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## Youtube's Contribution As A Learning Media Towards Indonesian Language Learning Outcomes Of Grade V MI

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### Abstract

*The development of Technology and Information (ICT) requires the world of education to always adjust the development of technology to efforts in improving the quality of education. Information and Communication Technology (ICT) in the current era of globalization has become a fundamental need in supporting the effectiveness and quality of the education sector, especially in the process of teaching and learning activities. To answer the challenges of current technological advances and to support the teacher's role as a facilitator, mediator and motivator in teacher learning, it is demanded to have the ability to design attractive media and learning designs. Therefore this study aims to determine the contribution of YouTube as a learning medium for the Indonesian learning process at MI Matholi'ul Huda Bugel Kedung Jepara. This research uses descriptive qualitative research methods. Data collection is done by using interviews, observations, documentation and Individual Conference. With the results obtained shows that YouTube's contribution to support the achievement of Indonesian language skills and Indonesian learning objectives is achieved as well as optimal learning results that YouTube can be used to search for information, learn language skills and get an audio-visual picture of various language skills and literacy practicum so that learners are able to meet the educational goals which ultimately learners are able to communicate or present the findings from the YouTube video*

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### INTRODUCTION

The rapid development of information technology in the current era of globalization has a great influence on various aspects of life, including in the world of education. Global demands require the world of education to always adjust technological developments to efforts to improve the quality of education. Information and Communication Technology (ICT) in the current era of globalization has become a fundamental need in supporting the effectiveness and quality of the education sector, especially in the process of teaching and learning activities (Sari, 2016:197). The use of Information and Communication Technology (ICT) in education is a demand in the 21st Century because of the increasingly advanced flow of information (Simanjuntak, 2013:80). Education in the 21st Century is considered increasingly important and is expected to ensure that students have learning and innovation skills, have life *skills* and skills in using technology and information media (Nyoto, et al., 2016:264).

Technology Information and Communication (ICT) can be used as one of the learning media, which is a means that bridges the relationship between learners (students) and

learning resources both in the form of teachers and other learning resources. Suryani, et al. (2018:4) stated that learning media is a medium used in learning, which includes teacher aids in teaching as well as messenger facilities from learning sources to recipients of learning messages (students). The application of Information and Communication Technology (ICT) in learning is urgently needed to improve the quality of learning, expand access to learning, help visualize abstract ideas, facilitate understanding of the material, and display learning materials to be interesting (Sari, 2016:199). Wrong one product the current advancement of Information and Communication Technology is *YouTube*. *YouTube* is a video that can be accessed online and the main use of this site is as media to searching, viewing and sharing original videos to and from all corners of the world through a web (Budiargo, 2015:47). Moreover *YouTube* It can also be used as a supporting media that can be used in learning activities. Use of interactive videos such as *YouTube* into the learning process will increase students' understanding and mastery of skills (Nyoto, 2016:270). *YouTube* can be a tool for Indonesian language education for students.

Use *YouTube* in learning Indonesian can make learning more interesting, fun, easier, provides more knowledge, and facilitates communication between teachers and students (Sari, 2016:201). In addition, by using learning media in the form of *YouTube* The knowledge obtained by students will be more memorable and "relevant" because in fact, the level of development of elementary school students according to the theory triggered by Piaget is at the concrete operational stage so that they need more in understanding abstract materials to make it easier for students to understand during the learning process. This *YouTube media* is considered able to attract students' interest in learning Indonesian which tends to seem monotonous and boring due to the lack of creativity in teaching methods and media so that students are bored with following the teaching and learning process in the classroom. In addition, the problem that cannot be denied is the low score of the Indonesian subject exam which can be a sign that the learning results of B real media are still low to construct the knowledge they have acquired.

From the explanation that has been conveyed above and the reality that the author found at MI Matholi"ul Huda Bugel, the author will discuss further about how *YouTube* as a learning medium contributes to the learning outcomes of Indonesian learning in the classroom V. Where this article aims to find out how the contribution/role of *YouTube* as a learning medium to the learning outcomes of Indonesian learning in Class V.

## METHODS

The approach used in this study is a descriptive qualitative approach. Descriptive qualitative research is research that examines a group of people, an object, a situation, a condition, a thought or a system that occurs a lot today. The purpose of descriptive qualitative research is to make a systematic, factual and accurate description, description or painting about the facts, properties and relationships between the phenomena investigated (Sugiyono, 2008). Data collection is carried out using interviews, observations, documentation and *Individual Conferences* , which means that the data collected in class observation is systematically compiled and confirmed with the observed teachers, in order to provide recognition, appreciation and encouragement for the efforts that have been achieved, then the data is analyzed using the methods from Miles and Hubert which include data reduction, data presentation and data analysis.

## **RESULTS & DISCUSSION**

### ***Result***

Based on research, it is explained that the use of learning media through youtube can improve student learning outcomes because Students can absorb teaching well, it is seen that 80% of students can do it and learning outcomes increase. This is because students feel interested in the storyline shown in audio-visual and animation form so that they can absorb learning well. This is in line with the discovery made by researcher Kurniawati (2013) that stimulation carried out with audio visual from video, can provide more effective optimization of the development of color knowledge in early childhood.

Furthermore, regarding the role of teachers in the implementation of the 2013 curriculum is as a facilitator, motivator, inspiratory in student learning, using the 2013 curriculum, where the learning . Using learning By using models, methods and media that can attract the attention of students and students, therefore teachers must be able to create media that is as attractive as possible for students in accordance with the development of the times. To support the role of teachers and to answer the challenges of today's technological advancements, teachers are required to have the ability to design interesting media and learning designs. One an example of interesting and technology-based media is YouTube.

## **DISCUSSION**

### ***Learning Media***

The word media comes from the Latin *Medius* which literally means "middle, intermediary, or introduction". According to Rusman, et al. (2013) the media is the delivery of messages from the sender to the recipient of the message, thus the media is a vehicle for distributing learning information or distributing messages. AECT (*Association of Education and Communication Technology, 1997*) limits the media as all forms and channels used to convey messages or information. This opinion is supported and clarified by (Uno & Lamatenggo, 2010:122 in Shintya: 2018) stating that the media is any form of communication tool that can be used to convey information from sources to students with the aim of stimulating students to participate in learning activities in its entirety.

Arsyad quoted by Sintya (2018:18) More specifically explains the meaning of media in the teaching and learning process which is interpreted as graphic tools, photography, or electronics to capture, process, and reconstruct visual or verbal information. Another opinion by (Munadi, 2012:8) who stated that Media is everything that can convey and channel messages from sources in a planned manner so that a conducive learning environment is created and can carry out the learning process efficiently and effectively.

Explaining the definition of media above, it can be concluded that media is everything in the form of a tool or object to be used as a channel of messages or information to students in order to achieve certain learning goals and can stimulate students' attention and interest in learning. Learning media is used as a means of learning in schools that aims to improve the quality of education.

There are various types of media used in learning. The following is a general grouping of media according to Sadiaman (2008:9):

1. Visual media: media that can only be seen, which includes visual groups such as: photos, images, posters, dioramas and *makeup*.
2. Audio media: media that can only be heard, such as: audio cassettes, radio, mp3.
3. Audio-visual media: namely media that can be seen and heard at the same time, such as sound films, videos, television, sound slides.
4. Multimedia: media that can present complete media elements such as sound, animation, video, graphics, and film. Multimedia is often used with computers, the internet, and computer-based learning (CBI).
5. Realia media: all real media that exist in the natural environment, whether used in a living state or have been preserved, such as plants, rocks, animals, insectarians, water, rice fields, and so on.

As for the use of YouTube As a learning medium, it is included in the type of audio-visual or video media. According to (Asri & Hardianti, 2017:125) is one of the audio-visual media that is widely developed for learning purposes because it can improve learning outcomes. Audio visual media can display visual and audio elements simultaneously when communicating messages or information. According to (Purwanti, 2015:43). stated that media with videos are clearly more likely to remember and understand lessons because they do not use one sense. Video learning media according to (Rakhman, et al., 2014:10) is a tool used to convey learning material through moving images that are projected to form the same character as the original object.

The advantages of video media according to (Rakhman, et al., 2010:10) that: (1) learning videos can be used by the wider community, by accessing on Youtube social media; (2) the video can be used for a long period of time and at any time if the material contained in the video is still related to the existing material; (3) simple and fun learning media; (4) assisting students in understanding the subject matter and assisting educators in the learning process.

### ***YouTube as a Learning Medium***

*YouTube* is an internet application that uploads, shares and watches videos through an integrated and simple platform (Duncan, Yarwood-ross, & Haigh, 2013). *YouTube* can facilitate users to download and share video clips on The wider community includes films, television shows, music, and instructional videos, vlogs or videovlogs, as well as amateur videos. *YouTube* becomes social media when videos are shared and a form of interaction through comments occurs on the site (Dewitt et al., 2013).

The web-based, audio/video file-sharing service that the *YouTube* site owns allows users to (a) build a public or semi-public profile in a restricted system, (b) articulate a list of other users with whom they will share connections, and (c) view a list of connections made by others within the system (Moghavvemi et al., 2018). The rapid advancement of information technology makes *YouTube* as Channel learning is promising. Since its launch in 2005, *YouTube* has become the most popular free site and video-sharing site (Lee, 2013). *YouTube* is the third most visited site in the world after

*Google* and *Facebook* (Moghavvemi et al., 2018). Superiority *YouTube* As the most common site is the reason for educational institutions to use it as a learning medium. Educational institutions can take advantage of *YouTube* to create media where teachers and students can use videos to improve learning materials.

Intended use *YouTube* as a learning medium is to create conditions and atmosphere of learning that interesting, fun and interactive. Learning videos in *YouTube* can be used for interactive learning in the classroom, both for students and teachers themselves through presentations *Online* And *offline*. In addition, the advantages of use *YouTube* as a learning medium is informative because it provides information about the development of educational, technological, cultural, practical and economic sciences (Sukarni, 2012:15).

### ***YouTube's Contribution as a Learning Media to Indonesian Language Learning***

The role of teachers in the implementation of the 2013 curriculum is as a facilitator, mediator, and motivator who helps students solve the learning problems they experience (Siamanjuntak, 2013:79). The learning process in the 2013 curriculum is more directed at scientific learning which includes questioning, observing, collecting information, associating, and communicate (Mardiana, 2017:46). Nowadays, *YouTube* is considered the right learning medium for teachers to use because it can keep students' attention and make learning memorable. *YouTube* gives satisfaction to learners because the use of *YouTube* videos can increase attention and is much easier to remember. Students who choose to watch *online* videos related to the material produce better scores compared to students who do not choose to watch videos (Moghavvemi et al., 2018).

By using learning media in the form of *YouTube* Learners can develop higher-order thinking skills such as decision-making and problem-solving, as well as communicate and collaborate using social media. In addition, connections can be made like what they learn in class and learning becomes more interesting. *YouTube* has the potential either as a video with audio and visual elements or as a social media used as instruction (Dewitt et al., 2013). The inclusion of *YouTube* as a medium for learning Indonesian language and literature in K13 in elementary schools is a solution to overcome the mindset that has emerged so far that learning Indonesian is monotonous and boring learning because it is only "that-that". In addition, the selection of *YouTube* as a medium for learning Indonesian language and literature is considered an easy and *user-friendly* way to improve skill collaboration and integrate technology into learning programs. *YouTube* will stimulate active learning and provide additional knowledge beyond expected abilities. *YouTube* can be used to explain theory by engaging learners in innovative learning methods. Teachers can use this technology for student discussion activities, share information and create a learning community so that it can be applied in K13.

In learning Indonesian with the 2013 Curriculum, there are four domains that must be mastered in Indonesian skills, namely (1) Reading; (2) Speaking; (3) Listening, and (4) Listening. *YouTube's* contribution to support the achievement of these four aspects of language and make learning goals achieved and optimal learning outcomes are *YouTube* It can be used to find information, learn language skills and get audio-visual images about various language and literature skills practicum so that students are able to meet the goals of the 2013 curriculum which in the end students are able to communicate or present the results of his findings from the video *YouTube* aforementioned. This can be proven by the results of research conducted by the author at MI Matholi"ul Huda which shows that the use of *YouTube* Make students active and interested in learning so that Learning objectives can be easily achieved.

*YouTube* is an alternative timely learning resource related to learning videos for teachers and students. Integrating certain videos from *YouTube* can develop learners' appreciative abilities and provide a learning experience, not only limited to the subject matter but also the technology used. For example, the use of *YouTube* as a learning medium is used in fairy tale materials where teachers can show videos that from *YouTube* , then students are asked to analyze the character of the character or retell the story.

## CONCLUSION

The use of *YouTube* media will stimulate active learning and provide additional knowledge beyond expected abilities. *YouTube* can be used to explain theory by involving students in learning methods innovative. Teachers can use this technology for student discussion activities, share information and create a learning community so that it can be applied in K13, especially Indonesian subjects. Contribute *YouTube* To support the achievement of language skills and learning objectives are achieved and optimal learning outcomes are *YouTube* It can be used to find information, learn language skills and get audio-visual images about various language and literature skills practicum so that students are able to meet the goals of the 2013 curriculum which in the end students are able to communicate or present the results of his findings from the video *YouTube* aforementioned.

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