

## **OTA Utilization of YouTube-Based Audio Visual Learning Media in Improving Indonesian Language Learning Outcomes for Class V (Phase C) UPTD SDN 35 BARRU Students**

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### **Abstract**

*Using appropriate learning media is one of the keys to the success of the teaching and learning process. This article discusses the use of YouTube-based audio-visual media in improving Indonesian language learning outcomes for class V students at UPTD SDN 35 Barru. YouTube-based media offers a variety of content that is interactive, interesting and easy to access so that it can increase students' learning motivation and make it easier to understand the material. This research uses the classroom action research (PTK) method with a qualitative approach to analyze the use of YouTube as a learning medium. The results of this research show that students who learn using YouTube-based media conclude that there is an increase in student learning outcomes.*

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## **1. INTRODUCTION**

Advances in information technology have brought major changes to the world of education. Teachers now have many media choices to support the learning process, one of which is YouTube-based media. YouTube as the largest video platform in the world provides various educational content that can be used to support learning. At SDN 35 Barru, conventional learning media sometimes do not attract students' interest so that learning outcomes tend to be less than optimal. For this reason, it is hoped that innovation by utilizing YouTube-based media can be a solution. Information media through moving images, sound and text simultaneously. This allows students to more easily understand the concepts being taught. The main benefits of using YouTube in learning Indonesian are as follows: (1) Increase learning motivation. Interesting videos (2) can motivate students to be more enthusiastic about learning, (3) Strengthen understanding of material delivered via YouTube-based audio visuals which are easy to understand because they are equipped with visualizations and real examples, Flexible access Students can access the material at any time and repeat it as needed.

One alternative solution that teachers can use is audio-visual animation media. Learning media itself has an important role in the learning process because it can support the achievement of learning objectives. Daryanto (2010: 52) in M. Agus (2023) stated that one of the benefits of learning media is to increase attractiveness and focus students' attention. In line with the theory expressed by Daryanto, Jalaluddin Rakhmat (2015: 51) explains that one of the factors that attracts attention is moving objects. Humans are visually attracted to

moving objects. Audio-visual animation media is a combination of audio media (sound elements) and visual media (image elements) which involves the senses of sight and hearing. Animation is a type of audio-visual media that displays visible visual and audio forms, where an animated work is done by recording and playing a series of static images to get an illusion of movement (Palimbong, et al., 2020). This means that animation is defined as a series of images or objects that are not alive but are made to appear alive or moving

YouTube offers flexibility for teachers to choose or even create learning videos according to class needs. For example, teachers can look for videos about how to read poetry, understand text structure, or practice giving speeches that are presented with interesting visuals and audio. These videos not only provide variety in how the material is presented, but also help students understand concepts more quickly through concrete examples presented directly. Apart from that, students can also access the videos at any time to study independently.

Indonesian language education has an important role in shaping students' communication skills. This subject not only aims to improve reading, writing, speaking and listening skills, but also builds student character through appreciation of the cultural and moral values contained in the learning material. In this context, YouTube-based learning media can be an effective tool for delivering material that is relevant and interesting to students. Optimal use of this media is expected to not only improve student learning outcomes but also build 21st century skills such as critical thinking, creativity and digital literacy.

## 2. METHOD

This research uses the classroom action research (PTK) method with a qualitative approach. The research subjects were 30 students of class V UPTD SDN 35 Barru. The research was carried out in two cycles, where each cycle consisted of planning stages, action implementation, observation and reflection. At the planning stage, the teacher prepares a learning plan by utilizing videos from YouTube that are relevant to Indonesian language material. The action implementation stage involves the use of videos in the learning process in class, where students are invited to watch, understand, and discuss the content of the video. Observations are carried out to monitor student engagement during learning, while reflection is used to evaluate the success of actions and design improvements for the next cycle. Research data was obtained through student learning outcomes tests, student activity observation sheets, and questionnaires that measured student responses to the use of learning media.

## 3. RESULTS AND DISCUSSION

The research results show an increase in student learning outcomes in each cycle. In the initial test (pre-action), the average student score was 65 with a learning completion percentage of 50%. After cycle I, the average student score increased to 75 with learning completion reaching 70%. In cycle II, the average student score reached 85 with learning completeness of 90%. This increase in learning outcomes shows that YouTube-based learning media is able to have a positive impact on students' understanding in learning Indonesian, so that it can improve student learning outcomes. This is supported by the suitability of the video material to the curriculum, video interactivity which invites students to actively participate, as well as teacher assistance which ensures students can understand

the video content well. The videos used also attract students' interest so they are more motivated to learn. In addition, reflection after the first cycle provides an opportunity to improve the approach to the cycle.

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The following table shows student learning outcomes in each cycle:

Cycle	Grade Average	Completion Percentage
Pre Action	65	50%
Cycle 1	75	70%
Cycle 2	85	90%

The results above show a significant increase in the average score and percentage of student completion from pre-action to cycle I and cycle II. In pre-action, only 50% of students achieved completeness, but after implementing the action in cycle I, this figure increased to 70%. This increase continued until cycle II, where student learning completion reached 90%.

This description shows that the use of YouTube-based learning media has succeeded in increasing students' understanding of the material. This is supported by the suitability of the video material to the curriculum, video interactivity which invites students to actively participate, as well as teacher assistance which ensures students can understand the video content well. In addition, reflection carried out after the first cycle provides an opportunity to improve the approach in subsequent cycles, which contributes to improving student learning outcomes.

#### **4. CONCLUSION**

The use of YouTube-based audio visual learning media has proven to be effective in improving Indonesian language learning outcomes for class V students at UPTD SDN 35 Barru. This research shows a significant increase in students' average scores after implementing this media. Apart from increasing understanding, this media is also able to motivate students to learn independently. Thus, YouTube-based media can be an alternative learning innovation that is relevant to the needs of the digital era.

#### **5. SUGGESTION**

So that learning outcomes can continue to improve, it is recommended that teachers continue to explore the potential of technology-based learning media such as YouTube to make learning more varied and interesting. Apart from that, students should be more active in searching for supporting material independently through this platform. Schools are expected to provide support in the form of technological facilities and training for teachers so they can optimize the use of digital-based media. Future researchers can further examine the influence of using YouTube-based media on other aspects, such as students' creativity and critical thinking abilities.

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