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The Use of Youtube as a Digital Literacy Medium for Self-Awareness and Self-Management of Elementary School Students

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Abstract

Purpose: This study investigates how YouTube use influences two key aspects of student self-development—self-awareness and self-management—among upper-elementary learners, aiming to clarify whether YouTube, as a digital-literacy medium, facilitates or hinders these psychological competencies.
Methodology: A quantitative correlational design was employed with a randomly selected sample of 215 fourth- to sixth-grade students from various elementary schools in Colomadu District, Karanganyar Regency. Data were collected via a 5-point Likert–scale questionnaire, supplemented by classroom records and direct observations. Hypothesis testing involved independent-samples t-tests and simple linear regression analyses (using the unstandardized B coefficient) to assess the linear relationships between YouTube usage (independent variable) and each outcome—self-awareness and self-management (dependent variables).
Results: Analysis revealed that YouTube use did not exert a statistically significant effect on students' self-awareness scores. In contrast, YouTube use showed a significant but negative relationship with self-management ($p < 0.05$), indicating that higher levels of YouTube engagement were associated with lower self-management competencies among the surveyed learners.
Applications/Originality/Value: These findings contribute to digital-literacy research by distinguishing YouTube's differential impacts on distinct psychological skills. Educators and parents can use this insight to develop guided-use protocols and targeted interventions—such as integrating self-management training into digital-media lessons—to mitigate negative effects. Future studies might build on this work by exploring which specific YouTube content or usage patterns most strongly predict self-management deficits, thereby informing more nuanced policy and pedagogical recommendations.

Introduction

The primary pillar for a nation's development is its educational system. When the education system does not run optimally, the impact will permeate various levels of society. The quality of education applied in a country is the key to the success of national development (Zhafarin et al., 2022). More than just a transfer of knowledge, education also shapes the character and skills needed to form a use-ful individual. By strengthening these aspects, education aims not only to prepare individuals comprehensively, but also to prepare them to become meaningful contributors to society in a sustainable manner (Ode et al., 2024).

The ability to use digital media and deep networks, generate information, assess it, locate it, and use it effectively in day-to-day activities is known as digi-tal literacy (Nasrullah et al., 2017). Digital literacy has become a fundamental skill in today's information age. The way we communicate, study, and live has been altered by developments in information and communication technology, particularly the internet. Children are raised in an increasingly digital world, par-ticularly those in elementary school. In order for them to use technology success-fully and sensibly, it is crucial that they possess strong digital literacy. The larg-est video-sharing website in the world, YouTube, has a lot of promise to help kids become more digitally literate.

Users of the YouTube app may view, upload, and share videos on this web platform (Putri & Putri, 2024). Particularly among kids and teenagers, YouTube has emerged as one of the most widely used social networking sites among pupils. With its extensive library of easily accessible instructional infor-mation, YouTube serves as a digital literacy tool that lets students learn about a variety of subjects in an enjoyable way. Vlogs, instructional films, and instruc-tive tutorials can help students get a deeper grasp of the world. It is imperative that students possess a critical knowledge of the material offered in order to not just become passive consumers but also to be able to evaluate and separate cor-rect and pertinent information. Use of YouTube significantly affects how stu-dents see learning on this platform, demonstrating that it may be used as a teach-ing tool (Ain & Arab, 2024)

Self-awareness is the ability of individuals to recognize their own emo-tions, thoughts, and behaviors (Fadillah, 2021). In children, the development of self-awareness is very important to form identity and confidence. Self-awareness in children will be seen when they are able to respond positively to emotions with the conditions around them (Santrock, 2011). Explain that a child's self-awareness that continues to develop is related to his ability to feel a wider range of emotions. In the developmental period, early childhood begins to try to under-stand the emotional reactions of others and learn to control their own emotions. Self awereness is used to assist individuals in decision-making and assess their own abilities realistically (Septianingtias & Herwin, 2022).

Self-management is an important foundation for individual success, es-pecially in the context of Education (Goleman, 2020). The ability to manage emotions effectively, such as controlling impulsivity or coping with stress, allows students to focus more on learning. In addition, self-management also involves the ability to manage time, set task priorities, and self-discipline in completing work (Schunk & Zimmerman, 2011). These skills are crucial for elementary school students to be able to manage their study schedules, complete assignments on time, and maintain good relationships with peers and teachers. By mastering self-management, students will not only be better prepared to face academic challenges, but will also be more confident in socializing and interacting with other people, children will know the concept of right and wrong, be able to con-trol themselves and be responsible (Wulandari, 2013).

The development of science and technology has had a significant impact on human life patterns, both in terms of thinking and behavior (Witarsa et al., 2018). with YouTube being one of the most widely used platforms by students. YouTube offers a variety of educational content that can help students learn, while improving their digital literacy. It is also explained by (Rosiana et al., 2023) that YouTube was chosen as the ideal literacy media because of its ability to disseminate information widely. Access to information through platforms like YouTube can improve students' understanding of themselves and their surround-ings. Self-awareness and self-management are essential skills that students must have, especially at the primary school level, to support their social and emotional development.

The impact of YouTube as a digital literacy tool has been the subject of several studies by various scholars. Students' capacity to pick up new language is enhanced when they utilize YouTube, demonstrating the beneficial impact of technology on education (AL-Ameri & Rababah, 2020). YouTube affects the polite behavior of children aged 5-6 years (Umrah et al., 2023). The use of YouTube videos in thematic learning benefits students' learning because it may provide a dynamic and enjoyable learning environment and improve their com-prehension of knowledge-related ideas (cognitive); remembering, comprehend-ing, and applying (Anastasya et al., 2022). This situation highlights the need for more research on how primary school children' self-awareness and self-management are affected by using YouTube as a digital literacy tool. The purpose of this study is to quantify the degree to which elementary school pupils' use of YouTube can impact each of these factors.

The way youngsters learn and interact has changed significantly as a re-sult of the emergence of digital technology (Satria Ramadhan et al., 2023). One of the most widely used social media sites, YouTube, has a lot of potential to be a useful educational resource. Nonetheless, it's critical to comprehend how YouTube usage affects a child's overall development. The purpose of this study is to determine how YouTube use affects self-awareness and self-management, two critical facets of students' self-development. Therefore, it is anticipated that this research will aid in the creation of more pertinent and successful learning methodologies for the contemporary digital environment.

Method

This study's research methodology is quantitative. Quantitative research methods are those that gather and examine data using numbers and statistics (Hildawati et al., 2024). The data collection tool uses questionnaires, documentation and ob-servations. The participants in this study were 215 students in grades 4-6 of ele-mentary school who were taken by random sampling in several elementary schools in Colomadu District, Karanganyar Regency, including Muhammadiyah Elementary School Special Program Baturan, SD Muhammadiyah Superior Pro-gram Gedongan, and SD Muhammadiyah Plus Malangjiwan. Data was collected using a questionnaire using a 1-5 point liekert scale. The questionnaire is filled out directly by the respondents, the researcher ensures that each student under-stands how to fill out the questionnaire to get accurate results. Before being used in data collection, the questionnaire instrument that has been designed will first be tested for validity and realism.

Validity Test

Using the SPSS application, the data validity test was conducted to determine whether a questionnaire item was valid at a significance level of $\alpha = 5\%$. A ques-tion item is considered genuine if it has a > table calculation, according to the questionnaire's validity test. According to the results of validity tests, every item is legitimate. The findings of the self-management (12 questions), self-awareness (11 questions), and YouTube instrument validity test (9 questions) showed a significant value of less than 0.05 and a r value > r table value (0.444). Thus, it can be argued that the three instruments are legitimate and suitable for use in study.

Reliability Test

Following the validity test, the reliability test is conducted to assess the con-sistency and reliability of the questionnaire's questions. The reliability test crite-ria state that if the Cronbach's Alpha value is greater than 0.7, the questionnaire is considered reliable or has good reliability. The questionnaire's reliability test yielded a Cronbach's Alpha score of 0.739 > 0.7, indicating that the questions on YouTube are deemed reliable and provide consistent responses. The reliability test calculation yielded a Cronbach's Alpha of 0.883, indicating that the question items that will be used for research are highly reliable and can be relied upon as a data collection measurement tool.

Prior to validating the hypothesis, a precursor test must be performed following validity and reliability testing. Heteroscedasticity and normalcy exams are among these essential examinations. To ascertain whether the data had a normal distribution, the Komolgorov-Smirnov method was used to do the normal-ity test. To determine if the data is homogenous or heterogeneous, the heterosce-dasticity test is used. A t-test and a basic linear regression test are then used in the hypothesis test. By examining the unstandardized data in column b, a straightforward linear regression test is conducted to ascertain the linear connec-tion between one free variable and the bound variable (Ghozali, 2016). and test the t on this data to find out whether there is an influence between Youtube as a digital literacy media on self-awareness and self-management.

Results and Discussion

Model I Regression Equation (Effect of YT on Self-awareness)

Normality Test

The normality test is one of the traditional assumption tests that the regression model needs to pass. The significance value (Sig.) > 0.05 indicates that the data is normally distributed, and if Sig. < 0.05 indicates that the data is not, according to the Kolmogorov-Smirnov normality test used in this study. The first regression equation's normality test yielded the following findings:

Table 1. Normality test result.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		215
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	3.93093779
Most Extreme Differences	Absolute	.060
	Positive	.060
	Negative	-.041
Test Statistic		.060
Asymp. Sig. (2-tailed)		.055c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Analysis:

The study data is considered to be normally distributed based on the above Kolmogorov normality test results, which provide a significance value (Sig.) of 0.055 (> 0.05).

Heteroscedasticity Test

The heteroscedasticity test, which determines if the data is homogenous or heterogeneous, is the next traditional assumption test that needs to be satisfied. Regression models free of heteroscedasticity symptoms are considered to be of high quality. This research used a glacial heteroscedasticity test, wherein heteroscedasticity is not present in the data if the significance value (Sig.) is greater than 0.05, and vice versa if the Sig. value is less than 0.05. The first regression equation's heteroscedasticity test yielded the following findings:

Table 2. Heteroscedasticity test result.

Coefficients[a]				
Model	**Unstandardized Coefficients**	**Standardized Coefficients**	**t**	**Mr.**

	B	Std. Error	Beta		
1(Constant)	2.843	.937		3.034	.003
YT	.008	.025	.023	.333	.740

a. Dependent Variable: ABS_RES1

Analysis:

Since the significance value (Sig.) for the glacier heteroscedasticity test above is 0.740 (>0.05), it can be said that the data is homogenous and that the regression model does not exhibit any signs of heteroscegasticity.

Multiple Linear Regression Test

Table 3. Multiple liniear regression test.

Coefficients[a]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Mr.**
	B	Std. Error	Beta		
1(Constant)	33.514	1.574		21.289	.000
YT	.015	.043	.025	.361	.718

a. Dependent Variable: Self Awareness

Based on the SPSS output above, the regression equation is obtained as follows:

Y1 = 33.514 + 0.015X

Analysis:

- The value of the constant (α) is 33.514, meaning that if the variable YT is 0, then the value of the dependent variable (self-awareness) is 33.514.
- The value of the regression coefficient of the YT variable is 0.015, meaning that the influence given by the YT variable is positive on self-awareness, where for every 1% increase in the YT variable, self-awareness also increases by 0.015.

Hypothesis Test (t-test)

This test stipulates that Ha is accepted and H0 is denied if the value of t computed > t table or significance value (sig.) < 0.05. On the other hand, Ha is rejected and H0 is accepted if the significance value (sig.) > 0.05 or the computed t-value < t in the table.

The statistical table using the formula df = n – k, where n is the number of samples and k is the number of variables, shows the t table. Since there are 215 responders in the study's sample, df = n – k = 215 – 2 = 213. According to the statistical table, the t-value is 1.971 with df = 213 at the 5% (0.05) bidirectional significance level. The t-test analysis is as follows:

H1: There is an effect of YT on self-awareness

Analysis:

The regression model I's coefficients table indicates that the YT variable has a significance value (Sig.) 0.718 > 0.05 and a t-value < t-table (0.361 < 1.971). Therefore, Ha is rejected and H0 is accepted. Thus, it was determined that self-awareness was not significantly impacted by YouTube.

Table 4. Determination Test (R^2)

Model Summaryb				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.025a	.001	-.004	3.940

a. Predictors: (Constant), YT

b. Dependent Variable: Self Awareness

Analysis:

The determination coefficient (R Square) in the preceding table is 0.001, or 0.1%, indicating that YouTube has a negligible impact on self-awareness. However, other factors not included in this analysis account for the remainder.

Regression Equation Model II (Effect of YT on Self-Management)

Normality Test

The Kolmogorov-Smirnov normality test is used in the second regression model, just like in the first. If the significance value (Sig.) is greater than 0.05, the data is considered normally distributed; if it is less than 0.05, the data is not. The outcomes of the second regression equation's normality test are as follows:

Table 5. Normality test result.

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		215
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	5.45750443
Most Extreme Differences	Absolute	.049
	Positive	.036
	Negative	-.049
Test Statistic		.049
Asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Analysis:

The study data is considered to be normally distributed based on the above Kolmogorov normality test results, which provide a significance value (Sig.) of 0.200 (> 0.05).

Heteroscedasticity Test

Like the first regression model, the second regression model also employs a glacier heteroscedasticity test, but it stipulates that heteroscedasticity is not present in the data if the significance value (Sig.) is greater than 0.05, and vice versa if the Sig. value is less than 0.05. The findings of the second regression equation's heteroscedasticity test are as follows:

Table 6. Heteroscedasticity test result

Coefficients[a]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Mr.**
	B	**Std. Error**	**Beta**		
1(Constant)	4.399	1.265		3.478	.001
YT	.001	.034	.002	.034	.973

a. Dependent Variable: ABS_RES2

Analysis:

Since the significance value (Sig.) for the glacier heteroscedasticity test above is 0.973 (>0.05), it can be said that the data is homogenous and that the regression model does not exhibit any signs of heteroscedasticity.

Multiple Linear Regression Test

Table 7. Multiple Linear Regression Test

Coefficientsa					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Mr.
	B	Std. Error	Beta		
1(Constant)	45.724	2.186		20.920	.000
YT	-.119	.059	-.136	-2.004	.046

a. Dependent Variable: Self-Management

Based on the SPSS output above, the regression equation is obtained as follows:
Y2 = 45.724 – 0.119X

Analysis:

- The value of the constant (α) is 45.724, meaning that if the variable YT is worth 0, then the value of the dependent variable (self-management) is 45.724.
- The regression coefficient value of the YT variable is -0.119, meaning that the influence given by the YT variable is negative on self-management, where for every 1% increase in the YT variable, self-management will decrease by -0.119, and vice versa if the YT variable decreases, self-management will increase.

Hypothesis Test (t-test)

A t-test is employed for hypothesis testing in the second regression model, much like in the first, with the exception that Ha is accepted and H0 is rejected if the t-value is computed > t table or the significance value (sig.) < 0.05.

The table is the same, 1,971, since the number of respondents sampled is the same, 215 total. The t-test analysis is as follows:

H2: There is an influence of YT on self-management

Analysis:

The regression model II's coefficients table indicates that the YT variable has a significance value (Sig.) 0.046 < 0.05 and a calculated t value > t table (|-2.004| > 971). Therefore, Ha was approved while H0 was denied. Thus, it can be said that YouTube significantly and negatively affects self-management.

Table 8. Determination Test (R^2)

Model Summary[b]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.136a	.018	.014	5.470

a. Predictors: (Constant), YT

b. Dependent Variable: Self-Management

Analysis:

The determination coefficient (R Square) in the above table is 0.018, or 1.8%, indicating that YouTube has a very small impact on self-management. However, other factors not included in this analysis account for the remainder.

Discussion

The study's t-test results demonstrated a distinct difference in the impact of YouTube variables on the two dependent variables—self-awareness and self-management. The computed t value for the YouTube variables in the first regres-sion model, which examines how YouTube affects self-awareness, is less than the t table, and the significance value is significantly higher than 0.05. This implies that we were unable to reject the null hypothesis (H0), indicating that there is insufficient statistical support for the assertion that YouTube significantly affects the research participants' degree of self-awareness.. In other words, changes in the intensity of use or exposure to Youtube content do not have a significant impact on the increase or decrease in individual self-awareness

However, the outcomes of the second regression model, which examines YouTube's impact on self-management, differ significantly. In this instance, the significance value is less than 0.05 and the computed t-value for the YouTube variable is higher than the t-table (in absolute value). This indicates that the al-ternative hypothesis (Ha), according to which YouTube variables significantly affect self-management, is accepted and the null hypothesis (H0) is rejected. However, this effect is detrimental, showing that the more frequently or intensely a person uses YouTube, the less self-control they possess.

These findings may reflect that excessive exposure to Youtube content, especially those that are not related to self-development or that is entertaining, can distract individuals from important tasks or reduce their self-control in terms of time management and priorities. This can impact an individual's ability to plan, organize, and execute daily activities effectively. (Al-Nuwaiser, 2020) states that self-management is (self-awareness - setting goals - self-evaluation - self-management (Absorbing anger - Coping with sadness and anxiety - Time man-agement - Coping with stress). Excessive use of social media can reduce the time spent reading and learning, thus negatively impacting a child's academic achievement (Azzahra et al., 2024)

These results are consistent with a number of research that demonstrate how youngsters who use social media excessively may become unruly due to their inability to manage their time effectively (Zahidah Bashiroturrohmah et al., 2023). Therefore, the study's findings indicate that YouTube characteristics have a markedly different impact on two distinct facets of a person's psychological health. YouTube clearly affects self-management, although negatively, even though it hasn't been demonstrated to have a substantial impact on self-awareness. This is also consistent with research showing that using digital media like YouTube can impact one's personal abilities (Pratiwi et al., 2024).

Significant variations in YouTube's impact on self-awareness and self-management have been effectively found by this study. Among the main features that set this study apart from others are: Concentrating on two distinct variables, this study offers a more nuanced picture of YouTube's influence on several psy-chological elements by comparing its effects on self-awareness and self-management. This study effectively shown that YouTube significantly harmed self-management but had no discernible impact on self-awareness.It adds some-thing unique to the body of existing literature. Associated with earlier studies: In order to show that this study is in a larger context, this finding has been success-ful in connecting with earlier research such as (Al-Nuwaiser, 2020), (Azzahra et al., 2024), (Zahidah Bashiroturrohmah et al., 2023), and (Pratiwi et al., 2024). This study is remarkable in that it identifies the precise detrimental impact of YouTube on self-management, which is a significant new addition. These results offer a more thorough explanation of how YouTube use can impair self-management, such as by diverting focus and weakening self-control.

More thorough investigation is required to determine the mechanism un-derlying YouTube's detrimental effects on self-management. The study can also look at how the association between YouTube use and self-management is af-fected by moderating factors like age, gender, or the features of YouTube materi-al. Furthermore, longitudinal studies can help us better understand how YouTube use affects personal growth over the long run.

Conclusion

The study's findings offer a more thorough comprehension of how YouTube us-age affects personal psychological characteristics. In particular, this study dis-covered that: Influence on Self-Awareness: There was no discernible correlation between people's degree of self-awareness and how frequently they used YouTube. This demonstrates that a person's self-awareness is not directly im-pacted by YouTube. Influence on Self-Management: On the other hand, YouTube consumption and self-management levels are significantly correlated negatively. YouTube usage is positively correlated with an individual's capacity for self-management. This study emphasizes the significance of using technology sensi-bly and in moderation overall. YouTube has a lot to offer, but excessive usage of it might harm a person's psychological health, particularly their capacity for self-control. As a result, efforts must be made to raise primary school pupils' knowledge of the negative effects of YouTube social media use and to promote its healthier and more beneficial use.

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