



The Effect of Youtube Social Media Use on Student Learning Outcomes in Social Studies Class 9 SMPN 16 Mataram

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Abstract: Based on the results of observations made at SMPN 16 Mataram, researchers found problems faced specifically in social studies subjects, namely the lack of use of learning media that occurred at SMPN 16 Mataram in social studies subjects. There are only a few teachers who use learning media, while others still use textbooks, whiteboards and markers. The aim of this research is to determine the effect of using YouTube social media on the learning outcomes of class IX students at SMPN 16 Mataram for the 2024/2025 academic year. In this research, quantitative methods were used, the design used was a one group pretest-posttest experimental design. This research data collection technique uses test, observation and documentation methods. The results of this research show that there is an increase in learning outcomes in the learning process, this fact shows that the tcount value is greater than ttable ($9.936 > 1.714$). This is the alternative hypothesis (H_a) which states that there is an influence of the use of YouTube social media on student learning outcomes in social studies subjects for Class IX SMPN 16 Mataram for the 2024/2025 academic year. This research can be concluded that there is an influence of the use of YouTube social media on student learning outcomes in social studies subjects for Class IX SMPN 16 Mataram for the 2024/2025 academic year. Using learning media-based teaching materials can improve student learning outcomes as seen from the pretest-posttest of students who experience improvement.

Keywords: Presentation Media, YouTube, Learning Results

Introduction

The Association for Educational Communications and Technology (AECT) defines educational technology as “the ethical study and practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources.” This is symbolized by instructional technology as “the theory and practice of designing, developing, utilizing, managing, and evaluating processes and resources for learning.” In Indonesia, the application of educational technology began in the 1960s. During the 1960s, the focus of educational technology was on the use of audio-visual programs, posters, photography, slides, films, and audio programs for learning. Thus, educational technology refers to all valid and reliable applied educational sciences, such as equipment, as well as processes and procedures derived from scientific research, and in a given context may refer to theoretical, algorithmic, or heuristic processes: it does not always imply physical technology.

Educational technology is the process of integrating technology into education in a positive way that promotes a more diverse learning environment and enables students to learn how to use technology as well as perform their general tasks. Educational technology is a practical and ethical discipline aimed at facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources (Mastur et al., 2024 in AECT, 2008). In addition to the above definitions, AECT (2008) has also proposed a definition of educational technology translated into Indonesian, stating that Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources (Januszewski & Molenda,

2008). Social media plays a crucial role in education, leading to both positive and negative impacts on education. The negative impacts arise from improper use of social media, with many students using it as a means to expose themselves rather than to seek educational knowledge, causing them to become trapped in social media and potentially damaging their thinking patterns. Excessive and improper use of social media can disrupt students' concentration in learning. Social media, while having negative impacts, also brings many positive impacts.

According to Boyd (in Warpindiyastuti and Sulistyawati 2018:92), social media is a collection of software that allows individuals and communities to gather, share, communicate, and in certain cases collaborate or play. The positive impact of social media is highly beneficial in the field of education, as all educational knowledge can be easily searched for and analyzed using social media, not just relying on textbooks. With social media, students can explore new aspects of education that are always addressed on these platforms. Additionally, social media is now widely utilized in educational activities. For example, it is used to search for teaching materials, as a learning platform, for submitting assignments, discussion forums, delivering educational content, and more. One such social media platform is YouTube.

YouTube is a video-sharing service provided by Google for users to upload, watch, and share video clips for free. YouTube represents the shift in internet technology (World Wide Web) from a “read-only web” to a “read-write web” (Wilson, 2015:10), meaning the transition from a time when the internet only provided reading materials for users to a time when it offers tools for users to create and share reading materials with others. This is likely what has made YouTube one of the most practical and easily accessible social media platforms, making it the most popular website today, viewed by thousands of people every day. The trend of people watching YouTube has increased by 60% annually and 40% daily. Additionally, the number of YouTube viewers has tripled every year (Faiqah et al., 2016:260). The problem of insufficient use of learning media in social studies classes at SMPN 16 Mataram. Only a few teachers use learning media, while others still use blackboards and markers. The methods used are lectures and discussions, which make students bored and tired during the learning process. Based on the above background, the researcher was motivated to conduct research on “The Effect of YouTube Social Media Utilization on Student Learning Outcomes in Social Studies for Grade IX at SMPN 16 Mataram.”

Method

According to Silaen (2018:23), research design, or what can be referred to as research design, is a design concerning the entire process required in planning and conducting research. In general, research is divided into two types, namely quantitative research and qualitative research. Quantitative research is mostly conducted using statistical methods used to collect quantitative data from research studies. The type of research used in this study is quantitative research. Quantitative research is a model that uses numbers, primarily conducted using statistical methods to collect quantitative data from research. The quantitative approach focuses on phenomena that exhibit specific characteristics in human life, referred to as variables (Sujarweni, 2024:6-7).

The design used in this study is a One-Group-Pretest-Posttest Experimental Design. The research design is a One-Group-Pretest-Posttest design. The population is the

generalizable area consisting of objects/subjects with specific quantities and characteristics defined by the researcher for study and subsequent conclusion-drawing. According to (Sudaryono, 2018: 165), the population is the entire set of research objects or subjects that meet the quality or characteristics of the research as defined by the researcher, with the aim of serving as research material to draw conclusions. According to Sugiyono (2018:116), the population is the area of generalization where phenomena or topics with specific characteristics determined by the researcher are studied, and conclusions are subsequently drawn.

The population in this study is all students in grade IX, consisting of 9 classes with a total of 138 students at SMPN 16 Mataram. A sample is a part of the population; there would be no sample if there were no population. A sample that does not or insufficiently represents the population will result in incorrect conclusions (Hikmawati, 2017:60). According to Sugiyono (2018:81), a sample is a part of the population that shares the same characteristics as the population. The sample taken from the population must be truly representative of the population being studied. In this study, the researcher used random sampling. According to Sugiyono (2017:82), random sampling is the selection of sample members from the population conducted randomly without considering the strata within the population. The sample in this study consists of 24 students randomly selected from a total of 138 students in the ninth grade at SMPN 16 Mataram, using a quantitative method.

Result and Discussion

Data collection using YouTube-based social media tests was conducted in two ways, namely pre-tests and post-tests. The pre-test was an initial test given to students to determine their learning outcomes before using the media. Meanwhile, the post-test was a final test given after using the learning media. For data analysis, the one-sample t-test formula was used. If the alternative hypothesis (H_a) is accepted, it can be concluded that "There is an influence of the use of YouTube social media on students' learning outcomes in the Social Studies subject for Grade IX at SMPN 16 Mataram for the 2024/2025 academic year."

Discussion

Based on the research problem formulation in Chapter 1, the researcher conducted this study to determine whether there is an effect of the use of presentation-based learning media. This study was conducted using a one-group pretest-posttest design. Based on the data analysis results, where the calculated t-value is greater than the critical t-value (9.936) at a significance level of 5% with $(N-1) = 23$, as determined through the data analysis obtained using the t-test formula. It turns out that the alternative hypothesis (H_a) is accepted, so it can be concluded that "There is an influence of the use of YouTube social media on student learning outcomes in social studies for ninth-grade students at SMPN 16 Mataram in the 2024/2025 academic year. The results of this study are also supported by previous research by Nurul Istiqomah on "the use of technology and YouTube social media on the learning outcomes of 11th grade students." Based on the data presented by the researcher above, it shows that the influence of YouTube social media use falls into the normal category, meaning that the use of YouTube-based learning media can influence the learning outcomes of 11th grade IPS 1 students at SMA Negeri 1 Bantaeng. This is also supported by Iwantara's research (A. Rasul, 2022:2), who stated that students' learning motivation and conceptual understanding are related to the use of YouTube videos. The

results show that the use of YouTube videos improves learning motivation and enhances conceptual understanding.

The application of learning using YouTube social media has significant potential to improve the quality of learning. Through this learning model, students can easily access learning in the classroom about the topics they want to learn and do not quickly become bored with the usual learning activities conducted in the classroom. The benefits of using YouTube as a social media platform include fostering students' interest in learning, making students more active and enthusiastic, assisting students who struggle to understand the material, helping students focus due to the engaging and interactive nature of the videos, offering flexibility as it can be accessed anywhere with an internet connection, allowing videos to be replayed multiple times, and enabling learners to choose learning materials based on their interests.

Things to consider when using YouTube as a learning tool include selecting the appropriate application, choosing learning resources that are easy to understand, efficient, and engaging, teachers being creative in developing learning materials, considering the target audience as individuals or small groups, and to avoid excessive data usage, educational videos can be downloaded and saved in a gallery or dedicated folder. Thus, the impact of learning using YouTube as a social media platform on student learning outcomes is significant and is expected to stimulate students' interest in learning, provide opportunities for students to be more active and independent in the teaching-learning process, and position the teacher as a facilitator, thereby encouraging students to be creative in presenting lesson materials, thereby improving learning outcomes and achieving learning objectives. Based on the above description, it is evident that the learning model using YouTube social media with this continent-wide material can facilitate teachers in delivering lesson material and enable students to achieve competencies through the learning process. The change that can be observed is the enthusiasm of students in the learning process in the classroom, making the teaching and learning process align with expectations.

Conclusion

Based on the research question in this study, it can be concluded that there is an effect of the use of YouTube social media on student learning outcomes in social studies in grade IX at SMPN 16 Mataram in the 2024/2025 academic year. This can be seen from the research results, where the calculated value is 9.936 and the table value at a significance level of 5% with $db (N-1)=23$. The calculated value is greater than the table value ($9.936 > 1.714$), so H_0 is rejected and H_a is accepted, meaning that the results of this study are “significant.” Based on the above conclusion, YouTube as a social media platform in teaching about the size of continents greatly facilitates teachers in delivering lessons and prevents students from getting bored quickly during learning, thereby keeping them motivated during class time.



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