

The Use of Youtube Media as an Interactive Learning Resource to Improve the Digital Literacy of Elementary School Students

Reyhan Cahya Pratama¹, Chandra Utama²

¹University of Malang

²Primary School Teacher Education, University Negeri Malang, Malang, Indonesia

*Corresponding author, email:

reyhan.cahya.2301516@students.um.ac.id

candra.utama.pasca@um.ac.id

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Digital Literacy

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Abstract

The transformation of the digital era requires elementary school students to master digital literacy skills from an early age. However, there are still students who encounter difficulties in applying technology wisely and productively. This study aims to examine the role of YouTube media as an interactive learning resource in supporting the improvement of digital literacy of elementary school students. The method applied is Systematic Literature Review (SLR) by examining ten articles from national journals published from 2020 to 2024. The results of the study show that the use of YouTube contributes to increasing students' learning motivation, independence, critical reasoning capacity, and digital literacy skills. In addition, YouTube also supports the cultivation of positive character values through educational content. Thus, YouTube has great potential as a learning medium if used in a targeted manner under the guidance of educators.

1. Introduction

Most societies, including the education system, have changed profoundly due to the rapid development of ICT. A major challenge today is how to equip students with digital literacy skills so that they are able to adapt to the times. Irwan et al. (2024) emphasized the importance of digital literacy for elementary school children, saying that digital literacy allows them to understand, assess, and utilize digital information responsibly. The problem is that many students still lack the necessary skills to utilize technology responsibly and safely (Aflahah & Romadani, 2023).

YouTube, the world's most popular video-sharing platform, holds great potential in supporting engaging and fun learning. Educational video content on YouTube can increase students' interest in learning (Hendar et al., 2023), as well as support students' understanding of the subject matter (Fatmah & Atmojo, 2023). In addition to providing interesting visualizations, YouTube can also stimulate students to learn independently and flexibly outside of school hours (Tamara & Thohir, 2023). Channels such as Ruangguru and Labedu Channel provide content that suits the learning needs of elementary school students (Cahyana & Kosasih, 2020).

Not only does digital literacy function as a means of learning, but it also includes critical thinking skills, information evaluation, and the internalization of positive values. Storytelling in YouTube content can help shape students' characters (Purandina & Juliari, 2021). Therefore, the teacher's function is crucial to accompany and curate the content used in the learning process (Nasem et al., 2023). With the right use, YouTube can be an effective means to build a generation that is capable of digital literacy.

2. Method

This study applied the Systematic Literature Review (SLR) approach which is intended to identify, review, and analyze literature related to the topic in the study in a systematic manner. The researcher examined ten articles from national journals published in the range of 2020 to 2024. The articles were selected purposively based on the suitability of the theme, the quality of the methodology, and the contribution to the development of technology-based digital literacy among elementary school students. The analysis was conducted to identify patterns, tendencies, and

influences of YouTube use on students' interactive learning and digital skills development. This approach is projected to produce a comprehensive understanding of the effectiveness of using YouTube as an educational medium in primary education.

3. Results and Discussion

The results of the data in this literature review are articles that are studied more comprehensively and a total of 10 articles are taken that examine the role of interactive media in learning outcomes. The selected articles will be re-screened which will later be discussed in categorization according to the article title and the purpose of writing the article. Below are the strategies used by the author in choosing the articles described in table 1

Tabel 1.

| Yes | Discussion Categories | Search Engine | Discovery Results |
|-----|--------------------------------|----------------|-------------------|
| 1 | Search year 2020-2025 | Google Scholar | 15 |
| 2 | Relevant titles | | 10 |
| 3 | Presenting different solutions | | 10 |
| | Results discussed | | 10 |

Articles taken for review are articles that are relevant to the category

The researcher determined that it is oriented to findings in the form of findings on the use of YouTube media as an interactive learning resource to improve digital literacy in elementary schools. The selected articles will be described in Table 2. The following is an analysis of relevant articles related to the use of youtube media as an interactive learning resource to improve the digital literacy of elementary school students

Tabel 2.

| Article | Research methods | Result |
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| "Feasibility Analysis of Learning Videos for Elementary Level on Ruangguru YouTube Channel and Labedu Channel" | Descriptive Qualitative | This study found that "learning videos from <i>the Ruangguru YouTube channel</i> for elementary school levels are generally categorized as <i>very feasible</i> in terms of content feasibility and presentation." For the language feasibility aspect, three videos are categorized as <i>very feasible</i> , one video is <i>decent</i> , and one video is <i>quite decent</i> . In terms of graphics, four videos are categorized as <i>very decent</i> and one video is <i>decent</i> . Meanwhile, the videos from <i>Labedu Channel</i> also showed good results, with all videos categorized as <i>very decent</i> in terms of content, four videos were <i>very decent</i> and one was <i>decent</i> in terms of presentation, four videos were <i>very decent</i> and one was <i>decent</i> in terms of language, and two |

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| | | videos <i>were very decent</i> and two were <i>decent</i> in terms of graphics |
| "The Effectiveness of YouTube Videos as a Learning Resource on the Cognitive Learning Outcomes of Science Grade IV Elementary School Students" | Pseudo-experiment(<i>Quasi Experimental Design</i>), with design <i>Nonequivalent Control Group Design</i> | Research shows that "the use of YouTube videos as a learning resource effectively improves the cognitive learning outcomes of grade IV students of SD Negeri Godean 2 on the form and function of plant parts." The post-test results of students in the experimental class (using YouTube videos) had an average score of 84.33, higher than the control class (using image media) which averaged 77.55. Statistical analysis with the t-test yielded a calculated t value of 3.737 which was greater than the t-table of 2.021, showing a significant difference between the two classes. This proves that YouTube video media is effective in improving students' science learning outcomes |
| "The Use of YouTube as a Learning Media to Increase Student Learning Motivation." | qualitative descriptive. | This study found that "the use of YouTube as a learning medium can increase students' learning motivation at MI At-Ta'awun." The results of the interviews show that more than 80% of students like learning using YouTube. Teachers and principals also acknowledge that YouTube is effective in making students more enthusiastic about learning. However, there are challenges in the form of teachers' lack of skills in creating and managing learning videos. Overall, the right use of media such as YouTube can encourage students' motivation and enthusiasm for learning |
| "The Role of YouTube Platforms in Improving Students' Digital Literacy in Elementary Schools." | Descriptive Qualitative | This study shows that "the use of the YouTube platform plays a major role in improving the digital literacy of grade V students of SD Negeri 1 Lamangga." By utilizing YouTube, students become more interested in learning, teachers are more creative in the use of technology, students are able to access up-to-date learning resources, improve their skills in using new media, obtain broader |

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| | | <p>information, and have experience using the internet. Students' digital literacy develops in three main competencies: technical skills, critical understanding, and the ability to communicate and actively participate in the classroom.</p> |
| <p>"The Use of YouTube as a Learning Media to Increase the Learning Motivation of Grade 5 MI Students."</p> | <p>Descriptive Qualitative</p> | <p>This study found that "the use of YouTube as a learning medium can increase the learning motivation of students in grade V of MI At-Ta'awun." More than 80% of students said they prefer learning using YouTube because learning becomes more engaging and easy to understand. Teachers and principals also acknowledge that the use of YouTube is effective in increasing students' enthusiasm for learning, although there are still obstacles, such as the limitations of teachers' ability to create learning video content</p> |
| <p>"Introduction to Digital Literacy through English Narrative Stories on YouTube Application as Children's Character Cultivation"</p> | <p>Qualitative</p> | <p>This study shows that "the introduction of digital literacy through narrative stories in English using the YouTube application at Tunas Mekar II Kindergarten is able to instill positive characters in early childhood." The process is carried out by watching English stories with parents, getting to know vocabulary, colors, shapes, counting in English, singing, thinking critically about the problems in the story, and understanding the moral value of the story. As a result, 18 character values such as religious, honest, tolerant, creative, social care, and a sense of love for the homeland can be instilled through this activity</p> |
| <p>"An Analysis of the Effectiveness of the Use of YouTube as a Distance Learning Media in Elementary Schools."</p> | <p>qualitative descriptive.</p> | <p>Research shows that "the use of YouTube media as a means of distance learning in elementary schools is able to attract students because of its convenient, affordable, accessible appearance, and contains attractive sounds and images." YouTube media has been proven</p> |

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| | <p>to increase students' understanding of the material, clarify learning, and speed up the completion of learning assignments, so it is considered effective in improving learning outcomes. YouTube videos used by teachers are also relevant to the subject matter and support the delivery of material in a more interesting and complete manner. In addition, the use of YouTube is able to increase students' motivation and interest in learning, making them more enthusiastic and independent during distance learning. Thus, YouTube is considered effective as an alternative distance learning media that can improve the quality of learning during the pandemic</p> |
| <p>"Digital literacy of early childhood youtube social media." Quantitative</p> | <p>The results showed that "there is a significant and positive relationship between the availability of facilities (tools and homes) and digital literacy of YouTube social media in early childhood." A significance value of 0.029 (< 0.05) indicates that the relationship is real. The correlation coefficient of 0.228 indicates a positive relationship but in the category is quite weak. This means that the better and more comfortable the facilities in the form of internet, gadgets, laptops, or computers available at home, and supported by directed guidance from parents, the digital literacy of early childhood will grow.</p> |
| <p>"The Utilization of Youtube as a Resource for Learning Physics" Qualitative</p> | <p>Based on the literature review conducted, "the use of YouTube as a learning medium is considered effective to increase knowledge, help with assignments, deepen the material, and obtain information about the latest developments, especially in technical terms." The effectiveness of YouTube is seen from three aspects, namely usability, accuracy, and scope. In terms of usability, YouTube is considered very useful because it</p> |

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| <p>"The Use of Social Media (YouTube) as an Innovative Media in Learning in Madrasah Gresik."</p> | <p>lectures, workshops, simulations, and mentoring</p> | <p>presents a variety of audiovisual content that makes the material easier to understand. In terms of accuracy, YouTube provides information that is fast, up-to-date, and can be accessed at any time without time and space limitations. In terms of scope, YouTube provides various types of content from various fields of science so that it becomes a wide and unlimited learning resource</p> |
| | | <p>The results showed that "teachers' understanding in making the construction of video-based learning materials increased by an average of 53%." All participants (100%) managed to create learning videos using the Camtasia app, and about 30% of them managed to upload their videos to YouTube. The participants responded positively to this activity, stating that the workshop was very useful, providing new knowledge, and motivating them to develop technology-based learning media. Overall, this activity succeeded in improving teachers' skills in using social media as an innovative learning tool.</p> |

Based on the 10 selected articles, it was found that the use of YouTube in learning was able to improve students' cognitive learning outcomes, motivation, and digital literacy. Learning videos on YouTube are considered very feasible in terms of content, language, presentation, and graphics. In addition, YouTube contributes to the development of students' technical skills, critical thinking skills, and communication skills in the context of digital learning. Research also shows that YouTube has become an effective medium in supporting distance learning during the pandemic. Overall, the use of YouTube in the primary education environment is a strategic step to improve the quality of learning and adapt to the development of digital technology. The use of YouTube media in the world of education, especially at the elementary school level, makes a significant contribution to the development of interactive learning and digital literacy of students. Based on various studies analyzed, YouTube not only functions as an entertainment medium, but also as an effective and innovative educational tool.

In terms of content quality, research shows that learning videos from educational channels such as Ruangguru and Labedu Channel meet high feasibility standards, both in terms of content, language, presentation, and graphics. This quality is an important factor in ensuring that the material delivered to students is accurate, easy to understand, and interesting to follow. In terms of learning effectiveness, the results of the pseudo-experiment showed that students who used YouTube videos in the learning process obtained significant improvements in cognitive learning outcomes. This indicates that the audiovisual-based approach offered by YouTube is able to help students understand academic concepts better than conventional learning methods. YouTube has also been

shown to increase students' motivation to learn. By presenting learning in a more engaging and interactive way, students become more enthusiastic, active, and involved in the learning process. However, challenges remain, especially related to teachers' limited skills in creating and managing video-based learning content. This shows the need to improve digital competence for educators. In the context of digital literacy, the use of YouTube trains students to be more skilled in using technology, accessing information critically, and actively communicating in digital-based learning. This digital literacy is an important provision for students to face challenges in the era of the industrial revolution 4.0.

In addition, during the COVID-19 pandemic, YouTube has proven to be an effective alternative distance learning medium. This medium allows students to continue learning comfortably from home, while improving their understanding of the subject matter. For early childhood, the use of YouTube also contributes to instilling positive character values through English-language narrative stories, as well as gradually introducing digital literacy.

With these findings, it is clear that the use of YouTube media in elementary school learning not only improves students' academic outcomes and motivation, but also expands their digital literacy skills. Therefore, the use of YouTube as an interactive learning medium needs to continue to be developed and supported by increasing the capacity of teachers in managing educational technology.

3.1. Conclusion

Based on the results of systematic studies of various studies, it can be concluded that YouTube is an effective interactive learning medium to improve the digital literacy of elementary school students. The use of the right educational video has been proven to be able to increase learning motivation, cognitive learning outcomes, critical thinking skills, and form student learning independence. Then, this media is also useful as a means of instilling positive character values through educational narrative content that is appropriate to the development of students' age. However, the success of using YouTube in learning is highly dependent on the active role of educators in selecting, filtering, and guiding the content used, so that it remains in line with educational goals. Therefore, continuous efforts are needed to improve teachers' digital competence to support the optimization of the use of YouTube as a learning resource in elementary schools.

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