



The Use of Youtube Media in Learning Indonesian Language for Grade VI Elementary School Students

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ABSTRACT

This study was conducted to investigate the use of YouTube media in Indonesian language learning among Grade VI students at SD Inpres 6, Sorong Regency. A quantitative approach with a pre-experimental one-group pretest-posttest design was employed. The population and sample consisted of all 10 Grade VI students, selected through total sampling. Data were collected through questionnaires, observation, and documentation, with the Indonesian language lesson plan (*RPP*) covering two thematic units as the primary instructional instrument. Analysis was performed using Microsoft Excel. The results demonstrated that students' scores increased significantly from the pre-test to the post-test following the implementation of YouTube media in Indonesian language learning. The post-test mean score was higher than the pre-test mean, leading to the acceptance of H1 and the rejection of H0. Questionnaire results further revealed that all 10 students responded positively, with scores categorized as 'very good' (*sangat baik*). These findings confirm that the use of YouTube media exerts a positive and significant influence on Indonesian language learning outcomes among Grade VI students at SD Inpres 6, Sorong Regency.

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INTRODUCTION

The quality of education in Indonesia continues to require substantial improvement. According to the World Population Review (2021), Indonesia ranked 54th out of 78 countries in the global education ranking, trailing fellow Southeast Asian nations such as Singapore (21st), Malaysia (38th), and Thailand (46th). From a regulatory and financial perspective, Indonesia has allocated 20% of its national and regional budget (APBN/APBD) to the education sector, in accordance with the mandate of the National Education System Law (Masriadi, 2022). Despite this allocation, considerable disparities persist in educational quality across regions.

Southwest Papua Province is one of the provinces in Indonesia with a relatively low level of educational quality, ranking 33rd out of 38 provinces nationally (Dinas Pendidikan Papua Barat Daya, 2021). Sorong Regency, located within this province, has made active efforts to improve educational quality, including through the implementation of free schooling at the elementary and junior secondary levels via the Regional School Operational Assistance Program (BOSDA) (Dinas Pendidikan Papua Barat Daya, 2022). In addition, the government has provided free Wi-Fi access and Chromebook devices to a number of elementary and junior secondary schools in Sorong Regency to support educational improvement in disadvantaged, frontier, and outermost (3T) regions.

Education is a conscious and systematic endeavor carried out by individuals entrusted with the responsibility of shaping students' character and dispositions in alignment with educational aspirations. In the era of globalization, which is characterized by open market competition and rapidly advancing technology, educational technology has emerged as a critical

instrument for addressing educational challenges and improving learning quality (Agustian, 2021). The integration of various learning media, including conventional, multimedia, computer-based, and online platforms such as e-learning, e-library, e-education, and e-mail, enables instructional content to be delivered more systematically and without constraints of time and space (Sunhaji, 2014).

The integration of information and communication technology (ICT) in education profoundly influences the development of teaching and learning processes, curriculum design, and the establishment of adequate educational infrastructure (Turiman et al., 2020). Students' capacity to utilize information technology has become an essential requirement for an effective contemporary education system (Selwyn, 2017). YouTube, as one of the most widely accessed video-sharing platforms, has demonstrated significant potential as an instructional medium. Mujianto (2019) and Sutarti (2021) affirmed that the use of YouTube in educational settings can effectively enhance students' learning interest and motivation, as its audio-visual format is particularly engaging for learners who prefer visual-based content.

Based on preliminary observations and interviews with teachers conducted on October 10, 2023, at SD Inpres 6, Klayili District, Sorong Regency, it was identified that the application of educational technology remained limited due to insufficient supporting facilities at the school. The absence of adequate technology integration adversely affected Grade VI students' Indonesian language learning outcomes, as limited instructional media variety resulted in reduced student engagement and participation. A review of student report cards from SD Inpres 6 further revealed that prior to any technology-based intervention, approximately 4 out of 10 students failed to meet the minimum competency threshold (*KKM*) of 65 for Indonesian language. This condition underscores the urgent need for innovative instructional media to stimulate student engagement and improve academic outcomes.

Based on the foregoing background, this study was conducted to investigate the use of YouTube media in Indonesian language learning among Grade VI students at SD Inpres 6, Sorong Regency, and its effect on student learning outcomes. The central research question is: How does the use of YouTube media influence Indonesian language learning outcomes among Grade VI students at SD Inpres 6, Sorong Regency?

METHODS

This study employed a quantitative approach with a pre-experimental research design. A pre-experimental design, as defined by Yusuf (2019), is a research design that fundamentally uses a single group without a control group. Specifically, the one-group pretest-posttest design was adopted, in which a pre-test was administered prior to the treatment and a post-test was conducted following the treatment. The pre-experimental design was selected as appropriate given the contextual constraints and limited sample size of the research setting. As elaborated by Sugiyono (as cited in Sukmadinata, 2013), experimental research is the most rigorous form of quantitative research as it fulfills all requirements for examining cause-and-effect relationships.

The population of this study comprised all 10 Grade VI students at SD Inpres 6, Klayili District, Sorong Regency. Given the limited and accessible population size, total sampling was employed, resulting in a sample of 10 students. Data collection was conducted through questionnaires, observation, and documentation. The primary research instrument was the Indonesian language lesson plan (RPP) covering two thematic units: Theme 1 'Save Living Things' (*Selamatkan Makhluk Hidup*) and Theme 2 'Unity in Diversity' (*Persatuan dalam Perbedaan*). Tests were administered in the form of 20 multiple-choice items, 10 items per theme, as pre-test and post-test instruments. Questionnaires utilized a four-point Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Agree, (4) Strongly Agree.

Validity Test

Content validity was employed in this study, as the instrument was developed to measure the specific content targeted for assessment. Validity assessment was conducted through expert judgment (content validation by one qualified academic validator). An instrument was declared valid if it was approved and certified by the relevant expert (Sugiyono, as cited in Arikunto, 2013).

Hypothesis Testing

Hypothesis testing was conducted to determine the extent to which the use of YouTube media influenced Indonesian language learning outcomes among Grade VI students at SD Inpres 6, Sorong Regency. The hypotheses were formulated as follows: H₀ posited that there is no significant influence of YouTube media use on learning outcomes ($H_0 \leq 0$); and H₁ posited that there is a significant positive influence of YouTube media use on learning outcomes ($H_1 > 0$). The decision criterion was: if the post-test t-value exceeds the pre-test t-value, H₁ is accepted and H₀ is rejected. Data analysis was performed using descriptive quantitative techniques with percentage and frequency calculations processed through Microsoft Excel.

RESULTS AND DISCUSSION

Research Results

Instructional Planning

Prior to implementation, the following instructional materials and instruments were prepared: (1) questionnaires designed to assess students' perceptions of YouTube media use; (2) multiple-choice test items for pre-test and post-test administration; (3) Indonesian language lesson plans (RPP) aligned with the two thematic units; and (4) YouTube-based instructional videos corresponding to each theme.

Instructional Implementation

The instructional implementation proceeded as follows. Each session commenced with the teacher greeting students and leading a communal prayer, followed by a statement of learning objectives. The teacher then delivered a

brief introductory explanation of the topic, specifically, strategies for identifying the main idea (*ide pokok*) of a text. Students were subsequently directed to watch a YouTube video displayed at the front of the classroom. Following the viewing, the teacher facilitated a question-and-answer discussion to assess students' comprehension and gauge their reflections on the video content. Each session concluded with attendance verification, a closing prayer, and a farewell greeting. This instructional sequence was carried out over two classroom sessions.

Questionnaire Results

Table 1 presents the results of the questionnaire on students' perceptions of YouTube media use, analyzed using Microsoft Excel. Scores were calculated using the formula: $\text{total questionnaire score} \div \text{number of items} \times 100\%$, and categorized according to the following criteria: 0–10 = Poor; 11–20 = Sufficient; 21–30 = Good; 31–40 = Very Good.

Table 1. Questionnaire Results – YouTube Media Use by Grade VI Students

No.	Student Name	Score	Mean Value	Category
1	Agung	40	4.0	Very Good
2	Maria	34	3.4	Very Good
3	Barnabas	30	3.0	Very Good
4	Beni	33	3.3	Very Good
5	Yakoba	30	3.0	Good
6	Yosua	40	4.0	Very Good
7	Febrianti	35	3.5	Very Good
8	Lea	30	3.0	Good
9	Riu	36	3.6	Very Good
10	Ria	40	4.0	Very Good

Scoring Criteria: 0–10 = Poor; 11–20 = Sufficient; 21–30 = Good; 31–40 = Very Good

Source: Primary data, 2024

As presented in Table 1, the majority of students (8 out of 10) obtained scores in the 'Very Good' category, while the remaining 2 students fell in the 'Good' category. No students were categorized as 'Sufficient' or 'Poor'. These

results demonstrate overwhelmingly positive student responses toward the use of YouTube media in Indonesian language learning.

Table 2. Recapitulation of YouTube Media Use Questionnaire Responses

No.	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total	Mean
1	Agung	4	4	4	4	4	4	4	4	4	4	40	4.0
2	Maria	3	4	3	3	3	4	4	3	4	3	34	3.4
3	Barnabas	3	3	3	3	3	3	3	3	3	3	30	3.0
4	Beni	3	3	3	3	3	3	4	3	4	4	33	3.3
5	Yakoba	3	3	3	3	3	3	3	3	3	3	30	3.0
6	Yosua	4	4	4	4	4	4	4	4	4	4	40	4.0
7	Febrianti	4	3	4	3	3	4	4	3	3	4	35	3.5
8	Lea	3	3	3	3	3	3	3	3	3	3	30	3.0
9	Riu	3	3	3	3	4	4	4	4	4	4	36	3.6
10	Ria	4	4	4	4	4	4	4	4	4	4	40	4.0

Source: Primary data processed, 2024

The recapitulation in Table 2 confirms that all 10 students responded positively across all 10 questionnaire items, with scores ranging from 3.0 to 4.0 on the 4-point Likert scale. The consistent pattern of positive responses indicates strong student acceptance of and enthusiasm toward YouTube as an instructional medium in the Indonesian language classroom.

Pre-test and Post-test Results

Table 3. Pre-test and Post-test Scores of Grade VI Students

No.	Student Name	Pre-test Score	Post-test Score
1	Agung	75	90
2	Maria	75	90
3	Barnabas	70	80
4	Beni	70	80
5	Yakoba	65	70
6	Yosua	65	70
7	Febrianti	60	90

No.	Student Name	Pre-test Score	Post-test Score
8	Lea	75	90
9	Riu	75	90
10	Ria	75	90

Source: Primary data processed, 2024

As shown in Table 3, a consistent and substantial improvement in student scores was observed across all participants following the use of YouTube media. Pre-test scores ranged from 60 to 75, while post-test scores ranged from 70 to 90. Notably, students who scored below the minimum competency threshold ($KKM = 65$) in the pre-test achieved passing scores in the post-test. The post-test t-value exceeded the pre-test t-value, leading to the acceptance of H1 and the rejection of H0. These findings confirm that the use of YouTube media exerts a significant positive influence on students' Indonesian language learning outcomes.

Discussion

The findings of this study are consistent with a growing body of research demonstrating the effectiveness of YouTube as an instructional medium in elementary education contexts. Meltianus et al. (2024) demonstrated that the use of YouTube media significantly benefited students in Indonesian language learning, while Mauriski (2022) similarly found that YouTube use in Arabic language learning increased student enthusiasm and facilitated more efficient and effective instruction. Sima (2023) further emphasized that media, including YouTube, functions as a conduit for knowledge transfer, stimulating the learning process and enabling students to comprehend instructional content more effectively.

From a theoretical standpoint, YouTube's effectiveness as a learning medium can be explained by its capacity to simultaneously engage auditory and visual modalities. Hermawan (2018) noted that listening comprehension, a core skill in Indonesian language learning, is not merely a passive reception of

sounds but an active cognitive process involving selective attention and meaning-making. YouTube videos, which integrate spoken language with visual context, provide learners with richer, more contextualized input than text-based materials alone, thereby enhancing both comprehension and retention (Mujianto, 2019; Selwyn, 2017).

Furthermore, YouTube's popularity and familiarity among students facilitate its acceptance as an instructional tool. As noted by Setiadi et al. (2019), YouTube has become a primary source of both entertainment and information for the millennial generation and younger learners. When introduced as a learning medium, YouTube effectively bridges the gap between informal technology use and formal classroom instruction, making learning more engaging and less monotonous compared to traditional text-based approaches (Salsabila et al., 2021; Sutarti, 2021).

The role of classroom teachers as the primary agents of technology integration is also critical. Saputro (2022) emphasized that teachers who integrate technology, including synchronous and asynchronous digital platforms, create more dynamic learning environments. In the context of this study, the teacher's deliberate use of YouTube as a pedagogical tool, rather than merely a supplementary resource, appears to have been a decisive factor in the observed learning gains. Teacher competency in selecting and deploying appropriate educational technology remains a key determinant of the effectiveness of technology-enhanced learning (Rogantina, 2017; Hanifa et al., 2020).

The intervention's positive outcomes must also be understood within the broader context of limited technological infrastructure in 3T regions such as Sorong Regency. The availability of government-provided Wi-Fi and Chromebook devices in select schools has created new opportunities for technology-enhanced learning that were previously unavailable. This study demonstrates that even with a small sample and limited resources, the strategic

use of YouTube media can meaningfully improve Indonesian language learning outcomes among elementary school students in underserved regions.

CONCLUSION

Based on the findings of this study, the following conclusions are drawn. First, the learning activity of students taught using YouTube media was significantly better than learning conducted without such media, as evidenced by consistently positive questionnaire responses from all 10 students. Second, the study on the use of YouTube media in Indonesian language learning received a very good or positive response from all 10 students across the 10 questionnaire items. The students' affirmative responses were corroborated by observable improvements in pre-test to post-test scores, confirming that YouTube media facilitates faster and more engaging content comprehension compared to textbook-only instruction. Students demonstrated increased interest, motivation, and engagement when learning through YouTube, ultimately leading to improved learning outcomes.

The post-test t-value exceeded the pre-test t-value, resulting in the acceptance of H1 and the rejection of H0, confirming that the use of YouTube media exerts a significant positive influence on Indonesian language learning outcomes among Grade VI students at SD Inpres 6, Sorong Regency. These findings have practical implications for educators in similar remote contexts: the intentional and structured integration of YouTube as an instructional medium can serve as an effective and accessible strategy for improving elementary school students' language learning engagement and achievement. Future research should explore the long-term effects of YouTube-based instruction across multiple subject areas and investigate teacher training needs for effective technology integration in 3T educational contexts.

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Declarations

- Author Contribution** : Menes Yomima Waloin: Conceptualization, Data Collection, Writing - Original Draft; Isniani Eddy Saputro: Writing - Review & Editing, Formal Analysis; Adi Iwan Hermawan: Supervision, Validation, and Methodology.
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