

GUIDANCE OF INNOVATION IN CALISTUNG LEARNING WITH YOUTUBE AND STUDENT LEARNING MOTIVATION SDN 110410 BATU MARIRING

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Abstract

Quality Education is part of the Sustainable Development program initiated by the government that in 2045 Indonesia will have a competitive golden generation that is ready to face future situations. Education is the right way to produce human resources and intellectual generations. Including the Thematic Community Service (KKN) Mentoring program implemented for 4 months August-November 2024. This mentoring method is implemented in a structured manner with a mature program starting from situation analysis, solutions, mechanisms and feedback. The results of this program show that teachers and students have good learning motivation if there is good use of media such as Youtube starting from reading, writing and arithmetic. Psychologically, this program affects the psychology of teachers to remain role models and enthusiastic about educating the nation's children and to students to be wise in using the Youtube application, especially related to learning content, reading, writing and how to count.

Keywords: *Learning Innovation, Reading, Writing, Youtube*

INTRODUCTION

The education sector is one sector that is very easy to adapt to technological and information developments in an effort to provide convenience, services and impact on improving the quality of learning. In the study (Syifa, 2023) In achieving maximum learning outcomes, of course, an innovation is needed that can foster motivation and interest of teachers and students in the teaching and learning process. Thanks to advances in technology and teaching methods, education has become more diverse, easily accessible, and personal. (Cirneanu & Moldoveanu, 2024). Indonesia is a country with a population of almost 300 million people and as a democratic country has a noble goal in the development and quality of education through the Sustainable Development program, namely Quality Education. Education is the most powerful weapon that we can use to change the world", the United Nations grassroots society, especially young people who play an important role in achieving a sustainable future (MuhammedZein & Abdullateef, 2025).

Following up on the previous explanation that quality education is not only the responsibility of the government but also the responsibility of each individual or groups who with great spirit are able to provide thoughts, ideas or solutions in efforts to improve the quality of education in Indonesia (Nirzam & Ramadhan, 2023). The chaos of various education policies sometimes triggers confusion among stakeholders, users or implementers of education such as teachers and students, resulting in new problems. (Matete, 2021). Even though there are complex problems, the process of implementing teaching and learning or education and learning continues and adapts to quickly to technology-based changes so that we are more sensitive (Braman et al., 2024). The person responsible for the success of education and learning with change is of course the teacher as a role model for students in the classroom must be able to innovate learning. The current condition is that schools are competing to build a new learning style by prioritizing technology as a way to motivate students or pupils.

Seeing these conditions, according to the author, it is important to provide guidance to teachers and students on how to utilize application technology. Youtube in the teaching and learning process has become very viral. Study (Damayanti & Piyo, 2023) The results of the study show that YouTube plays a positive role in increasing students' interest and motivation in learning mathematics. In community service (Damayanti & Piyo, 2023); (Sembiring & Katemba, 2023) reveals the aspects of English that improved through watching YouTube videos. These aspects are speaking skills, listening skills, pronunciation, vocabulary, and grammar.

Therefore, providing assistance to the community is a form of devotion. later it can inspire teachers to be creative in learning to read, write and count for students of SDN 110410 Batu Mariring, Dalihan Natolu Village, Padang Lawas Utara, North Sumatra Province, as one of the Thematic Community Service (KKN) programs implemented in August to November 2024 by students of the Faculty of Economics and Business, Labuhanbatu University. Dalihan Natolu Village is one of the furthest villages and crosses the Bukit Barisan road. Through this Thematic Community Service (KKN) program, the role of students is needed in educating the community in the field of education, namely by providing assistance in learning innovations. The problems at SDN 110410 Batu Mariring, Dalihan Natolu Village, Padang Lawas Utara include the lack of teachers in utilizing media or technological applications such as Youtube as a source of knowledge and information that supports and helps the process of learning to read, write and count for students so that this collaborative learning model is expected to increase motivation and learning outcomes and be more creative.

IMPLEMENTATION METHOD

Implementation of the p method mentoring on Innovation in Reading, Writing and Arithmetic Learning with Youtube and Student Learning Motivation of SDN 110410 Batu Mariring, Dalihan Natolu Village, North Padang Lawas, North Sumatra Province is part of the Thematic Community Service (KKN) program for students of the Faculty of Economics and Business, Labuhanbatu University from August to November 2024. This mentoring method has stages that are arranged based on information sources received from the Head of Dalihan Natolu Village so that steps must be arranged so that the implementation of the Mentoring can run according to expectations and agreed goals including the Principal, teachers and parents of students. The implementation method is described in the following framework:



Figure 1. Mentoring Stages

Based on Figure 1. The stages of mentoring that will be implemented in the implementation of community service include:

1. Identify the source of the problem

Identification of the source of the problem aims to match the title Thematic Community Service Program (KKN) that has been set by the campus so that integration and synchronization will be obtained with the problems faced by the partner villages. So from the results of the investigation in the village based on reports from the Village Head, School Principal and teachers found that elementary school children are already dependent on cellphones so that it affects students' interest in learning at school.



Figure 2. Observation and Discussion with Village Community

2. Alternative solution proposal
Through the problems received by students of the Thematic Community Service Program (KKN), they jointly evaluate the programs that have been prepared and adjust them to existing conditions, proposing a reading, writing and arithmetic program by utilizing YouTube so that the use of YouTube is more beneficial.
3. Proposal agreement
The agreement on the proposal or solution is one form of building trust in the community regarding the presence of students that the presence of Thematic Community Service (KKN) students in the village can be accepted, students and the community together will feel comfortable when mentoring is carried out.
4. Establish mechanisms and programs
One of the benchmarks for the success of the implementation of mentoring is that it must have a detailed mechanism and a mature program so that students can divide tasks during the 4 months of community service because the program during the internship is quite a lot. Therefore, the implementation of this mentoring remains the main program for 4 months so that the achievement of the implementation of mentoring can be measured. The mechanisms and programs are related to:
 - a) Mentoring schedule
 - b) Escort officer duty
 - c) Adjustment of reading, writing and arithmetic schedule
 - d) Reporting assistance
5. Monitoring and mentoring
The form of monitoring in this mentoring is carried out by the Principal and Village Head and teachers are involved as a whole so that this monitoring can be accounted for.
6. Evaluation and feedback
Evaluation of the implementation of this mentoring will be carried out weekly and monthly to Lecturers, Principals and teachers. Overall, this mentoring activity will be measured for achievement by distributing pretest and posttest questionnaires.

RESULTS AND DISCUSSION

Results of the implementation of learning innovation assistance for mThe students of SDN 110410 Batu Mariring Village, Dalihan Natolu, North Padang Lawas, North Sumatra Province include:

1. Preparation for the formation of learning assistance

At this preparation stage, students apply for permission to the village head to implement this program in Dalihan Natolu Village, as well as to teachers at the school and the local community. This activity is carried out independently by Thematic KKN students by providing learning assistance to elementary school children at school and at the KKN post. Whenever there is no program being worked on during KKN, students carry out teaching and learning activities at school by providing direct assistance to the school. And every night, students carry out teaching and learning at the post for one hour, especially for elementary school children in grades 1 and 2, the material taught includes reading, writing, and arithmetic, and is adjusted to the learning needs of other children. In addition, students also help children complete their school homework.



Figure 3. Preparation of Reading, Writing and Arithmetic Materials

2. Implementation of Learning Assistance

This learning assistance activity takes place at school on certain days, when there are no other programs. In addition, this activity is also held at the post every night, from Monday to Thursday, starting at 20.00 to 21.00 WIB. Every teaching and learning process begins with one of the most important things to do, namely greetings and prayers, then continued with light conversation, such as asking how they are, whether they have eaten or not, and ensuring the enthusiasm of students to follow today's learning.



Figure 4. Atmosphere of the First Day of Mentoring

In schools, learning materials are designed to improve literacy and numeracy competencies, by arranging content according to each class. For grades one and two, students show animated videos of reading, writing and arithmetic to students, for example, in literacy learning for grades one and two, students are guided to recognize letters and are trained to write or reread the letters that have been learned. In the first week, the focus of learning is on improving literacy competencies, especially reading and writing. Meanwhile, in the second week, learning activities shift to improving numeracy competencies, namely recognizing numbers and counting (Figures 5 and 6). Before students are shown videos or content about reading, writing and arithmetic, there are several processes carried out, and the most important one is the process of making a video for learning reading, writing and arithmetic.



Figure 5. Learning assistance by utilizing YouTube social media as a learning innovation to improve literacy competency.

Figure 6. Learning assistance by utilizing YouTube social media as a learning innovation to improve numeracy competency.



Figure 7. The process of making a video for learning to read, write and count



Figure 8. The process of making a video for learning to read, write and count

At the end of each learning session, students will receive exercises related to the material that has just been taught, after completing the exercises students will be given a grade or initial by the students. In addition, they are also occasionally given homework to involve parents in the learning process. After completing the exercises and assignments, the class will be closed with prayer and greetings. The purpose of students in carrying out this mentoring is to increase students' enthusiasm for learning. It is hoped that the presence of Thematic KKN students can motivate them in the learning process. In this case, students act as providers of interesting materials, so that they can arouse students' motivation and at the same time help teachers in delivering and explaining materials using textbooks available at school (Figure 7-10).



Figure 9. Provide practice questions related to the lessons that have been taught.



Figure 10. Provide support and motivation to students to study hard.

In addition to the learning assistance activities carried out at school, students also provide learning assistance at the post at night, at the post the material taught remains the same, namely, reading, writing, and arithmetic. Children usually also bring school assignments, ask to be taught about mathematics, making crafts, and many other things (Figures 11 and 12).



Figure 11. Learning assistance by utilizing YouTube social media as a learning innovation with the theme of literacy, watching fairy tales.

Figure 12. Learning assistance helps with writing and arithmetic.

Discussion

The mentoring of learning innovations carried out for students of SDN 110410 Batu Mariring, Dalihan Natolu Village, North Padang Lawas, North Sumatra Province by students of the Faculty of Economics and Business, Labuhanbatu University through the Real Work Lecture (KKN) program has had a positive and significant impact in improving students' abilities in reading, writing and arithmetic by utilizing YouTube, including:

1. Effective and efficient

The presence of students of the Faculty of Economics and Business, University of Labuhanbatu through the Real Work Lecture (KKN) program in Dalihan Natolu Village, North Padang Lawas was enthusiastically welcomed by the Village Head, community leaders and of course children. The learning innovation program utilizing Youtube for students at SDN 110410 Batu Mariring is something new because there is no source of information about the role of Youtube in education and learning that directs, including parents of students who are not tech-savvy, so it is said to be efficient because on average, students before participating in the mentoring were far from expectations and lacked motivation to learn, which affected learning outcomes. Most of the children in Dalihan Natolu Village, North Padang Lawas are addicted to using cellphones only for useless things, so this mentoring not only has an impact on usage but also has an impact on student psychology.

2. The role of students as companions

Students as agents of change in social and community life are certainly very important, but it is appropriate that the role of students in solving problems in the village through the Real Work Lecture (KKN) program needs to be increased. The role of students for the village will provide inspiration and motivation for the younger generation in the future, they are the ones who will change and be part of the village change through education (Fitria Ayu Aryanti et al., 2023). The knowledge and experience of students during their studies, including understanding the use of the Youtube application in learning, has been obtained and distributed to others through the Real Work Lecture (KKN) program, which is an obligation to educate the lives of the nation's children. (Kim & Kim, 2021).

3. Parent and community involvement

This mentoring activity received extraordinary attention from the Village Head, Principal, teachers and parents and the community became the determinant of this mentoring being successfully implemented. The existence of joint attention and community participation became an extraordinary control for students to undergo the Real Work Lecture (KKN) program for 4 months in Dalihan Natolu Village with the enthusiasm to complete the tasks assigned by the campus. Of course, after this devotion and mentoring, parents and the community can invite the younger generation to be able to use Youtube as a source of knowledge and education in schools so as to create a new learning environment for the community and children in the village.

4. Implications of Mentoring

The implication of this mentoring is included in sustainable development, namely Quality Education, although it is temporary, it is hoped that this mentoring activity will receive the attention of the central government and make it a national program so that there is a transfer of knowledge from the city to the village evenly. This mentoring program brings the Dalihan Natolu Village community to increase literacy in learning based on innovation and technology.

CONCLUSION

The mentoring program for Learning Innovation in Reading, Writing and Arithmetic with Youtube and Learning Motivation for Students of SDN 110410 Batu Mariring, Dalihan Natolu Village, North Padang Lawas, North Sumatra Province has received great attention from all parties, starting from Lecturers, Village Heads, Principals and teachers as well as parents of students, and has succeeded in providing a positive impact. The results of this program show that teachers and students have good learning motivation if there is good use of media such as Youtube, starting from reading, writing and arithmetic. Psychologically, this program affects the psychology of

teachers to remain role models and enthusiastic about educating the nation's children and to students so that they can be wise in using the Youtube application, especially regarding learning content, reading, writing and how to count.

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