Z., Li, W., & Rabeeu, A. (2024). Assessing the impact of employee-centric digital transformation initiatives on job performance: the mediating role of digital empowerment. *Strategic Management-International Journal of Strategic Management and Decision Support Systems in Strategic Management*.
15. Rigda, C. (2021). Challenges to Records and Information Management in the Fourth Industrial Revolution. In *Handbook of Research on Information and Records Management in the Fourth Industrial Revolution* (pp. 223-240). IGI Global.
16. Seymour, J. (2017). The modern records management program: an overview of electronic records management standards. *Bulletin of the Association for Information Science and Technology*, 43(2), 35-39.
17. Sikira, R., & Mishael, A. (2024). Effectiveness of HRIS Personnel Records Management on Performance of Higher Learning Institutions: A Case of Tengeru Institute of Community Development. *Valley International Journal Digital Library*, 6045-6058.
18. Srinivasacharlu, A. (2020). Using YouTube in Colleges of Education. *Shanlax International Journal of Education*, 8(2), 21-24.
19. Rozal, E., Ananda, R., Zb, A., Fauziddin, M., & Sulman, F. (2021). The effect of project-based learning through YouTube presentations on English learning outcomes in physics. *AL-Ishlah: Jurnal Pendidikan*, 13(3), 1924-1933.
20. Tabejamaat, S., Ahmadi, H., Barmayehvar, B., & Banihashemi, S. (2024). Enhancing Job Satisfaction and Productivity through Knowledge Management Infrastructure: A Case of Construction Industry. *Buildings*, 14(3), 790.
21. Lin, C. P., Huang, H. T., & Huang, T. Y. (2020). The effects of responsible leadership and knowledge sharing on job performance among knowledge workers. *Personnel Review*, 49(9), 1879-1896.
22. Purwanto, A. (2020). The role of job satisfaction in the relationship between transformational leadership, knowledge management, work environment and performance. *Solid State Technology*.
23. Lin, C. P., Huang, H. T., & Huang, T. Y. (2020). The effects of responsible leadership and knowledge sharing on job performance among knowledge workers. *Personnel Review*, 49(9), 1879-1896.
24. Wang, Y. C., Chung, Y. S., Lin, C. K., & Chen, P. J. (2024). Using YouTube meditation videos to boost mindfulness and occupational health during the COVID-19 pandemic. *International Journal of Stress Management*, 31(2), 105.
25. Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, 7(7).
26. Mustafa, A. G., Taha, N. R., Alshboul, O. A., Alsalem, M., & Malki, M. I. (2020). Using YouTube to learn anatomy: perspectives of Jordanian medical students. *BioMed Research International*, 2020(1), 6861416.
27. Farag, M., Bolton, D., & Lawrentschuk, N. (2020). Use of YouTube as a resource for surgical education—clarity or confusion. *European urology focus*, 6(3), 445-449.
28. Al-Marroof, R., Ayoubi, K., Alhumaid, K., Aburayya, A., Alshurideh, M., Alfaisal, R., & Salloum, S. (2021). The acceptance of social media video for knowledge acquisition, sharing and application: A comparative study among YouTube users and TikTok users' for medical purposes. *International Journal of Data and Network Science*, 5(3), 197.