



The Effectiveness of Using Youtube Applications as Learning Media to Increase Reading and Writing Interest of Elementary School Students'

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ABSTRACTS

The Education Era 4.0 has demanded students' to improve their literacy skills, especially elementary school Students'. The purpose of this study was to determine the effectiveness of the use of the Youtube application as a learning medium to improve children's literacy skills. Unfortunately, until now there has been no research that discusses the Effectiveness of Using Youtube Applications as Learning Media to Increase the Reading and Writing Interests of Elementary School Students'. The research method used is a qualitative descriptive approach which is carried out through field research and interviews. In addition, we also conducted a literature study related to previous relevant research studies. Based on the results of the study, there was an increase in student learning outcomes by using Youtube as a learning medium. This shows that the presentation of creative learning materials can stimulate Students' interest and motivation which will have an impact on increasing Students' literacy skills. It can be concluded that the Youtube application has proven to be effective in presenting interesting learning videos so that it can increase the interest and literacy skills of elementary school Students'. This literacy and literacy ability will later be very useful for elementary school students' as a provision to support Students' in the 4.0 Education Era for a better future.

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1. INTRODUCTION

In this era of education 4.0, the literacy skills of the Indonesian people, especially elementary school Students', need to be improved again to support education 4.0. However, reading takes a relatively long time so that fewer Students' still maintain a culture of reading and writing, especially in an era that places more emphasis on the use of technology where everything is made easier with Gadgets. Whereas literacy skills are basic skills that must be instilled from an early age so that Students' can capture as much information as possible at school. The reading and writing interest of elementary school Students' decreased along with the increasing need of Students' for Gadgets. Related to the problem above, the right solution is to solve it with the Gadget itself. Technological developments that can be enjoyed to facilitate distance learning far away is the internet (Tutiasri *et al.*, 2020). Gadgets have become a basic need for all people, including elementary school Students'. One application that is often played in Gadgets is YouTube. YouTube provides a lot of video content that can be accessed by anyone. The video content is made as attractive as possible to attract viewers. This can be used to increase the reading and writing interest of elementary school Students' with the YouTube application as a learning medium. Based on the description above, We is interested in reviewing the problem by writing a study entitled "The Effectiveness of Using Youtube Applications as Learning Media to Increase Reading and Writing Interest of Elementary School Students".

Learning Media is an intermediary tool for information related to learning that is delivered effectively. Learning media is used as a tool or intermediary so that the learning process is more efficient, and easy to understand (Tutiasri *et al.*, 2020). From this statement, it can be seen that learning media can take any form, as long as it can mediate the information that the teacher wants to convey so that Students' get a better understanding. Especially considering that technology and information are becoming much more developed nowadays, making learning media more varied. Ironically, according to (Anggraeni and Wulanjani, 2019), the rapid development of technology and information has actually brought this nation back in terms of interest in reading. This can be seen from people who tend to prefer to buy novels in pdf form rather than the original form. Therefore, a solution is needed to increase Students' interest in reading and writing in line with the development of technology and information. Interest in reading is the desire, ability, and encouragement of the Students' themselves (Elendiana, 2020). According to (Rohim and Rahmawati, 2020), the driving force for the rise of interest in reading is the ability to read, and the driving force for the growth of a reading culture is the habit of reading. The habit of reading will be very helpful in improving children's literacy skills. Literacy is a communication concept which in the perspective of science can be defined as information literacy or an ability to access information and utilize that information correctly (Mulasih, 2021). So it is important for us to develop reading habits in order to improve children's literacy skills. In addition, according to (Mujiyanto, 2019), Educational Institutions are required to be creative and innovative in creating new and interesting teaching media for Students'. In the context of learning, YouTube can be used as a medium of learning to increase the interest and literacy of elementary school Students'. YouTube as a solution that can be used as a learning media because it has several advantages. The advantages of YouTube, among others, are informative where almost all information can be accessed for free in the form of videos that are made interesting by anyone. In addition, YouTube can also be shared widely and for free so that it can be accessed by all people. This makes YouTube the right tool to increase the reading and writing interest of school Students'.

The purpose of the research conducted by we is to determine the effectiveness of the use of the YouTube application as a learning medium to increase the reading interest of elementary school Students' by reviewing previous research articles with relevant titles and conducting field research on elementary school Students'. We believes that literacy skills are a provision that must be instilled since elementary school as a provision for elementary school children for a better future in this 4.0 education era.

2. THEORETICAL FRAMEWORK

2.1 Learning Media

Learning media is a tool or intermediary used to convey information so that learning objectives can be achieved. The intermediary is as a liaison between the sender of the message and the recipient of the message, so that learning media is used for channeling messages to recipients of messages related to the purpose or learning process (Tutiasri *et al.*, 2020). Learning media can be in any form, print, audio, visual, audio visual. Learning media also have various functions, this is adjusted to the objectives of the learning. With the learning media, the students will be conveyed well so that the learning process becomes more efficient. Learning media also has several benefits, including: creating a more conducive and fun learning environment, providing motivation and increasing student interest in learning, and making the learning process more effective.

2.2 YouTube

YouTube is a social media platform that contains online videos or on YouTube there are various kinds of videos stored in online storage in the form of the YouTube platform, so that videos can be viewed and accessed by anyone and anywhere as long as there is access to the internet (Tutiasri *et al.*, 2020). From this statement we can quote two words, namely accessed and anyone. These two words describe how easy it is for someone to get information from YouTube so that YouTube is one of the favorite social media for the community. The development of YouTube as one of the most popular social media is an opportunity in the world of education (Mujianto, 2019). YouTube was first founded by 3 people, namely Chad Hurley, Steve Chen and Jawed Karim in America in February 2005. At first YouTube was an alternative entertainment for the community. But along with the development of technology, the function of YouTuber becomes wider than that. Apart from being a medium of information, YouTube can also act as a learning medium. In addition, YouTube also provides many interesting features so that learning becomes more interactive so that it can be an interesting learning media.

2.3 Literacy

According to UNESCO "The United Nations Educational, Scientific and Cultural Organization", literacy is a set of real skills, especially skills in reading and writing that are independent of the context in which these skills are acquired and who acquires them. Meanwhile, according to (Mulasih, 2021), Literacy is a communication concept which in the perspective of science can be defined as information literacy or an ability to access information and utilize the information correctly. From the two definitions above, it can be concluded that literacy is the ability to access information from reading and writing skills appropriately. This makes literacy skills very important for children to have from an early age. At first, Literacy only included the ability to read and write. But over time the notion of Literacy has grown to be broader than that.

3. METHODS

This research was conducted at SDN Gunung Puyuh CBM in Sukabumi, Wet Java, Indonesia. The study was conducted on 10 fifth grade elementary school students consisting of 6 female students and 4 male students. We tries to review previous research studies with relevant titles so that they can be a reference in compiling this research. This study uses a qualitative descriptive approach to determine the extent of the role of the YouTube application as a learning medium to increase reading and writing interest in elementary school children. Qualitative research emphasizes the use of We himself as a instrument (Mulyadi, 2011).

The survey was conducted by distributing Pre-Test to Students' which contained a number of questions related to a learning video on YouTube, then Students' were given time to watch the learning video. After that, Students' were given a Post-Test with the same number and types of questions. The comparison of the results of the Pre-Test and Post-Test is the data that will be used in this study. The tools used by We to collect data include an interview form containing questions and others as support. Data were analyzed by collecting data, sorting data, and drawing conclusions. The data obtained in the form of qualitative data which contains a description of the results of observations of Students' regarding the use of YouTube as a learning medium to increase Students' interest in reading and writing.

4. RESULTS AND DISCUSSION

4.1. Study Demographics

This research was conducted by using data collection techniques for library research and field research. Student demographics are described in the following paragraphs. There are 10 students consisting of six female students and four male students. Students are given the initials A to J to facilitate research. **Figure 1** shows two aspects that are considered in this study, including activeness in answering questions and the ability to capture information. Students A, E, F, G, H and I were quite active during the learning process, daring to ask and answer questions to both the teacher and other students. While the other students were less active and only answered when asked. Students A, C, D, E, G, H, I and J are quite fast in capturing information in the lessons delivered. This is related to the activeness of students in answering and asking questions in class. Other students looked quite good at capturing the learning process delivered, although not as fast as other students.

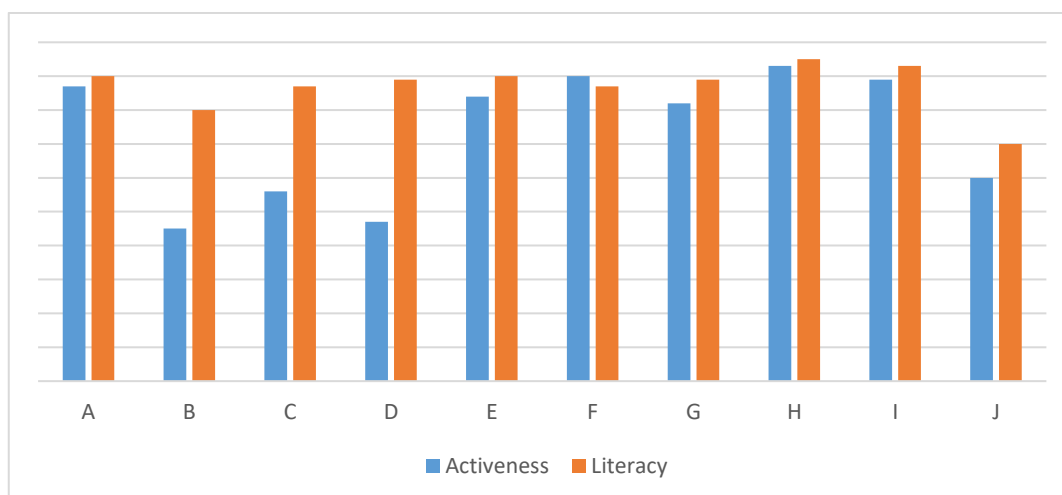


Figure 1. Student demographics.

4.2. Phenomena in the learning process

Based on the student demographics above, it can be seen that most of the students are active in the learning process which then has a positive impact on the results of learning. The results show that the more active students are, the more information they get. It also depends on the ability of students to capture the information conveyed during the learning process. The more information captured, the better the results obtained. However, there are still some students who are less active during the learning process. This is due to the lack of student interest in the material provided so that motivation is needed from both parents and other students so that these students are more active.

4.3. Analysis of research data

We divided this research into three steps, namely Pre-Test, Treatment, and Post-Test. We gathered ten fifth grade elementary school Students' through Google Meet. The writer then asked several questions to find out the extent of Students' interest in reading and writing and how often they used the YouTube application. After the interview, We made sure the elementary school Students' were ready and then gave the Pre-Test questions in the form of a Google Form to the Students' through the Google Meet chat column. **Table 1** shows the results of the pretest of elementary school Students' before using YouTube as a learning medium:

Based on the results of the pretest, it can be seen that six out of ten elementary school Students' got almost perfect scores, namely nine out of ten. Two Students' got a fairly good score, namely eight out of ten, while the other two Students' got a fairly good score, namely six out of ten.

Table 1 shows that most Students' have a very good understanding of the material given. This shows that there is interest from Students' in the material given, but there are still Students' who are less interested so that learning media is needed that can attract Students' interest to learn better the material.

After getting the pretest results which were quite satisfactory, the writer again interviewed the Students' about the difficulties in answering the previous pretest questions. Most of the Students' had no difficulty answering, while others did not.

The next step is to use YouTube as a learning medium. We then shared a link to one of the learning videos on YouTube that was related to the pretest questions that were previously given. The video contains question material that is presented in an interesting manner, both audio and visual, so that Students' will be more interested in listening to the video in the hope that Students' will catch the information conveyed by the video.

Table 1. The pre-test result.

No	Initial	Score
1	A	9
2	B	6
3	C	6
4	D	8
5	E	9
6	F	9
7	G	9
8	H	9
9	I	9
10	J	8

After the writer made sure that the Students' had watched the given video, the Students' had indirectly used YouTube as a learning medium. Learning media must be made interesting to increase Students' interest in learning, therefore We uses interactive videos so that Students' can play while learning, so that the information provided can be captured by Students'. After that, the writer gave post-test questions which were similar to the previous pre-test questions. This aims to see a comparison of the scores obtained by Students' before and after using YouTube as a learning medium.

Table 2 shows the results of the Post-Test of Students' after using YouTube as a learning medium. After getting the Post-Test results, We make a comparison of the scores obtained by elementary school Students' as shown in **Figure 2** below. Based on **Figure 2**, it can be seen that YouTube is proven to be effective as a learning medium. The increase in the grades of elementary school Students' after the learning video from YouTube showed that the information conveyed through the video was well captured by elementary school Students'. After conducting field research, We also conducted interviews with elementary school Students'. Almost all Students' show interest in learning materials that are packaged attractively in the form of videos on the YouTube application. This proves that the use of YouTube as a learning medium has proven to be effective in increasing reading and writing interest in elementary school Students'. This is also in line with the suggestion that literacy activities can play a role in increasing students' reading interest, that teachers should use varied methods in the implementation of literacy (Rohim and Rahmawati, 2020).

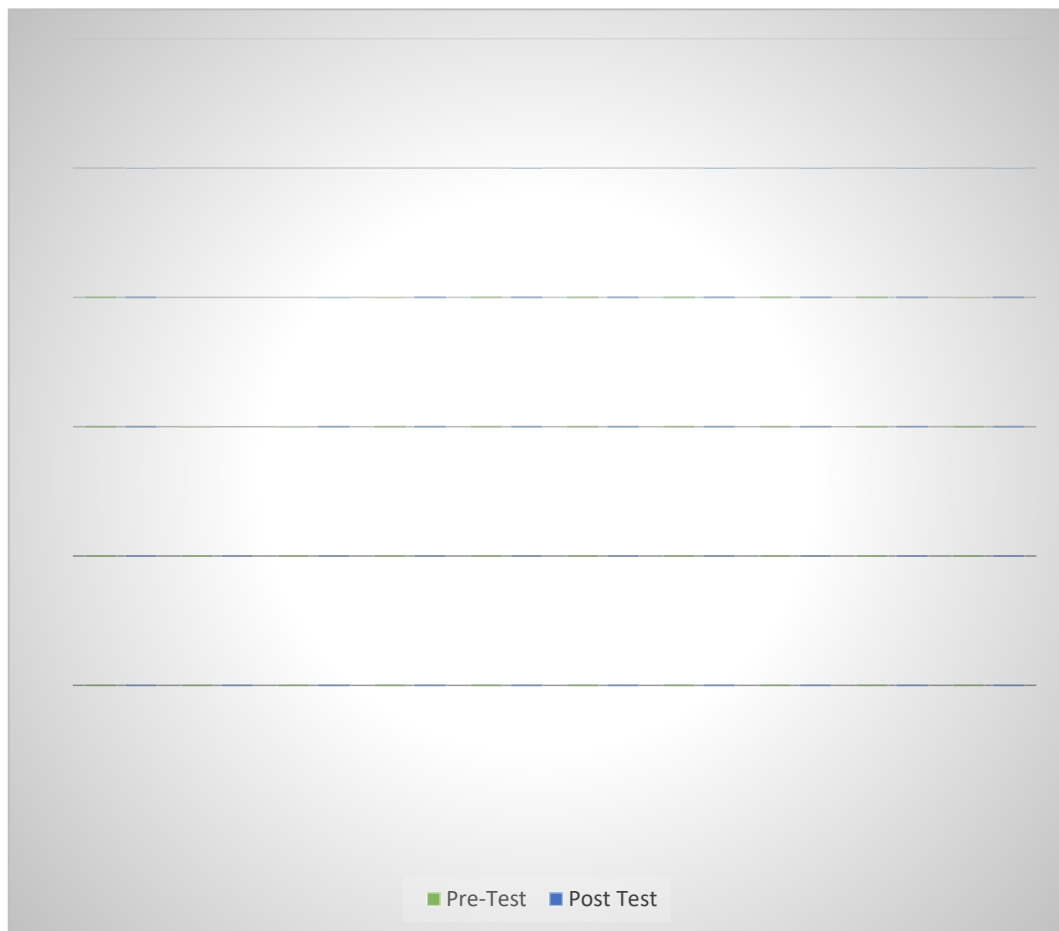


Figure 2. Student pre-test and post-test result.

Table 2. The post-test result.

No	Initial	Score
1	A	10
2	B	5
3	C	8
4	D	9
5	E	10
6	F	9
7	G	10
8	H	10
9	I	10
10	J	10

This is because YouTube provides a variety of information that is packaged in the form of videos so that Students' not only get information in audio, but also visually. YouTube can also be used to hone Students' abilities, both cognitive, affective and psychomotor. Students' can access more information from YouTube thereby adding more insight that makes them interested in finding out more. With the ease of finding information supported by today's technology, it is not difficult for Students' to make this interest a habit. This habit indirectly improves the reading and writing literacy skills of elementary school Students' which will be very useful for them later. In addition to providing information, YouTube also shows directly a motor process or movement of a learning so that Students' can observe the event. Students' do not need to guess as they can if they only use printed textbooks. By seeing directly, Students' can also feel emotions that hone their affective abilities so that they can respond to a situation better.

5. CONCLUSION

The use of the YouTube application as a learning medium can stimulate Students' interest and motivation in learning so that learning will be fun and easy to do. When they feel that learning is fun, Students' will have the desire to learn without coercion so that it can become a habit if it is done continuously. In this learning process, Students' reading and writing literacy skills will continue to be honed along with the amount of new information or knowledge that Students' get from learning activities. Indirectly, the learning process will improve Students' literacy skills so that learning must be made as interesting as possible with the right learning media, one of which is by utilizing the YouTube application as a learning medium for elementary school Students'.

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7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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