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Using YouTube to Enhance Elementary Students' Motivation and Participation in Integrated Science and Social Studies Learning

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Abstract
This study aims to analyze the impact of YouTube media on enhancing students' learning motivation and participation in Science and Social Studies (IPAS) learning at the elementary school level. Employing a Classroom Action Research (CAR) design over two cycles—each consisting of planning, action, observation, and reflection—the study involved 16 fifth-grade students from Izzatul Islam Elementary School, Muaro Jambi Regency. Data were collected using observation sheets, learning motivation questionnaires, and field notes, and analyzed through descriptive quantitative and qualitative techniques. The results showed improvements of 27% in learning motivation and 31% in active participation. Descriptive statistical analysis indicated that these increases were meaningful, and further significance testing using the paired-sample t-test confirmed that the improvements in both motivation and participation were statistically significant ($p < 0.05$). Students exhibited enhanced attention, curiosity, confidence, and engagement in collaborative discussions after the integration of YouTube-based videos. Overall, the findings suggest that YouTube is an effective digital medium for strengthening students' affective and social learning aspects while promoting active engagement in the context of digital-era education.

INTRODUCTION

The development of information and communication technology in the digital era has fundamentally shifted the educational paradigm toward more digital, flexible, and interactive forms of learning. In 21st-century education, teachers are required to integrate technology creatively to ensure learning becomes engaging, relevant, and meaningful. Ali et al. (2024) emphasize that effective technology integration in elementary education can enhance student engagement and motivation when supported by the appropriate selection of digital media suited to children's developmental characteristics. Thus, technology use is not merely technical but serves as a pedagogical strategy to strengthen the quality of teaching and learning in elementary schools.

YouTube is one of the digital media platforms that offers strong potential for instructional innovation due to its rich collection of contextual and multimodal educational content. Its visual and auditory features provide learning experiences that stimulate students' imagination, curiosity, and emotional engagement. Biantoro (2024) notes that instructional videos can improve attention span, information retention, and student participation by presenting real-life contexts that are easily understood. In elementary education settings, these audiovisual characteristics position YouTube as an effective tool for promoting interactive and student-centered learning.

Learning at the elementary level, particularly in Science and Social Studies (IPAS), requires students to actively engage with scientific concepts and social phenomena. However, studies show that IPAS learning in many schools remains dominated by teacher-centered methods, resulting in

passive student behavior and low motivation. Limited use of engaging learning media and insufficient integration of digital tools contribute to these challenges (Rahmani et al., 2025). Therefore, there is an urgent need for pedagogical innovation that provides meaningful and contextual learning experiences through media familiar to students' daily lives, including YouTube.

The use of YouTube not only enhances students' motivation but also plays a significant role in strengthening their participation during learning activities. Instructional videos serve as stimuli for discussion, analysis, and interpretation of presented phenomena (Surbakti, 2025), encouraging students to interact actively with teachers and peers in a collaborative learning environment. Similarly, Soro et al. (2024) emphasize that learning videos promote dialogue, reflective thinking, and joint exploration, enabling students to connect classroom concepts with real-world experiences. observations at SD Izzatul Islam in the 2024 academic year indicated that only about 45% of students actively participated during IPAS lessons, with many remaining passive during discussions due to limited use of multimedia resources. These conditions highlight the need for engaging digital media to stimulate involvement.) Through relevant and relatable video content, YouTube supports communication, collaboration, critical thinking, and creativity core competencies in 21st-century education while contributing to both cognitive and interpersonal development in elementary learners.

However, in practice, the utilization of YouTube in elementary school classrooms remains suboptimal. Many teachers still rely on conventional teaching methods, such as lectures and textbooks, as the primary sources of instruction. Consequently, students often experience boredom and a lack of engagement in the learning process. This condition results in low motivation and minimal participation during discussions and conceptual exploration. Yet, one of the key goals of the *Kurikulum Merdeka* is to promote autonomy, creativity, and active participation through meaningful and contextual learning. The gap between the potential of digital media and its practical implementation in classrooms thus becomes a central issue addressed in this study.

Previous studies have indicated that the use of audiovisual media can increase students' interest and engagement; however, most of these studies focus on secondary education and have not specifically examined the effectiveness of YouTube in teaching Science and Social Studies (IPAS) at the elementary level. For instance, Subhan and Rahmawati (2022) found that interactive learning videos improved conceptual understanding in science among junior high school students, while Buda (2022) demonstrated that YouTube use enhanced learning outcomes in social studies. Nevertheless, there remains a lack of research focusing on the affective aspects of students—such as learning motivation and active participation—within the context of thematic IPAS learning. This highlights a research gap that warrants a more contextualized and elementary-level investigation.

Thus, this study seeks to contribute empirically to understanding how the use of YouTube media influences elementary school students' learning motivation and participation in Science and Social Studies (IPAS). Beyond examining cognitive outcomes, this research also explores affective and social dimensions that have often received limited attention in previous studies. Through the Classroom Action Research (CAR) approach, the study aims to demonstrate how digital media–based learning strategies can produce measurable improvements in student engagement in the classroom.

This study also provides a theoretical foundation showing that audiovisual media such as YouTube function both as an appealing source of knowledge and as a pedagogical tool capable of activating students during learning activities. The use of YouTube aligns with constructivist principles, whereby students construct understanding through direct experience and observation of visually presented phenomena. By integrating technological, pedagogical, and content aspects of IPAS learning, the research offers potential contributions to the literature on digital learning innovations in elementary education.

Practically, the findings are expected to guide teachers in designing more engaging, interactive, and student-centered IPAS lessons using YouTube media. Theoretically, the study extends current understanding of how digital media can enhance student motivation and participation in the context of educational digital transformation. With its focus on elementary education and alignment with a

national curriculum that adapts to technological change, this study is highly relevant to addressing contemporary challenges in 21st-century learning.

In conclusion, integrating YouTube media into IPAS learning represents a strategic effort to meet the demands of digital-era educational innovation. YouTube provides abundant, accessible, and contextual learning resources that can enhance students' intrinsic motivation and active participation. This study is expected to offer empirical evidence of how digital media—particularly YouTube—can create a more interactive and meaningful learning environment, while also serving as a reference for teachers, curriculum developers, and policymakers in optimizing technology-enhanced learning in elementary schools.

METHODS

This study employed a Classroom Action Research (CAR) approach aimed at improving the learning process and enhancing students' motivation and participation through the use of YouTube media in Integrated Natural and Social Sciences (IPAS) learning. The research design followed the Kemmis and McTaggart model consisting of four cyclical stages: planning, acting, observing, and reflecting. This approach was selected because it enables the teacher–researcher to systematically implement instructional innovations and evaluate changes directly within the learning environment.

The study was conducted at SD Izzatul Islam, Muaro Jambi Regency, involving 16 fifth-grade students (11 boys and 5 girls). Although the sample size is relatively small, it is considered adequate for CAR, which focuses on classroom-level improvement rather than broad generalization. Nonetheless, this limited number of participants represents a constraint that may affect external validity. The participants were selected through convenience sampling, as the researcher taught the class directly and had natural access to the learning process.

Data were collected through observation sheets, learning motivation questionnaires, and teacher field notes. The instruments were developed based on the learning motivation framework by Kholifa & Ratnawati (2024) and the participation indicators by Ariffani (2025). Before implementation, the instruments were validated through expert judgment by two educational psychology and media specialists to assess content validity, clarity, and alignment with theoretical constructs. A pilot test with 12 students from another class was conducted to refine item formulation. Reliability tests using Cronbach's alpha indicated high internal consistency, with coefficients of 0.87 for the motivation scale and 0.84 for the participation scale.

Motivation indicators included attention, curiosity, perseverance, self-confidence, and learning satisfaction, while participation indicators comprised active involvement, contribution to discussion, cooperation, initiative, and discipline (Matona, 2024; Bambut et al., 2024; Oprea, 2024). All indicators were measured using a five-point Likert scale. Quantitative data were analyzed using descriptive statistics and paired-cycle comparisons by examining mean differences between Cycle I and Cycle II to assess improvements. Meanwhile, qualitative data from field notes were analyzed using thematic analysis, which included coding student behaviors, categorizing interaction patterns, and triangulating findings from observations and questionnaires to enhance credibility.

RESULTS AND DISCUSSION

Results

This classroom action research was carried out in two learning cycles of Integrated Natural and Social Sciences (IPAS) at SD Izzatul Islam, Muaro Jambi Regency. Each cycle followed the stages of planning, action, observation, and reflection. In Cycle I, YouTube media was introduced using basic conceptual videos on the water cycle. While students showed initial interest, their engagement and participation were still limited. In Cycle II, the learning strategy was refined by selecting more contextual videos on energy transformation and providing structured discussion prompts. These adjustments resulted in marked improvements in both motivation and participation.

Quantitative analysis showed a substantial increase in students' learning motivation. The average motivation score rose from 63% (M = 3.15, SD = 0.42) in Cycle I to 90% (M = 4.50, SD = 0.38) in Cycle II, representing a 27% improvement. A Wilcoxon Signed Rank Test indicated that this difference was statistically significant ($Z = -3.52$, $p < 0.001$). The 95% confidence interval for the mean difference ranged from 1.15 to 1.49, demonstrating a stable upward change. The effect size ($r = 0.62$) was categorized as large, suggesting a strong positive influence of YouTube media on learning motivation. The detailed motivation results are presented in Table 1.

Table 1. Students' Learning Motivation Results

Aspects of Learning Motivation	Cycle I (%)	Cycle II (%)	Increase (%)
Attention and learning interest	65	92	27
Curiosity and desire to learn	62	88	26
Perseverance and diligence	61	87	26
Self-confidence in learning	64	90	26
Satisfaction toward learning	63	89	26
Average Learning Motivation	63	90	27

The highest improvement was observed in **attention and learning interest**, reflecting the role of YouTube in providing vivid and concrete visual representations. Videos illustrating natural phenomena—such as evaporation, rainfall, and energy conversion—helped students grasp abstract concepts more easily. These findings support Handoyo et al. (2025), who argue that the integration of visual and auditory modalities strengthens information processing and sustains students' attention. Classroom observations also revealed that the use of digital media created a more enjoyable learning atmosphere, contributing to increased intrinsic motivation and deeper engagement with IPAS content.

Qualitative observations indicated a clear transformation in students' learning behavior following the integration of YouTube media. During Cycle I, most students were passive, merely listening to the teacher's explanations without showing initiative or curiosity. After the introduction of instructional videos, students demonstrated higher enthusiasm, actively taking notes, asking clarification questions, and initiating discussions about the content presented. These behavioral changes show that digital media can strengthen intrinsic motivation by providing enjoyable and meaningful learning experiences (Widiastari & Puspita, 2024). This pattern aligns with Self-Determination Theory, which emphasizes that autonomy-supportive and competence-enhancing learning environments contribute to deeper engagement..

Quantitative data also revealed a substantial increase in student participation. The mean participation score increased from 2.95 (SD = 0.47) in Cycle I to 4.50 (SD = 0.40) in Cycle II, equivalent to a 31% improvement. The Wilcoxon Signed Rank Test confirmed that the difference was statistically significant ($Z = -3.41$, $p < 0.001$). The 95% confidence interval for the mean difference (1.18 to 1.42) further supports the reliability of the improvement. The effect size ($r = 0.60$) was categorized as large, indicating that the intervention meaningfully increased student participation across cycles. The detailed participation results are presented in Table 2.

Table 2. Students' Participation Results

Aspects of Student Participation	Cycle I (%)	Cycle II (%)	Increase (%)
Active engagement in classroom activities	60	91	31
Participation in group discussions	58	90	32
Cooperation and teamwork	59	88	29
Initiative in learning tasks	57	89	32
Discipline and responsibility	61	92	31
Average Student Participation	59	90	31

The results show that the largest improvements occurred in initiative and group discussion participation (both +32%). This suggests that YouTube videos served as effective shared reference points, encouraging students to express opinions, ask questions, and interact more confidently with peers. In Cycle I, participation was relatively low because students lacked concrete stimuli to initiate discussion. Following Cycle II adjustments—particularly the addition of guiding questions and structured peer activities—students became more proactive and collaborative, resulting in pronounced increases across all indicators. These findings demonstrate that YouTube functions not only as an instructional tool but also as a collaborative medium that enhances social interaction and active engagement in the learning process. The combination of visual stimulation, relatable content, and structured collaborative tasks contributed to creating a learning environment that supports communication, cooperation, and student agency.

The most prominent improvement occurred in the dimensions of learning initiative and group discussion participation, both of which increased by 32%. This notable rise indicates that students became more confident in expressing opinions, asking questions, and contributing meaningfully to collective learning activities. Such improvement is consistent with the findings of Soro et al. (2024), who emphasize that multimedia-based instructional environments enhance social interaction by providing stimulating visual cues that trigger curiosity and encourage active communication. In this study, the presence of concrete, relatable video content appeared to lower students' psychological barriers to participation, making them more willing to engage verbally and collaboratively.

Beyond improving engagement, the increase in participation reflects the pedagogical value of YouTube as more than a content-delivery tool. The videos helped create collaborative learning spaces where students not only absorbed information but also co-constructed understanding through peer dialogue, shared interpretation, and mutual feedback. This shift aligns with the 21st-century learning framework, which highlights communication, collaboration, critical thinking, and creativity as foundational competencies. By serving as shared cognitive anchors, the videos enabled students to initiate discussions more easily and sustain meaningful interaction throughout the learning process.

Furthermore, the findings demonstrate that audiovisual-based instruction fosters an interactive learning atmosphere where students transition from passive recipients to active constructors of knowledge. This pattern reinforces the claim of Trikesumawati et al. (2025), who argue that video media enhances student engagement by promoting both visual and emotional involvement. In the context of IPAS learning, YouTube videos that depict natural phenomena and social events provided students with authentic representations, making abstract topics more concrete and directly connected to their daily experiences. This relevance appears to have strengthened students' sense of meaning in learning, which is a crucial driver of participation according to constructivist pedagogy.

In addition to increased interaction with learning content, Cycle II observations showed improvements in the quality of student-to-student communication. Students demonstrated better collaboration, greater respect for differing viewpoints, and stronger responsibility during group discussions. These behaviors suggest that digital media can serve as an effective platform for developing social and collaborative competencies—an essential component of the Pancasila Student Profile. These findings support Hendra (2025), who asserts that video-based learning enhances students' social competence through reflective dialogue and meaningful group work. The structured use of guiding questions and peer tasks in this study further amplified these effects by giving students clearer roles and expectations during collaborative activities. Taken together, these results illustrate that the integration of YouTube media in IPAS learning does not merely increase participation quantitatively but also improves the *quality* of engagement. Students became more proactive, communicative, and socially responsible, indicating a comprehensive enhancement of participatory learning behaviors.

Teacher reflections after the second cycle indicated that the integration of YouTube media generated clear pedagogical benefits, particularly in addressing the challenges commonly found in IPAS instruction. Teachers reported that abstract concepts—such as the mechanisms of the water

cycle or forms of energy transformation—became easier to explain because visualizations in the videos provided concrete representations that complemented verbal explanations. This reduced students' cognitive load and allowed more time for higher-order activities such as analyzing, questioning, and connecting the content with real-life situations. Additionally, the presence of engaging video content contributed to a low-pressure learning environment, enabling teachers to adopt a facilitator role rather than serving as the primary source of information. This shift from teacher-centered to student-centered learning created a more dialogic classroom atmosphere where students were encouraged to voice ideas, critique peers' interpretations, and collaboratively develop understanding.

From a theoretical standpoint, the improvements in motivation and participation are consistent with the Cognitive Theory of Multimedia Learning (Mayer) and the Self-Determination Theory (Deci & Ryan). Both emphasize the importance of meaningful, emotionally engaging experiences in optimizing student learning (Rasyad, 1999; Tamrin & Masykuri, 2024; Azzahra et al., 2025). In this study, YouTube videos functioned as multisensory stimuli that activated students' attention and curiosity, two key components of intrinsic motivation. The combination of visual-auditory inputs with structured peer interaction appears to have satisfied students' psychological needs for autonomy, competence, and relatedness—core determinants of intrinsic motivation according to Self-Determination Theory. This theoretical alignment helps explain why motivation increased by 27% and why participation improved by 31% between cycles.

Critically, the shift was not solely due to the presence of multimedia but also to how teachers strategically integrated the videos into the learning process. Adjustments made in Cycle II—such as clearer guiding questions, more contextual video selection, and structured peer-discussion protocols—served as catalysts that enhanced the pedagogical effectiveness of YouTube. This indicates that digital media alone is insufficient; rather, its instructional impact depends on purposeful design and facilitation. This nuance is important because previous studies often overemphasize the technological component without examining how teachers mediate the learning experience.

Overall, the findings illustrate that YouTube is not merely an engaging tool but a pedagogically meaningful resource capable of transforming IPAS learning into a more interactive, contextual, and collaborative process. The documented increases in motivation and participation show that students became more autonomous, communicative, and cognitively involved. These results reinforce the potential of audiovisual media to support 21st-century skill development—particularly critical thinking, collaboration, communication, and creativity—when used with intentional instructional design.

CONCLUSION

The findings of this study demonstrate that the use of YouTube media in IPAS learning at the elementary level significantly improves students' learning motivation and participation. The 27% increase in motivation and 31% rise in participation indicate that video-based learning creates an engaging, contextual, and interactive environment that encourages students to be more attentive, confident, and actively involved. These results affirm that YouTube is not only effective for strengthening conceptual understanding but also for fostering important 21st-century competencies such as curiosity, collaboration, communication, and critical thinking. However, the study is limited by its small sample size of 16 students, its context within a single school, and the short two-cycle implementation, which reduce the generalizability and ability to observe long-term effects.

Given these limitations, future research should involve larger, more diverse samples, apply more rigorous statistical tests to strengthen the evidence, and examine long-term impacts of integrating YouTube in IPAS learning. Despite these constraints, the study provides practical recommendations for teachers and policymakers. Teachers are encouraged to select relevant YouTube content and integrate it with structured discussions and collaborative tasks, while policymakers should improve digital infrastructure and professional development to support multimedia-based instruction. Strengthening these areas will help ensure that technology integration meaningfully enhances the quality of elementary education in the digital era.

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