

YouTube as a Learning Media to Increase Elementary School Students' Learning Motivation

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Keywords

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Abstract

This study aims to identify challenges and solutions in the use of YouTube as a learning medium to increase the learning motivation of elementary school students through the Systematic Literature Review (SLR) approach. From the 19 articles studied, 3 main articles were selected that showed that YouTube was effective in increasing learning motivation through the presentation of attractive visual and auditory materials, increasing active participation, and facilitating conceptual understanding. However, several challenges were found such as limited internet access, low teacher digital literacy, and lack of teachers' ability to choose and create relevant learning content. The proposed solutions include ongoing training for teachers, the provision of supporting infrastructure, and collaboration between educators in developing educational content. This study emphasizes the importance of the role of teachers in optimizing the use of YouTube as a learning medium and suggests implementation strategies that can support effective technology integration in primary education. This study contributes by filling the gap of limited SLR-based studies that specifically analyze the use of YouTube in enhancing learning motivation at the elementary level. Most previous studies were empirical but lacked synthesis through SLR, especially in Indonesian basic education context.

Penelitian ini bertujuan untuk mengidentifikasi tantangan dan solusi dalam penggunaan YouTube sebagai media pembelajaran untuk meningkatkan motivasi belajar peserta didik sekolah dasar melalui pendekatan Systematic Literature Review (SLR). Dari 19 artikel yang dikaji, dipilih 3 artikel utama yang menunjukkan bahwa YouTube efektif meningkatkan motivasi belajar melalui penyajian materi visual dan auditori yang menarik, meningkatkan partisipasi aktif, serta memudahkan pemahaman konsep. Namun, ditemukan beberapa tantangan seperti keterbatasan akses internet, rendahnya literasi digital guru, serta kurangnya kemampuan guru dalam memilih dan membuat konten pembelajaran yang relevan. Solusi yang diusulkan mencakup pelatihan berkelanjutan bagi guru, penyediaan infrastruktur pendukung, serta kolaborasi antar pendidik dalam mengembangkan konten edukatif. Penelitian ini menegaskan pentingnya peran guru dalam optimalisasi penggunaan YouTube sebagai media pembelajaran dan menyarankan strategi implementasi yang dapat mendukung integrasi teknologi secara efektif di pendidikan dasar. Penelitian ini berkontribusi dengan mengisi kesenjangan studi berbasis TPS yang terbatas yang secara khusus menganalisis pemanfaatan YouTube dalam meningkatkan motivasi belajar di tingkat sekolah dasar. Sebagian besar penelitian sebelumnya bersifat empiris tetapi kurang memiliki sintesis melalui TPS, terutama dalam konteks pendidikan dasar di Indonesia..

1. Introduction

applications that help in finding information and learning, whether through images, videos, sounds, animations, or writing. One of the widely used platforms for learning is YouTube. YouTube has become an integral part of our lives, including in the world of education (Niko et al., 2023). With a variety of easy-to-access educational videos, the platform offers a more practical, engaging, and easy-to-understand way of learning. To create a fun learning process for students, of course, it is also important to pay attention to the learning media that will be used, because learning media has an important role in the process of teaching and learning activities (Arifin et al., 2023). Therefore, YouTube can be an effective learning medium. Many teachers and students use it to understand the material in a more visual and interactive way, making learning more interesting and easy to understand.

Learning media is a tool that helps convey messages. In learning, media functions as a link between teachers and students so that the material is easier to understand. By using learning media, the learning atmosphere becomes more interesting and not boring. Students not only listen to the teacher's explanation, but can also see, feel, or even interact directly with the material. This makes

them more focused, more understanding of the lessons, and more active in the learning process (Prastawa, 2025). So, learning is not just about sitting still and listening, but it becomes a more exciting and enjoyable experience.

In today's times, YouTube It has become one of the learning media that is widely used by teachers, including in elementary schools. The reason is simple: YouTube Provides a lot of educational content that is engaging and easily accessible via computer, laptop, or smartphone (Andika, 2022). However, even though YouTube It has many benefits, there are several obstacles that make its use in schools still limited. For example, some policies in the curriculum once prohibited students from bringing electronic devices to class (Agus Tiara Nur Khasanah, Karin Ayunda Satiti, Asmarani Aristu, Dila Fatku Rizkia, 2022). In addition, not all teachers feel comfortable using technology, some are not used to it, some are still hesitant to try new things in the teaching and learning process. Even so, these challenges do not mean that they cannot be overcome. With proper training and more flexible rules, YouTube It can be a very useful tool to make learning more interesting, interactive, and in line with the times.

YouTube As a learning medium, it has been widely studied in various studies. In the context of basic education, educational videos in YouTube can increase students' interest, attention, and understanding. Research by (Akihary et al., 2023) shows that YouTube helps improve students' cognitive learning outcomes and critical thinking. Meanwhile, research by (Bakhtiar et al., 2024) emphasizing the importance of teacher training in optimizing the use of YouTube. Although in the academic world information from YouTube It is often not recognized as a primary reference, which does not mean that the platform does not have benefits. Rather, if used wisely, YouTube can be a very effective tool in the learning process. Here are some of the key benefits YouTube in education: Helping educators deliver material more interestingly, Making learning more interactive, Increasing motivation to learn. Although it cannot always be used as an academic reference, YouTube still has an important role in the world of education. With the right use, these platforms can help create more innovative, interactive, and fun learning experiences.

Motivation is termed as fuel, if a student has high motivation, he will be more enthusiastic, diligent in his efforts, and remain persistent despite challenges. On the other hand, if the motivation is low, learning can feel boring and heavy, even if it is done simply. This is where the role of teachers is very important, teachers need to find ways to keep students enthusiastic in learning. For example, by providing positive encouragement, setting clear goals so that they know the direction of learning, giving appreciation for their efforts, and instilling discipline that is constructive, not burdensome (Kumala, 2021). Motivation in learning has a big role first, motivation encourages students to act without motivation, they may be reluctant or lazy to learn. Second, motivation helps them stay focused and not easily tempted to give up. Third, motivation is a driving force, the greater the motivation, the faster and more earnest a person is in completing his or her task. In short, the higher a student's motivation to learn, the better his chances of success. Therefore, maintaining and building motivation is the key to making learning feel more fun and meaningful.

This research is based on the argument that YouTube is a learning medium to increase student motivation. The focus of this study is on the challenges and solutions for using YouTube as a learning medium to increase motivation for elementary school students. However, although there have been many individual studies discussing the use of YouTube in elementary education and its influence on student motivation, there has been no comprehensive study in the form of TPS that specifically analyzes the use of YouTube to increase motivation for elementary school students. Most existing reviews combine all levels of education (primary to higher) or focus on general learning outcomes rather than motivation. This study aims to fill the research gap that still minimally discusses the relationship between YouTube media and motivation for in-depth learning. Specifically, this study seeks to answer the question: how can the challenges and solutions in using YouTube support increased motivation for learning at the elementary school level? Thus, this study can be used as a consideration for future researchers.

2. Method

This study uses the Systematic Literature Review (SLR) method to analyze various literature on the use of YouTube as a learning medium in increasing the learning motivation of elementary school students. Using this method, several existing studies were collected, analyzed, and compared to gain

deeper insights into the benefits and challenges of using YouTube in education. The literature sources in this study come from various trusted academic platforms such as Google Scholar, Publish or Perish, ResearchGate and others. The inclusion criteria include: (1) Articles published between 2020–2025,

(2) Focus on elementary education, (3) Discuss YouTube as a learning media, (4) Available in full-text. Exclusion criteria: (1) Studies that do not focus on learning motivation, (2) Non-academic sources, (3) Repeated publications. After the literature was collected, the data was analyzed in a qualitative descriptive manner to identify obstacles and solutions in the use of YouTube as a learning medium. Each study reviewed is compared and critically reviewed to ensure the validity and accuracy of the data used. Through this approach, this study is expected to provide a clearer picture of how YouTube can be optimally utilized to increase the learning motivation of elementary school students.

The stages of literature selection in this study are depicted through a PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) diagram. This diagram shows the systematic steps taken by researchers, starting from the process of identifying literature, competition based on the relevance of the title, evaluating the feasibility of the content, to the final stage of selecting articles to be further analyzed. The full scheme can be seen in the following image:

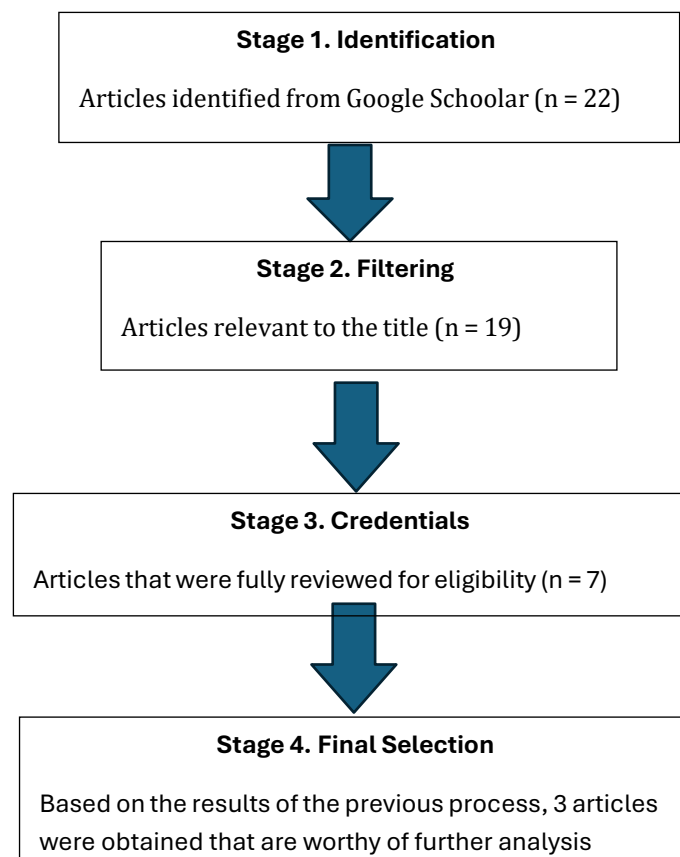


Figure 1. Alur Diagram PRISMA Preferred Reporting Items for Systematic Reviews and Meta Analyses)

Based on the PRISMA diagram above, it describes the literature selection process carried out by researchers systematically. Of the 22 articles identified through Google Scholar, all were filtered based on the relevance of the title, namely *YouTube* as a Learning Media to Increase the Learning Motivation of Elementary School Students. In the next stage, 7 articles were further reviewed to assess their feasibility. Finally, 3 articles were obtained that were worthy of further analysis.

3. Results and Discussion

The researcher has conducted a literature review study, namely by identifying 22 articles that are relevant to the article title. These articles were then analyzed further and 19 articles were selected that discussed the problem of using YouTube as a learning medium in elementary schools. The selected articles will be re-analyzed to be discussed in categorization according to the purpose of writing and the title of the article. The article selection strategy carried out by the researcher can be seen in Table 1. The following:

Table 1. Article Selection Strategy

No.	Discussion Categories	Search Engines	Search Result
1	Search year 2021-2025		22
2	Relevant titles	Google Scholar	19
3	Presenting different solutions		3
Result discussed			3

The articles chosen to be discussed are articles that are in accordance with the categorization determined by the researcher, which focuses on the findings in the form of challenges and solutions for using YouTube as a learning medium. The three articles selected are articles that have differences in providing solutions to these challenges. The articles selected in the categorization are then presented in the form of Table 2. The following are the results of an analysis of relevant articles related to challenges and solutions in using YouTube as a learning medium to increase the motivation of students in elementary schools.

3.1. Results and Discussion 2

The following are the results of an analysis of relevant articles related to challenges and solutions in using YouTube as a learning medium to increase the motivation of students in elementary schools.

Table 2. Challenges and Solutions for Using YouTube as a Learning Media

Article	Research Methods	Findings
Case Study of Using Youtube Application as Media Learning at SDN Jeruk Mipis (Ina Diana Fapilaya, 2024)	Descriptive Qualitative	based on the results of interviews with teachers, the article researcher showed that YouTube is used to explain difficult material and has a positive impact on students' motivation and understanding. The use of educational videos can also increase teachers' creativity in the learning process. Although there are some challenges such as, limited internet access and selection of suitable constants. YouTube has proven to be effective in improving students' learning experience
The Utilization of Youtube as a Learning Media In order to increase students' motivation to learn (Hendar, Tanjung et al, 2022)	Descriptive Qualitative	The results of this study show that the use of YouTube can significantly increase students' motivation to learn. Students feel more engaged and enthusiastic when learning through videos available on the platform. However, the challenge faced is the lack of understanding and skills of teachers in creating and managing creative and engaging video content. This is an obstacle in maximizing the potential of YouTube as a learning medium.
Utilization of Youtube Application as Media Learning Islamic Religious Education in the Era Digital (Latif, 2023)	Descriptive Analysis	The results of the study show that YouTube can be an effective tool in improving student motivation and learning outcomes. Educational videos that are interesting and easily accessible can support students' understanding of the subject matter. However, challenges in the use of educational videos remain, and it needs to be considered so as not to interfere with the learning process.

Based on the results of the analysis of the three selected articles, it was found that the use of *YouTube* as a learning medium in elementary schools has a positive influence on increasing student motivation. The following are some discussions related to the results obtained:

1. Learning Motivation

Use *YouTube* It has been consistently proven to increase the learning motivation of elementary school students. Educational videos present the material visually and auditorily, facilitating the understanding of abstract concepts and encouraging active involvement of students in learning (Tia Irawan, Taufiqulloh Dahlan, 2021). This results in a more engaging and enjoyable learning atmosphere, which contributes to increased enthusiasm and focus of learners.

2. Digital Literacy

The level of digital literacy, especially among teachers, is still a major challenge. Many teachers are not used to accessing, selecting, or creating digital learning content such as videos *YouTube* (Yesika Siburian, Esti M. Sirait, Natalina Purba, 2024). Low teacher digital literacy can hinder the optimization of the use of technology in learning, so digital literacy training is an urgent need.

3. Teacher Readiness and Competence

Teacher competence in integrating *YouTube* pedagogically it is a key factor. Teachers are required not only to show videos, but also to understand how to adapt them to learning objectives and student characteristics (Yunita Dwi Tamara, 2022). Continuous training is needed so that teachers are able to become curators and creators of contextual and meaningful learning content.

4. Technology Infrastructure

Limited access to the internet and digital devices is the main obstacle. Schools that do not have adequate facilities find it difficult to implement video-based learning *YouTube* optimally (Ramadhina & Rohman, 2022). Therefore, the support of technological facilities and infrastructure is very important so that the digital-based learning process can run smoothly.

5. Teacher Collaboration

Collaboration between teachers in sharing content and good practice experiences can improve the quality of learning (Nugrahani & Abduh, 2025). This is a practical solution to overcome the limitations of individual teachers in terms of production and curation of learning-based learning content *YouTube*.

The use of *YouTube* as a learning medium has a positive impact on various aspects, especially students' learning motivation. However, to maximize it, synergy is needed between improving digital literacy, teacher training, providing infrastructure, and cooperation. If these challenges are addressed, then *YouTube* can be an effective, contextual, and fun medium for learning in elementary schools. This is also in accordance with the results of previous research which stated that teacher training in the field of educational technology makes a significant contribution to increasing the effectiveness of the learning process and the learning motivation of students. When teachers have adequate skills in the use of digital media, they can create a more active, interactive, and enjoyable learning environment. Thus, efforts to improve the quality of the use of *YouTube* as a learning medium in elementary schools need to be focused on improving teacher competence through training and mentoring programs, providing supporting facilities, and developing policies that support the overall integration of technology in the world of basic education

3.2. Conclusion

Based on the results and discussions that have been described, it can be concluded that *YouTube* learning media plays a significant role in increasing the learning motivation of elementary school students through the presentation of visually and auditory interesting material. However, challenges such as limited internet access, low teacher technology capabilities, and suboptimal content curation are still obstacles. The role of teachers as facilitators, curators, and content creators is essential to optimize the strategic use of *YouTube* in learning. Therefore, training, adequate facilities, and supporting policies from schools are needed. This study is limited by the small number of articles analyzed, the use of only secondary data, and the lack of field-based validation. Future research should involve field studies to observe the real classroom implementation of *YouTube* in learning. In addition, experimental studies can be conducted to identify the most effective types of *YouTube* content and measure their direct influence on different motivational dimensions in students.

Author Contributions

The success in preparing this article cannot be separated from the contribution of the two authors from planning to editing the article. The first author, Maulidatul Azizah contributed to the conceptualization of the research topic, designing the methodology, conducting field investigations and writing the manuscript in the form of an original draft and final editing. Meanwhile, the second author, Candra Utama contributed to the supervision of the research process, data validation, review and editing of the final manuscript. Both authors have contributed equally to the article. In addition, both authors have read and approved the final manuscript.

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EDUNITE : Connecting Communities for Accessible, Inclusive, and Sustainable Primary Education Through Collaborative Digital Innovation

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Abstract

Equitable access to basic education remains a challenge in developing countries, particularly in rural and remote areas with limited infrastructure and economic constraints that hinder students' participation in supplementary learning. This study aims to address these challenges by developing Edunite, a community-based, free tutoring application designed to improve access to quality education for elementary students from low-income families in Batu City, Indonesia. Employing a Research and Development (R&D) approach with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the research involved needs analysis through observation and interviews in two sub-districts, Bumiaji and Junrejo, to identify barriers such as insufficient parental support and school funding. The Edunite application was collaboratively designed to facilitate digital learning, volunteer training, and donor involvement, with features tailored to local needs and infrastructure. Findings indicate that digitalization and community collaboration enhance student engagement, motivation, and learning outcomes, while also fostering an inclusive educational environment. The study concludes that the Edunite application, supported by effective policy, technology infrastructure, and volunteer training, can significantly improve access to supplementary education and contribute to achieving Sustainable Development Goals in education and social equity. Edunite serves as a replicable model for other regions facing similar educational challenges.

1. Introduction

Equitable access to basic education remains a challenge in many developing countries, especially in rural and remote areas that face limited infrastructure and educational facilities (Aikins & Koranteng, 2020). In addition, economic factors such as poverty are also a major barrier, with many families unable to afford education, leading to high dropout rates (Bray, 2022).

To overcome these challenges, innovative and collaborative initiatives are needed. This idea describes free tutoring programs supported by communities, non-governmental organizations and volunteers that have been proven effective in increasing access to basic education and building social awareness in communities (Bray, 2022). Thus, facilitating access to basic education through free tutoring programs is an important step to ensure that every child has the opportunity to reach their full potential, regardless of their economic background.

International scholarly research consistently highlights the global need for equitable access to private tutoring, especially among socio-economically disadvantaged students. Bray (2022) reported that in multiple Asian and African countries, between 60–80% of students engage in some form of private tutoring, often referred to as "shadow education," due to limited formal school effectiveness. In a comparative analysis, Aikins and Koranteng (2020) emphasized that in Egypt, over 58% of secondary students rely on private tutoring, and families allocate up to 61% of their educational budget to it—creating a burden for low-income households. Marinescu and Tănase (2022), analyzing data from Romanian schools during the COVID-19 pandemic, found that over 75% of students sought external academic support, mainly for high-stakes examinations, reinforcing the widespread dependency on supplementary education. These studies not only document high demand, but also reveal structural inequality: students from higher-income families consistently access higher-quality tutoring. In response, several researchers advocate for policy-driven, community-based, and technology-enabled interventions to democratize access. Thus, platforms like Edunite, designed as