

UTILIZATION OF YOUTUBE VIDEO AS A THEMATIC LEARNING MEDIA IN ELEMENTARY SCHOOL

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Abstract

This study aims to describe the application of YouTube media, the inhibiting and supporting factors, and their impact on students in thematic learning at fourth-grade at State Elementary School (SDN) 35 Prabumulih. This research method is mixed method. Data collection techniques through interviews, observation, documentation, and questionnaires which tested validity and reliability. Qualitative data analysis techniques through data reduction, data presentation, and concluding. Quantitative data is analyzed in the frequency distribution table. The results showed that the implementation of YouTube media in thematic learning at fourth-grade SDN 35 Prabumulih was carried out through preparation activities, presentation of material, questions and answers about videos that were displayed, and follow-up. The supporting factors are, YouTube easier for students to learn, a strong and stable signal, and the facilities and infrastructure presented by the school. While the inhibiting factors are the internet signal which is sometimes unstable, the availability of facilities and infrastructure is still limited and not functioning properly, and the extravagant of internet data usage. The use of YouTube media in thematic learning has a positive impact on the student learning process because it can offer a varied and fun learning atmosphere, and stipulate a better conceptual understanding related to knowledge (cognitive); remembering, conceiving, and applying.

Keywords: Elementary School, Media, Thematic Learning, Video, YouTube,

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan penerapan media youtube, faktor penghambat dan pendukung, serta dampaknya bagi siswa dalam pembelajaran tematik di kelas IV Sekolah Dasar Negeri (SDN) 35 Prabumulih. Metode penelitian ini adalah mixed method yaitu memadukan data kuantitatif dan kualitatif. Teknik pengumpulan data melalui wawancara, observasi, dokumentasi, dan angket yang diuji validitas dan reliabilitasnya. Teknik analisis data kualitatif melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian diperoleh bahwa penggunaan media youtube dalam pembelajaran tematik di kelas IV SDN 35 Prabumulih dilakukan melalui kegiatan persiapan, penyajian materi, tanya jawab tentang video yang di tampilkan, dan tindak lanjut. Faktor pendukungnya yaitu media yang digunakan dapat memudahkan siswa dalam belajar, sinyal yang kuat dan stabil, serta adanya sarana dan prasarana yang disediakan oleh sekolah. Sedangkan faktor pengambatnya yaitu sinyal internet yang terkadang tidak stabil, ketersediaan sarana dan prasarana masih terbatas dan kurang berfungsi dengan baik, serta borosnya pemakaian kuota internet. Penggunaan media youtube dalam pembelajaran tematik berdampak positif bagi proses belajar siswa karena dapat memberikan suasana belajar yang variatif dan menyenangkan, dan memberikan pemahaman konsep yang lebih baik menyangkut dengan pengetahuan (kognitif); mengingat, memahami, dan mengaplikasikan.

Kata Kunci: Sekolah Dasar, Media, Pembelajaran Tematik, Video, Youtube

INTRODUCTION

In the globalization era known as the digital era, the development of information and communication technology is growing rapidly and has provided diverse changes in the field of life, including in the world of education. One real instance is the ease of communication encouraged by the internet network that facilitates communication between humans. Various sources comprehend that Indonesia is experiencing growth in social media users which places Indonesia currently in the 3rd rank as the largest internet user after China (Junawan & Nurdin, 2020).

In a study published by Data Reportal entitled "Digital 2022: Indonesia", internet users in Indonesia in January 2022 reached 204.7 million with a penetration rate of 73.7% of the total population. DataReportal reports that internet users in Indonesia increase to 2.1 million or 1% from 2021 to 2022 (www.suara.com, 2022a).

Research from UNESCO concluded that 4 out of 10 Indonesians are active on social media (kominfo.go.id, 2018). DataReportal also notifies that the number of Indonesian social media users reached 191.4 million in January 2022 with an increase of 21 million or 12.6% from 2021. The most popular social media in Indonesia compiled by DataReportal, is YouTube's with 139 million users (www.suara.com, 2022b). This is also in line with DataIndonesia.id's report that Indonesian YouTube users are the third-largest in the world in 2022. YouTube has become one of the most popular social media platforms today. The reason is that myriad video content uploaded on this platform attracts public attention (Indonesia.id, 2022).

Based on the data above, YouTube popularity in Indonesia should not be limited to its use as social media. The enormous potential of YouTube should also be exerted in the education world as a learning medium to increase student readability and learning outcomes (Aditiya & Prastowo, 2021; Ginting, 2022; Nurhomsah, 2020). YouTube is a digital platform to share videos online (Handayani, 2020). YouTube has the potential to be employed during the teaching and learning process (Sulastri & Fuada, 2021; Suradika dkk., 2020). YouTube is effective as a learning media because of its convenience in accessing videos that allow students to learn anytime, anywhere when needed, and can be employed in groups or individually (F. M. Lestari & Bahrozi, 2021).

Preliminary data obtained by researchers at SDN (Elementary Public School) 35 Prabumulih showed that during learning activities teachers often adopt thematic books as a learning media and sometimes were also interspersed with images media. However, in the learning process, there are still many unmotivated students because of unattractive learning media and there are too many small writings on the images demonstrated. Departing from this issue, the teacher finally innovated to utilize one of the mainstream social media platforms among children as one of the learning media, YouTube.

Previous studies indicated that the use of YouTube attracts students' concern, clarifies the material, and motivates students to learn and improve learning outcomes hence YouTube can establish the distance learning process more effective (D. A. Lestari & Apoko, 2022; Tamara & Thohir, 2022). YouTube media can also be applied as learning media, education for students, and carrying out share materials and assignments for students utilizing the features on the YouTube (Nugraha dkk., 2021; Pratiwi & Hapsari, 2020; Setiawan et al., 2021). There is a significant effect of using YouTube on student learning outcomes. Students are also faster at understanding the material delivered by the teacher through YouTube in learning (Faizah & Fatayan, 2022; Hidayati et al., 2021; R. Lestari, 2017; Wulandari et al., 2021). The difference between this research and previous research is in the focus of the research. This research is focused on its implementation and the supporting and inhibiting factors for the use of YouTube thematic learning media in elementary schools.

Based on the data and facts above, the rapid use of YouTube among Indonesians is a potential that must be utilized in the education scope. The use of YouTube media in the world of education, especially in the learning process, will greatly assist teachers in delivering material and achieving learning objectives. This urges the interest of researchers to conduct a study on the YouTube social

media platform as a thematic learning medium in elementary schools. The purpose of this study was to reveal how the application of YouTube media, the inhibiting and supporting factors, and their impact on students in thematic learning.

RESEARCH METHOD

This research method is mixed method. Data collection techniques through interviews, observation, documentation, and questionnaires which tested validity and reliability. There are two types of research data, namely qualitative data and quantitative data. Qualitative data is obtained through an interview, observation, and documentation data used to reflect the implementation of YouTube media as thematic learning media and the supporting and inhibiting factors for the use of YouTube media in learning. While quantitative data is obtained from the results of the questionnaire exerted to determine the impact of using YouTube media for students in thematic learning. Qualitative data validity is tested by triangulation data which blend an interview, observation, and documentation data. Qualitative data analysis techniques through data reduction, data presentation, and concluding. Quantitative data is analyzed in the frequency distribution table.

RESULTS AND DISCUSSION

The Utilization of YouTube Learning Media in Thematic Learning at Fourth-Grade SDN 35 Prabumulih

The results of research at SDN 35 Prabumulih indicate that teachers adopt learning media by performing videos from YouTube as a medium to teach thematic learning. The selection of learning media used by teachers is under the learning materials they teach to students. The teacher also supplements apparent examples using pictures or real media about the cycle of living creatures and the characteristics of poetry therefore, students can apprehend the explanations conveyed by the teacher.

The use of YouTube can clarify learning material because students see direct examples of the material being studied such as watching videos about parts of the cycle of living creatures. Through these videos, students can easily comprehend the learning materials and can implement them in their daily lives. In addition, the use of YouTube videos can arouse students' enthusiasm for participating in learning. This can be seen from the enthusiasm of students in asking questions, answering questions from the teacher, listening to the learning video carefully, and the enthusiasm of students in working on the questions granted by the teacher.

YouTube application in thematic learning in fourth-grade SDN 35 Prabumulih can define the knowledge gained by students last longer or is easier to remember compared to knowledge learned in other ways (Rasman, 2021). Because by showing videos, you can present tangible learning objects or realistic learning messages (Rahmasari, 2020). Students are trained to find the information they need themselves, they are not only consumers but are also expected to play an active role even as actors in the discovery of new knowledge (Cahyono & Hassani, 2019).

Furthermore, the utilization of YouTube learning media at SDN 35 Prabumulih in the teaching and learning process in the classroom goes through several stages, namely preparation, presentation of material, question and answer, and follow-up. First, at the preparation stage, the teacher search for various YouTube video references according to the material to be taught. The teacher prepares several equipment and supporting facilities. Second, at the stage of presenting the material, the teacher discloses a YouTube video and gives time for students to listen to it. Then, the teacher illustrates how the YouTube video relates to the material being studied.

Third, at the question and answer stage with students about the videos shown. The teacher notifies questions and answers both orally and in writing to students to find out the extent of

students' understanding of the YouTube videos that have been listened to before. Fourth, at the follow-up stage, to measure student learning outcomes after using YouTube learning media, the teacher assigns evaluations and assessments. The teacher reflects based on the results of the evaluation and assessment of student learning outcomes. The teacher delivers an explanation of the learning materials that are not understood and mastered by students.

The steps that have been applied by the teacher in using YouTube as a thematic learning medium above are in accordance with Arsyad assertion that the steps that the teacher must apply in using learning video media are preparation, presentation of material, questions and answers, and follow-up (Arsyad, 2019). Whereas, Kamhar & Lestari (2019) specifically emphasize the steps in using YouTube as a learning medium, namely: creating a YouTube account, the teacher selects or creates a video according to the learning material and then uploads it to YouTube, students listen to YouTube video material uploaded by the teacher, the teacher gives the task for students to produce videos in groups, students upload video assignments to YouTube then other groups assign an analysis of the video.

The use of YouTube learning media in the teaching and learning process at SDN 35 Prabumulih has various benefits, namely first, being able to serve an obvious picture to students. Learning video media from YouTube used by teachers in teaching thematic learning in grade IV SDN 35 Prabumulih helps students to grasp the abstract subject matter because the video media used by teachers are non-printed teaching materials that contain rich information and are straightforward. This media is faster and more effective in conveying messages than text media. Clarify the presentation of ideas and illustrate encourage students do not quickly forget the material (Faizah & Fatayan, 2022).

Second, supporting students increase their motivation to learn. Learning video from YouTube presents a display that can attract students' attention. Due to the extraordinary appeal of the video, it is able to hold students' attention longer for up to 1-2 hours to listen well compared to just listening to the explanation from the teacher who can only last for 25-30 minutes. Therefore, learning videos can influence human behavior beyond print media to grow student learning motivation (Farhatunnisya, 2020; Tamara & Thohir, 2022).

Third, the Video can repeat certain parts to see a more focused picture. If students do not discern the material that has been explained, the teacher can play it back. Students can also play back-learning videos at home via the link that the teacher has shared in the fourth-grade WhatsApp group. It can also be played back at leisure if needed. YouTube is a free video-sharing site for numerous needs and interests. Plenty of materials on YouTube can be practiced to advance online learning at home and monitored by parents of elementary school students. The material can be adjusted to the comfort level of the videos chosen by elementary school students with strict parental supervision to avoid the erroneous learning video (Angraeni, 2021).

Supporting and Inhibiting Factors of Teachers in Using YouTube Learning Media in Thematic Learning at Fourth-Grade SDN 35 Prabumulih

The utilization of YouTube media in thematic learning at SDN 35 Prabumulih has supporting factors and inhibiting factors that affect the implementation process. The following are supporting factors in using YouTube media in thematic learning, first, the media used can make it easier for students to learn. The exercise of learning media can transform learning more amusing, and interactive and boost the learning experience. The student's learning experience is highly dependent on the ability of sight and hearing therefore a teacher must adapt the learning media to the material to be taught. Learning videos from YouTube by utilizing available features when teaching thematic learning can assist students in their learning experiences and can arouse students' enthusiasm for learning (Angraeni & Handayani, 2021).

Second, the data signal is strong and stable. A strong and stable signal in accessing learning videos from YouTube greatly affects the quality of the videos displayed. When the signal becomes weak and unstable, the learning video will take a long time to load. This can greatly disrupt the focus and concentration of students. For the signal to remain strong and stable, the teacher chooses the strongest internet network. The most powerful internet network in SDN 35 Prabumulih is the Telkomsel network.

The next supporting factor in the successful use of YouTube learning media in schools is the facilities and infrastructure provided by the school. Learning facilities and infrastructure offer significant advantages for the success of the teaching and learning process (Septantiningtyas & Hafidzah, 2022). To make it easier for teachers, SDN 35 Prabumulih provides a limited number of laptops and projectors groups that can be used by all teachers.

Moreover, it is undeniable that there are inhibiting factors to using YouTube media. The following are the inhibiting factors from the practice of YouTube media in thematic learning, first, the internet signal which is sometimes unstable. Even though the teacher is already using the strongest internet network, the signal can be slow and weak. This can happen due to several factors, for example, when an internet provider was repairing their network, the internet data runs out, and when the electricity went out the signal could also become unstable (Sistadewi, 2021).

Second, the availability of facilities and infrastructure is still limited and not functioning properly. In the use of YouTube learning media in schools, the principal strongly supports this notion. This can be seen in the school's support by providing laptops and projectors for teaching teachers when showing learning videos from YouTube. The principal also held outreach to teachers about how to use and manage YouTube media to make it more appealing in learning. The number of facilities and infrastructure provided by schools is limited to a large number of teachers. There are only 2 laptops and 2 projectors equipped by the school but only 1 projector can be used and function properly. This circumstance is one of the obstacles to the use of YouTube media in thematic learning (Septantiningtyas & Hafidzah, 2022).

Third, the use of internet data is extravagant. Accessing YouTube media is consuming a lot of internet data, especially if applying a high resolution, the internet data will run out quickly. Showing learning videos through YouTube with the highest video quality, 720p can spread clearer images and sounds. This of course can attract students' focus and attention to learning. However, the downside of this method can make the internet data run out quickly (Anggraeni & Handayani, 2021; Nursobah, 2021). To overcome the spendthrift of internet data, what the teacher does is first download the learning video with the highest quality (Nursobah, 2021). Then when showing the video in thematic learning, the teacher turns off the internet data.

The Effect of Using YouTube Learning Media on the Learning Process at Fourth Grade SDN 35 Prabumulih

To find out the effect of using YouTube learning media for the fourth-grader at SDN 35 Prabumulih, the researcher presents a questionnaire to the students as respondents. The number of respondents is the number of fourth-grade students at SDN 35 Prabumulih, totaling 41 respondents. While the number of questionnaires made was 20 items using a Likert Scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The questionnaire has been tested for validity and reliability and has been analyzed in the frequency distribution table.

Based on the results of the questionnaire given to 41 students, it is known that the lowest score obtained is 60 and the highest score is 70, the data range is 10. The average value obtained is 65.51. The mode is 62, the median is 66, the standard deviation is 2.829 and the variance is 8.005. In addition, the data from the questionnaire can be presented in the form of a frequency distribution as follows:

Table 1. Frequency Distribution

No	Interval	Frequency	Percentage	Annotation
1	60-61	2	5%	Very Poor
2	62-63	12	29%	Poor
3	64-65	4	10%	Adequate
4	66-67	9	22%	Good
5	68-70	14	34%	Exellence

It can be seen from the table above it is known that the highest percentage of the questionnaire on the impact of using YouTube learning media for students is 34%. In conclusion, the impact of the use of YouTube learning media for fourth-grade students at SDN 35 Prabumulih is in a very good category in the 68-70 interval class. This means that the use of YouTube learning media has a positive impact on the learning process because students get pleasure in learning which is one of the fundamental necessities for students to be able to follow the learning process well, happily, and comfortably (Bujuri, 2018).

The results of this study strengthen the results of previous studies (Faizah, 2022; Hidayati et al., 2021; Lestari, 2017; Wulandari et al., 2021) that the use of learning video media from YouTube in thematic learning can provide a significant increase in conceptual understanding. Therefore, it has an impact on the achievement of conceptual understanding. It is related to knowledge (cognitive) such as remembering, understanding and applying. It is very necessary for achieving excellent learning outcomes. Students can be said to have good conceptual understanding skills if they can show indicators of conceptual understanding in learning. These indicators include interpreting, exemplifying, clarifying, summarizing, concluding, and explaining (Putri, 2021).

In addition, students are also able to use YouTube media wisely such by accessing videos according to their age, being polite in the comment section, and using YouTube media to find information related to learning resources at school, using YouTube media according to their needs, subscribing to useful channel accounts, and so on (Angraeni, 2021). Thus, the utilization of YouTube in thematic learning can have a positive impact on students' realization of learning materials therefore, the knowledge is preserved longer.

CONCLUSION

The application of YouTube media in thematic learning in elementary schools is beneficial in the student learning process. Students can more easily fathom the material because they can see directly tangible examples of each material being studied. In addition, students are not bored because they get a varied learning atmosphere through video shows on YouTube. To conclude, YouTube as a means of thematic learning in fourth-grade SDN 35 Prabumulih has a positive impact on the student learning process although sometimes there are inhibiting factors, namely unstable internet signal, the lack of facilities, and infrastructure and not functioning properly, and wasteful internet data usage. However, this research has limitations, namely this research was conducted only in one class and one school. Therefore, for further researchers who will research a similar issue, they can add the number of respondents and research sites to attain more comprehensive findings.

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