

ARTICLE

# The Role of YouTube in Enhancing Learning Outcomes and Creativity among Elementary School Students.

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## Abstract

YouTube, a video-based platform, offers plenty of potential to help education by rendering it more interactive, engaging, and successful. However, the qualitative research conducted with a case study at Ba'engas 3 Elementary School at Labang district, Bangkalan city has yet to fully embrace YouTube as a teaching tool. Thus, this research uses a descriptive qualitative approach with the aim of discussing and analyzing in detail how the use of YouTube as a learning tool can improve students' learning outcomes and creativity. The research subjects consisted of the principal, teachers, and fifth-grade students of Ba'engas 3 Elementary School. Data collection techniques were carried out through observation, in-depth interviews, and documentation. Data analysis techniques used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing and verification. The validity of the data was obtained through triangulation of sources and techniques. The research results show that the implementation of YouTube in learning for fifth-grade students at Ba'engas 3 Elementary School demonstrates high enthusiasm when learning using videos, making it easier to understand the material, and being able to develop creative ideas in the assigned project tasks. Students can gain a deeper and more contextual understanding of complex topics by using diverse and engaging YouTube audio-visual content. Thus, YouTube is not only a source of knowledge but also a tactical instrument to encourage creative and active learning as well as enhance students' understanding of the subject matter.

**Keywords:** Youtube, Learning outcomes, Student's Creativity

## 1. Introduction

Everyone who is born will eventually receive education from their parents. [1] states that parental early childhood education is a contemplative process that combines moral principles, spiritual responsibility, and emotional intimacy in addition to information transfer. From an early age, parents serve as mentors, guides, and role models in helping to shape their children's personalities. Every element in the educational process must have the same function and complement each other. According to [2], factors such as digital literacy, motivation, learning identity, personal cognitive skills, and time and task management all influence learning success, especially in digital environments.

Generally, educators, students, learning strategies, teaching materials, the learning environment, equipment and facilities, and the evaluation system are all components of education. A successful and inclusive education ecosystem depends equally on the roles of these elements. The purpose of education is to humanize people intentionally and systematically. This idea describes the process of developing the whole person, including their intellectual, emotional, social, and spiritual aspects. Making humans capable of critical thinking, empathy, and moral behavior in social situations is known as "humanizing humanity." [3] highlights that this process is not solely the responsibility of schools. Universal participation means that active support for sustainable education reform from families, communities, governments, the commercial sector, and the media is necessary for educational progress.

In the rapidly evolving digital age, technology has permeated every aspect of human life, including education. Technology such as virtual reality, artificial intelligence, and learning management systems has transformed teaching strategies and educational experiences, as demonstrated by [4]. Meanwhile, [5] emphasize how technology, including school digitalization and online learning, can help bridge the educational access gap, especially in 3T (remote, outermost, and disadvantaged) locations. YouTube is one of the digital media that is becoming increasingly popular as a learning tool. According to Kristiani Pradnyadewi (2021), YouTube is a useful and dynamic learning tool in addition to being an entertainment platform. Students can gain confidence in their communication abilities, improve their speaking skills, expand their vocabulary, and understand both verbal and nonverbal cues by watching instructional films. Additionally, YouTube offers flexibility in learning by allowing students to view content from any location at any time.

As a learning medium, YouTube offers various advantages that can enhance the teaching and learning process. One of the main advantages of YouTube is the diversity of available content ([6]). Students can access various videos covering a wide range of topics, from economic theory to business practices, presented by various educators, professionals, and educational institutions ([7]). The video content presented can help students understand the material more easily through visualization, animation, and direct demonstrations ([8]). With this, learning no longer relies solely on textbook texts, but also enriches the learning experience through multimedia. In addition, YouTube enables learning that aligns with students' learning styles ([9]; [10]; [11]). For students at UPTD SDN Ba' Engas 3 Bangkalan with a visual learning style, animated videos or diagrams are very helpful. Meanwhile, students with an auditory learning style can take advantage of videos that contain verbal explanations or podcasts. This makes YouTube an inclusive medium for various types of learners. YouTube also provides ease of accessibility; with just an internet-connected device, students can access learning materials anytime and anywhere (Shoufan Mohamed, 2022). This is very helpful in situations where time and location are constraints. With the ability to replay videos, students can learn independently and adjust their own learning pace ([12]; [13]).

Research on the use of YouTube as a medium to improve student learning outcomes and creativity has been proven by several previous studies. The first previous study was conducted by [14], which showed that YouTube can inspire enthusiasm, creativity, and student interest. In addition, YouTube allows students to complete course assignments that require creativity, which previously involved only copying and pasting content from YouTube. Now, the medium serves as a new source and material for practical assignments that utilize each student's unique skills. Further research was also revealed by [15]. The findings of this study indicate that using a YouTube channel to deliver courses on educational research methodology effectively improves student learning achievement. Other findings were also revealed by [16], whose research results showed that student learning outcomes were successfully improved by incorporating YouTube videos into the Network Device Installation and Configuration course. Most of the previous research cited above views YouTube solely as a platform for delivering content, rather than as an interactive tool that fosters student participation,

introspection, or knowledge creation. Research on how students' interaction with YouTube content, such as commenting, creating reaction videos, or producing video-based assignments, can influence their creative thinking and enhance their conceptual understanding is still scarce.

The level of creativity of students at Ba'engas 3 Elementary School is one of the important indicators that reflect their ability to think critically and generate new ideas. In the context of higher education, creativity is essential to face complex and dynamic challenges ([17]; [18]). Creativity is not only related to the ability to generate original ideas but also encompasses the ability to adapt and combine various existing information to create innovative solutions ([8]). Several factors that influence students' creativity levels include the learning environment, teaching methods, and the use of technology in education ([19]; [20]). When students feel safe sharing ideas and express opinions, they are more likely to think outside the box ([21]). Additionally, teaching methods that encourage active participation, such as group discussions, case studies, and collaborative projects, can stimulate creative thinking ([22]). Teachers who can create an interactive and inspiring learning atmosphere also play an important role in enhancing students' creativity, thereby making improvements in students' learning outcomes ([23]).

Learning outcomes are the main indicators in assessing the success of an educational process, both from the perspective of students and the teaching strategies implemented by educators ([24]). Learning outcomes refer to changes in students' behavior because of learning experiences and interactions that occur during the learning process, both in cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects ([25]; [26]). In general, learning outcomes are the abilities possessed by students after receiving learning experiences through a specific learning process ([27]; [28]). In the era of digital learning like today, learning outcomes are not only measured by written exam results but also by students' ability to integrate knowledge, maintain a positive attitude towards learning, and complete tasks creatively ([29]; [21]). Therefore, innovative learning approaches such as utilizing YouTube as a learning medium have become one of the ways to improve students' learning outcomes comprehensively ([22]).

The advantages of using YouTube as a learning medium have been proven by several previous studies. According to research by [30], YouTube can be a learning tool that helps students understand the information conveyed by teachers. Teachers also find it easier because YouTube's delivery is more concise, clear, and brief. According to research by [31], ninth-grade students in class IX-B at MTS Negeri 2 Kutai Kartanegara can achieve better learning outcomes when they use YouTube video content. The use of YouTube also encourages interaction and collaboration among students at Ba'engas 3 Elementary School. Many videos on this platform are equipped with comment sections, where students can discuss, ask questions, or even share their opinions about the content they watch ([32]). Such interactions can enhance student engagement in the learning process and create a more dynamic learning community ([33]). Research shows that collaboration among students at UPTD Ba'engas 3 Elementary School can enhance their conceptual understanding and creativity, as they can provide each other with different perspectives and solutions to a problem.

Research observations conducted on fifth-grade students at Ba'Engas 3 Elementary School found that almost all students had low levels of academic achievement. This is also supported by their still low levels of creativity. Several factors that trigger the low levels of student learning outcomes and creativity are the emergence of fear of failure or lack of self-confidence among students ([34]). Additionally, the conventional and one-way approach to learning triggers a lack of student motivation in studying the material taught during learning activities, resulting in low student learning outcomes ([35]). Therefore, through digital learning such as the use of YouTube as a tutor, it is hoped that it can foster creativity and useful ideas for the future of students, thereby improving the creativity and learning outcomes of fifth-grade students at Ba'engas 3 Elementary School. Specifically, this research took place to answer the following questions:

1. How is YouTube implemented to improve student learning outcomes at Ba engas 3 Elementary School?
2. How is the creativity of students at Ba engas 3 Elementary School?

## 2. Methods

This research uses a qualitative approach with a descriptive case study type, as it aligns with the main objective of the study, which is to deeply understand the process, meaning, and impact of using YouTube as a learning medium in improving the learning outcomes and creativity of fifth-grade students in the IPAS subject at UPTD SDN Ba'Engas 3 Labang Bangkalan. The qualitative approach is a research approach based on postpositivism philosophy, which views reality as something holistic, complex, dynamic, and full of meaning ([36]). In this approach, the researcher acts as the primary instrument in directly collecting data from the field ([37]; [38]). The data obtained is descriptive and tends to be narrative, with a greater emphasis on in-depth understanding of a phenomenon from the perspective of the research subjects ([39]). Descriptive research aims to systematically, factually, and accurately describe the facts and characteristics of a certain population or phenomenon ([40]; [41]; [42]). Meanwhile, a case study is a type of qualitative research that seeks to deeply understand a specific case that is the focus of the study ([43]; [44]). Descriptive case study research is an approach used to answer "how" and "why" questions regarding a phenomenon occurring in a real-life context. Case studies allow researchers to delve into the complex realities in the field and gain a holistic understanding of the phenomenon being studied.

In this research, the case examined is the process of implementing YouTube media in the learning activities at Ba'Engas 3 Elementary School at Labang District, Bangkalan City. The focus is on how teachers use the media in teaching and learning activities, how students respond, and what the impact is on students' learning outcomes and creativity. This research does not aim to generalize the results to a broader population, but rather to gain a deep understanding of the actual practices occurring in the field. Data collection in this study was conducted in 4 sessions with 4 different materials in the subjects of IPAS and IPS. Observations and research activities were carried out with the permission of the principal and the fifth-grade teacher of Elementary School, implementing systematic steps to integrate videos from YouTube into the teaching and learning activities. The principal fully supports the implementation of digital-based learning, despite challenges such as limited devices and network quality. However, with the collaborative spirit between teachers and the school, the use of YouTube as a learning medium is being gradually and contextually implemented according to the needs of students and relevant lesson themes.

This research does not aim to generalize the results to a broader population, but rather to gain a deep understanding of the actual practices occurring in the field. Data were analyzed using the Miles and Huberman analysis technique ([45]), which includes three stages: 1) Data reduction: Filtering and summarizing important data relevant to the research focus. 2) Data presentation: Organizing data in the form of descriptive narratives, tables, or direct quotes. 3) Conclusion drawing and verification: Concluding patterns, relationships, and important findings and verifying them with field data.

This research uses source and technique triangulation, which involves comparing results from observations, interviews, and documentation to ensure data validity. The research also conducts member checks with informants to ensure that the data interpretation is accurate and aligns with their intended meaning.

The sample for this research consists of 1 fifth-grade teacher, who conducts lessons using YouTube as a media, 10 fifth-grade students, selected based on variations in academic ability (high, medium, low) and levels of participation in media-based learning, and 1 school principal, as a key informant who can provide insights into school policies supporting technology-based learning and general

observations on the impact of digital media on students.

### 3. Results And Discussion

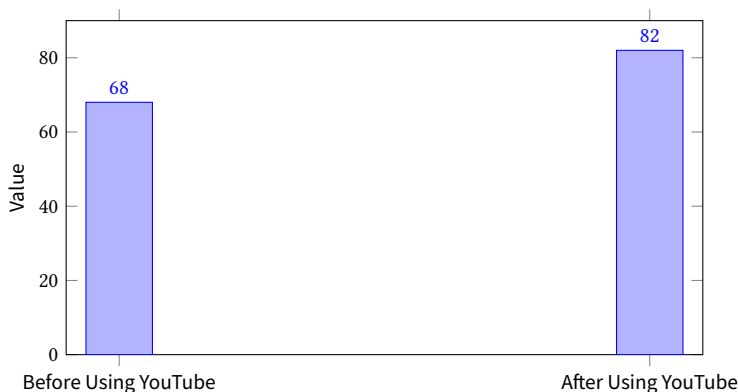
#### 3.1 Results

The comparison of learning outcomes before and after the use of YouTube can be seen in the table below

**Table 1.** Comparison of Learning Outcomes of Fifth Grade Students.

| Aspects Being Assessed                             | Before Using YouTube | After Using YouTube        |
|----------------------------------------------------|----------------------|----------------------------|
| Average Written Evaluation Score                   | 68                   | 82                         |
| Percentage of Students Understanding Core Concepts | 45%                  | 85%                        |
| Ability to Explain Material                        | Low                  | High                       |
| Enthusiasm During Learning                         | Less                 | High                       |
| Activity in Group Discussions                      | Low                  | Active                     |
| Product Results (Images / Diagrams)                | Insufficient detail  | Comprehensive and accurate |

Referring to the data presented in Table 1, the rate of student understanding of indicates an increase of 40% before and after the use of YouTube as a learning medium. In several sessions conducted during the research, students were given a simple questionnaire to gauge their responses to video-based learning. The difference in the average scores obtained by students before and after using YouTube media is shown in the following graph:



**Figure 1.** Average Student Achievement Graph by using Youtube media of Learning Outcomes

Here is a summary of the students' responses that were analyzed descriptively:

From the data presented in Table 2, it can be concluded that most students responded very positively to video-based learning. They not only find it simpler to understand the content but also feel more inspired and interested in participating in learning activities. This enthusiasm becomes an important asset for teachers in improving the quality of the teaching and learning process in the classroom. However, some students still show fewer positive responses. Some students who chose to less agree tend to reject several statements mentioned in the table, and students who completely disagree with all the statements mentioned. These negative responses may come from less active students, especially those with a quieter character or who take longer to adjust.

**Table 2.** Students' Response to YouTube Video-Based Learning.

| Statement                                                                         | Agree | Less Agree | Disagree |
|-----------------------------------------------------------------------------------|-------|------------|----------|
| I prefer learning using YouTube videos.                                           | 85%   | 10%        | 5%       |
| Videos help me understand lessons more quickly.                                   | 90%   | 8%         | 2%       |
| I am more active in asking questions or discussing after watching videos.         | 75%   | 20%        | 5%       |
| I feel more confident explaining the content of the videos in front of the class. | 70%   | 25%        | 5%       |
| I want to learn using videos more often.                                          | 88%   | 10%        | 2%       |

The results of interviews and classroom observations regarding the use of YouTube media on students' learning outcomes can be seen in the table 3:

**Table 3.** Findings from Interviews and Observations.

| Aspect                         | Before Using YouTube                                 | After Using YouTube                                                           |
|--------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------|
| Student Learning Activities    | Passive, only listening to the teacher's explanation | Active, discussing, asking questions, and explaining the content of the video |
| Classroom Concentration        | Easily distracted, quickly bored                     | More focused and staying until the end of the lesson                          |
| Average Evaluation Scores      | 68–72                                                | 78–85                                                                         |
| Quality of Assignment Products | General, incomplete, and unsystematic                | Detailed, systematic, and in accordance with the video content                |
| Student Self-Confidence        | Many hesitate to answer in front of the class        | More confident and open when asked                                            |
| Response to new Lesson         | Slow to understand, many conceptual errors           | Quick to understand, able to connect with experiences                         |
| Engagement in Discussions      | Limited to a few active students                     | Almost all students are involved in Q&A and discussions                       |

The development of students before and after the use of YouTube in learning, as shown in Table 3, indicates that most fifth-grade students feel helped using YouTube in understanding the lessons. Additionally, students also feel that learning conducted using YouTube can change the classroom atmosphere to be enjoyable and active. The indicators of student creativity obtained after using YouTube videos can be seen in the table 4 below:

**Table 4.** Indicators of Student Creativity after Using YouTube.

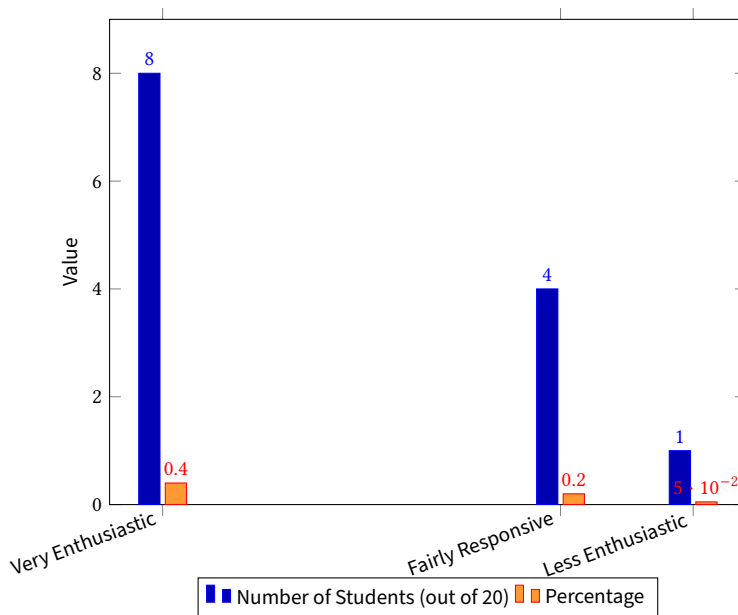
| Creativity Indicator | Description of Observed Behavior                                                                               | Percentage of Students Displaying Behavior (%) |
|----------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Initiative           | Asking questions without being prompted, answering spontaneous questions, suggesting activity ideas in a group | 80%                                            |
| Expression of Ideas  | Describing a show, composing a story or explanation in one's own style                                         | 85%                                            |
| Work Product         | Creating posters, drawings, diagrams, or presentations based on the content of the educational video           | 75%                                            |

The students' responses in completing the creative tasks can be seen in the following table 5 below:

**Table 5.** Student Response to Creative Assignments.

| Response Categories              | Student Behavior Indicators                                                                  | Number of Students (out of 20) | Percentage |
|----------------------------------|----------------------------------------------------------------------------------------------|--------------------------------|------------|
| Very Enthusiastic                | Completing tasks early, results are very neat and colorful                                   | 8                              | 40%        |
| Enthusiastic, but Needs Guidance | Working with enthusiasm but still often asking questions or requesting examples              | 7                              | 35%        |
| Fairly Responsive                | Completing tasks according to instructions but with minimal variation or personal initiative | 4                              | 20%        |
| Less Enthusiastic                | Avoiding tasks or procrastinating, needing encouragement from the teacher                    | 1                              | 5%         |

From the table 5, it can be seen that 75% of students show high enthusiasm in completing creative tasks, both independently and with guidance. They view the assignments as a means of expression and creativity, not just an academic burden. This shows that the learning approach that combines visual media (YouTube) and creative tasks successfully enhances students' intrinsic motivation. The difference in the Student Response to Creative Assignments before and after using YouTube media is shown in the following graph:



**Figure 2.** The difference in the Student Response to Creative Assignments before and after using YouTube media

The data described in Figure 2 shows that when using YouTube as a learning medium, 8 students stated they were very enthusiastic, 7 students stated they were enthusiastic but needed guidance, 4 students stated they were moderately responsive, and 1 student stated they were not very enthusiastic. This indicates that most students felt enthusiastic about learning using YouTube as a learning medium.



### 3.2 Discussion

The research results show that the learning outcomes and creativity of 5th-grade students at Ba'engas 3 Elementary School can be improved by using YouTube videos in the classroom. Students' average learning outcomes improved significantly in quality after the implementation of YouTube video-based learning. The comparison of pretest and posttest scores shows a positive increase, making this clear. Students who previously struggled to understand the material, especially in science and thematic subjects, found that the engaging visual and audio presentations made it easier for them to absorb knowledge. Teachers who organize their video lessons well can reduce abstract ideas and make them easier to understand and more concrete. For example, when teaching the respiratory system or the water cycle, YouTube video animations and simulations help students visualize natural processes, enhancing their conceptual understanding.

The research findings also explain that incorporating instructional videos from YouTube can create a more dynamic and engaging learning environment compared to traditional approaches because information delivered thru visual and auditory media is easier to understand and remember, making students more enthusiastic about attending class. Additionally, YouTube provides teachers with access to a wide range of educational content relevant to the curriculum, allowing them to select videos that will help students understand concepts better. In the context of learning media, [46] state, "Learning media is anything that can be used to convey messages from the sender to the receiver so that it can stimulate students' minds, attention, and interest in learning." Thru the use of YouTube video media, students understand the material faster, remember information more easily, and are able to answer evaluation questions better. This aligns with Gagné's principle that presenting material with engaging strategies will help students achieve optimal learning outcomes.

As for the aspect of student creativity, the research findings indicate that after watching the learning video, students were more active in expressing their ideas thru various creative tasks such as making posters, storyboards, and group presentations, thus improving students' ability to communicate ideas and complete tasks. This finding is supported by [47] theory in the Cognitive Theory of Multimedia Learning, which states, "People learn better from words and pictures than from words alone." This explains why using YouTube videos that present a combination of visuals and audio can significantly improve student understanding. Beside providing information, YouTube content can serve as motivation for students to produce multimedia-based projects, presentations, and reflective videos. According to this research, students participate more actively in class discussions, collaborate, and show initiative in their education. This illustrates how YouTube can foster children's creativity and critical thinking in addition to serving as a tool. By simultaneously activating visual and auditory channels, information processing becomes more effective.

This research also emphasizes the importance of teachers acting as facilitators to guide the pedagogical use of YouTube. Beside helping students avoid excessive engagement with entertainment content alone, teachers must be able to select materials relevant to learning objectives. Teachers at UPTD SDN Ba'engas 3 can demonstrate great initiative in creating a learning environment that combines individual reflection, project assignments, class discussions, and YouTube videos. This method creates a more lively and enjoyable learning environment in addition to improving academic learning outcomes.

Overall, the research findings indicate that if used wisely and contextually, YouTube content can be a useful tool for enhancing student learning outcomes and creativity. This result is consistent with several previous studies that highlight the value of digital media in student-centered learning, such as the research conducted by [48], which showed that using YouTube videos can improve student outcomes and creativity. Using technology like YouTube to create inclusive, transformative, and relevant learning is a smart step in addressing 21st-century education issues. This research suggests



that other schools should begin considering the use of digital media as part of a sustainable learning approach, especially in places with good technology access.

#### 4. Conclusions

Overall, the research conducted at Ba'engas 3 Elementary School shows that the use of learning videos, particularly from the YouTube platform, can provide various positive implications in improving students' learning outcomes and creativity, and can be considered in planning future learning strategies as well as enhancing the quality of education in elementary schools. The use of YouTube can create more effective, interactive, and enjoyable learning for elementary school students. The results of this study support theories on the effectiveness of audio-visual media in education and align with previous research stating that YouTube plays an important role in improving the quality of the teaching and learning process. Thus, the implementation of YouTube in the elementary school environment, particularly at Ba'engas 3 Elementary School, has a tangible impact on shaping students' characters to be active, creative, and have a better understanding of the subject matter. To obtain optimal benefits, schools need to formulate policies that support the systematic integration of video media into the learning process, while still considering pedagogical aspects and the availability of adequate facilities and infrastructure.

The findings of this research are expected to serve as practical recommendations for teachers and schools to optimally integrate digital media into the learning activities. However, several challenges such as internet connectivity issues and the varying learning styles of students pose specific obstacles in implementing YouTube into classroom learning. Moreover, this study only focuses on how the use of YouTube can affect the learning outcomes and understanding of elementary school students, so the use of YouTube as a learning medium may not necessarily be effectively applied at higher education levels. Referring to the limitations of this study, subsequent research is expected to investigate the effectiveness of using YouTube in improving learning outcomes and understanding at higher education levels.

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