



The Implementation and Challenges of YouTube at Islamic Kindergarten Schools

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Article Info

Abstract

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YouTube is considered one of the most popular social media platforms for teaching. However, the implementation and challenges of YouTube have become part of teachers' experience. Therefore, this study aimed to explore the implementation and challenges faced by kindergarten teachers during their experience using YouTube. The study was a case study research design. This research involved six female teachers of an Islamic kindergarten school. The data were collected through interviews. The researcher applied the phases of data collection, reduction, display, and verification to analyse the data. The results revealed that YouTube was used as a medium for teaching, even though they did not show YouTube to their students all the time. Moreover, the teachers designed new teaching after getting new ideas from YouTube. Besides, the findings also indicated the challenges such as inappropriate content and advertisement disturbances. The research findings have implications for the learning process in Islamic kindergarten schools, which is an effective platform for teachers to acquire creative ideas in teaching.

Kata kunci:

YouTube;
Sekolah taman kanak-kanak
Anak usia dini

YouTube dianggap sebagai salah satu platform media sosial populer yang digunakan dalam pengajaran. Akan tetapi, implementasi dan tantangan menggunakan YouTube merupakan bagian dari pengalaman guru. Untuk itu, penelitian ini bertujuan untuk mengeksplorasi implementasi dan tantangan yang dihadapi oleh guru taman kanak-kanak selama mereka menggunakan YouTube. Penelitian ini merupakan penelitian dengan desain studi kasus. Penelitian ini melibatkan enam orang guru perempuan di tiga taman kanak-kanak Islam. Data dikumpulkan melalui wawancara. Untuk analisis data, peneliti menggunakan beberapa tahapan, yaitu pengumpulan data, reduksi data, penyajian data, dan verifikasi. Hasil penelitian menunjukkan penerapan YouTube sebagai media pengajaran oleh guru TK, meskipun mereka tidak selalu menayangkan YouTube kepada siswanya. Selain itu, para guru juga merancang pengajaran baru setelah mendapatkan ide-ide baru dari YouTube. Disamping itu, temuan penelitian ini juga menunjukkan tantangan yang dihadapi guru seperti konten yang tidak pantas dan gangguan iklan. Temuan pada penelitian ini tentunya berimplikasi terhadap pembelajaran di TK, yaitu sebagai salah satu platform yang efektif bagi guru untuk memperoleh ide-ide kreatif dalam proses pembelajaran.

1. INTRODUCTION

Teaching children is different from teaching adults. Young children have a hard time sit still, and have a tendency to change their mood every few minutes. However, they have greater motivation than adults to pursue things that interest them (Klein, 2005). In fact, involving physical activities into lesson will help young learners to be engaged in learning process. Various deeds also attract them to maintain interest and attention during class. Doing exercise, reading *Qur'an* together, singing with friends, drawing pictures, playing on the field, and other indoor and outdoor activities are the kindergarten students' routine.

In order to create effective instruction, teachers must have a thorough understanding the children's characteristics (Musthafa, 2010). Cognitive development is one of children characteristics. Based on Piaget's stages of development, 2-7 years' children are at the second stage which is called as pre-operational stage. Students' characteristics in this stage are animism, egocentrism, and centration (Pinter, 2011). In the kindergarten schools, students are divided into kindergarten A (4-5 years) and kindergarten B (5-6 years). So, it can be said that kindergarten students are basically at the second stage.

Another characteristic is attention span. Attention span is defined as the length of time for which somebody is able to concentrate on something (Colman, 2015). In learning, attention span can be seen when children pay attention to the teacher or focus on the learning. Musthafa (2010) argues that children's attention spans are shorter than 15 minutes, in contrast to adults' longer attention spans. They need movement (Norbekova, 2023). Therefore, it is crucial for teachers to be creative to make the students pay attention during the learning process. In this case, teachers can utilize the current technologies, such as the use of video on YouTube to attract students' interest in order to make the learning process more successful.

When using teaching media for children, it is important for teachers to take account the characteristics of children who are cheerful, have as short attention span, and like pictorial, colored, and voicing things. Therefore, the use of video is suitable for kindergarten students, because it includes sound, moving pictures, and has attractive colors. Moreover, video allows students to receive the learning content (Fitria, 2014). In this case, YouTube has the video feature.

In fact, YouTube is considered as a popular social media platform regularly used as part of teaching and learning (Williams, 2022); (Le et al., 2021); (Neumann et al., 2020); (Izci et al., n.d.). It is one of instructional media. As stated by Wilar (2022) that instructional media is anything may be used to stimulate children's ideas, attention, and emotions in effort to increase the learning process. As one of technological advancement in the twenty-first century, it can be deployed to facilitate teaching and learning (Kai et al., 2017). For kindergarten teachers, YouTube diverse contents help them to create the activities for children.

In addition, YouTube was found by Chad Hurley, Steve Chen, and Jawed Karim in 2005. Moreover, YouTube allows users to upload, publish, and view streaming videos without high levels of technical knowledge. It also sets no limits on the number of videos users can upload and enabled videos to be easily embedded into other websites (Burgess & Green, 2009).

To check the effectiveness of using video feature on YouTube, several studies were examined. A research conducted by Sihotang et al. (2020) at kindergarten aimed to see the effectiveness of the use of video to attract students' attention. It was found that the video feature helped the students learn about the part of body and five senses well. Moreover, they felt excited, even thou some of them were passive. However, they could answer the questions. In addition, the use of video on YouTube also accommodated students' learning style. Therefore, it is very important for teachers to ensure students with audio, visual, and kinesthetic have the same opportunity during learning process.

Moreover, a study conducted by Sufa & Dzulfikri (2023) on Zhaff, a 4-years-old toddler born in Java, Indonesia, revealed that kids' cognitive ability to acquire vocabulary was amazing. It was an interesting case that on his age, Zhaff could memorize a lot of English vocabulary simultaneously by only watching English videos on YouTube. He started from simple words into complex words through animal song, nursery rhyme, and cartoon dialogs on YouTube. The vocabulary mastery through YouTube was also done by Dewi et al. (2024) to children aged 4-6 years. By conducting two circles of action research design, the results revealed the improvement of the students' vocabulary progress from 30.76% before treatments to 79.81% at the second circle.

Besides, a literature review study on YouTube and education by Shoufan & Mohamed (2022) of 647 publications conclude that YouTube is a rich, free, easy to use, and enjoyable source of learning content. This platform can positively affect students' interest, motivation, engagement, learning performance, skills, and competencies when used appropriately. Appropriate usage includes using effective strategies and positive attitudes.

In addition, mixed-method research from Temban et al. (2021) focused on the potential use of YouTube Kids (YTK). This app is considered as appropriate media that offers diverse content. Fifty respondents aged 11 to 12 from a rural school in Sarawak, Malaysia participated in this study. The findings indicated several points. First, the respondents were not familiar with YTK yet they were aware of the safety concerns in using YouTube. Second, the kids generally agreed that the original YouTube was more likely to be concerning. In 2015, YTK was introduced as a unique video sharing appropriate content for kids. It included kid-friendly content, such as shows, music, and instructional videos.

Based on the explanation above, it is realized that sustainable research on YouTube usage for young learners is important. Yet, the study of YouTube usage's implementation and challenges is still limited. In this research, the researchers explored the teachers' experience with YouTube, especially in Islamic kindergarten schools. The following research questions guided the study: How was the YouTube platform implemented in teaching students at Islamic kindergarten schools? What were the challenges faced by teachers in using the YouTube platform at the Islamic kindergarten schools?

2. METHODS

This research was a case study design. It aimed to investigate a specific situation of YouTube usage at Islamic kindergarten school (Yin, 2003). A total of six teachers participated by using purposive sampling techniques. The teachers were from three kindergarten schools in Pekanbaru: Salsabila, Tahfizh Cahaya Qur'an, and Tahfizh Khoiru Ummah kindergarten. In this case, the researchers pointed to teachers who had experience using the YouTube platform. The researchers provided several questions regarding their experience using YouTube for kindergarten students. The interview was conducted through WhatsApp. It took about 10-15 minutes for each teacher to answer the questions. Then, the researchers transcribed the interview. Finally, the transcripts were returned to the participants for validation before data analysis.

Table 1. The Characteristics of the Kindergarten Teachers

Participants	Gender (F/M)	Kindergarten	Age (years)	Teaching experience
<i>Ustadzah W</i>	F	TK Salsabila	45	16 years
<i>Ustadzah N</i>	F	TK Salsabila	30	5 years
<i>Ustadzah A</i>	F	TK Tahfizh CQ	43	6 months
<i>Ustadzah H</i>	F	TK Tahfizh CQ	32	8 months
<i>Ustadzah Y</i>	F	TK Tahfizh KU	29	6 years
<i>Ustadzah J</i>	F	TK Tahfizh KU	23	3 years

Table 1 shows the characteristics of the sixth female teachers. Each school is represented by two teachers. The teachers' age ranged of 23-45 years old. The length of teaching is about 6 months up to 16 years. All of them experienced to use YouTube in teaching kindergarten students. It declares that YouTube is used by new and old teachers.

3. RESULT AND DISCUSSION

This study investigated the implementation and the challenges of YouTube as teaching media at three Islamic kindergarten schools. The findings have revealed that the kindergarten teachers had experience in using YouTube platform at young learners. Specifically, the youngest students were four years old and the oldest were six years old.

The Implementation of YouTube Usage in Teaching Kindergarten Students

Finding out teaching materials

The data collected from the interview indicated that the teachers used YouTube for two reasons. First, YouTube was used to search for teaching materials. The teachers used to display short videos of how to do and to make something, videos of morning exercises, videos for *tahfizh Qur'an* class, games and song. Those make the students interested to learning due to their developmental aspects can be exposed optimally.

"I display short movie and song, so that they are interested to learning."

Moreover, it was found out that the platform optimized the students' learning style whether it is audio, visual, or kinaesthetic. The teachers also considered YouTube as teaching props that was appropriate for kindergarten age and their developmental aspects. For instance, the theme was about fruit. The students could draw pictures by using leaves, and strung up it on tree. In short, all teachers in the three Islamic Kindergarten used YouTube in teaching process.

Designing new teaching process

Second, YouTube can stimulate new ideas to design new teaching process. From the data, the teachers revealed that YouTube helped them in teaching process. It made them easy to create new ideas to be used in teaching. Moreover, some of them preferred making something different from the idea they got from YouTube. The teachers did not totally copy paste the concepts. For instance, one of the teachers watched video of prophet Muhammad SAW herself and used storytelling to convey some messages orally. Another example was creating something by changing some stuffs. Briefly, YouTube inspired the teachers to develop new teaching design. However, it was stated that developing the ideas and designing those to be a new creation and creativity became a challenge.

"I do not display YouTube to students. I try to acquire some ideas for teaching."

In short, it was realized that the implementation of YouTube usage at the three schools were varied. It was clearly seen that the teachers were selective to choose appropriate videos. The students' developmental aspects and learning style became the consideration to choose relevant videos for their students. The proper time to show the videos or not was another reflection.

The Challenges of YouTube in Teaching Kindergarten Students

Getting inappropriate materials

Based on the data of interview, inappropriate content was a major issue for all YouTube users. Indeed, YouTube kids that advertised itself as a safe place for children also displayed improper contents in many cases. The teachers found out cartoons with violence scenarios that generated dangerous actions for children. The inappropriate contents involved for both visual content and language. The video that showed nakedness or uttered harsh words contradicted with what the students have learned at school.

"Sometimes unappropriated videos appear".

Advertisement disturbances

The facts that the challenges when the teachers use live video, there would be advertisement. The commercial did not relate to something they need to learn. The also revealed that the ads were annoying in terms of its frequency. Moreover, the more serious problem was to avoid the adverts that were not suitable to watch by children.

"The challenges are when we display the video, there will be advertisement, the ads do not relate to something we need to learn such as commercial one"

Based on the research findings above, the use of YouTube platform is relevant to young learners. Kindergarten students' age is appropriate to access YouTube as the recommendation of the American Academy of Pediatrics (AAP) that children under two years are not be exposed to electronic screens (Anderson & Pempek, 2014). The six kindergarten schools have two students' level, four up to five years for level A and five up to six years for level B. Since they are in that age-range, YouTube usage in teaching is allowed.

Furthermore, YouTube is seen as an enjoyable learning resource for young learners. It is in line with Shoufan & Mohamed (2022) in their study that confirm YouTube as a rich, free, easy-to-use, and enjoyable source of learning content. Videos also can be used as instructional materials by teachers in

the form of animation, blogging videos, and video presentations (Listiani et al., 2020). Another videos such games and songs help children reach their full potential as learners (Paul, 2003). The features above are necessary to support students' learning. Dealing with learning materials selection, Diyanti (2010) stated that teachers should reflect on whether they create the teaching materials themselves, and on how they select and adapt the materials. Moreover, YouTube is also called as design features that refer to how the content is presented to children (Neumann et al., 2020).

In short, it can be stated that selecting quality digital media content for kindergarten students' learning is critical to ensuring positive learning experiences for them. It is said by Neumann et al. (2020), the four principles to design and to select YouTube content for children are age appropriateness, content quality, design features, and learning objects. In addition, Kohler & Dietrich (2021) pin educational video as a fruitful strategy due to the beneficial aspects of its implementation. In this case, there are many videos are available for free on websites such as YouTube, which teachers can utilize as helpful resources in teaching.

In spite of that, inappropriate contents and interruption of advertisement are unavoidable. Papadamou et al. (2019) reveal that YouTube is still plagued by such disturbing video. It is a worrisome problem. Young learners might become exposed to inappropriate content, such as violent, scary, and disturbing videos on YouTube (Binh et al., 2022). It is because they cannot clearly express their control over content that are presented to them by algorithms (Le et al., 2021). However, Kilag et al. (2023) highlighted the effectiveness of the videos on YouTube depend on the quality of content. Additionally, students' attention spans may also be affected by ads that frequently appear during video presentations (Listiani et al., 2020). Liu et al. (2022) state that not only the actual video content influences children, but also the advertisements are shown from the videos. The ads significantly affect the intention of skipping and irritation (Raditya et al., 2020). Facing this challenges, teachers are required to solve this problem.

However, this study has potential limitations. First, since the research focus on the implementation of using YouTube, teaching observation might enrich the data of the research. As a result, the results of this study cannot be generalized. Therefore, the writers recommend to add more instruments to enhance the validity of the data for future research.

4. CONCLUSION

In conclusion, YouTube might have positive and negative impacts on learning. Dealing with implementations, it benefits teachers. In teaching process, the teachers could utilize the feature to find out teaching materials and displayed the video in or out of classroom. Moreover, YouTube inspired teachers to create a new condition for teaching. It stimulated them to design a new teaching process for children. However, the emerge of inappropriate content and ad disturbance became an unavoidable case. This issue is part of the system of the platform itself. It shows us the negative side of YouTube to promote harmful content. Therefore, the teachers can anticipate by downloading the video before class. So that, the teachers should be more selective to prepare save videos for students. In this case, the government attention is needed to actualize a safe system of educational process in general.

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