

# THE USE OF YOUTUBE VIDEOS TO IMPROVE THE LANGUAGE QUALITY OF ELEMENTARY SCHOOL STUDENTS'

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## ABSTRACT

This study aims to find out how the use of YouTube media affects Indonesian language learning material that was previously taught by conventional methods through lecture activities. This activity makes students less enthusiastic about the learning process. After the independent teaching curriculum was implemented by the government, teachers were required to be more innovative in carrying out technology-based learning processes. This type of research is descriptive qualitative. The subjects in this study were 10 students who were in grade 4 at SD Negeri Lampageu. The instrument used is in the form of interview documents and documentation. The data analysis used in this study is qualitative, which summarizes the interview data that has been described. The results of this study indicate that the use of YouTube media on Roro Jongrang material can improve the language quality of elementary school students so that interest in learning to read and understand folklore can be demonstrated through learning videos.

Keywords: Video, YouTube, Quality, Elementary School.

## 1. INTRODUCTION

In the teaching and learning process, a teacher must really consider what learning media will be used in providing material to students in class. Of course, the selection of learning media must be adjusted to the material to be taught and how the process is applied in class so that learning becomes more interesting and useful for students. Students certainly have a willingness to learn, so they will be more active and enthusiastic when the teacher explains learning. Conversely, if the teacher presents monotonous learning, the enthusiasm for learning will decrease (Fahri et al., 2022). Therefore, the readiness of the teacher is needed to design learning that can help students better understand the material to be taught.

Learning Indonesian is one of the compulsory subjects that must be implemented at every level of education, including elementary schools in Indonesia. By learning Indonesian, it is intended that students will have the ability to communicate effectively and harmoniously (Sari, 2018). Ethics that apply in society, both orally and in writing, improve intellectual abilities, social and emotional maturity, and a sense of pride in using the Indonesian language (Rahman et al., 2019). The problem that occurs in the field is that teachers have not fully implemented learning that can improve students' language skills (Amin, 2017). There are still students who have not been able to communicate with good and correct language rules.

Teachers also have not optimized the existing technology in implementing ICT (information and communication technology)-based learning, better known as ICT (information and communication technology), (Affandi, 2018). Teachers more often

explain learning with only a little use of teaching media such as teaching aids and infocus. Teachers also explain learning using lecture and assignment methods, (Kusumawati & Dewi, 2019). This has a great impact on students' language processes. The teacher has not optimized the right method for the language process of his students.

Learning media are tools or objects used in teaching and learning activities, with the intention of conveying messages (information) from sources (teachers or other people) to recipients, in this case students or learning residents, to achieve learning objectives in an effective and efficient way. Messages or information conveyed through the media in the form of content or learning materials must be received by the recipient of the message (students) using one or a combination of several of his five senses. The teacher should use the right learning media to provide good learning for his students. Based on initial observations, many Lampageu State Elementary School students had not achieved the KKM score in the Roro Jongrang material because so far, the teacher had taught using conventional methods. Many students are bored with the material given because it is not interesting. Thus, teachers need to design learning methods that are able to arouse student enthusiasm for learning. One way is to take advantage of YouTube videos.

The use of YouTube is considered interesting because it can make the story more real. It can also involve all the five senses of students. Even better if all the five senses you have are able to receive the content or message you want to convey (Nurhayati et al., 2020). So the YouTube media is considered the right choice for teaching Roro Jongrang material to students at Lampageu State Elementary School. Based on the things that have been mentioned above, it is necessary to do research on "The Use of Youtube Videos to Improve the Language Quality of Elementary School Students"

## 2. LITERATURE REVIEW

### 2.1 Learning Indonesian

Indonesian has started to be taught since children enter elementary school, and this will continue until students continue their education at tertiary institutions, both public and private. The language skills contained in the Indonesian language content are four: listening, reading, speaking, and writing (Sari, 2018). Success in the learning process means that one of the efforts made is to use learning media so that teaching and learning activities become more interesting and fun, such as the Roro Jongrang story, which is made in video form through Canva animation to make it more interesting

and meaningful for students. student. With advances in technology in the world of education, teachers need to sort and choose the right learning media for students (Shoumi, 2019).

## 2.2. Pedagogic competence

Based on etymology (language or lughowi), the word media comes from the Latin *medius* and is the plural form of the word *medium* which literally means middle, intermediary or introduction. From these words, the notion of media was born as an intermediary or delivery of messages from the sender to the recipient of the message. Meanwhile, in terms of terminology, there are several opinions from experts in the media field which we can see in the following study, (Mirahayuni, 2018). Learning media is a container for messages, while the material to be conveyed is learning messages and goals to be achieved in the learning process, (Sutarto, 2017). Therefore, the creative use of media will increase the possibility of students to learn more, remember what they learn better and improve performance in carrying out skills according to learning objectives, (Damayanti, 2021).

The function of learning media in the learning process carried out by the teacher is as a tool for teachers in teaching teaching materials to their students, (Kusumawati & Dewi, 2019). Learning media has a function and plays a role in a) capturing certain objects or events, b) manipulating certain circumstances, events, or objects, c) increasing passion and motivation to learn, (Zulkifli, 2018).

## 2.3. Learning Videos

Learning videos create an amazing spectacle from the entire video display which is made by magnetically recorded on video tape as well as audio recordings, (Rahmatullah et al., 2020). Thus the child gets a fun learning experience and in accordance with what is being taught. In the learning video, slides will be displayed accompanied by sounds that match the pictures. This will trigger the imagination of students. Students can also imagine through their own understanding.

The learning videos shown here are made in Canva form. The video displays pictures that match the storyline in the story of Roro Jongrang. In addition, there is also an explanation that displays each story in the story. Not to forget, the video is equipped with sounds that are felt to attract the attention of students. Through this video, later it will be connected to YouTube so students can continue to watch it whenever they want. With the Roro Jongrang YouTube video, it is also hoped that students will open their horizons. So that in the future, they will also be able to create new works and innovations. Especially in producing YouTube video works. practicing empathy, a teacher can help create a safe and inclusive learning environment, and assist students in developing their social and emotional skills.

## 2.4 Benefits of Learning Videos

Learning media is useful for clarifying learning information conveyed by the teacher to students so that it is not too verbal so that the learning process takes place more effectively and efficiently. In addition, learning media can also improve students' understanding and experience because the existence of learning media makes a good contribution to student learning interest, (Resmini et al., 2021). Learning media also facilitates the process of interaction between teachers and students wherever and whenever, able to overcome the limitations of space, time, energy

and sensory power of teachers and students, (Kusumawati & Dewi, 2019). Through learning media, it is hoped that the learning process will become more meaningful for students. Students become more present in their souls in learning so that they will more easily understand teaching material.

## 2.5. The Quality

Today, the quality of education in Indonesia continues to be pursued with various efforts. One of them is by changing conventional education into technology-based education. Using technology will support the learning process which is applied optimally so that it will improve the quality of learning. The definition of quality of education according to the Ministry of National Education (2001), can be formulated through the learning outcomes of scholastic subjects which can be measured quantitatively and qualitative observations, especially in the field of social knowledge. Therefore, the quality in question is the child's ability to speak Indonesian. By providing teaching materials such as Roro Jongrang through this YouTube video, students' language skills will be better trained because students are asked to retell the contents of the videos they have watched in their own language.

## 3. METHODS

This Qualitative research is included in the type of descriptive research with a qualitative approach. This is in accordance with the opinion of Mukhtar (2013), this type of qualitative research describes conditions that are in accordance with the object being observed and then the data obtained will be processed in the form of a report.

This research was conducted at SD Negeri Lampageu Aceh Besar. The research subjects were fourth grade students at SD Negeri Lampageu, namely 10 students consisting of 8 male students and 2 female students. The instrument used is an interview guide. Interview is a tool used to find data that is in accordance with the object under study with a small number of respondents (Sugiyono, 2016). The data collection technique is to ask questions directly related to the problem to be studied. Then data analysis is carried out, namely where all the research results have been collected (Sugiyono, 2016).

## 4. RESULTS & DISCUSSION

Based on the results of research that has been carried out by researchers in the learning process of Roro Jongrang material, which at the beginning of its implementation was carried out using conventional methods where the teacher only provides teaching material through reading books students are asked to answer questions related to material, students look less enthusiastic in learning. In addition, only 50% of students were able to answer the questions. Thus, the teacher tried to implement the learning methods through the presentation of material via YouTube. By making videos through the media platform Canva, which are then poured into a YouTube video, students look enthusiastic and are able to answer all the questions given to them with satisfactory grades. This means that the use of YouTube videos on Roro Jongrang material can improve the quality of language and character for elementary school students and can form a generation that is able to face challenges in the digital era

There was also the story of Roro Jongrang, which is used as video-based teaching material in Class IV at the Elementary School of Lampageu Aceh Besar: This story is deliberately packaged in video

form and shown in focus to make it more interesting for students. This can also be accessed on YouTube: link via <https://youtu.be/hJopK7Ah0M>. The use of YouTube video-based learning media on Roro Jongrang material by class IV students of SD Negeri Lampageu Aceh Besar shows that the students' responses are very good at capturing the message in the video being played. Students are also more focused and interested in the impressions from the infocus or projector, so they don't talk and disturb their friends. The students' activity in the process of learning can be seen in figure 1.



Figure 2: Students' activity

## 5. CONCLUSION

The use of video media in Roro Jongrang material provides new experiences for students and teachers. In this case, more students are able to understand the material and look more enthusiastic in comparison with the previous method. Students are also better able to understand the material given by the teacher when using video media on YouTube, so it can be concluded that there are no difficulties or obstacles during the learning process if the preparation of the learning process is done maturely. The learning outcomes in it can be utilized with YouTube videos as well, which are very satisfactory.

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