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The Effect of YouTube Learning Videos on Student Learning Outcomes in Block Programming Subjects

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ABSTRACT

This study aims to analyze the effect of using YouTube videos as an additional learning resource on student learning outcomes in Block Programming. The research method used a quasi-experiment with two groups, namely class 7E as the control group and class 7F as the experimental group. The sample was selected from two classes with the lowest daily test scores among all seventh-grade students at SMP Negeri 2 Tenggarong Seberang. The independent variable in this study was the use of YouTube media, while the dependent variable was student learning outcomes. Normality and homogeneity tests showed that the data met the requirements for further analysis. The results showed that the average post-test score of the experimental class that used YouTube media was 78, higher than the control class, which had an average score of 74. The hypothesis test results using SPSS version 26 obtained a significance value of 0.041 < 0.05, so H_a was accepted and H_0 was rejected. Thus, this study concluded that the use of YouTube videos had a significant effect on improving student learning outcomes in Block Programming material.

Keywords: YouTube, learning outcomes, block programming

INTRODUCTION

The rapid advancement of information technology has brought significant changes to various aspects of life, including education. In today's digital era, the quality of human resources is not only determined by critical thinking skills but also by the ability to adapt to technological developments. Education, as a pillar of national development, must keep pace with these dynamics by providing innovative, effective, and relevant learning processes. The integration of technology into learning activities has become an essential strategy for improving instructional quality in schools.

Access to digital devices and the internet offers students the opportunity to obtain information quickly and flexibly. This condition encourages teachers to design technology-based learning media that can visualize concepts and enrich students' sources of learning. One of the widely used digital platforms in education is YouTube. It provides a variety of easily accessible video content that is communicative and suitable for visual learning. Previous studies have demonstrated the effectiveness of this platform in enhancing students' interest and learning outcomes. A study conducted by [1] reported a significant improvement in the experimental class using YouTube, where students' scores increased from a pretest average of 57.68 to a posttest average of 83.75. In contrast, the control class using conventional methods improved only from 55.18 to 74.11. These findings highlight the potential of YouTube as an effective instructional medium when applied appropriately.

However, initial observations and interviews with the Informatics teacher at SMP Negeri 2 Tenggarong Seberang indicate that the use of digital media in learning remains limited. The low daily test scores on the Block Programming material 66 for class VII E and 65 for class VII F, both far below the minimum mastery criterion (KKM) of 75 suggest that relying solely on textbooks has not met students' learning needs. Several students reported difficulties in understanding the material due to the absence of visual media that could help them grasp concrete examples of programming concepts. These conditions indicate the need for more innovative and adaptive learning media, particularly given that Informatics involves practical and procedural understanding.

Moreover, technological development demands a shift in learning patterns within schools. Traditional one-way learning models are often insufficient to meet the needs of today's students who are more accustomed to visual and interactive information [2]. Therefore, teachers must adopt learning approaches that integrate digital technology so that the learning process becomes more engaging, relevant, and aligned with the characteristics of the digital generation. The integration of digital media such as YouTube also supports self-directed learning. Through instructional videos,

students can rewatch materials according to their needs and learning pace. This flexibility enhances conceptual understanding because students are able to manage their learning time more effectively. Thus, the use of educational videos represents an alternative solution to improve students' academic performance[3].

In the context of Informatics, especially Block Programming, visualization becomes an essential component. Students often struggle to understand programming steps when these are presented only in textual form. Instructional videos allow teachers to present direct demonstrations of how code blocks function within programs, which strengthens students' understanding of logical flow and programming structure [4]. Furthermore, using YouTube as a learning medium can increase student motivation because the platform is highly familiar to them. Learning environments that incorporate popular media tend to create a more enjoyable and engaging atmosphere. When students feel interested and comfortable, they are more likely to focus, participate actively, and invest effort in the learning process, leading to improved academic outcomes [5].

Despite its advantages, the use of YouTube requires careful planning. Not all videos available are appropriate for learning objectives or students' skill levels [6]. Teachers must therefore select or produce high-quality, relevant, and easy-to-understand content. Moreover, video use should be complemented by follow-up activities such as discussions, exercises, and assessments to maintain structured and goal-directed learning. Considering these potentials and challenges, this study is important to conduct. An analysis of the effectiveness of YouTube as a learning medium is needed to provide clearer insights into how far the platform can enhance student learning outcomes. The research findings are expected to serve as a reference for Informatics teachers in selecting more innovative and effective learning strategies that meet students' academic needs [7].

To address these issues, this study proposes a novel approach by integrating YouTube as a supplementary learning medium for Informatics, specifically in the Block Programming topic. Delivering material through video is expected to increase student engagement, facilitate conceptual understanding, and provide a more interactive and appealing learning experience compared with conventional methods. The choice of YouTube is also based on its accessibility, allowing students to revisit the material whenever needed.

Therefore, the purpose of this study is to analyze the effect of using YouTube as a learning medium on students' learning outcomes by comparing a class that uses YouTube-assisted instruction with a class that receives instruction without the use of YouTube in the Block Programming topic of the Informatics subject.

RESEARCH METHODS

This study employed a quantitative approach using a quasi-experimental design, specifically the Nonequivalent Control Group Design. This design was chosen because it allows researchers to compare the learning outcomes between an experimental group and a control group without random assignment, which is often difficult to implement in natural classroom settings [8]. which enabled a comparison between an experimental class and a control class without random assignment while maintaining analytical rigor. The population consisted of all 62 seventh-grade students at SMP Negeri 2 Tenggarong Seberang, with the sample purposively selected from classes 7E and 7F based on academic considerations, particularly their average daily test scores falling below the minimum competency criteria. Data were collected through learning outcome tests on the Block Programming topic, administered as pretests and posttests to capture students' performance before and after the intervention. The research procedure followed a systematic sequence, beginning with the assignment of class 7F as the experimental group receiving instruction supported by YouTube media and class 7E as the control group learning without such media, followed by the administration of pretests, implementation of the lessons, posttests, and subsequent data compilation. Data analysis involved normality and homogeneity tests as prerequisite steps, followed by hypothesis testing using the Independent Sample t-Test to objectively determine differences in learning outcomes between the two groups.

RESULT AND DISCUSSION

To ensure the validity of interpretations regarding the influence of YouTube-based media in the learning process, this study begins by presenting a series of statistical tests, including the normality test, homogeneity test, and hypothesis testing. These analyses were conducted to examine the adequacy of the data, assess the equality of variances between groups, and determine whether a significant difference existed between the experimental and control classes after the treatment was administered [9]. Through the results of these tests, an empirical overview is obtained regarding the extent to which YouTube media contributes to improving students' learning outcomes, while also demonstrating the effectiveness of the treatment in enhancing their understanding of the subject matter.

Tabel 3. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kelas_Kontrol	,148	31	,081	,933	31	,054
Kelas_Eksperimen	,149	31	,079	,960	31	,296
a. Lilliefors Significance Correction						

The results of the normality test for both the control and experimental classes indicate significance values of 0.081 and 0.079, respectively both exceeding the 0.05 threshold. This demonstrates that the learning outcome data are normally distributed. This pattern reinforces the notion that improvements observed in the experimental class are more likely attributable to the use of YouTube-based instructional videos rather than uncontrolled external factors. This aligns with the findings of Pratiwi and Kurniawan [10], who state that normal data distribution serves as an early indicator that the instructional intervention provides a consistent effect on students.

Pedagogically, this finding is consistent with previous research demonstrating that technology-based learning media tend to generate more stable and evenly spread data distributions. Suprapto asserts that the use of video media enhances student engagement more uniformly, resulting in more normally distributed performance outcomes [8]. This is further supported by Nugroho who explains that digital learning media help reduce disparities among students because the content can be paused, replayed, and studied at an individualized pace, thereby contributing to the formation of a normal distribution [11].

The emergence of normal distribution in this study may also be attributed to the equal exposure to instructional materials received by both the control and experimental classes. This finding corresponds with the work of Wicaksono and Lestari who emphasize that uniform learning environments and consistent material delivery are essential factors in maintaining stable learning score distributions. In the present study, both groups were taught based on the same competency standards and within similar learning conditions, except for the difference in instructional media used.

Moreover, the confirmation of normal data distribution strengthens the legitimacy of employing parametric analyses, such as the homogeneity test and independent sample t-test. This supports the argument presented by Sari and Rahmawati [12], who highlight that normality testing is a fundamental step to ensure that conclusions derived from statistical analyses are unbiased and methodologically sound. Thus, the normality results significantly reinforce the reliability of the study's findings regarding the effectiveness of YouTube-based instructional videos in improving students' learning outcomes.

Overall, the normality findings not only verify that statistical assumptions have been met but also provide empirical support suggesting that video-based instructional media contribute to a more structured and consistent learning process. These results further substantiate the claim that YouTube serves as an effective learning medium capable of enhancing students' understanding in a more equitable manner, consistent with the conclusions drawn from prior national research.

Next, the Homogeneity test will be carried out, attached in the following table:

Tabel 4. Homogenity Test Results

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Postest	Based on Mean	,214	1	61	,645
	Based on Median	,078	1	61	,781
	Based on Median and with adjusted df	,078	1	60,547	,781
	Based on trimmed mean	,248	1	61	,620

The homogeneity test result, showing a significance value of 0.645 (> 0.05), indicates that the variance in learning outcomes between the control and experimental groups is homogeneous. This condition is critical because it means both groups started from a comparable baseline, thereby strengthening the internal validity of the quasi-experimental design: subsequent improvements observed in the experimental group are less likely due to pre-existing differences and more likely the effect of the YouTube-based instructional intervention. Methodologically, this aligns with best practices for applying parametric hypothesis tests, as homogeneous variances meet one of the core assumptions for valid *t*-tests.

Several factors likely contribute to achieving homogeneity in this study. First, both classes received instructional materials aligned to the same competency standards, which helps maintain consistent exposure across groups. Second, the use of the same evaluation instruments and a common testing protocol minimizes measurement variability. Third, the purposive sampling method ensured that the selected classes shared similar academic characteristics, reducing the risk of variance bias. These procedural controls mirror the arguments made in prior Indonesian studies that emphasize the importance of equality in learning conditions when assessing the impact of media interventions.

The strength of this finding lies in its bolstering of the study's statistical foundation: it affirms that inferential tests, such as the independent-samples *t*-test, can be applied legitimately to assess the effect of YouTube as a learning medium. However, there are limitations: the use of only two classes from a single school may restrict external validity, and uncontrolled variables such as students' intrinsic motivation or home learning environments may also influence learning outcomes.

When compared to previous Indonesian research, this result is consistent with studies that report YouTube as an effective media for improving learning, especially when baseline conditions are balanced. For example, Fanilasari and Usman [13] found that a Problem-Based Learning (PBL) approach using YouTube led to significant learning gains, particularly

for visual and kinesthetic learners. Meanwhile, Setiawati and Charlina [14] identified a significant positive effect of YouTube on students' narrative writing skills in history classes. In mathematics, Pambudi et al. [15] documented higher post-test performance when students used YouTube videos compared to traditional teaching methods. In vocational contexts, Firman and Islamia [16] demonstrated that YouTube improves practical skill learning in sewing technology. Moreover, Safitri and Putrayadi [17] reported that YouTube videos can effectively improve understanding and motivation among Information Technology students. Rusydiyah et al. [18] also highlighted the contribution of YouTube to enhancing student creativity in arts and crafts classes by providing visual and step-by-step demonstrations.

The implications of this homogeneous variance finding are twofold. Methodologically, it validates the use of parametric statistical analyses, allowing for more precise estimation of the YouTube intervention's effect size. Practically, it underscores the need for educators and schools to design interventions with balanced baseline conditions ensuring comparable starting points for control and experimental groups so that the efficacy of digital learning tools can be accurately assessed and utilized. Furthermore, this study contributes to Indonesia's growing body of literature on technology-enhanced instruction, reinforcing YouTube's value not only as a motivational tool but as an empirically supported medium for substantive learning outcomes. Next is the data from the hypothesis testing.

Tabel 5. Hypothesis Test Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	,214	,645	-2,083	61	,041	-4,038	1,939	-7,915	-,162
	Equal variances not assumed			-2,084	60,991	,041	-4,038	1,937	-7,912	-,164

Table 5 presents a sig. (2-tailed) value of 0.041, and since 0.041 < 0.05, it can be concluded that H_a is accepted and H_0 is rejected. In other words, there is a significant effect of YouTube learning videos on the learning outcomes of seventh-grade students in block programming at SMPN 2 Tenggarong Seberang. This finding indicates that video-based learning media, particularly YouTube, can enhance students' conceptual understanding and procedural skills compared to conventional instruction. Conceptually, this aligns with learning media theory, which posits that media functions as a conduit for delivering messages to facilitate more effective and efficient comprehension of learning materials [19],[20].

The results of this study reveal several key findings. First, students taught using YouTube videos tended to have higher post-test scores compared to those in the control class. This is attributed to the interactive nature of YouTube, allowing students to repeat unclear segments, follow practical steps independently, and visualize abstract concepts concretely [21], [22]. Second, video usage positively influenced students' learning motivation. Students appeared more enthusiastic, actively asked questions, and engaged in block programming practice, in line with the findings of Mujianto [23] and Rasman [24], who noted that video media promotes active student participation in the learning process.

Several factors contributed to these outcomes, including the flexibility of YouTube as a medium, ease of access for students, and the capacity of videos to present information systematically through audiovisuals that support visual learning styles. Furthermore, teacher involvement as a facilitator providing additional explanations and guidance during practical activities reinforced the effectiveness of video usage [25], . A conducive learning environment, equal allocation of learning time, and uniform use of instructional materials also acted as supporting factors, ensuring that differences in learning outcomes could be more reliably attributed to the instructional method rather than initial student competencies [26],.

This study has several strengths and limitations. Its strengths include a systematic quasi-experimental design, fulfillment of statistical assumptions (normality and homogeneity), and consistent use of evaluation instruments. Moreover, the study utilized a popular and easily accessible medium, bridging multimedia learning theory and practical application [27], [28]. However, limitations include a relatively small sample size drawn from a single school and dependence on students' access to technology, which may limit the generalizability of the findings. External factors, such as individual motivation and home learning support, could not be fully controlled.

Compared to previous research, the findings align with several prior studies. Napitupulu & Mutiara [29]

and Aulia & Asyhar [30] demonstrated that using YouTube as a learning medium enhances student engagement and learning outcomes. Baihaqi et al[31]. and Hasmiza & Humaidi [32] confirmed the effectiveness of YouTube in teaching PAI and ICT through interactive content. Sutisna et al. [33]emphasized that technology-based learning media produce more balanced learning outcomes, which is consistent with the present study's findings. Additionally, Endayani et al. [34] reported that video-based demonstrations improve material retention, supporting the conclusion that YouTube videos are effective for block programming instruction. Some contextual differences were also observed; for instance, Waruwu [35] highlighted the need to adapt media to specific learning environments, showing that successful digital media implementation still depends on school conditions and teacher facilitation.

From an implication perspective, the results of this study provide tangible pedagogical and practical contributions. Pedagogically, video-based learning offers a more visual, interactive, and repeatable learning experience, supporting autonomous learning and enhancing both motivation and engagement. Practically, teachers can integrate YouTube as an alternative instructional medium for procedural subjects like block programming, making learning more engaging and effective. The study's contributions also open opportunities for schools to incorporate digital media into curriculum development and encourage teachers to innovate in delivering material in a more contextual and adaptive manner.

In conclusion, this study not only confirms the effectiveness of YouTube as a learning medium but also provides empirical evidence that can guide the development of digital-based teaching methods at the junior high school level, particularly in the context of block programming instruction.

CONCLUSION

The findings indicate that YouTube instructional videos have a significant effect on the learning outcomes of seventh-grade students in block programming material at SMPN 2 Tenggarong Seberang. Video-based learning media proved effective in enhancing students' understanding and academic performance, making it a viable alternative learning resource.

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