

USING OF THE YOUTUBE AS A LEARNING TOOL FOR KINDERGARTEN STUDENTS

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Abstract

The main purpose of my session is to share my best practices in using of YouTube as a learning tool for kindergarten students, which the author has used to facilitate her English teaching and learning activities in a Private school in Dili, Timor-Leste. YouTube provides various educational materials, such as videos, animations, songs, animated movies, and interactive content, that support kindergarten learners in practicing and developing their vocabulary, pronunciation, and listening skills through enjoyable learning activities. The integration of colourful visuals and interesting audio materials helps students create more enjoyable learning environments that enhance their attention, interest, motivation, and participation during classroom learning activities. In addition, YouTube assists teachers in developing innovative teaching and learning activities that strengthen kindergarten students' language development. This technological learning tool is easily accessible to both teachers and students and can be applied in school settings, as well as outside the classroom or at home, to support online learning activities. My session will benefit kindergarten students, parents, and educators who are interested in applying YouTube creatively and effectively to improve English language learning activities for kindergarten students.

Key words: English learning, kindergarten students, technology tool, You Tube

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INTRODUCTION

In the current era, digital technology plays a crucial role in area of education because it can support the teachers to become more creative and innovative in delivering the material to the students. According to Parveen & Ramzan (2024) "technology has significantly impacted various fields, including education" (p.2029). In addition, digital technology can pique learners' interest in learning a new language, particularly among young learners and kindergarten learners. Therefore, in my country Timor-Leste English Language is considered a foreign language (CRDTL 2002, part VII, article 159, p.87). However, some of private international school in Timor-Leste use English language compulsory language in kindergarten until Secondary level because Timor-Leste is a multilingual country that not only uses Tetun language but also uses Portuguese language and several mother tongues in communication.

The teacher uses the digital learning tool such as You Tube to address their instructional needs, especially in searching for learning material and developing creative and innovative teaching and learning activities. The use of this digital platform can strengthen kindergarten learners' language and cognitive development.

YouTube provides several educational materials, such as videos, animations, songs, animated movies, and interactive content that facilitate kindergarten learners in practicing and developing their vocabulary, pronunciation, and listening skills through enjoyable learning activities. Andriyani & Rahmawati (2025) said that "YouTube offers a variety of educational content in the form of songs, picture stories, animations and interactive activities specifically designed for children" (p.29).

From this paper, I would like to reflect on my personal experiences in teaching practice by integrating digital technology tool into classroom activities. The aim of this paper is to explore how to use YouTube as a digital technology tool to facilitate classroom activities, create various teaching materials and support the kindergarten learners in developing their knowledge of the English language. By the implementing this best practice, the study is expected to offer benefit for kindergarten students, parents, and educators who are interested in applying YouTube creatively and effectively to improve English language learning activities for kindergarten students.

BEST PRACTICE DESCRIPTION

I utilized YouTube to create the teaching materials for kindergarten learners in the classroom. In addition, I used other sources, including Google search to support me in preparing the materials and designing more creative activities. Besides, I taught kindergarten II in "the Psychomotor and Creative Activities" subject, therefore I need use digital technology to help and facilitate my work easily in preparing the teaching and learning activities. In this case, I used Google to search for teaching materials such as pictures, colouring activities, and drawing materials related to my subject. For example, I searched for materials related to basic motor skills, particularly locomotor skills,

through Google images and other online educational resources (<https://www.google.picture>, <https://www.google.coloring>). After downloading the materials from Google searches, I was able to edit and print them according to the students' needs and their level of learning. This process helped me prepare learning materials that were more appropriate and engaging for kindergarten students.

During classroom practice, I started the lesson by playing a worship song (<https://youtu.be/JesusLoveme>) and then led a prayer session. After that, I played the ABC song (<https://youtu.be.ABC>) using YouTube as part of the classroom warm-up activity. These activities were intended to create a positive enjoyable learning atmosphere before the main lesson. Subsequently, I showed the objects shown in the pictures. This activity encouraged students' participation and helped develop their vocabulary and speaking skills.

Furthermore, I provided a brief explanation of the lesson and instructions for perform sliding activities on the playground slide, so sliding activities is one of the motor skills in order to develop the student's physical ability. According to Wahyuni and Hasanudin (2026) "educational content, YouTube helps children develop physical abilities, particularly in mastering various body movements. A child's ability to master body movements is part of motor development" (p.2). To support students' understanding, I also asked them to watch instructional videos from YouTube (<https://youtube.comslide>) that related to the activity.

Psychomotor and creativity subjects are not only focused on basic motor skills but also include various learning activities such as modern fun games, modelling techniques, paper crafts, painting, and performance activities including dancing and singing. These activities are designed to support students' creativity, physical development, and self-expression through interactive and enjoyable learning experiences. I was as the class advisor for kindergarten learners; every Friday I spent the full learning session with my students. I usually start the class by playing children's songs from YouTube, such as "(You Are My Sunshine <https://youtu.be.youaremysunshine>)," to create a positive and enjoyable classroom atmosphere. In addition, "songs and music that can stimulate the motoric need to be done to increase linguistic intelligence, particularly in oral aspects, in children" (Imaniah et al, 2020 cite in Palupi, Hafidah, and Karsono, 2019, p.21) and children more enjoy the learning process (Imaniah et al, 2020 cite in Aryanti and Emzir, 2016, p.21). Similarly, I also used YouTube videos about ABC phonetics (<https://youtu.be.ABC.phonetic>) to assist learners enhance their knowledge and increase their pronunciation of alphabet sounds correctly. From these digital learning resources, learners were able to learn pronunciation and language skills in a more engaging and interactive way.

After break time, I continued the lesson by playing short educational videos about good habits (<https://youtu.be.goodhabit>) in order to introduce positive values and daily behaviours to the students. Wahyuni and Hasanudin (2026) highlighted that "YouTube can help support motor development in early childhood through engaging educational videos" (p.3). At the end of the class, I played traditional dance videos (<https://youtu.be.traditionaldance>) from my country, Timor-Leste, as part of cultural and performance-based learning activities. This activity not only encouraged students' participation and enjoyment but also introduced cultural elements through digital media. However, each teacher in my school implemented different classroom activities depending on the subject and students' needs. Overall, the teaching materials and digital resources that I used were very significant during my teaching practice in kindergarten because they were easy to access, flexible to use, and could facilitate learning activities both inside and outside the classroom.

POTENTIAL CHALLENGES AND SOLUTIONS

The positive impacts have been mentioned previously; however, I also encountered several challenges during the teaching and learning process, including students' lack of focus in the classroom, limited human resources, and internet connectivity issues. Nevertheless, these challenges were accompanied by several practical solutions to support the effectiveness of the learning process.

One of the major challenges was that the students often lacked focus during classroom activities. Since kindergarten students are still very young children, they naturally tend to prioritize playing and interacting with their friends rather than concentrating fully on the lesson. As a result, some students were not able to participate optimally in classroom practice activities or develop their knowledge progressively. personally, this challenge, I attempted to approach the students more personally by engaging and playing with them before starting the lesson. This approach helped create a comfortable and enjoyable learning atmosphere, which gradually encouraged the students to pay more attention during classroom activities.

In addition, I also collaborated with the students' parents to support the learning process outside the classroom. I shared the teaching materials for the following week with parents so that they could introduce and practice the materials with their children at home through playful activities. Furthermore, I prepared worksheets for students to complete at home in order to provide additional opportunities for practice and reinforcement of the lesson materials. Through this collaboration between teachers and parents, students were expected to become more familiar with the learning content and participate more actively during classroom instruction.

Moreover, another challenge is the limited number human resources in the kindergarten classroom. In some classes, only one teacher is responsible for managing a relatively large class consisting of approximately 20 students. This situation can create difficulties in maintaining classroom management, providing individual attention, and facilitating effective learning activities. To address this challenge, the kindergarten teachers are collaborated. Teachers who have free time or fewer responsibilities at a given moment assist other teachers by managing classroom activities and supporting students' learning.

Furthermore, internet connectivity became a significant issue, particularly when attempting to connect the smart TV used for teaching and learning activities to the internet. The problem mainly occurred in classrooms located far from the main Wi-Fi access point, resulting in unstable or weak internet connections. To overcome this challenge, the principal plans to provide internet packages for teachers in classrooms located far from the Wi-Fi coverage area. This support is expected to improve internet accessibility and facilitate the effective integration of digital technology in classroom instruction.

CONCLUSION

Using digital technology such as YouTube plays pivotal role in my teaching practice in kindergarten because it helps me to develop my materials easily and make me more creative and innovative. This digital platform such as YouTube support me to prepare and access the various teaching materials including pictures, colouring activities, educational videos, songs, phonetic sounds and traditional culture performances. Moreover, this technological learning tool is easily accessible to both teachers and students and can be applied in school settings, as well as outside the classroom or at home, to support online learning activities.

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