



## Strengthening Teachers' and Educational Staff's Skills in Using YouTube Kids as a Creative Learning Resource at At Darul Muhtadi'in Kindergarten 02

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**Abstract** : At Darul Muhtadi'in Kindergarten 02 faces challenges in developing innovative and engaging learning practices in the digital era, particularly due to the limited skills of teachers and educational staff in utilizing digital technology as a learning resource. This community service program aimed to strengthen the skills of teachers and educational staff in using YouTube Kids as a creative learning resource for early childhood education. The program was implemented through a participatory mentoring approach consisting of initial needs identification, introduction to YouTube Kids, guided practice in selecting age-appropriate educational content, development of learning activities based on selected videos, and monitoring and evaluation. The mentoring emphasized not only the technical use of YouTube Kids but also the pedagogical ability to select relevant, safe, and educational content according to children's developmental characteristics and learning objectives. The results indicated that the mentoring program strengthened participants' ability to utilize YouTube Kids more effectively as a learning resource and encouraged them to develop more varied, interactive, and engaging learning activities. The program also increased participants' awareness of the importance of content selection and digital safety when using online resources for early childhood learning. These findings demonstrate that structured and practice-oriented mentoring can support teachers and educational staff in integrating digital resources into creative learning practices in kindergarten settings.

**Keywords** : Creative Learning; Digital Learning Resources; Early Childhood Education; Teacher Skills; YouTube Kids.

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## INTRODUCTION

As an institution committed to developing children's character and basic knowledge, At Darul Muftadi'in Kindergarten 02 faces various challenges in its efforts to provide innovative and interesting learning methods. One of the main challenges faced is the limitations in using technology as a learning medium. The location in the village, along with the varied technological skills among teaching staff, makes the application of technology in the teaching and learning process a challenge in itself. In the current digital era, technology has become a key element in supporting and improving the quality of the teaching and learning process (Pare & Sihotang, 2023; Hakim & Abidin, 2024). However, not all educators at Darul Muftadi'in 02 Kindergarten have the skills and knowledge to utilize technology effectively. This creates an urgent need to facilitate technology training so teachers can utilize digital tools in their teaching (Ma'arif & Nursikin, 2024; Silitonga & Suciati, 2024). In this context, YouTube Kids emerges as a platform that offers significant potential to support early childhood learning. YouTube Kids is an app designed specifically for children, providing safe and age-appropriate video content. The platform offers a variety of educational videos that can support school learning, including materials on science, math, social skills, and language (Salim, 2024; Chrismanto et al., 2024; Helandri et al., 2024).

YouTube Kids not only provides content curated to ensure appropriateness and safety, but also offers a more controlled environment for children to explore. The app is equipped with various features that allow parents and caregivers to guide children in watching videos, including a parental control mode, setting watch times, and the option to block unwanted content. With various categories of educational content such as educational videos, cartoons, and children's songs, YouTube Kids can provide interesting visual and audio stimulation, thus helping to deliver material in a more engaging way compared to conventional learning methods (Mahyudin, 2023; Biantoro, 2024).

Using YouTube Kids as a learning tool offers significant flexibility in time and place. Teachers can utilize YouTube Kids videos both in the classroom and as homework assignments, allowing learning to continue beyond school hours and giving students the opportunity to review lessons anytime and anywhere. This flexibility is highly beneficial in supporting independent learning and increasing student motivation (Rino Vanchapo et al., 2023; Wahyu et al., 2024; Hernanda & Aji, 2024). Thus, YouTube Kids is not only an innovative tool but also makes a positive contribution to a more varied and engaging learning experience for children (Nur Setiyana & Badu Kusuma, 2021; Widiastuti & Yuliati, 2023).

To overcome existing problems, training on the use of YouTube Kids for educators at Darul Muftadi'in Kindergarten 02 is very important (Karimah et al., 2024; Khotimah et al., 2021). This training aims to improve teachers' skills in utilizing technology and digital media, so they can more effectively integrate YouTube Kids content into the curriculum. With this training, it is hoped that teachers can create a more innovative, active, and creative learning

environment, which in turn can increase students' interest and motivation in learning. Through appropriate use of technology, it is hoped that learning effectiveness can be increased, and students' academic and character development can experience significant progress (Fatimah et al., 2023; Saifudin et al., 2024; Rahma & Hindun, 2023).

## METHOD

This community service approach uses a partnership method (community-based participatory research), involving educators, students, and representatives of parents. A total of 12 participants contributed to this service, consisting of 4 educators from At Darul Muhtadi'in Kindergarten 02, 2 students, and 6 representatives of parents. Each partner contributed their expertise and knowledge, with educators and education personnel playing a role in implementing YouTube Kids for students, parents assisting students in operating the application, and students helping to find appropriate content for children. This activity was held from July 4 to 7, 2024, at Darul Muhtadi'in Kindergarten 02.

This community service program consists of three main stages: planning, implementation, and monitoring and evaluation. The planning stage includes initial observation and data collection to understand specific needs related to technology use, as well as the development of training materials such as an introduction to YouTube Kids, content selection, video integration into the curriculum, and safety aspects. Implementation is carried out in several sessions, including application introduction, content integration strategies, technology safety, and hands-on practice. The final stage, monitoring and evaluation, aims to assess the effectiveness of YouTube Kids use, observe classroom implementation, and provide feedback and support to address any challenges that may arise.

## RESULT AND DISCUSSION

Supporting the use of YouTube Kids as a creative learning resource at At Darul Muhtadi'in Kindergarten 02 has had a significant impact on the quality of learning at the institution. This program has successfully improved the skills of educators in utilizing digital technology for early childhood education, by providing training that includes application introductions, content integration strategies, and safety aspects of technology use. Observations and feedback during monitoring indicate that educators are now better able to select and use appropriate video content, thereby increasing student engagement and motivation in the learning process. However, several obstacles remain that need to be addressed to optimize the use of YouTube Kids in the educational context at Darul Muhtadi'in Kindergarten 02. The stages of this training are as follows:

### 1. Planning Stage

The site survey is the initial stage of a series of community service activities aimed at observing and confirming the implementation location and target audience. Based on the results of the site survey and discussions with the principal and teaching staff at Darul

Mubtadi'in Kindergarten 02, the results were analyzed. At this stage, a needs analysis was conducted through initial meetings and surveys to understand the level of knowledge and skills of the teaching staff at Darul Mubtadi'in Kindergarten 02 regarding technology use. The community service team conducted direct observations of classrooms to understand the specific conditions and needs of the teaching and learning staff. These observations included an assessment of the teaching methods currently being used, available technology facilities, and interactions between teachers and students. In addition, the team held initial discussions with the principal and teachers to identify their challenges and expectations regarding the use of digital media in learning.

Next, following this identification, we developed a training module that covered an introduction to YouTube Kids, strategies for integrating video into learning, and safety aspects. Logistical preparation included developing a training schedule, preparing the space and technical equipment, and preparing appropriate materials (Melot & Tarascon, 2013). The training modules include an introduction to YouTube Kids, how to find and select appropriate content, strategies for integrating videos into the curriculum, and aspects of technology safety and supervision (Munawwaroh & Baharun, 2022). The materials are designed to be easily understood and implemented by educators, with a focus on hands-on practice and relevant case studies.



Figure 1. Preparation of Training Modules

Following the above steps, the next step was the implementation of training socialization. The community service team returned to at Darul Mubtadi'in Kindergarten 02 with a training plan that had been adjusted based on observations. The training was implemented in stages, beginning with an introductory session on YouTube Kids and its potential use as a learning tool. Teachers and educational staff were invited to practice how to access, select, and use educational content from YouTube Kids in teaching and learning activities. After the training session, the community service team continued to monitor the program to provide guidance, evaluate implementation, and provide

additional advice and support. This process ensured that teachers could integrate YouTube Kids effectively and continuously improve the quality of classroom learning.

## 2. Training Stage

The training implementation phase was divided into several phases to ensure effective knowledge transfer and ongoing support for educators. It began with a Socialization and Kick-off Meeting, which included an opening event to socialize the program to all staff and teachers at TK As-Sa'diyah. The meeting explained the program's objectives, benefits, and implementation plan in detail. It also provided an explanation of the importance of technology in education and how YouTube Kids can be an effective tool.

An intensive training session designed to provide participants with in-depth understanding and practical skills. The activity began with an introductory and introductory session, where educators and educational staff were given an overview of the benefits and potential of using YouTube Kids in learning (Faiz et al., 2023; Mundiri et al., 2021). At this stage, participants were also invited to share their experiences and challenges in their daily learning, so that the training could be tailored to real-world needs.

The training was then divided into several sessions focusing on various aspects of using YouTube Kids. The first session was technical training, where participants were taught how to access, navigate, and select content that aligns with the curriculum and developmental needs of early childhood. The second session focused on integrating YouTube Kids content into lesson plans, including material development techniques, adaptations to existing teaching methods, and evaluating the effectiveness of using this medium in learning. The final session was hands-on practice and evaluation, where participants applied the knowledge they had learned by creating and presenting YouTube Kids-based lesson plans and receiving feedback from the facilitator and fellow participants for further improvement.

The implementation of the training demonstrated that the combination of technical guidance, lesson-plan development, and direct practice helped participants develop greater confidence in utilizing YouTube Kids as a learning medium. Through the practice sessions, teachers were able to identify educational content more selectively, consider the suitability of videos with children's developmental characteristics, and connect digital materials with specific learning objectives. The feedback process also encouraged participants to critically assess the relevance, safety, duration, and educational value of selected videos before incorporating them into classroom activities. Thus, the training not only improved participants' technical skills in operating YouTube Kids but also strengthened their pedagogical capacity to use digital media in a purposeful, age-

appropriate, and curriculum-oriented manner. These competencies are expected to support the continued integration of YouTube Kids into classroom learning while maintaining teacher supervision and ensuring that digital content contributes meaningfully to children's learning experiences.

In the intensive training process, several sessions are explained as follows:

*Session 1:* Introduction to YouTube Kids Teaches the basics of YouTube Kids, including how to create an account, set up parental controls, and understand the app interface. A hands-on demonstration of finding and selecting content appropriate for young children.



Figure 2. Introduction to YouTube kids

*Session 2:* Strategy i Using Content in Learning. Provides guidance on how to integrate YouTube Kids videos into daily lesson plans. Group discussions on creative ideas for using videos as discussion prompts, teaching tools, and means to motivate students.



Figure 3. Learning

*Session 3: Safety and Ethics in Technology Use* Emphasizes the importance of safe and responsible technology use. Trains teachers on how to monitor children's technology use and identify inappropriate content.



Figure 4. Simulation

*Session 4: Practice and Simulation.* Provides teachers with the opportunity to practice using YouTube Kids in real-life learning scenarios. Classroom simulations where teachers apply what they have learned, followed by feedback sessions from facilitators and peers.

### 3. Monitoring and Evaluation Stage

Monitoring and evaluation are conducted after the training is completed. At this stage, participants' understanding of the training is measured qualitatively using a questionnaire (Amri et al., 2020; Caldeiro et al., 2022). The results are shown in Table 1.

Table 1. Responses from educators and parents regarding training on using YouTube Kids as a learning medium

| No | Component                                                   | Training (%) |     |       |    |
|----|-------------------------------------------------------------|--------------|-----|-------|----|
|    |                                                             | Before       |     | After |    |
|    |                                                             | Yes          | No  | Yes   | No |
| 1  | Knowing how to apply Youtube kids                           | 10           | 90  | 100   | 0  |
| 2  | Adapting Creative learning materials to Youtube kids        | 95           | 5   | 100   | 0  |
| 3  | Create a lesson plan based on YouTube Kids.                 | 0            | 100 | 100   | 0  |
| 4  | Understand how to navigate and control YouTube Kids safety. | 5            | 95  | 90    | 10 |

|   |                                                                           |     |   |     |   |
|---|---------------------------------------------------------------------------|-----|---|-----|---|
| 5 | Service activities are beneficial for at Darul Muftadi'in Kindergarten 02 | 100 | 0 | 100 | 0 |
|---|---------------------------------------------------------------------------|-----|---|-----|---|

Based on table 1 above, it can be seen that (a) community service activities regarding the use of the YouTube Kids application as a creative learning medium for at Darul Muftadi'in Kindergarten 02 (b) improve students in creative learning based on YouTube Kids; (c) create a learning plan based on YouTube Kids with creative learning and (d) improve the ability of educators and education staff in utilizing technology for creative learning media as a long-term effect. At the monitoring and evaluation stage, the team formed a discussion group in WhatsApp messages forum as an intermediary for regular monitoring and sharing of obstacles and problems experienced when applying YouTube Kids.

## CONCLUSION

A site survey is the initial step in community service activities, aimed at observing and confirming the location and targets of the activities. The survey results and discussions with the principal and teaching staff at Darul Muftadi'in Kindergarten 02 revealed the need for technology training. The community service team conducted direct classroom observations to understand the specific conditions and needs of teaching staff regarding technology use, including assessing teaching methods, technological facilities, and teacher-student interactions. Initial discussions with the principal and teachers helped identify their challenges and expectations regarding the use of digital media in learning. Based on these findings, the team developed a training module covering an introduction to YouTube Kids, strategies for integrating video into learning, and security aspects. Logistical preparations included developing a training schedule, preparing the space and technical equipment, and preparing relevant materials. The module was designed to be easily understood and implemented by teaching staff, with a focus on hands-on practice and relevant case studies.

The training was divided into several phases to ensure effective knowledge transfer. The training began with an introduction to the program for all staff and teachers at Darul Muftadi'in Kindergarten 02, explaining the program's objectives, benefits, and implementation plan. Intensive training sessions provided participants with in-depth understanding and practical skills, including an introduction to YouTube Kids, strategies for using content in learning, safety and ethics in technology use, and practice and simulations. Monitoring and evaluation were conducted after the training, qualitatively measuring participants' understanding through questionnaires. The evaluation results showed a significant increase in the knowledge and skills of educators related to the use of YouTube Kids as a learning medium. This community service activity successfully improved the educators' ability to utilize technology for creative learning media, providing

a long-term positive impact. The team also formed a WhatsApp discussion group for regular monitoring and sharing of challenges encountered in the YouTube Kids application. Thus, this activity successfully met the goal of improving the quality of learning through technology, in accordance with the needs of educators at Darul Muftadi'in Kindergarten 02.

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