

## Increasing the Ability to Listen to Fairy Tales Through the YouTube Kids Application for Class IV Students at UPT SDN 192 Barru

Rizqah Magfirah<sup>1</sup>, A.Anugrah Sucilia Ramadhan<sup>2</sup> Nasharuddin<sup>3</sup>

<sup>1,2,3</sup>PGSD, FKIP, Universitas Muhammadiyah Makassar, UPTD SD Negeri 192, Barru,

---

### Article Info

#### Article history:

Accepted: 13 January 2025

Publish: 18 January 2025

---

#### Keywords:

the ability to listen to fairy tales through the YouTube Kids application media for grade IV students at SDN 192 Barru

---

### Abstract

*his study aims to identify improvements in storytelling listening skills among fourth-grade students at SDN 192 Barru using the YouTube Kids application. The research is a Classroom Action Research (CAR), with procedures involving planning, action implementation, observation, and reflection. The results showed that the students' storytelling listening skills improved across cycles. In Cycle I, the average score was 56, which increased to 88.2 in Cycle II. The learning mastery also improved, with only 8 students (33.33%) achieving mastery in Cycle I, compared to 21 students (82.5%) in Cycle II, fulfilling the classical mastery criteria. Additionally, the use of the YouTube Kids application encouraged more active student participation, as reflected in increased activity from Cycle I to Cycle II*

*This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)*



---

### Corresponding Author:

Nasharuddin

Universitas Muhammadiyah Makassar, UPTD SDN 192 Barru

Email: [nasharuddin@unismuh.ac.id](mailto:nasharuddin@unismuh.ac.id)

---

## 1. INTRODUCTION

Listening learning at school needs to be given attention and can be balanced with the percentage of listening in daily activities. The implementation of learning and listening tests in schools receives less attention, as do other language competencies, which can be seen from not being tested in the National Final Examination. Istiqomah found that reading had a share of 52%, while listening was only 8% (Istiqomah, 2015). Based on the results of initial observations on August 29 2024 at SDN 192 Barru, it shows that students are less focused on listening learning because the teacher has not used inappropriate learning media where the learning media is only displayed. inside class so that students' interest and enthusiasm for listening learning is lacking and the learning outcomes obtained by students are low.

The important role of listening skills must be realized by every teacher, the understanding that listening skills can be acquired spontaneously must be eliminated. Because basically, to become a good listener, this ability must be trained. According to Martaulina (2018) one way to train listening skills is to use learning media. As we know, learning media is anything that can be used to convey messages or information to students. In learning, the objectives of using media include improving the quality and effectiveness of learning, making it easier for teachers to carry out learning, providing direction regarding the goals to be achieved, providing independent evaluation, providing stimulation for teachers to be creative, delivering learning material, and helping students who have special needs. certain (Sapriati, et al. 2014).

According to Sadirman (Tafonao, 2018) in general the use of learning media is to clarify the message so that it is not too verbal, which is only in the form of written or spoken words. So as to overcome the limitations of space, time and sensory power. Overcoming the nature of children who tend to be passive in learning, becoming more active, helping teachers with difficulties in delivering learning, making it easier for students to learn. Apart from that, (Tafoano, 2018) stated that the function of media is as a tool to facilitate the achievement of teaching goals. This is based on the belief that the teaching and learning process with the help of media can enhance students' learning activities within a fairly long period of time. So, students' learning activities with the help of media will produce better learning processes and outcomes than without the help of media. In connection with the activity of listening to fairy tales, to help clarify and speed up students' understanding of the contents of the fairy tales conveyed by the teacher, learning media is needed. According to Purwanto (Istiqomah, 2015: 4) the availability and use of media is one of the factors that influences student learning outcomes. However, not all learning media are relevant and appropriate when used in a particular lesson. Therefore, the selection and use of media must be adjusted to the competencies to be achieved and the learning content so that its use can influence positive learning outcomes. Basically, fairy tales are included in stories. Namely a story that didn't really happen

Several studies show that the YouTube application media kids are media that can be used in listening learning. The YouTube Kids application is a new innovation for media development, especially audio-visual based learning media. YouTube is a social media or video sharing website that most people in the world know and use. Various sites and programs as well as video content are displayed by YouTube to provide entertainment and knowledge for viewers who watch or open YouTube. Twelve sites, programs and video content with various categories ranging from entertainment, diaries, natural sciences (science), social sciences, religion and thirteen other things can be accessed by the public either on a paid or free basis (no charge). Use of media YouTube app kids in Learning is expected to attract students' attention to learning, especially learning to listen.

Based on the data, learning improvements need to be made as an effort to improve listening skills, considering that the role of listening in the language learning process is very large, an effective media is needed in learning listening skills. Learning media is an important thing in listening learning, especially listening learning in elementary schools. With effective learning media, listening learning will achieve the expected goals. Using media such as the YouTube Kids application will be very helpful, because YouTube Kids can be used to stimulate students' thoughts, feelings, attention and abilities so that it can encourage the learning process. One of the benefits of using learning media is that it can overcome students' passive attitudes so that students can be active in learning. With usage The YouTube Kids application media is expected to be able to overcome low student learning outcomes. The YouTube Kids application media has been widely researched at the elementary school level. Based on the results of the initial analysis, the researcher wants to try using the YouTube Kids application media at the elementary school level which leads to themes in the world of children, including the YouTube Kids fairy tale application.

## 2. RESEARCH METHOD

The type of research used in this research is Classroom Action Research (PTK). Classroom action research is a type of research carried out by researchers to solve learning problems in their classes. According to Suharsimi (Daryanto, 2018:3) that PTK is a combination of definitions of three words: research, action, and class. Research is the activity of looking closely at something object,

using certain methodological rules to obtain data or information that is useful for researchers in order to improve the quality of the ability to listen to fairy tales

This research was carried out in two cycles, each cycle was carried out according to the changes achieved. Cycle I was held four times and cycle II was held four times. The data collection technique in this research using observation sheets was used during research, carried out on teachers and students using observation sheets which were based on the steps of the YouTube Kids test media application to obtain information from students' listening abilities and documentation to provide accurate evidence.

In this research, two types of data analysis were used, namely qualitative descriptive analysis and quantitative descriptive analysis. Data collected from classroom observations and questionnaires were analyzed descriptively qualitatively. Meanwhile, the results of the learning tests were analyzed quantitatively using descriptive statistics which aimed to describe the characteristics of the research subjects in the form of the lowest average score, highest score and standard deviation.

The indicator of the success of this classroom action research is to measure student activity and student learning outcomes through test results at the end of each cycle in learning using the YouTube Kids application media which has experienced a significant increase so that it can be categorized as sufficient. With student learning outcomes reaching a minimum of 70 and above and classically student learning completion reaching a minimum of 80%.

### 3. RESEARCH RESULTS AND DISCUSSION

This research process was carried out in two cycles, each cycle consisting of 4 stages, namely: (1) action planning, (2) action implementation, (3) observation, and (4) action reflection.

The plan was prepared and developed by researchers in consultation with the school principal and class IV teachers. The learning material carried out in the first cycle of action is listening to fairy tales using the YouTube Kids application media. Planning includes reviewing the class IV semester II curriculum for Indonesian language subjects related to the material being taught. Researchers used the 2013 curriculum in accordance with the curriculum used at SDN 192 Barru with material about listening to fairy tales. Make a learning implementation plan for each meeting. The researcher made a learning implementation plan (RPP) at meeting 1, meeting 2 and meeting 3 with the basic competency being to describe personal opinions about the contents of literary books (stories, fairy tales, etc.), communicating personal opinions about the contents of literary books chosen and read by themselves. The indicators are finding elements in fairy tales including: theme, message, characterization, plot and setting, and finding interesting things in fairy tales. After that, develop teaching aids in order to optimize learning. Researchers use the YouTube Kids application media in learning to listen to fairy tales at each meeting. Create observation guidelines to record the learning process in the classroom, including student activity, student attention during the learning process and so on. Researchers created guidelines for observing student learning activities and teacher teaching activities that will be used at each meeting by adjusting the syntax for using the YouTube Kids media application. The final planning is preparing test questions for students, namely tests given at the end of the cycle. Researchers created test questions by reading the fairy tale text "the giant ark" at the end of the cycle with a time allocation of 30 minutes.

Based on research conducted on students, researchers obtained and collected data through cycle I test instruments in the following table:

Table 2.1 Statistical Value of Listening to Fairy Tales After Implementing the Youtube Kids Media Application in Cycle I

Statistics	Statistical value
Subject	6
Ideal value	100
The highest score	78
Lowest value	33
Average value	56,2

Based on table 2.1 above, it can be seen that the average score for listening to students' fairy tales is 56.2. The lowest score obtained by a student is 33 and the highest score obtained by a student is 78 out of the ideal score that is possible to achieve 100.

If listening scores are grouped into five categories, the following frequency and percentage distributions are obtained:

Table 2.2 Frequency Distribution of Values for Listening to Students' Fairy Tales After Implementing the Youtube Kids Media Application in Cycle I

No	Mark	Category	Frequency	Percentage
1	85-100	Very high	0	0%
2	70-84	High	1	14%
3	55-69	Currently	4	58%
4	40-54	Low	1	14%
5	0-39	Very low	1	14%
Amount			7	100%

From table 2.2 above, it shows that the frequency of students' understanding scores after applying cycle I was 1 student was in the very low category, 1 student was in the low category, 4 students were in the medium category, 1 student was in the high category, and no there are students who are in the very high category.

The completeness of listening to fairy tales obtained from the results of learning to listen to fairy tales of class IV students at SDN 192 Barru after implementing cycle I is shown in the following table:

Table 3 Completeness of Listening to Fairy Tales After Implementing the Youtube Kids Media Application in Cycle I

No	Mark	Category	Frequency	Percentage
1	0-69	Not finished	6	87.5%
2	70-100	Complete	1	12.5%
Amount			7	100%

Based on the table above, 87.5% of students' learning results for listening to fairy tales were categorized as incomplete and 12.5% as complete. From the results obtained, it can be stated that there was no completeness in the teaching and learning process because only 1 student out of 7 students achieved completeness. For this reason, the researcher tried to make improvements by continuing the research in cycle II to see how far Listening to students' stories was achieved.

Next, researchers developed teaching aids in order to optimize learning. Researchers use the YouTube Kids application media in learning to listen to fairy tales at each meeting. Create observation guidelines to record the learning process in the classroom, including student activity, student attention during the learning process and so on. Researchers created guidelines for observing student learning activities and teacher teaching activities that will be used at each meeting by adjusting the syntax for using the YouTube Kids media application. The final planning is preparing test questions for students, namely tests given at the end of the cycle. Researchers created test questions by reading the fairy tale text "The Origin of Tanjung Lesung" at the end of the cycle with a time allocation of 30 minutes.

The implementation of classroom actions that will take place in cycle II are partly the same as the activities in cycle I. Learning in cycle II is a follow-up to the implementation of the first cycle which has been set at 4 meetings, namely 27 August, 29 August, 3 September and 9 September 2024.

Table 4 Value of Listening to Fairy Tales After Implementing the Youtube Kids Media Application in Cycle II

Statistic	Statistical value
Subject	7
Ideal value	100
The highest score	96
Lowest value	86
Average value	88,2

Based on the table above, it can be seen that the average score for listening to students' fairy tales is 88.2. The lowest score obtained by students is 86 and the highest score obtained by students is 96 out of the ideal score that is possible to achieve 100.

If listening scores are grouped into five categories, the following frequency and percentage distributions are obtained:

Table 5 Frequency Distribution and Percentage Value of Listening to Fairy Tales After Implementing the Youtube Kids Media Application in Cycle II

No	Mark	Category	Frequency	Percentage
1.	85-100	Very high	6	87,5%
2.	70-84	High	1	12,5%
3.	55-69	Currently	0	0%
4.	40-54	Low	0	0%
5	0-39	Very low	0	0%
Amount			7	100%

From table 5 above, it shows that the percentage of students' listening scores after cycle II was implemented: there were no students or 0% in the very low category, 0 students or 0% were in the low category, 0 students or 0% were in the medium category, 1 student or 12.5% is in the high category and 6 students or 87.5% are in the very high category.

As for percentage the completeness of listening to fairy tales obtained from the learning results of class IV students at SD Negeri 192 Barru after implementing cycle II is shown in the following table:

Table 6 Percentage of Completion in Listening to Fairy Tales After Implementing the Youtube Kids Media Application in Cycle II

No	Mark	Category	frequency	Percentage
1	0-69	Not finished	0	0%
2	70-100	Complete	7	100%

Based on the table above, the students obtained an average score for learning to listen to fairy tales and the results of learning to listen to fairy tales obtained 0%, categorized as incomplete and 100% complete. From the results obtained, it can be stated that there was completeness in the teaching and learning process because 7 students out of 7 students achieved completeness. From the results obtained, it can be stated that there is completeness in the teaching and learning process. For this reason, the researchers assumed that learning to listen to fairy tales had been achieved, so the researchers stopped the cycle.

The implementation of actions in cycle II is basically the same as in cycle I, but the emphasis given is on how students are able to solve questions about listening to fairy tales using the YouTube Kids application media. At the first to last meeting in cycle II, students' attention and interest in learning showed an increase. This can be seen from the increasing number of students who dare to raise their hands and answer questions as well as the number of students who express their opinions.

In this cycle, it is also seen that student learning outcomes have increased both in solving practice questions and being active in the learning process, apart from that, students' ability to understand the material has increased. If previously the students did not understand the material so they had to explain it repeatedly, even three to four times, then In cycle II, most students immediately digested and understood the material quickly with one or two explanations. The improvement that occurred in cycle II can be seen by an increase in student learning outcomes.

The results of data analysis show the average value of learning outcomes for listening to fairy tales for class IV students at SD Negeri 192 Barru who were taught through the application of the YouTube Kids media application. In cycle I it was 56.2% and cycle II it was 88.2%. This average value shows that the learning outcomes of listening to students' fairy tales taught through the application of the YouTube Kids media application have increased in value from cycle I to cycle II.

In cycle I, researchers encouraged students to love their lessons first. During the learning activities, students who previously responded indifferently to lessons began to have a willingness to follow the lessons. This is because there are assignments given at the end of each meeting until the end of cycle I, it can be seen that students are happy to take part in the learning. As a result, student learning outcomes reached an average score of 56.2 and if put into the five scale categories they were in the medium category. After reflecting on the activities in cycle I, several improvements were made to the activities deemed necessary, one of which was increasing opportunities for students to answer questions and opinions. This is done to raise students' enthusiasm for learning so that it can improve student learning outcomes in cycle II.

In cycle II, it was seen that students' willingness to learn had increased, where students who previously had not been able to answer the questions asked by researchers, had now started competing to answer questions. Students are also confident to express their opinions and explain themselves and give answers to the questions given. After being given the final test cycle II, the average value achieved was 88.2 and if put into the fifth scale category it was in the very high category compared to the end of cycle I.

#### **4. CONCLUSION**

Based on research using the YouTube Kids media application, the learning outcomes of listening to Indonesian fairy tales increased for class IV students at SDN 192 Barru. In cycle I, the average student score was 56.2, increasing to 88.2 in cycle II. Learning completeness also increased, from 1 (12.5%) students achieving completeness in cycle I to 7 (87.5%) students in cycle II, achieving classical learning completeness. The application of the YouTube Kids media application also increases student activity in the learning process. In an effort to improve Indonesian language learning outcomes, especially in listening to fairy tales, it is recommended that teachers, especially Indonesian language teachers, consider using the YouTube Kids media application as a learning alternative. Apart from that, teachers are expected to be more creative in presenting problems so that students are more motivated and trained in problem-solving thinking. In addition, other researchers in the field of education, especially Indonesian language education, are expected to carry out further

research to identify effective and efficient methods in overcoming difficulties in learning Indonesian by students.

## **5. ACKNOWLEDGEMENT**

A big thank you to Nasharuddin, S.Pd, M. Si. as a supervising lecturer who has guided and provided very meaningful direction and motivation since the preparation of this article. The author also wishes to thank the UPTD SDN 192 Barru school for receiving and guiding him during the KKN-Dik activity process, and the author also wishes to his KKN-Education colleagues. Sis who has supported and accompanied me throughout this activity.

## **6. BIBLIOGRAPHY**

- Arikunto, Suharsimi. 2014. Penelitian Tindakan Kelas. Jakarta: Bumi Aksara.
- Arsyad. 2017. Media Pembelajaran. Jakarta: PT Rajagrafindo Persada.
- Dewi Mayangsari dan Dinda Riski Tiara. Youtube Sebagai Media Pembelajaran di era Milenial 2019. Jurnal Golden age Universitas Hamzanwadi. VOL. 3 NO. 02.
- Dyah. 2016. Pemanfaatan Youtube Sebagai Media Pembelajaran Dalam Meningkatkan Kreativitas Guru Bahasa Inggris MTS AL-Insan, Jurnal Pendidikan, <https://papers.uika-Bogor.ac.id/>
- Habsari, Zakia. 2017, Dongeng Sebagai Pembentuk Karakter Anak. Jurnal Kajian Perpustakaan dan Informasi, 1(1): 23.
- Harwati.2022. Upaya Meningkatkan Keterampilan Menyimak Murid Melalui Media Rekaman Dongeng Anak Pada Murid Kelas IV SD Tahun Ajaran 2023/2022. Jurnal primary Jurnal Pendidikan Guru Sekolah Dasar , Vol 11 No 1.
- Ahmadi, F & ibda, H. 2019. Media literasi sekolah ( teori dan praktik). Kota semarang: CV. PilarNusantara
- Lunita, P. 2018. Pengaruh penggunaan media audio visual terhadap keterampilan menyimak cerita Pada hasil belajar Bahasa Indonesia kelas v sd. Skripsi. Makassar. UMM
- Mana, L.H,dkk. 2020. Pengembangan buku ajar keterampilan menyimak berbasis contextual teaching And learning. Jurnal pendidikan: penelitian inovasi pembelajaran.4(1).