

The Use of Youtube In Indonesian Language Learning: A Systematic Literature Review

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Keywords

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Abstract

Educators must integrate new media into their curriculum as digital technology advances. The purpose of this study is to evaluate the effectiveness of YouTube as an aid for teaching Indonesian in elementary schools. The Systematic Literature Review (SLR) strategy was used to evaluate the effectiveness of YouTube as an aid for teaching Indonesian in elementary schools. Of the 16 scientific publications published between 2020 and 2024, six related articles were selected. After that, a descriptive analysis of the selected research findings was carried out. As a result, YouTube can help students become more proficient in thinking, reading, learning motivation, and high-level concept comprehension. YouTube audio, video, and animated content can encourage self-paced learning and create an engaging learning environment. In conclusion, YouTube is a practical and innovative learning resource that can help individuals learn Indonesian in the digital era. These findings highlight the importance of teacher training in digital media integration and the need for supportive school infrastructure to optimize technology-based learning..

1. Introduction

The development of digital technology has brought such a huge influence and impact in the field of education. With the development of technology in the field of education, education must be able to follow and utilize it in order to achieve learning goals with more sophisticated facilities than before. In addition, by using this digital media, the learning process will be easier and more modern. So the presence of technology requires educators to be able to better master the use of technology to be used as a learning medium. Educators can use digital technology that can be used by all ages from children to adults. For example, teachers can use social media platforms that are easily accessible without time restrictions and can be accessed anywhere.

One of the digital media that can be used as a learning medium and has its own attraction today is youtube. (Herminingsih et al., 2022) YouTube is a place where various videos are shared by many people, namely vlogs, entertainment, music, educational content such as children's story videos, learning songs, and interactive animations and so on. With various types of youtube content available, the use of youtube as a medium will make learning more varied. The content provided also not only improves student understanding but can also build students' interest in learning. This is because on youtube there is a combination of visual, audio, and motion elements that can increase students' understanding of the subject matter (Tinambunan and Siahaan, 2021) and educators can choose and adjust the type of video that suits the learning objectives. So that Youtube is a tool that is very helpful for educators in conveying knowledge, especially in learning Indonesian.

It can be known that Indonesian is one of the compulsory subjects that plays an important role in education in Indonesia. Indonesian learning aims to help students improve their reading skills. But actually many students are not motivated to learn Indonesian, especially when the learning material is not interesting. Therefore, to increase students' interest in learning Indonesian, namely by using innovative teaching strategies. One of the solutions that can be used using interesting digital media is youtube. YouTube offers a wide variety of instructional videos that combine motion, sound, and visual components, which can engage learners and enhance their learning experience (Richard E. Mayer, 2020). So that learning that combines various multimedia components, including sound and images, can improve students' understanding and retention of the subject matter. In this digital era, YouTube can be a useful tool to encourage more interesting and dynamic Indonesian learning.

YouTube as an Indonesian learning medium has been widely studied in various studies. The use of YouTube for Indonesian learning in the Merdeka Learning Merdeka Campus (MBKM) curriculum has been researched by (Sa'diyah et al., 2022) who stated that YouTube can improve students' understanding of subject matter and encourage flexible learning in the digital era. In addition, TAccording (hendar, rahman, et al. 2021) states that the use of YouTube as a teaching tool increases students' motivation to learn and understand the subject matter. YouTube also facilitates more autonomous and interactive learning by offering a variety of learning tools that can be accessed from anywhere and at any time.

Although there has been research on the use of YouTube as an Indonesian learning medium, there has been little research that has examined the use of YouTube in elementary schools, although this study shows how useful the use of YouTube is in Indonesian learning at the higher education level. In reality, visual and interactive media have a significant impact on the cognitive and affective development of elementary school students. The use of YouTube rich in visual and audio content can be a potential tool to increase elementary school students' interest and understanding of Indonesian materials.

Therefore, the purpose of this study is to analyze the effectiveness of the use of YouTube as an Indonesian learning medium at the elementary school level by considering the great potential of the platform as an interesting and interactive learning tool. From this research, it is hoped that it can provide a new perspective on how YouTube can be used as a cutting-edge educational tool that meets the needs of elementary school students.

2. Method

This study examines the effectiveness of YouTube in Indonesian language learning at the elementary school level using the Systematic Literature Review (SLR) methodology. The use of this approach stems from the purpose of this study, which is to collect, examine, and integrate findings from previous research to obtain comprehensive conclusions about the use of YouTube as an effective learning tool.

Scientific articles are found using scientific search engines such as Google Scholar and Scopus as part of the data collection procedure. "YouTube in Indonesian learning", "YouTube in elementary school", "digital learning media", and "Indonesian literacy" are some of the search terms used. To ensure that the material collected is up-to-date and relevant, searches are limited to papers released between 2020 and 2025. The inclusion and exclusion criteria used in the literature screening are in the following table.

Table 1. Table of Inclusion and Exclusion Criteria

Criterion	Inclusion	Exclusion
Article Type	Scientific Journal Articles	Google Scholar
Education Level	Elementary, Junior High, High School, College	Non-Formal Education
Language	Indonesian, English	Other than Indonesia and the United Kingdom
Data Type	Primary data and secondary data	Incomplete documents
Year of publication	2020-2025	Before2020

All articles that entered the analysis stage have gone through a selection process based on the table above to ensure the relevance, actuality, and validity of the data in this study. Next, this process is visualized on the PRISMA flowchart.

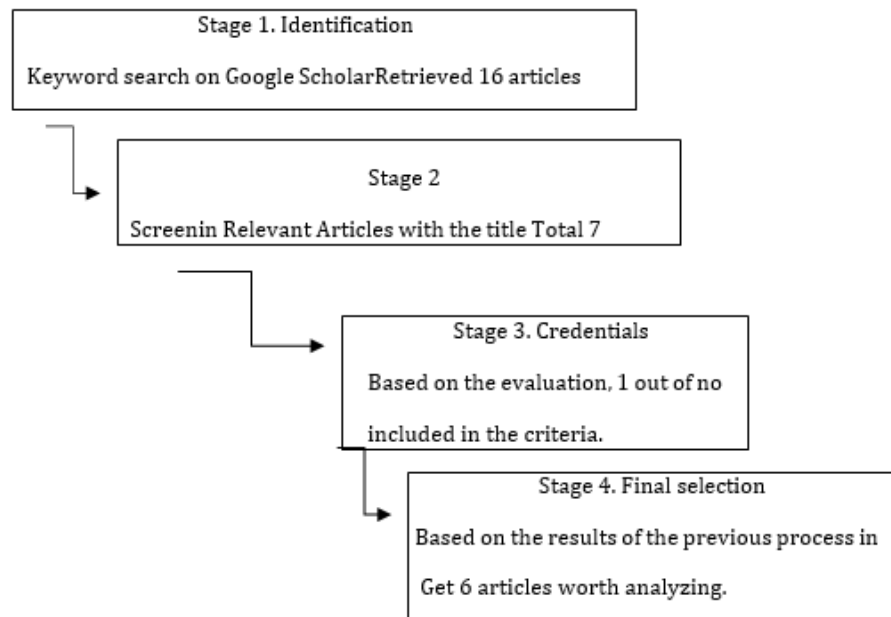


Figure 1. Diagram PRISMA

Based on the prism diagram above, in stage 1 there are 16 artifacts that correspond to the desired keyword, namely "the use of youtube in Indonesian". Furthermore, in the second stage of the 16 articles, they were sorted and sorted by relevant titles, so that 7 articles were obtained. In the third stage, the author examined his first analysis to see the content of the 7 articles, so that 1 article was obtained that did not present the effectiveness of *YouTube* as an innovative learning medium in elementary school. The last stage is the determination of the final selection where it can be known that there are 6 articles that are relevant to the research purpose.

3. Results and Discussion

This research was conducted using Google Scholar with a time span of article publication between 2020 and 2025 From the search process, 16 scientific articles related to the topic of the effectiveness of the use of YouTube media in Indonesian learning were obtained. From all these articles, 5 articles were selected that were considered relevant and met the criteria.

Table 1. Article selection strategy

Yes	Category Discusi	Searcher	Search Results
1	Search year 2020-2025	Google Schooler	16
2	Relevant titles		5
Results discussed			5

The articles selected to be discussed are in accordance with the researcher's classification, which focuses on the results of research on the efficacy of *YouTube* as an aid for teaching Indonesian in elementary schools. The following table 2 presents the selected articles. The following are the findings from a review of articles related to the use of *YouTube* in Indonesian language learning.

Table 2. The Effectiveness of Youtube as a Learning Media B. Indonesia

Article	Research methods	Findings
The use of <i>youtube</i> as a learning medium to improve high-level thinking skills in Indonesian subjects for grade 4 students. (Nudini & Wardana, 2023)	Qualitative Description	This article states that there is a need for critical thinking in education, especially to empower the younger generation in Indonesia. Using <i>YouTube</i> as a teaching tool is one of the recommended ways to help students develop their critical thinking skills. This study confirms that media plays an important role in fostering a more effective learning environment. By showing that the video. <i>YouTube</i> can increase students' enthusiasm and activity levels and improve their critical thinking skills. By using more innovative and engaging teaching strategies, students can be more involved in the learning process and develop higher-level thinking skills.
The effectiveness of youtube animation videos about interest in learning Indonesian in elementary school students. (Nurhayati & , Langlang Handayani, 2020)	Quasi-experiments	Animated videos can encourage students' learning independence, as using animated videos can grab students' attention and can build a fun classroom atmosphere. This is evidenced by the significant differences between the learning interests of students in the classroom who use animated videos and those who do not use animated videos.
High-level thinking skills in the use of youtube as an Indonesian learning medium. (Pratiwi & Puspito Hapsari, 2020)	Descriptive qualitative	<i>YouTube</i> has the potential to help students develop high-level thinking skills and increase their interest in learning. It is evident that students get an average score of 9.2 LOT, 7.75 MOTS, and 7.6 HOTS, with the highest score in all categories being 10 using <i>YouTube</i> .
The use of <i>youtube</i> as a learning medium to listen to folklore for grade V students of Bonisari I State Elementary School, Tangerang Regency (Kartika & Fatonah, 2023)	Qualitative	The results and discussion of the research-focused article show that although the facilities and infrastructure in schools are adequate, the use of technology in learning has not been maximized by teachers. The study also noted the advantages and disadvantages of <i>YouTube</i> as a learning medium, and emphasized the importance of folklore in preserving culture and building students' positive character
The use of <i>youtube</i> as a learning medium for Indonesian competence in listening to children's stories in grade V elementary school students. (Naidah, Asriani Abbas, 2023)	Qualitative and quantitative	The use of <i>YouTube</i> is significant in improving students' listening skills. It is known that learning outcomes have increased with the percentage of graduation increasing from 39% to 94%. The use of <i>YouTube</i> media can encourage students' activeness, enthusiasm, and understanding of the material. So it proves that <i>YouTube media</i> is effective in learning to listen to children's stories in elementary school.
Youtube's Contribution As A Learning Media Towards Indonesian Language Learning Outcomes Of Grade V MI. (Chasanah and Shofiani 2024)	Descriptive qualitative	The use of <i>YouTube</i> as a learning medium is effective in improving student learning outcomes, especially in Indonesian learning. The use of audio-visual media from <i>YouTube</i> can increase students' interest, understanding, and motivation, and help them absorb the material more effectively. In general, research shows that the integration of <i>YouTube</i> in the learning process can make learning more engaging, fun, and improve student learning achievement.

From the results of a study on five related publications on the use of *YouTube* as a teaching tool for Indonesian in elementary schools, it can be concluded that *YouTube* significantly

increases the effectiveness of learning. The following is a discussion of the results of the research based on the main subthemes that have been identified:

1. Increased Interest and Motivation to Learn

Most articles show that the use of YouTube significantly increases the interest and motivation of elementary school students' learning. Interactive video content, such as animations and children's stories, is able to grab students' attention and create a fun learning atmosphere (Nurhayati & , Langlang Handayani, 2020). A comparison between conventional learning and YouTube-based learning shows that students are more enthusiastic and active when learning using video media. This finding is reinforced by Nugroho's (2020) research which found that students are more motivated to participate in learning when material is delivered through YouTube videos.

2. Language and Thinking Skills Development

YouTube also contributes to improving language skills, especially listening, reading, and writing skills. Easily accessible audio-visual content makes it easier for students to understand the material and repeat learning according to their needs (Nudini & Wardana, 2023; Kartika & Fatonah, 2023). Other research shows that the use of YouTube is able to stimulate students' critical thinking and higher-level thinking skills, as they are invited to analyze, evaluate, and draw conclusions from the events they watch (Fitria et al., 2024). This is different from traditional learning which tends to focus only on memorization.

3. Learning Flexibility and Self-Access

One of the main advantages of YouTube is the flexibility of access that allows students to learn independently outside of school hours. Students can repeat the material, look for additional explanations, and learn at their own pace (Nugroho, 2020). These findings are consistent across almost all of the articles reviewed, where students who use YouTube show increased learning independence compared to students who rely solely on classroom learning.

4. Implementation Challenges and Barriers

While there are many benefits, some studies have also highlighted the challenges of implementing YouTube in elementary school. The main challenges include the limitations of technology infrastructure in schools, the lack of teacher training in selecting and managing appropriate content, and the potential for disruption from irrelevant content (Herminingsih et al., 2022). In addition, the role of teachers is very important in directing the use of YouTube to stay focused on learning objectives.

5. Integration with the Curriculum and the Role of the Teacher YouTube's integration in

Indonesian learning needs to be adjusted to the applicable curriculum. Teachers are required to be creative in choosing relevant videos and be able to connect digital content with subject matter (Sa'diyah et al., 2022). Research shows that the effectiveness of YouTube use is strongly influenced by teachers' ability to facilitate and direct discussions after watching videos, making learning more meaningful.

Overall, YouTube has proven to be an effective learning medium to help elementary school students achieve their learning goals by enhancing the learning process through entertainment and engagement. YouTube can help children to be more involved in their education and develop their writing skills, which are important for learning Indonesian in elementary school.

3.1. Conclusion

Based on the results of the research, YouTube is a useful tool for elementary school students who are learning Indonesian. YouTube can improve students' conceptual comprehension, reading ability, motivation, enthusiasm for learning, and high-level thinking skills by combining visual, aural, and animation features. Additionally, flexible access to content can encourage self-paced learning and enhance the learner's learning experience. The main academic contribution of this article is to provide a comprehensive synthesis that strengthens the empirical evidence regarding YouTube's potential as an effective and relevant learning medium for primary education, as well as to identify supporting factors and constraints in its implementation. This article also emphasizes the

importance of the role of teachers as facilitators who direct the use of digital media so that learning remains focused and meaningful.

For further research, it is recommended that experimental studies be conducted with a more structured design to obtain quantitative data on the impact of YouTube use on student learning outcomes. Researchers can also explore the most effective types of YouTube content, compare their effectiveness with other learning media, and examine the role of teachers in more depth in the process of monitoring and utilizing digital media. Thus, the results of future research can make a more comprehensive contribution to the development of technology-based learning strategies in elementary schools.

Author Contributions

To promote transparency, we encourage authors to provide an author statement file detailing their specific contributions to the paper using the relevant CRediT roles: Conceptualization; Data curation; Formal analysis; Funding acquisition; Investigation; Methodology; Project administration; Resources; Software; Supervision; Validation; Visualization; Roles/Writing - original draft; Writing - review & editing. Authorship statements should list authors' names first, followed by their respective CRediT role(s). For example: Nur Hudha: Conceptualization, Methodology, Software. John Smith: Data curation, Writing - Original draft preparation. Jane White: Visualization, Investigation. Bruce Buck: Supervision. Matt Jr.: Software, Validation. Peter Long: Writing - Reviewing and Editing.

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