



The Role of Youtube Media in Motivation of Early Childhood English Learning

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan video YouTube dalam pengajaran bahasa Inggris untuk memotivasi anak usia dini untuk belajar bahasa tersebut. Penelitian ini dilaksanakan di PAUD Al-Hidayah dengan pendekatan studi kasus kualitatif, dengan teknik observasi, wawancara, dan dokumentasi terhadap empat anak kelompok A. Hasil penelitian menunjukkan bahwa YouTube secara signifikan meningkatkan motivasi anak usia dini dalam belajar bahasa Inggris dengan menawarkan konten yang menarik dan beragam, memungkinkan pembelajaran mandiri, dan memberikan contoh kehidupan nyata untuk mendukung pemahaman. Hasil utamanya mencakup peningkatan ketekunan, peningkatan minat pada berbagai topik, preferensi untuk belajar mandiri, keterlibatan dengan tugas-tugas non-rutin, dan peningkatan keterampilan berpikir kritis. Anak usia 4-5 tahun menunjukkan kemauan yang lebih besar untuk menyelesaikan tugas dan mengatasi kesulitan dengan mencari sumber daya tambahan di YouTube. Beragam topik yang tersedia di YouTube menarik minat anak sehingga mendorong eksplorasi materi pembelajaran lebih dalam. Anak lebih suka bekerja sendiri dengan YouTube karena lebih fleksibel. Beragamnya konten di YouTube membantu mencegah kebosanan anak terhadap tugas-tugas rutin dan membuat anak tetap terlibat. Selain itu, anak lebih mampu mempertahankan pendapatnya dan memecahkan masalah dengan menggunakan informasi dan contoh dari video YouTube. Penelitian ini mendukung integrasi teknologi modern dalam pembelajaran sehingga berdampak pada motivasi, kemampuan, dan keterlibatan anak.

ABSTRACT

This study aims to determine how the use of YouTube videos in teaching English to motivate early childhood to learn the language. This study was conducted at PAUD Al-Hidayah with a qualitative case study approach, with observation, interview, and documentation techniques on four children in group A. The results showed that YouTube significantly increased early childhood motivation in learning English by offering interesting and diverse

content, enabling independent learning, and providing real-life examples to support understanding. The main outcomes included increased persistence, increased interest in various topics, preference for independent learning, engagement with non-routine tasks, and increased critical thinking skills. Children aged 4-5 years showed a greater willingness to complete tasks and overcome difficulties by searching for additional resources on YouTube. The variety of topics available on YouTube attracted children's interest, thus encouraging deeper exploration of learning materials. Children preferred to work alone with YouTube because it was more flexible. The variety of content on YouTube helped prevent boredom with routine tasks and kept children engaged. In addition, children were better able to defend their opinions and solve problems using information and examples from YouTube videos. This research supports the integration of modern technology in learning so that it has an impact on children's motivation, abilities and engagement.

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1. Introduction

The purpose of education is to cultivate human attributes via deliberate effort. As a goal-aware activity, its execution is a continuous process that occurs in all forms and levels of education. As a cultural phenomena in society, educational activities have been held in homes, communities, and schools (Febrita & Ulfah, 2019). An essential part of human life is education. Many parents take their kids' education for granted; that is, they only tell their kids to go to school, but they don't provide them with any assistance or desire to be there to help them as they develop and process the lessons they acquire at home. Even though education is a continuum, education can also be acquired outside of the classroom from neighbors, family members, and other people (Jannah et al., 2021).

The fourth industrial revolution, in which technology has become the foundation of human existence, is currently upon us according to global developments. Modern technology is advancing at an ever-increasing rate. Science and technology, or the digital learning period, is evolving quickly. This breakthrough has the effect of making the globe more accessible and allowing knowledge and information to travel beyond national borders and geographical and temporal boundaries. Getting knowledge these days is quite simple. Information sharing between users is made simpler by digital media (Arima et al., 2022). It was discovered that children, especially those aged 5 to 6 years, are more familiar with smartphones and tablets for playing games or learning how to use electronic learning media. Of the parents surveyed, 94% said that their kids are already used to using technology (Widiastiti & Agustika, 2020).

The core of education is a deliberate and planned effort made by an educator—a teacher, parent, or other responsible adult—to enable children to become independent, knowledgeable, skilled, and knowledgeable adults who can solve a variety of life's problems and who can benefit their families, their nation, and themselves. The educational level preceding the basic education level is known as early childhood education (Esnirani & Rahayu, 2021).

Learning is a process that involves communication. However, when communication breaks down, learning can occasionally happen in the process. This indicates that students are unable to receive the teacher's message or lesson content in an optimal manner, which means that not all of the lesson content can be fully understood by students. To make matters worse, students may misinterpret the message they are receiving from the teacher. The teacher's explanations are hard to understand, thus it is inevitable that students would eventually become bored and tired (Subhan et al., 2022).

Learning English is crucial in the modern era because information is communicated through the international language, English, which is seen as a symbol of national progress. This is because information encountered nowadays is communicated through this language, preventing it from having an unfavorable or incorrect impact on those who absorb it (Ulya & Na'imah, 2022). Being able to communicate effectively in English is therefore essential to creating a more capable society that can compete on the international stage, raise national standards, and access knowledge that is not available domestically.

English is a highly significant international language that is practically required, particularly for young children. English language education in early childhood is of great importance since it makes children realize different languages and grow up with a positive attitude for English (Surya & Mufidah, 2023). Because speaking English will teach kids how to interact with others. Aside from that, youngsters who are proficient in English will have easy access to the digital world. Children who are exposed to English at a young age will have a stronger foundation before moving on to higher school (Triyanto & Astuti, 2021).

In the digital age, parents have a more demanding responsibility. They must use technology to help their family adopt early literacy that is appropriate for their child's developmental stage. In the current digital era, parents cannot stop changes over time, such as

the development of the internet and children's habits. However, parents also hold a crucial role as the primary role models for their children, setting an example for them through their words and actions. Children will repeatedly mimic the actions of their parents (Salehudin, 2020).

The Internet will encourage readers to pursue knowledge. Along with the courses, we can incorporate images, videos, and music to help the students become more conscious of concepts and enhance their critical thinking skills. Making learning media by utilizing technology is one of the revolutions in the field of education, especially in the era of the industrial revolution 4.0. (Saputra, Pasha, & Afriska, 2020). Students can utilize English-related apps on their phones, which provides an additional advantage, English language learners will benefit if they approach technology. Nowadays, we are using technology in many different ways, especially in education (Kieu et al., 2021).

Regarding learning motivation and theory (Hamdani et al., 2018) is the theory used as an indicator, which states that motivated students have the following traits: (1) can defend their opinions; (2) are tenacious in the face of difficulties; (3) show interest in a variety of problems; (4) prefer to work alone; (5) get bored quickly with routine tasks (repetitive things-money); (6) can persevere through lengthy workdays without stopping; (7) not easily letting go of things you believe in; and (8) enjoys problem-solving.

Not all students have the same level of motivation to learn; some have intrinsic motivation, meaning they are more driven to learn and do not rely on outside influences. Conversely, pupils that have an extrinsic learning motivation are highly dependent on external factors to determine their readiness to learn. In actuality, though, extrinsic motivation is more common, particularly when learning occurs in children and teenagers (Febrita & Ulfah, 2019). When kids are motivated to learn, the learning process will be successful. Therefore, adopting extra media-like the YouTube app, for example-can help pupils become more motivated to learn English.

Using YouTube in conjunction with the Pair Work Strategy is an alternative that shouldn't be ignored when learning given the demands of the 21st century and today's technology. One of the social media sites that is becoming more and more popular these days is YouTube. The most widely used social networking app on Android smartphones is YouTube, where users spend the most time on average (Riswanto et al., 2022).

YouTube content is now included into modern information technology advancements, particularly in the scholarly community. Reform initiatives in the application of technological outcomes in the educational process are being encouraged more and more by the advancements in science and technology (Baihaqi et al., 2020). Aside from that, one way to encourage pupils to learn English is by using YouTube as a teaching tool.

One of the biggest video service providers available today is YouTube, which also offers free uploading. Video clips are free to load, view, and share. For those of us who prefer to obtain information without reading papers, YouTube is also a great resource. YouTube users typically upload their own videos, TV shows, movies, and video clips. Having the ability to broadcast information to millions of users is another advantage of utilizing YouTube. Millions of people visit YouTube every day, and it can be found on nearly any computer with internet access and in virtually every country in the globe (Iskandar & Nadhifa, 2021).

YouTube provides many videos that can be used by the students learning resources. Students can learn English through short English videos, films, and English tutorials (Kristiani & Pradnyadewi, 2021). YouTube was selected because it makes a significant contribution to the process of teaching and learning. It offers an abundance of video information that can be used in the classroom. In the first phase, teachers use YouTube as a medium to overcome this problem (Syafiq et al., 2021).

Additionally, a lot of online learning depends on student aptitude. Parents have a role in guiding their children's use of gadgets and technology to aid in their learning process because they have the capacity to provide meaning through assuming agency in learning, initiating and maintaining meaningful multi-modal communication, and developing conceptual and epistemic understanding through active involvement with digital resources (Chiu et al., 2021).

The purpose of this study was to determine how teaching English to students through YouTube videos can inspire them to learn the language. This can enhance pupils' general learning abilities and the quality of their education. Long-term, this research may also aid in the creation of more creative and successful approaches of teaching English to learners, better equipping them to meet obstacles and an improved future. It is intended that the findings of this study will enhance students' interest in the learning process and aid in the creation of learning techniques for selecting learning materials.

2. Methods

This study employed a qualitative technique. The case study style was selected as the research design to examine more realistic answers to the usage of YouTube in English classes. In the case learning method, case articles will be presented to help students discuss the phenomena that occur and will be discussed in discussion activities based on the findings of observations and student perspectives. The case method should be able to lessen the imbalance between theory and practice and be able to provide complex and contextual learning experiences (Andayani et al., 2022).

The research took place in an Early Childhood Education of Al-Hidayah. The school was indicated to be appropriate as a research site because it is the most popular school in the city which has big probability that the children used YouTube. This was the main factor that enabled the research to be done as what expected. The population of this study consisted of all 30 children aged 4-5 years old or grouped as A class, where the researchers only used 4 children as research samples. A random sampling approach was used in selecting the research sample.

The researcher simultaneously assumed the roles of an observer and a teacher. There was only one instance of it in the 30 children chat app and one in the classroom. The researcher watched the students while they used YouTube as an online teaching materials. Observation is a method of gathering data that involves making notes about the state or behavior of the item being observed (Hasibuan et al., 2023). The researcher conducted five interviews with students to get the information the researchers needed.

An interview is a conversation that an interviewer conducts with an interviewee to get information from them (Haryono, 2023). The six steps of the approach that researchers use in interviews are as follows: (1) defining research concerns; (2) creating interview designs, which include questions and interview protocols; (3) interviewing sources; (4) transcribing and translating; (5) analyzing interview data; and (6) reporting (Hansen, 2020). Researchers inquired about a number of topics pertaining to students' viewpoints on the benefits and drawbacks of its use and Documentation is another task that researchers perform to ensure the validity of study results.

The researcher needs to use theme analysis when examining the data. Essential ability for analyzing qualitative data since it shows how to identify patterns in phenomena and provide a thorough explanation. Additionally, the process of identifying themes is one of its hallmarks. There are three processes that need to be taken: comprehending the data, coding, and identifying themes. It is appropriate for this research since it makes use of observation, interview, documentation and the theme analysis required to turn the data into conclusions (Mahmudah, 2022).

To complete a task or find a solution, procedures are always necessary. The actions required, the framework that needs to be established, and the justification for those actions are all outlined. This is necessary in every field, including research. Throughout the learning process, most teachers to the best of our knowledge did not use this application for teaching and learning strategies that were different from those used by researchers. procedures can act as a guide for researchers. This research was carried out in several stages to help students adapt to the strategies that researchers provide to inspire students to learn English as follows: (a) researchers use YouTube to conduct educational activities with students and (b) to ascertain the impact of using the YouTube application, the researchers spoke with four parents of class a students. Thematic analysis is employed to analyze data derived from speaking videos. This talk aims to discuss research findings and investigate how teaching English to young children through YouTube can boost students' motivation to learn the language.

3. Result and Discussion

3.1 Result

Based on the results of interviews, observations and documentation that were carried out during the research, the following is a presentation of the research results obtained by the researchers. This interview, observation and documentation was carried out at Early Childhood Education of AI – Hidayah class A in English subjects. The presentation of the data from this research is in accordance with the research objective, namely to describe the motivation to learn English of class A students at preschool of AI – Hidayah Lebak Banten after using YouTube as a learning medium.

According to the result of children motivation, researchers took 4 parents of class A students to be interviewed and observed regarding their learning motivation after receiving learning using YouTube media. To find out students' learning motivation, researchers used 8 indicators of the characteristics of students' learning motivation from Sadirman. an indicator, which states that motivated students have the following traits: (1) can defend their opinions; (2) are tenacious in the face of difficulties; (3) show interest in a variety of problems; (4) prefer to work alone; (5) get bored quickly with routine tasks (repetitive things-money); (6) can persevere through lengthy workdays without stopping; (7) not easily letting go of things you believe in; and (8) enjoys problem-solving.

The parents of student 1 stated that their child's motivation to learn increased after using YouTube as an English learning medium. Before using YouTube, Student 1's parents said that he was interested because he often used the platform for entertainment. After learning, student 1 showed perseverance in completing the assignment, was tenacious in facing difficulties by looking for additional videos for further understanding, and showed interest in various related topics suggested in the video. Student 1 prefers to work alone, enjoys learning in a non-routine way, and can defend his opinion after seeing real examples from videos. Student 1's parents also showed a passion for finding and solving problems using videos as the main reference.

At first, student 2's parents did not really know about using YouTube for learning and were more comfortable with conventional methods. However, after using YouTube, the child's motivation in learning increased. Student 2 shows perseverance by starting to complete the assignment given. He also became more resilient in overcoming difficulties by repeating videos and showing increased interest in new topics discovered on YouTube. Student 2 prefers to study independently, but quickly gets bored with routine tasks so varied videos make him more involved. In addition, Student 2's parents began to defend their opinions better and felt more confident in their beliefs after getting information from the video.

Student 3's parents stated that their child's motivation to learn was very high after using YouTube. These students are very enthusiastic about this new method and always complete assignments on time after watching the videos. Learner 3 shows perseverance and tenacity by finding ways to overcome difficulties, as well as showing broad interest in various topics taught on YouTube. Student 3 enjoys working alone, but feels bored with routine tasks and is more interested in the variety of content on YouTube. When facing difficulties, Student 3 will ask the teacher for guidance. Student 3 always defends his opinion confidently, uses examples from videos as support, and enjoys finding solutions to problems faced in learning.

Student 4's parents stated that after their child took part in the lesson, their learning motivation increased. Student 4 shows persistence by repeating videos to ensure understanding, is tenacious in facing difficulties by looking for additional relevant videos, and shows interest in additional videos related to the lesson material. Learner 4 prefers to work alone and feels more motivated by interesting videos than by routine tasks. When experiencing difficulties, Student 4 actively asks the teacher for help. Student 4 can also defend his opinion with support from video material, does not easily give up his beliefs, and uses YouTube as the main tool for finding and solving problems.

3.2 Discussion

This research aims to describe the English learning motivation of children aged 4-5 years old in preschool of Al – Hidayah Lebak Banten after using YouTube as a learning medium. Based on the results of observations and interviews with four students, it appears that the use of YouTube has a significant positive impact on students' learning motivation. The following is a discussion of research based on research results adapted to Sardiman's learning motivation indicators.

Based on the first indicator (persevere in facing tasks), student 1, student 2, student 3, and student 4 showed perseverance in completing the assignment. They all found it helpful to have engaging, repeatable video content so they could work independently until the task was completed. Then in terms of second indicator (tenacious in facing difficulties), student 1, student 2, student 3, and student 4 showed tenacity in facing difficulties. They look for solutions through additional videos on YouTube and ask educators when they encounter difficulties that they cannot solve themselves. This shows an increase in resilience in facing learning challenges. Next, from the factor in showing interest in various problems, student 1, student 2, student 3, and student 4 showed increased interest in the various topics suggested in the video. YouTube videos are varied and interactive, making students more interested in exploring learning material more deeply.

According to the fourth indicator (prefer to work alone), student 1, student 2, student 3, and student 4 prefer to work alone. They feel freer and less burdened by learning independently using YouTube. Students can learn at the speed and way they want, thereby increasing learning independence. Subsequently, the next indicator about get bored quickly with routine tasks which the result was student 1, student 2, student 3, and Student 4 quickly get bored with routine tasks and find that the variety of content on YouTube makes learning more interesting. This encourages them to stay engaged and motivated in learning.

Based on the sixth indicator (can defend his opinion), student 1, Student 2, Student 3, and Student 4 showed an increase in their ability to defend their opinions. Real examples and explanations in the video give them strong references to support their opinions. Next indicator is about it's not easy to let go of things you believe in. The result indicated that student 1, student 2, student 3, and student 4 did not easily give up their beliefs after getting information from the video. They feel more confident in their understanding and are not easily influenced by other opinions without good reason. The 8th indicator about the enjoyment in finding and solving problem explained that student 1, student 2, student 3, and student 4 enjoy searching

for and solving problems using YouTube. They actively search for relevant videos to solve problems faced in learning, showing a proactive attitude in learning.

The use of YouTube as an English learning medium has proven to be effective in fostering the learning motivation of children aged 4-5 years old at Al-Hidayah preschool Lebak Banten. Engaging videos, flexibility in learning, the ability to repeat material, access to a variety of resources, and creative approaches all contribute to increasing student motivation and learning outcomes. Students show an increase in perseverance, tenacity, interest in various problems, preference for working independently, ability to defend opinions, and ability to solve problems after using YouTube as a learning medium. Interaction with educators also plays an important role in helping students overcome the difficulties they face, so that they can understand the material better and increase their learning motivation. This is in line with (Nasution, 2019) research which states that YouTube is a good medium for teaching to increase students' learning motivation. Apart from that, research by (Baroroh & Rizal, 2023) shows that YouTube media can increase student motivation and involvement and make the learning process more enjoyable. Therefore, using YouTube as a learning medium can be an effective alternative for increasing students' learning motivation in this digital era.

4. Conclusion

This research concluded that using YouTube videos for teaching English significantly enhances students' motivation and learning outcomes at Al-Hidayah preschool. The engaging and diverse content on YouTube allows students to learn at their own pace and provides real-life examples that support understanding. Students showed increased perseverance in completing tasks, enhanced interest in exploring various topics, a preference for independent learning, and greater engagement with non-routine tasks. They also demonstrated improved critical thinking skills, such as defending their opinions and solving problems. The study highlights the effectiveness of integrating modern technology like YouTube into the educational process, suggesting that it can create a more motivated, capable, and engaged student body. The findings support the use of YouTube as a valuable educational tool in the digital era, benefiting both students and educators.

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