THE EFFECTIVENESS OF YOUTUBE PLATFORM LEARNING MEDIA TO IMPROVE STUDENT UNDERSTANDING IN SOCIAL STUDIES SUBJECTS

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A B S T R A C T

The use of learning media to enhance students' understanding of subjects has been implemented by social studies teachers. However, the utilization of YouTube as an alternative medium still requires further study. This research aims to describe the effectiveness of using YouTube as a learning medium to improve students' understanding of the social studies topic on social mobility. The study employs a classroom action research (CAR) design to improve students' comprehension and learning outcomes. The CAR was conducted in three cycles, with each cycle consisting of problem analysis, a description of findings, and solutions. The research was conducted with 30 eighth-grade students at SMPN 5 Kusan Hilir. The results indicate that students' understanding of the social studies topic on social mobility improved after the application of YouTube as a learning medium. This is evidenced by the post-test results from the third cycle, where 100% of the 30 students scored above the minimum competency standard (MCS). In other words, students' understanding improved by 90% with the implementation of YouTube as a learning medium in the second and third cycles.

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INTRODUCTION

Learning by utilizing technology-based media has experienced rapid development today. One of them is YouTube. YouTube has become a source of extensive knowledge and can be easily accessed by various groups. Learning videos provided by various educational institutions, teachers, and even students themselves allow the delivery of material in a more visual and interactive way compared to traditional methods.(Kearney et al., 2020). Media is said to be effective if it has the ability to attract students' attention, facilitate students' understanding, and motivate students. YouTube can provide direct visualization, interactive and discussion as well as easy access from various devices.(Hoffman, 2021). According to(Greenhow & Lewin, 2019), video-based media such as YouTube can increase students' learning motivation. This is because of its interesting and dynamic nature. In line with Hwang, et al. (2019) that the use of YouTube in learning can deepen students' understanding of complex concepts, especially in subjects that require visual explanations.

However, several studies explain the importance of the teacher's role in curating and selecting content that is appropriate to learning objectives.(Kearney et al., 2020)It must be acknowledged that not all materials on YouTube are of adequate quality or relevant to the educational curriculum. Therefore, the importance of critical assessment and targeted integration in the use of YouTube as a learning medium. (Banks, 2008) stated that the main goal of social studies education is to create multicultural awareness and appreciate diversity. According to him, good social studies education is one that is able to teach students to understand, appreciate, and work together with people from various cultural backgrounds. This is important in preparing students to live in an increasingly connected and global world. Social studies learning is able to prepare, foster and shape students' abilities that can master knowledge, attitudes, values, and basic skills that are needed in society. The quality and success of learning are greatly influenced by the ability and determination of teachers in choosing and using learning.(Nisa et al., 2017). As a social studies teacher, it is necessary to implement a learning process that is in accordance with the contents of the 2013 Curriculum with planning that is prepared and runs effectively. To improve students' understanding in learning social studies requires teachers to change learning with innovation, the acceleration of information flow in the era of globalization requires changes in learning to always be developed in accordance with the needs and developments that occur at the local, national and global levels.

The author's observations from September 2022 to November 2022 at SMP Negeri 5 Kusan Hilir, namely as follows; (1) Learning outcomes are not in accordance with the objectives of the basic competencies of the material "Social Mobility" (2) The implementation

of learning in schools is not optimal; (3) less use of learning media (4) emphasizes memorization skills; (5) The learning process is only to pursue the target of achieving the predetermined curriculum. The less than optimal IPS teachers in class VIII of SMPN 5 Kusan Hilir in learning have an impact on low student understanding and student activity in learning so that learning outcomes do not match the IPS KKM target. The use of YouTube learning video media in the form of interesting learning materials accompanied by examples of pictures of characters, buildings, certain event films, maps that are in accordance with the material being studied. For students, YouTube learning video media is able to express, to argue, to tell the contents of the video shown, can help to do assignments easily. If students can answer the assignment correctly, they will be given a score. while students who are not perfect will be guided by the teacher. The advantages of learning video media stimulate students to think critically, stimulate children's courage to ask questions and argue, so that students' self-confidence arises, and cooperation is created in learning. So the application of audio-visual learning media plays a role as a means of the learning process to make it easier to understand objects, events or materials needed in learning. Based on the background, the purpose of this study is to describe the effectiveness of using YouTube learning media to improve students' learning understanding in social studies subjects on social mobility.

RESEARCH METHODS

This study uses a classroom action research (CAR) design. According to Suharsimi Arikunto (2010:3) CAR is an action carried out with the aim of improving or enhancing the quality of classroom learning practices. CAR is a recyclable and reflective process carried out by teachers or prospective teachers with the aim of making improvements to the system, working methods, processes, content, and learning situations.The subjects of this study were 30 students of class VIII of SMPN 5 Kusan Hilir. This study was conducted in the semesterodd with a research period of 6 months (February-June 2023).Data collection techniques using observation and interviews. Data are analyzed descriptively and presented in the form of tables and graphs.

RESEARCH RESULTS AND DISCUSSION

Classroom Action Research Results

Through the results of this study it is shown that the active learning method uses learning media.*YouTube* has a positive impact in improving student learning outcomes. This can be seen from the increasingly solid understanding and mastery of students on the material that has been delivered by the teacher so far, marked by increased learning completeness from cycle I, cycle II, and cycle III with the following details:

Table 1. Results of completion of each cycle

Activity	Cycle 1 (n=30)		Cycle 2 (n=30)		Cycle 3 (n=30)	
	Completed	Not Completed	Completed	Not Completed	Completed	Not Completed
Pre Test	3	27	20	10	27	3
Post Test	11	19	23	7	30	0

Source:Data Processed (2023)

Based on Table 1, it can be seen that in cycle 1 or when not yet using*YouTube* as a learning medium when the pre-test was conducted, only three students achieved the KKM score, the remaining 27 students had not achieved the KKM. Then, during cycle two or the teacher started using*YouTube* as a learning medium in the class there are 20 students who achieve the KKM score, during cycle 3 all students have achieved the KKM score.

To determine the effectiveness of the application of YouTube learning media, a test was carried out using the Paired Sample T Test Analysis, namely to determine the difference in student understanding before and after the application of the YouTube platform media. After being analyzed using the paired sample T Test, the following summary of the T Test analysis was obtained:

Table 2. Summary of Paired Sample T Test Analysis Cycles 1, 2 and 3

Source of Variation	Average	db	Standard Deviation	t	P
Pretest/Posttest Cycle 1	-0.71100	29	1.20032	-3,244	p<0.05
Pretest/Posttest Cycle 2	-0.55433	29	0.42496	-7,145	p<0.01
Pretest/Posttest Cycle 3	-0.11567	29	0.95107	-0.666	p>0.05

Source: Processed Data (2023)

Based on Table 2, it is known that the price of T Paired Sample T Test for pretest/posttest cycle 1 is -3.244 with p <0.05. This means that there is a significant difference between the pretest and posttest results in cycle 1. Furthermore, the price of T Paired Sample T Test for pretest/posttest cycle 2 is -7.145 with p <0.01. This means that there is a very significant difference between the pretest and posttest results in cycle 2 after the implementation of the YouTube platform learning media. Furthermore, the price of T Paired Sample T Test for

pretest/posttest cycle 3 is -0.666 with p> 0.05. This means that there is an insignificant difference between the pretest and posttest results in cycle 3.

In cycle 1 pThe learning process used based on observations at that time still used conventional strategies, namely lectures where the teacher explains the material as in the book and then asks and answers questions with students, which makes students bored, lazy, and unenthusiastic so that they do not understand the material that has been delivered so that the learning outcomes they get are still below the KKM 70.The following are student learning outcomes during cycle 1.
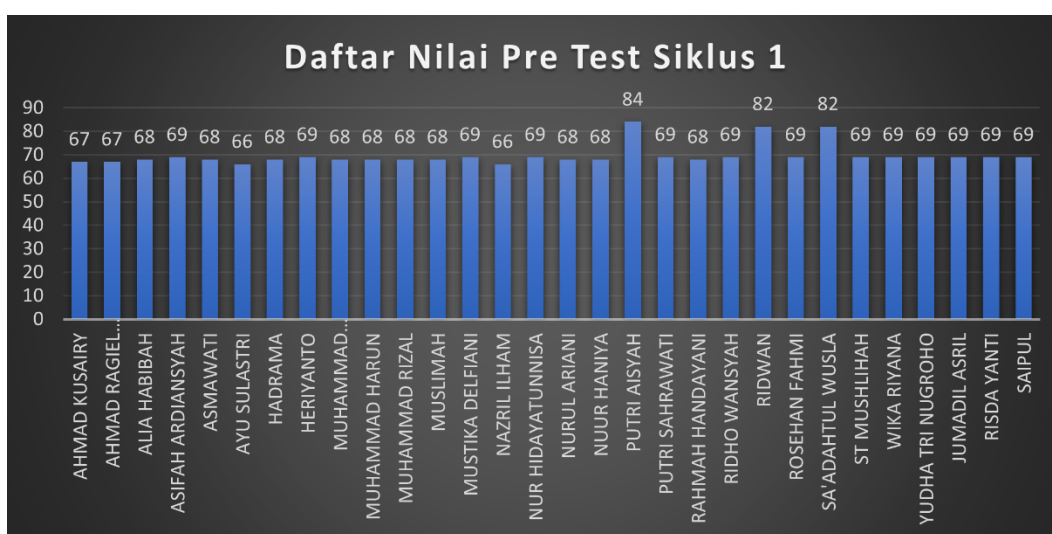

Figure 1 Learning Results Cycle 1

Based on Figure 1, it can be seen that only three students obtained scores that reached the KKM. In addition, the teacher also conducted observations during the learning process in cycle 1,By using instruments related to student activity in responsibility, cooperation, curiosity, thoroughness, self-confidence and courage, the following results were obtained:

Table 3. Student Activity in Cycle 1

Number of activities	Category	Cycle 1	
		Student	%
23 to 30	Very Active	3	10.00
15 to 22	Active	4	13.33
14 to 21	Quite Active	3	10.00
7 to 13	Less Active	20	66.67
Amount		30	100

Source: Processed Data (2023)

Table 3 shows that in the pre-cycle of activeness in implementing the model before using YouTube media, namely: Very active category there are 3 students or 10%; Active category there are 4 students or 13.33%; Sufficient category there are 3 students or 10%; Less category there are 20 students or 66.67%. Observations that have been made show that the level of student activity is still low. This shows the tendency of students to be still ordinary in the learning process or less active.

Then in cycle 2implementing YouTube media in social studies learning which aims to make students active and understand the material presented, so that learning can be more effective and student learning outcomes increase. The results can be seen in the image below:
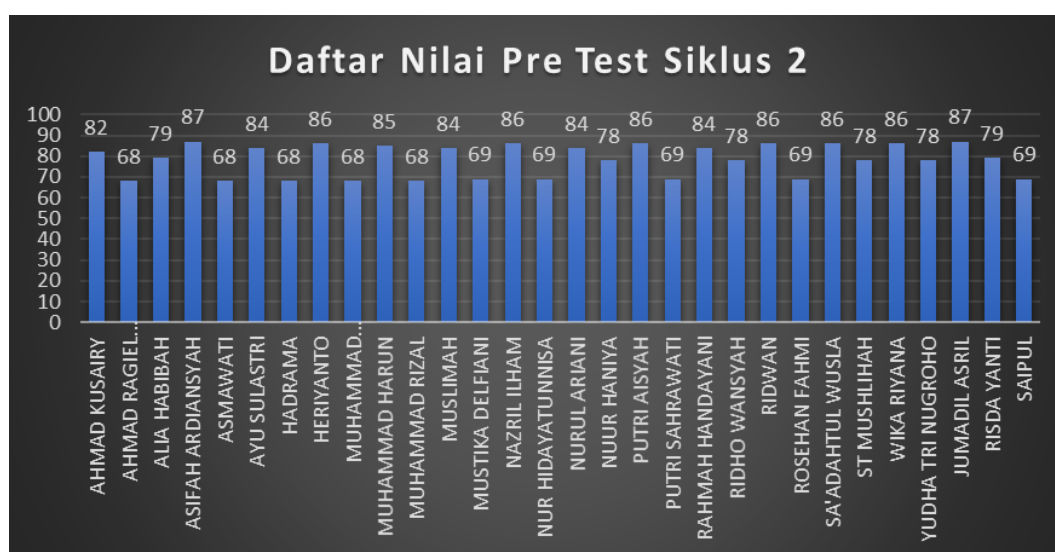

Figure 2 Learning Results Cycle 2

Based on the picture above, it can be seen that in cycle 2, student learning outcomes have increased. This can be seen from more than 50% of student scores reaching the KKM. In addition, the results of observations related to student activity can be seen in the following table:

Table 4. Student Activity in Cycle 2

Number of activities	Category	Cycle 2	
		Student	%
23 to 30	Very Active	6	20.00
15 to 22	Active	5	16.67
14 to 21	Quite Active	5	16.67
7 to 13	Less Active	14	46.67
Amount		30	100

Source: Processed Data (2023)

Table 4 shows that in the pre-cycle of activeness in implementing the model before using YouTube media, namely: Very active category there are 6 students or 20%; Active category there are 5 students or 16.67%; Sufficient category there are 5 students or 16.67%; Less category there are 14 students or 46.67%. Observations that have been made show that the level of student activity is still low. This shows the tendency of students to be still ordinary in the learning process or less active.The last learning implementation is in cycle 3. In this cycle all students get scores reaching KKM. This can be seen in the following picture:
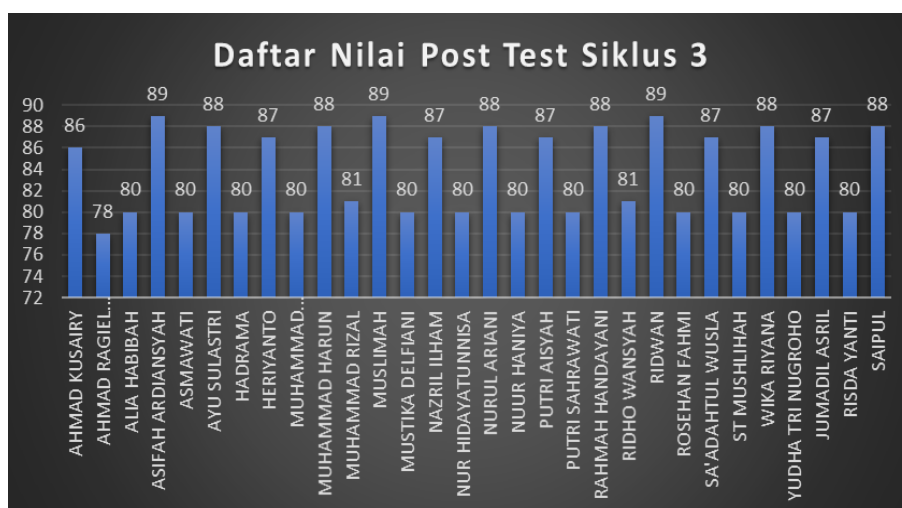

Figure 3 Learning Results Cycle 3

In addition to learning outcomes, teachers also conducted observations with results as shown in Table 5 below:

Table 5. Student Activity in Cycle 3

Number of activities	Category	Cycle 2	
		Student	%
23 to 30	Very Active	10	33.33
15 to 22	Active	8	26.67
14 to 21	Quite Active	6	20.00
7 to 13	Less Active	6	20.00
Amount		30	100

Source: Processed Data (2023)

Table 5 shows that in cycle 3 the activity in implementing the model before using YouTube media, namely: Very active category there are 10 students or 33.33%; Active category there are 8 students or 26.67%; Sufficient category there are 6 students or 20%; Less category there are 6 students or 20%. Observations that have been made show that the level of student activity is still low. However, the activity of these students has also increased compared to before.

This PTK is said to be successful because students experience an increase in learning outcomes and learning activity during class. SOne way to support the learning process is by using media.(Buda et al., 2022; Murtado et al., 2023). The problem in this study is that the learning outcomes of class VIII students are still low and have not reached the KKM. The use of YouTube media as a learning medium makes it easier for students to absorb material and be more active in participating in activities. learning(Musfiroh & Arisona, 2023; Mustika & Muharaeni, 2022; Sihombing et al., 2023). This study aims to identify the influence of YouTube content media on student learning outcomes in social studies subjects for grade VIII. The results of this study indicate that there is an influence of the use of YouTube content media on student learning outcomes.

CONCLUSION

Based on the data obtained and the results of the analysis carried out, the following conclusions can be drawn: (1) Students' understanding of learning before the application of the YouTube platform learning media was still low. This is proven bythat the pretest results of the total number of students were only 3 people with a percentage of 10% who had scores exceeding the KKM and the majority, namely 27 people with a percentage of 90%, had scores below the KKM. While for the post-test results of the total number of students, there were 11 people with a percentage of 37% who had scores exceeding the KKM and the majority, namely 19 people with a percentage of 63%, had scores below the KKM. (2) Student learning understanding after implementing learning media*YouTube*experienced an increase. This can be seen from the results of the post-test cycle III of the total number of students as many as 30 people with a percentage of 100% who had scores exceeding the KKM. In other words, students' learning understanding increased by 90% with the implementation of learning media with the platform*YouTube*in cycles II and III. (3) Description of the effectiveness of implementing platform learning media*YouTube*to improve students' learning comprehension is seenthe price of T Paired Sample T Test for pretest/posttest cycle 1 is -3.244 with p <0.05. This means that there is a significant difference between the pretest and posttest results in cycle 1. Furthermore, the price of T Paired Sample T Test for pretest/posttest cycle 2 is -7.145 with p <0.01.

This means that there is a very significant difference between the pretest and posttest results in cycle 2 after the implementation of the YouTube platform learning media. Furthermore, the price of T Paired Sample T Test for pretest/posttest cycle 3 is -0.666 with p> 0.05. This means that there is an insignificant difference between the pretest and posttest results in cycle 3. This study uses a PTK design that has limitations in the method aspect, especially

in the subject aspect of the study. Therefore, further researchers are expected to be able to study this study more comprehensively, especially in the method aspect so that the study of the use of YouTube media as a social studies learning medium can be studied from various perspectives, both in terms of content and method.

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