



Analysis of The Role of YouTube in Increasing Interest in Reading Indonesian Literature in Grade VII Students of Junior High School

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Abstract

This study aims to describe the role of YouTube in increasing interest in reading Indonesian Literature in Grade VII students of SMP Negeri 17 Palu. The types of research used are qualitative research and descriptive research. The method used in this study is a qualitative method. The data collection techniques used in this study are: 1) Observation, 2) Interview, 3) Documentation. The technical data analysis in this study is data reduction, data presentation, and conclusion drawn. The results of this study show that YouTube plays a significant role in increasing students' interest in reading literature. Through video shows such as poetry readings, short film adaptations of short stories, and explanations of literary intrinsic elements, students become more enthusiastic, actively discuss, and able to understand the content of literary works more easily. YouTube also helps increase students' intrinsic motivation, foster appreciative attitudes, and encourage them to read literary texts independently. Teachers use YouTube not only as a medium for video playback, but also as a means of reflection, discussion, and understanding strengthening. Supporting factors in the use of YouTube include the availability of internet access, students' enthusiasm for digital media, and the abundance of quality literary content. The obstacles found are network limitations, potential distractions for entertainment content, and limited learning time in the classroom. Overall, this study concludes that YouTube is an effective and relevant learning medium to increase interest in reading Indonesian literature among junior high school students.

Keywords: *The Role of YouTube, Interest in Reading Indonesian Literature*

Introduction

Education is an important means of forming intelligent, skilled, and characterful human resources. Along with the development of the times, the education system cannot be separated from the influence of information and communication technology. In today's digital era, technology has become an integral part of various aspects of life, including in the world of education. The use of technology as a learning tool is an urgent need to make the teaching and learning process more interesting, effective, and efficient. Technology allows learners to access information quickly, broadly, and flexibly according to their needs.

Indonesian literature represents one of the abundant and dynamic cultural manifestations, which describes the essence of the Indonesian nation as an archipelagic country with a diversity of ethnicities, dialects, and customs. Essentially, literature is defined as language-based art that uses words as a main tool to convey ideas, feelings, life stories, and satire on the condition of society. Scholars such as Aristotle in his work *Poetika* describe it as a depiction (mimesis) of the reality of life, while the contemporary perspective of Roland Barthes highlights literature as a text rich in interpretation, where meaning is created through dialogue between the reader and the story.

In Indonesian territory, literature goes beyond just aesthetic works; It serves as an instrument of resistance, a record of historical events, and a representation of collective identity. Indonesian literature emerged and grew in the midst of colonial turmoil, efforts to achieve sovereignty, and transformation into the modern era, so it has its own uniqueness: a mixture of the archipelago's verbal heritage with a European touch, plus a dedication to the principles of humanity and shared justice. In order to better understand the essence of Indonesian literature, we must trace its foundations historically.

Modern Indonesian literature formally began in the early 20th century, particularly through the Balai Pustaka initiative in 1917, which was established by the Dutch colonial authorities to oversee and encourage Malay literature as a bridge of communication. However, its roots are much deeper, coming from verbal and written traditions before the colonial era that spread in kingdoms such as Sriwijaya, Majapahit, and Mataram. Conventional Indonesian literature includes various forms such as pantun, tembang, gurindam, hikayat, and wayang, which are usually conveyed through oral stories, epics, and cultural performances. For example, Hikayat Hang Tuah from the 15th century illustrates the Malay heroic ethos, while Serat Centhini from 19th-century Java delves into existential thinking and mystical elements.

This kind of tradition emphasizing the balance between humans, the environment, and the Almighty, with a beautiful and symbolic style of language, often influenced by Hindu-Buddhist teachings as well as Islam. The evolution of Indonesian literature reached a crucial moment during the Dutch colonial period (19th to mid-20th century), when European influence began to permeate through

the education system and the printing industry. Early writers such as Marah Rusli through the novel *Sitti Nurbaya* (1922) became pioneers in the romance genre that criticized feudal norms and the coercion of marriage, reflecting the tension between old customs and the progress of the times.

Furthermore, the emergence of the New Poetry Movement in the 1930s, led by poets such as Chairil Anwar, brought renewal with an expressive and personal approach that rejected the rules of tradition. Anwar's poetic works, such as *Aku* (1943), symbolize the spirit of rebellion against the occupation of Japan and the Netherlands, with existential motifs inspired by European literature such as those of Rainer Maria Rilke or Charles Baudelaire. In that era, Indonesian literature was not only a recreation, but also a propaganda tool to build a sense of national unity, as discussed by Sutan Takdir Alisjahbana in his writings on the revitalization of language and civilization.

After the proclamation of independence in 1945, Indonesian literature experienced a surge in innovation known as the "heyday". This phase is characterized by a commitment to patriotism and the rebuilding of the country. Novels by Pramoedya Ananta Toer, such as *Bumi Manusia* (1980) from the *Buru Tetralogy*, tell the story of the struggle of the masses against imperialism through the perspective of history and social ideology, although they were often blocked by the New Order government because they were considered to disturb stability.

On the other hand, women's literature began to shine with productions such as *Sungai Sans Akhir* by Ratih Kumala or NH Dini's writings which explored the topic of gender equality and women's independence. In the realm of poetry, poets such as Sapardi Djoko Damono through *Hujan Bulan Juni* (1960s) introduced a form of lyrics that are concise but deeply meaningful, describing the routine of Indonesian society. Drama also developed, with local theater such as Betawi lenong or Javanese ludruk transforming into contemporary versions, such as W.S. Rendra's creation of satirical corruption and inequality through a surrealist theater style.

In terms of form, Indonesian literature can be categorized into several types of subjects. The first, poetry, encapsulates traditional variants such as old literature (rhymes, poems) and new ones such as sonnets or loose poetry. Indonesian poetry often uses language that is full of natural imagery, such as mountains, water flows, and oceans, which represent the fortitude and struggle of the people. The second is prose, which dominates the modern era through novels and short stories. Indonesian novels are usually realist or historic-based, with issues such as poverty, population displacement to cities, and inter-ethnic disputes, as in Ahmad Tohari's (*Ronggeng Dukuh Paruk*) which depicts the existence of the countryside in the midst of the current of change.

The third, plays and stage scripts, which combine literary elements with visual elements, such as Emha Ainun Nadjib's production which combines Islamic Sufism with actual commentary. Not to forget, non-fiction literature such as essays and autobiographies, which are vital in the debate of thought, for example Goenawan

Mohamad's contribution in the Tempo media.

The main characteristic of Indonesian literature lies in its multilingual nature and cultural mix. Indonesian as the main forum, which was standardized in 1928 via the Youth Pledge, facilitated the integration of various regional dialects such as Javanese, Sundanese, Minangkabau, and Balinese. Even so, Indonesian literature often inserts elements of local language to add depth, such as in the works of Balai Pustaka which are mixed with Riau Malay. The international impact is also strong: Latin American literature (magical realism by Gabriel García Márquez) influences authors such as Eka Kurniawan in *Man Harimau* (2004), while European feminist ideas can be seen in Ayu Utami (Saman, 1998) who discusses desire and oppression during the Suharto era. Core issues in Indonesian literature include patriotism, the search for post-colonial identity, ecological issues (such as deforestation in Kalimantan), and basic human rights, especially since the 1998 reform era that opened up unlimited opportunities for expression.

Nowadays, Indonesian literature continues to change with the help of digital advances and global integration. Younger generation authors like Leila S. Chudori (*The Sea of Storytelling*, 2017) explore the wounds of 1965 history through disjointed storylines, while online platforms like Wattpad and independent publishers are paving the way for marginalized perspectives like LGBTQ+ literature or small ethnic groups. Events such as the Ubud Writers & Readers Festival bring Indonesian literature to the world arena, where translations such as Andrea Hirata's *The Rainbow Troops* have been internationally successful. However, obstacles remain: restrictions, plagiarism, and market orientation that erode the value of art. However, Indonesian literature remains a reflection of the nation's formidable spirit, where verbal expressions not only record the past, but also shape a vision for the future.

In essence, this broad definition of Indonesian literature illustrates that it is not something fixed, but rather a process that is adaptive to social and political conditions. Indonesian literature is a common treasure that encourages us to reflect on existence as a plural but cohesive society, with the power to heal past traumas and trigger transformation. For those who want to dive deeper, enjoying his original work is the most effective way to feel the vibes.

In the learning process, teachers are required to not only deliver material, but also be able to create a fun, active, and meaningful learning atmosphere. One of the main principles of education today is student-centered learning. According to Priyatmojo argued in (Kamila et al., 2024), Student center learning (SCL) is a learning approach that places students at the center of learning where students play an active role in developing the ability to think creatively and innovatively. Thus, teachers need to choose learning methods, media, and strategies that are in accordance with the characteristics of students.

The use of digital media such as videos, animations, or social media platforms has helped increase students' motivation to learn, especially in text-based learning and literacy. This is in agreement with s According to Hendra (2023), it is stated that digital-based learning tools allow elementary school children to access materials flexibly and interactively, thereby increasing their interest and encouragement to learn.

Indonesian learning as part of the national curriculum has a strategic role in developing students' language skills, which include listening, speaking, reading, and writing. These skills are not only essential for academic success, but also for communication in everyday life. One of the important aspects of Indonesian learning is strengthening students' literacy through reading and writing activities. Indonesian literature is an effective means to improve language skills while forming character and cultural appreciation in students. In this case, in line with the opinion of Labudari Dalam (Pratama et al., 2022), Literacy can help build and improve character and provide positive effects for future generations of the nation.

However, students' interest in reading Indonesian literature is still relatively low. Many students find literary texts difficult to understand, boring, and irrelevant to their lives. This is a challenge for teachers in developing a more interesting and contextual literature learning strategy. To overcome this problem, an innovative approach is needed that combines literary learning with digital technology that is familiar to students' lives.

One of the digital media that is popular and close to the world of teenagers today is YouTube. YouTube not only contains entertainment content, but also provides a variety of educational content, including literary performances, poetry readings, short story reviews, and analysis of literary works. Through visual and audio presentations, YouTube can help students understand the content and values in literary works in a more interesting and digestible way. The use of YouTube as a learning medium is believed to be an alternative to re-grow interest in reading Indonesian literature among students.

Indonesian literature, as an essential element of the national cultural treasure, can be grouped through various methods to facilitate its understanding and dissection. This classification is not a rigid categorization, but an instrument to reveal its journey, variations, and socio-political backgrounds. In principle, the classification of Indonesian literature is built on three main bases, namely, "historical time period" (based on the stage of evolution), "type or form" (based on structure and means), and "motive or social community" (based on subject matter and point of view). This framework illustrates how Indonesian literature has progressed from its pre-colonial verbal heritage to the current digital period, influenced by imperialism, the struggle for independence, and world integration. This kind of classification supports readers, scholars, and observers to explore thousands of works that come from the plurality of tribes and languages in the archipelago.

The classification of Indonesian literature reveals how alive and embracing this realm is, which is constantly changing according to the dynamics of society. Although there are crossovers between groups, for example, a modern novel can belong to the Reformation era as well as this type of prose is useful for academic research, teaching, and awards. In the digital age, the lines are increasingly blurred, with the emergence of mixed literature such as picture novels or literary podcasts. To investigate further, it is recommended to read a collection such as the Indonesian Literature Collection or join a literary study at a university such as UI or UGM. This classification is not the end limit, but an invitation to explore the richness of literature that symbolizes the essence of a multicultural archipelago.

Based on this description, this study focuses on the analysis of the role of YouTube in increasing interest in reading Indonesian literature in grade VII students of SMP Negeri 17 Palu. This research is expected to provide a clearer picture of the effectiveness of YouTube media in literary learning, as well as become a reference for teachers and researchers in developing relevant and contextual digital-based learning.

Method

In this study, a qualitative approach is used to describe the problem and the focus of the research. Qualitative research is descriptive research and uses more inductive analysis. Qualitative research is a method or way to investigate and understand the meaning inherent in different individuals or groups of people in social or humanitarian issues. This qualitative research process involves important efforts such as asking questions and procedures, collecting specific and participant data, analyzing inductive data from a specific topic to a general topic, and interpreting the meaning of the data. The final report of this study has a flexible structure or framework (Creswell, 2010).

Research is a scientific way to obtain valid data with the aim of being discovered, developed, and proven to be knowledge. This aims to describe research data related to the role of YouTube in increasing interest in reading Indonesian Literature in Grade VII students of SMP Negeri 17 Palu.

The location of the research was chosen by the author at the NEGERI 17 Palu Junior High School. In this study, the author makes as a research location, namely the analysis of the role of YouTube in increasing interest in reading Indonesian literature in grade VII students of SMP Negeri 17 Palu. This research activity will be carried out within 1 month adjusted to the needs of the research. The data used in this study are:

a) Primary Data is data obtained directly from the research location, namely by conducting interviews in a semi-structured manner, namely in the form of a list of questions prepared first and then conducting interviews, namely with related parties in the research, both Class VII students and teachers of SMP Negeri 17 Palu.

b) Secondary Data is data obtained through Literature materials, such as books written by Indonesian literary experts, journals, scientific papers, and other media.

The instrument in qualitative research is this research itself, (Sugiono, 2013) said that "in qualitative research the research instrument is the researcher himself". Instruments are used to support research operational steps mainly related to data collection techniques.

Data collection techniques are the most strategic step in research, because the main goal of research is to obtain data (Creswell, 2010). In order for the data obtained to be relevant to the purpose, the data collection used in this study is interview, observation, and documentation techniques.

a. Interview

Interviews were conducted with several students and teachers of Indonesian language to obtain more in-depth data about their process of using YouTube as a medium for literary learning. The interviews were conducted semi-structured so that the research could explore so that the answers were broader and more flexible.

b. Observation

Observations were made to see firsthand learning activities using youtube media taking place in the classroom and observe students' interest and enthusiasm for literary reading activities after watching relevant content.

c. Documentation

Documentation is a technique that is carried out by collecting relevant documents such as learning implementation plans, bibliographies used by teachers, and screenshots or YouTube video links used in learning.

The data analysis used in this method is descriptive qualitative data analysis, namely data analysis that uses interviews, document analysis, and observations that do not use numbers but are based on the views of informants (Grade VII Students and Teachers of SMP Negeri 17 Palu) so that they can answer the problems of this study, as well as relevant sources of information to complement the data conducted by the author, All the data obtained are compiled systematically, and presented in written form and then give conclusions from the results of the research.

1. Data Reduction

Data reduction is reducing data so that it can be presented in a complete narrative form. Data reduction is applied to the results of observations, interviews, and documentation by reducing data that the author considers insignificant to the researcher.

2. Data Presentation

Before the data is presented, the data must be analyzed first, data analysis is a process to obtain raw data. Then change informants that are useful in decision-making. Data is collected and analyzed to answer hypothesis testing questions. From the presentation of this data, it is hoped that it can provide detailed and substantive data clarity with supporting data.

3. Drawing Conclusions

Drawing the authors' conclusions on the data in context, Matthew B. Miles and A. Michel Huberman said "the third important analytical activity is to draw conclusions". From the beginning of data collection, a qualitative analyst begins to search for the meaning of objects, noting the regularity, patterns, explanation of possible configurations and causal flows of prepositions.

Result

The results of this study explain the content of the interview between the author and the informant, as well as the results of the observations that the author made in accordance with the purpose of the research. The results of this study are as follows:

4.2.1 Changes in Students' Reading Interest After Using YouTube

Before the use of YouTube media, students tended to be less interested in reading literary texts such as poems, short stories, or dramas. They find literary texts difficult to understand and boring. However, after teachers used YouTube as a learning medium, there was a noticeable increase in students' attention and motivation.

This change shows that YouTube is able to attract students' attention through the power of visuals and audio, thus fostering curiosity about the content of literary works.

The results of the interview from the teacher are that:

"I usually direct students by asking them to understand the meaning of the story or poem shown in the video, then asking which part they like the most and why. From there, I help them to see that every literary work has a message that can be associated with their personal lives. For example, when watching the reading of the poem *Aku* by Chairil Anwar, I asked the students to write down what "independence" means to themselves. That way, they can find values that are relevant to their life experiences."

The results of the interview from the teacher are that:

"Yes, the difference is very noticeable. When using YouTube, students become much more enthusiastic. They not only watched, but also asked a lot of questions and opinions. Some took the initiative to find other literary videos at home; some even tried to imitate the style of reading poetry from the video. They become more active and eager to understand the content of literary works because the form of presentation is interesting and not monotonous like just reading text from a book."

The results of the interview from the teacher are that:

"In my opinion, yes. The learning experience through videos on YouTube makes it easier for students to grasp the moral meaning and value of life from literary works. For example, when watching the short film adaptation of the short story *The Collapse of Surau Kami*, they can immediately see how the conflict and religious message are. The visuals and expressions of the characters help students understand the content of the work more deeply, not just reading the words. So, the experience of using this digital media really enriches their understanding of the message that the author wants to convey."

The results of the interview from the teacher are that:

"The challenges exist, especially in the internet network and content selection. Sometimes the connection is unstable when showing videos in class, so you have to set up a backup video that you have already downloaded. In addition, I also have to selectively choose videos that are appropriate for my age and subject matter, because not all YouTube content is suitable for learning. Another challenge is making sure students stay focused on their learning goals, as some still think YouTube is just for entertainment. But if directed well, this media is very effective in attracting their interest in reading and literary appreciation."

From this statement, he explained that to help students find themselves in the literary works they studied, he tried to direct them to relate the content of the work to personal experience. For example, when watching the reading of the poem *Aku* by Chairil Anwar on YouTube, he asked students to write down the most memorable parts and their meaning for their lives. In this way, students learn to recognize the values of humanity, passion, and freedom that exist in poetry, and relate them to their personal experiences. According to him, this kind of approach helps students not only understand literary texts, but also feel their relevance to real life.

He said that students' enthusiasm increased significantly since learning literature using YouTube media. Students were seen to be more active in asking questions, giving opinions, and discussing after watching the learning videos. Some even show the initiative to look for other literary videos at home, or try to imitate poetry readings in an expressive style like those they watch on YouTube. This kind of activity shows that the use of digital media can encourage deeper student involvement in the learning process.

According to the results of the teacher's interview, the learning experience through YouTube also makes it easier for students to understand the moral and humanitarian values contained in literary works. Visual and audio impressions help them capture meanings that are sometimes difficult to understand through text alone. For example, when screening a short film adaptation of the short story *Collapse of Surau Kami* by A.A. Navis, students can immediately see the characters' expressions, conflict atmospheres, and religious messages conveyed. Thus, the learning experience through digital media makes students more reflective and able to capture the message of the work more deeply.

However, he also acknowledged that there are some challenges in integrating YouTube into literary learning. One of them is the limitation of the internet network which sometimes hinders the process of playing videos in the classroom. Additionally, teachers should be careful in choosing age-appropriate content and learning goals, as not all videos on YouTube are educational. Mrs. Maryam also emphasized the importance of teacher assistance so that students do not only make YouTube as entertainment, but really as a learning medium that supports literary literacy.

Overall, the results of the interview with the teacher showed that the use of YouTube media had a positive impact on increasing students' interest in reading literature. Through attractive audio-visual shows, students become more enthusiastic, easily understand the content of literary works, and are able to relate the values contained in them to daily life. Literary learning also becomes more lively, contextual, and meaningful for students.

4.2.2 The Role of YouTube as a Medium of Literary Learning.

The results of the study prove that YouTube plays an effective learning medium to increase interest in reading literature. Indonesian teachers use poetry reading videos and short story staging to help students understand the content of literary works more easily.

This is in line with the Multimedia Learning theory put forward by Mayer (2009) stating that the use of media that combines text, images, and sounds can improve students' understanding and retention of information. Thus, YouTube can transform the previously monotonous process of learning literature into a more interactive and meaningful one. Students only read the text, texts but also see, hear, and feel the atmosphere depicted in literary works. Through this livelier learning experience, their reading interest in literature increases significantly.

4.2.3 The Impact of YouTube on Students' Motivation and Appreciative Attitudes.

YouTube is able to give rise to the intrinsic motivation of the desire to learn because of a liking, not out of obligation because the content is fun and in accordance with the digital world of students. Students learn to assess the beauty of language, emotional expression, and moral values in literary works. Some students even try to make videos of their own poetry readings as a form of expression and appreciation.

The results of the interview from Student 1 that:

"Yes, I feel more interested in reading after watching literary videos on YouTube. You see, if you just read from a book, sometimes it's hard to imagine the story, but if it's shown through a video, I can see the characters' expressions, places, and atmosphere. So, I became curious to read his short stories or poems directly in books."

The results of the interview from Student 2 that:

"In the past, it was just because of schoolwork, but now I am starting to like it. After watching videos of poetry readings and short films on YouTube, I became interested in stories that have a message of life. Sometimes I read short stories or poems by myself at home without being told by my teacher."

The results of the interview from Student 3 that:

"Yes, watching videos on YouTube makes me more enthusiastic about learning. The video made me quickly understand the content of literary works because there were interesting pictures and sounds. For example, when watching short film adaptations of short stories, I understand the message of the story better than just reading the text. So, learning literature feels easier and less boring."

The results of the interview from Student 4 that:

"My family is supportive. Sometimes you watch it too, especially if the video contains a good message. They say it's better to watch useful things like that than to keep playing games. Sometimes my mom also asks me about the content of the videos I watch. So, I feel supported to learn how to use YouTube."

From this statement, students are more interested in reading literary works after watching literary videos on YouTube. According to him, videos provide a more interesting learning experience because he can see directly the characters' expressions, story settings, and the atmosphere depicted. This makes it easier to understand the content of the story and the message conveyed by the student author admitted that before using YouTube, he read literary works only because of his schoolwork obligations. However, after the teacher started using poetry reading videos and short film adaptations of short stories, he began to like personal reading activities. He feels that literary works are no longer boring, because videos on

YouTube help to present a lively and easy-to-understand atmosphere. She also said that now she sometimes reads short stories and poems at home without having to be told by a teacher, and sometimes even looks for other literary videos independently.

According to students, learning using YouTube media is very helpful in understanding the content and value of literary works. The visualization and sound in the video make it easier to understand the meaning and moral message it contains. He gave an example that when watching a short film adaptation of a short story, he can immediately capture the values of life conveyed without the need to reread it many times. This shows that digital media provides convenience while fostering an intrinsic interest in reading literary works.

In addition, the student mentioned that his family fully supports his habit of watching literary content on YouTube. His mother even sometimes watches and responds to the content of the video. The family encouraged him to watch things that were educational and useful, so that Abizar felt more enthusiastic about learning. The support of this family environment is one of the important factors that strengthens his interest in literacy activities.

From the results of interviews with students, it can be concluded that the use of YouTube media has a positive influence on increasing students' interest in reading literature and students' appreciation of Indonesian literary works. YouTube helps provide a more interesting learning atmosphere, makes it easier to understand the content of the work, and fosters reading habits outside of formal learning activities.

4.2.4 Teacher Engagement and Learning Strategies

Indonesian teachers play an important role in determining the success of using YouTube. Based on the results of the interview, the teacher not only showed the video, but also:

- (a) Provide reflection tasks after watching videos,
- (b) Invite students to discuss the content and value of literary works,
- (c) Assign students to search for other relevant literary videos, and
- (d) Motivate students to read the original text.

This strategy makes literary learning active and participatory, not just passive watching. Thus, YouTube does not replace reading activities, but rather becomes a bridge for students to be more interested in reading.

4.2.5 Factors Supporting and Inhibiting YouTube Utilization

(a) Supporting Factors:

- Adequate school internet access.
- Enthusiasm of teachers and students in using digital media.
- A lot of interesting Indonesian literary content on YouTube.

- Support for school literacy programs that emphasize technology integration.

(b) Inhibiting Factors:

- Not all students have internet quota at home.
- Possible distraction (other entertainment videos).
- Classroom learning time is limited, so not all works can be shown.

In Chapter IV, research conducted at SMP Negeri 17 Palu is discussed, focusing on the analysis of the role of YouTube in increasing interest in reading Indonesian Literature in Class VII. The research data was obtained through interviews with Indonesian teachers, several students, as well as observation results in literary learning activities using YouTube media.

Based on the results of interviews with Indonesian teachers, it is known that the use of YouTube media is one of the effective alternatives in attracting students' attention to literary learning. The teacher explained that before using YouTube media, most students seemed less enthusiastic when asked to read poetry, short stories, or novels independently. They tend to perceive literary works as difficult to understand and tedious reading, because their presentation focuses only on the text without the support of an interesting supporting media.

However, after teachers began to use various literary videos from YouTube such as poetry readings by artists, short films adapted from short stories, and explanations of biographies of famous writers, there was a significant change in students' attitudes and participation. Students began to show a higher interest in learning literature, as seen from their enthusiasm in listening to the show, providing responses to the content of the video, and willingness to read literary works that were discussed. The teacher also said that the classroom atmosphere became livelier and more interactive; Students who were previously passive are now more active in asking questions, responding, and even trying to imitate the reading of the poem with the expressions and intonations they see in the video. Thus, the use of YouTube not only makes it easier for teachers to deliver material, but is also able to create a more meaningful and enjoyable learning experience for students.

Meanwhile, the results of interviews with several grade VII students showed a positive response to the use of YouTube in learning Indonesian literature. Most students admitted that they were more interested and motivated to read literary works after watching videos shown by teachers. They state that the videos on YouTube help them understand the content of the story or the meaning of the poem in an easier and more enjoyable way.

One of the students, for example, revealed that he had rarely read poetry before because he found it difficult to understand its meaning. However, after watching a show of poetry readings with interesting expressions and background music, he began to love poetry and even tried to read by himself at home. Another student also said that watching short film adaptations of short stories on YouTube made it easier to understand the content and message of the story, because he could

see firsthand how the characters behaved and interacted in the storyline.

In addition, some students said that YouTube not only helped them understand literary works, but also aroused curiosity about the author and the cultural background of the work. There are students who then look for other videos about the biographies of Indonesian writers such as Chairil Anwar, Sapardi Djoko Damono, or Andrea Hirata, because they want to know more about their works. This shows that YouTube media is able to be a bridge between students' interest in digital entertainment and educational literary literacy activities.

From the interviews, it can be concluded that students feel more connected to literary learning when presented through media that is close to their daily lives. YouTube as a popular platform among teenagers has succeeded in changing their view that reading literature is not a boring activity, but something that can be enjoyed and understood in an interesting and modern way.

Conclusion

Based on the results of research and discussions that have been carried out regarding the Role of YouTube in Increasing Interest in Reading Indonesian Literature in Grade VII Students of SMP Negeri 17 Palu, it can be concluded that several things are as follows:

1. YouTube plays a role in building students' self-identification with literary works.

Through literary video shows such as poetry readings, drama performances, and short story reviews, students are able to relate the values contained in literary works to their personal experiences. This process fosters awareness and emotional closeness to the literary works studied.

2. YouTube encourages increased effort and motivation for students' learning.

This media makes learning more engaging, interactive, and easy to understand. Students show greater enthusiasm and effort in understanding the content of literary works, and even take the initiative to find additional references independently on the YouTube platform.

3. The learning experience through YouTube fosters deeper reflection and understanding of literary values.

Students can experience the aesthetic nuances, emotions, and meaning contained in literary works through visual and auditory experiences. This helps them develop an appreciation for Indonesian literary works more broadly.

4. Environment and educational support play an important role in optimizing the use of YouTube.

The availability of internet networks, digital learning facilities, and teachers'

ability to select and direct relevant content are the main supporting factors. Despite technical constraints such as unstable internet connections, teachers can still integrate YouTube media effectively with careful planning.

Overall, the use of YouTube has proven to be an innovative and effective learning medium in increasing students' interest in reading literature. YouTube is not only a means of entertainment, but also an educational medium that encourages students to get to know, understand, and love Indonesian literary works better.

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