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YouTube Media and Its Influence on Students' Visual-Spatial Intelligence at MI

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ABSTRAK

Studi ini mengidentifikasi dan menganalisis masalah ketimpangan akses terhadap teknologi di MI Al-Amin di Kabupaten Garut. Ditemukan bahwa beberapa siswa memiliki akses penuh terhadap YouTube, sementara yang lain memiliki akses terbatas atau bahkan tidak sama sekali. Variasi dalam tingkat akses teknologi menciptakan kesenjangan yang memengaruhi kualitas pembelajaran dan perkembangan akademik siswa. Selain itu, ketidaksetaraan akses teknologi juga berdampak pada perkembangan kecerdasan visual-spatial siswa karena siswa dengan akses terbatas mungkin tidak memiliki kesempatan yang sama untuk memperoleh pengalaman visual dan interaktif yang diperlukan. Untuk mengatasi masalah ini, disarankan untuk mengambil langkah-langkah seperti investasi dalam infrastruktur teknologi yang memadai, peningkatan program pelatihan digital literacy, pendekatan inklusif dalam merancang kurikulum dan pembelajaran, serta kolaborasi antar berbagai pihak. Diharapkan dengan mengambil langkah-langkah ini, masalah aksesibilitas teknologi di MI Al-Amin dan sekolah-sekolah pedesaan lainnya dapat diatasi sehingga semua siswa memiliki kesempatan yang sama untuk mengembangkan kecerdasan visual-spatial mereka melalui penggunaan YouTube sebagai sumber belajar. Langkah-langkah ini diharapkan tidak hanya akan meningkatkan aksesibilitas teknologi tetapi juga akan memperkuat kualitas pembelajaran dan mendukung perkembangan siswa secara menyeluruh.

ABSTRACT

This study identifies and analyzes the problem of unequal access to technology at MI Al-Amin in Garut Regency. It was found that some students had full access to YouTube, while others had limited or no access. Variations in levels of technology access create disparities that impact the quality of learning and academic development of students. In addition, unequal access to technology also impacts the development of students' visual-spatial intelligence because students with limited access may not have the same opportunities to obtain the necessary visual and interactive experiences. To overcome this problem, it is recommended to take steps such as investing in adequate technological infrastructure, increasing digital literacy training programs, inclusive approaches in designing curriculum and learning, and collaboration between various parties. It is hoped that by taking these steps, the problem of technology accessibility at MI Al-Amin and other rural schools can be overcome so that all students have the same opportunity to develop their visual-spatial intelligence through the use of YouTube as a learning resource. It is hoped that these measures will not only increase the accessibility of technology but will also strengthen the quality of learning and support students' overall development.

1. PENDAHULUAN

Education as a field that continues to evolve in line with technological advances (Ambarwati et al., 2022) One platform that is increasingly dominating the field of education is YouTube. YouTube offers a wide variety of visual content, ranging from tutorials and educational videos to informative and interesting documentaries (Muhammad Yamin, 2022). In an era where information technology continues to develop rapidly, understanding how the use of YouTube affects the visual-spatial intelligence of elementary school students, such as

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those at MI Al-Amin in Garut Regency, is important to understand. MI Al-Amin, an elementary school located in a rural area of Garut Regency, is situated in a remote area, but access to information technology is increasing in schools in rural areas. This includes increasingly widespread access to YouTube. The students at MI Al-Amin are part of a generation that has grown up with technology, which means they have broad access to the content provided by YouTube.

Visual-spatial intelligence is a person's ability to understand and manipulate visual information in a spatial context (Saputra, 2018). This includes the ability to understand images, recognize patterns, and visualize objects in three-dimensional space. Visual-spatial intelligence plays a very important role in various aspects of daily life, including in the learning process of mathematics, science, and art. The use of YouTube as a learning medium has the potential to have a significant impact on the development of students' visual-spatial intelligence (Contoh et al., 2019). Visual content presented in video format can help students understand complex concepts in a more concrete and visual way. In addition, YouTube can also facilitate more active and collaborative learning through various activities, such as discussions, project-based assignments, and interactions between students.

Thus, research on the use of YouTube in the educational context at MI Al-Amin in Garut Regency can provide a deeper understanding of how this technology affects the learning process and the development of students' visual-spatial intelligence. It will also provide valuable insights for teachers and other education stakeholders on how to optimize the use of YouTube to improve the quality of education in rural schools such as MI Al-Amin.

One of the problems arising from this background is the potential for inequality in access to technology in rural elementary schools such as MI Al-Amin in Garut Regency. Although access to information technology is increasing in rural schools, it is still possible that not all students at MI Al-Amin have equal access to YouTube and the educational content it provides. This inequality in access can lead to disparities in learning, where students with limited access to technology may not be able to access the same educational resources as students with broader access. This can hinder the development of students' visual-spatial intelligence, as they may not have the same opportunity to utilize YouTube's potential as a learning medium. Therefore, it is important to identify and address this accessibility issue so that all students at MI Al-Amin have the same opportunity to develop their visual-spatial intelligence through the use of YouTube as a learning resource.

2. METHOD

The appropriate qualitative method for this issue is a case study. A case study allows researchers to gain an in-depth understanding of the specific context of the issue of technology accessibility at MI Al-Amin in Garut Regency. Using this approach, researchers can collect detailed data on the experiences of students and teachers in using technology, as well as its impact on the development of students' visual-spatial intelligence. The appropriate qualitative method for this issue is a case study. A case study is a research approach that allows researchers to gain an in-depth understanding of the specific situation or context of the issue being studied (Assyakurrohim et al., 2022). In the context of technological accessibility issues at MI Al-Amin in Garut Regency, case studies will enable researchers to explore detailed information about how technological accessibility affects the learning process and the development of students' visual-spatial intelligence.

Using a case study approach, researchers can directly observe the interactions between students and teachers with technology in the school environment. This includes observing how technological devices, such as computers or smartphones, are used, as well as how students interact with educational content provided through YouTube. In addition, researchers can also

conduct in-depth interviews with students, teachers, and school staff to obtain their perspectives on the use of technology in learning. Through detailed and in-depth data collection, case studies enable researchers to explore the complex dynamics that occur at MI Al-Amin in relation to issues of technology accessibility. Thus, researchers can better understand how disparities in access to technology affect the learning process and the development of students' visual-spatial intelligence. The results of this case study can then be used as a basis for formulating appropriate recommendations or intervention strategies to address the issue of technology accessibility at MI Al-Amin. Thus, case studies are an appropriate and relevant method to use in research on the issue of technology accessibility at MI Al-Amin in Garut Regency. This method allows researchers to gain a holistic and in-depth understanding of the issue, thereby making a significant contribution to efforts to improve the quality of education in rural schools.

3. RESULTS AND DISCUSSION

This study identifies and analyzes the problem of unequal access to technology in rural elementary schools such as MI Al-Amin in Garut Regency. Although there has been an increase in access to information technology in rural schools, there are still students who do not have equal access to YouTube and available educational content. This inequality in access has the potential to exacerbate disparities in learning, where students with limited access may not be able to take advantage of the same educational resources as students with broader access (Khoirotunnisa, 2023). This can hinder the development of students' visual-spatial intelligence because they do not have the same opportunity to utilize YouTube's potential as a learning medium.

This study shows that access to technology remains a challenge in rural school environments (Pasani & Amelia, 2021). Despite the general increase in technology accessibility, there are variations in the level of access to digital resources among students at MI Al-Amin. Some students may have full access, while others may have limited access or none at all. This situation creates a gap that can affect the quality of learning and academic development of students. Inequality in access to technology also impacts the development of students' visual-spatial intelligence. Visual-spatial intelligence plays an important role in learning mathematics, science, and the arts. However, students with limited access to YouTube may not have the same opportunities to gain the visual and interactive experiences necessary to develop their visual-spatial intelligence.

To address this issue, several steps can be taken. First, it is necessary to invest in adequate technological infrastructure in rural schools. This includes providing stable internet access and devices such as computers or tablets for students who need them. In addition, digital literacy training programs must be strengthened, both for students and teachers, so that they can use technology effectively as a learning tool. Furthermore, an inclusive approach is needed in designing the curriculum and learning so that students with limited access can also participate in learning effectively. (Provinsi et al., 2021). This may involve the use of various learning methods that do not rely heavily on technology, such as project-based learning or group discussions. Furthermore, collaboration between various parties, including the government, schools, and local communities, is needed to address the issue of unequal access to technology. Programs designed must take into account local needs and contexts and involve the active participation of all stakeholders. By taking these steps, it is hoped that the issue of technology accessibility at MI Al-Amin and other rural schools can be overcome, so that all students have the same opportunity to develop their visual-spatial intelligence through the use of YouTube as a learning resource.

Table 1. Research Findings

Aspect	Findings
Technology Access Issues	T There is an imbalance in access to technology at MI Al-Amin in Garut Regency, where some students have full access to YouTube, while others have limited access or none at all.
Impact on Learning	Variations in the level of access to technology create disparities that affect the quality of learning and academic development of students.
Impact on Visual-Spatial Intelligence	Inequality in access to technology impacts the development of students' visual-spatial intelligence because students with limited access may not have the same opportunities to gain the necessary visual and interactive experiences.
Settlement Steps	I Investing in adequate technological infrastructure, improving digital literacy training programs, taking an inclusive approach to curriculum and learning design, and fostering collaboration between various parties are steps that can be taken to address this issue.
Expected Results	It is hoped that by taking these steps, the issue of technology accessibility at MI Al-Amin and other rural schools can be overcome so that all students have the same opportunity to develop their visual-spatial intelligence through the use of YouTube as a learning resource.

4. CONCLUSION

This study highlights the issue of unequal access to technology at MI Al-Amin in Garut Regency, where some students have full access to YouTube while others have limited access or none at all. Variations in the level of access to technology create a significant gap that affects the quality of learning and academic development of students. Inequality in technology access also impacts students' visual-spatial intelligence development, as students with limited access may not have the same opportunities to gain the necessary visual and interactive experiences. To address this issue, necessary measures include investing in adequate technology infrastructure, improving digital literacy training programs, taking an inclusive approach to curriculum and learning design, and fostering collaboration among various parties. It is hoped that by taking these steps, the problem of technology accessibility at MI Al-Amin and other rural schools can be overcome so that all students have the same opportunity to develop their visual-spatial intelligence through the use of YouTube as a learning resource. These steps will not only improve technology accessibility but also strengthen the quality of learning and support students' overall development.

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