



The Role of Self-Intention in Mediating the Influence of Teacher Competency and YouTube Media on Learning Outcomes in Elementary School

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ABSTRACT

Objective: Teachers create an intrinsic urge to continue to improve themselves and utilize YouTube media as a practical learning tool. On the other hand, students' self-intentions determine how actively they use YouTube media to deepen their understanding of arts and culture. This research explores the urgency and influence of teacher competence and YouTube media intensity on Arts and Culture learning outcomes through students' self-intentions. **Method:** The survey method was used to collect data based on probability sampling from 68 students at Elementary School 1 Surodikraman Ponorogo. Data collection was carried out using a questionnaire consisting of a Likert scale with four alternative answers. PLS-SEM analysis is used to analyze data and test and evaluate the construction of variables measuring problem-solving abilities. **Results:** The analysis shows that teacher competency on self-intention and self-intention on learning outcomes have an insignificant effect. Furthermore, self-intention was proven not to mediate teacher competency and YouTube media's influence on learning outcomes. **Novelty:** This study presents a novelty by showing that self-intention does not mediate these factors. This finding suggests that other factors may be more influential in mediating these effects, which could be investigated by future research. Recommendations for this research include training on teacher awareness and motivation in effectively using YouTube media.

INTRODUCTION

The mission of national education is to improve Indonesian individuals' intellectual and moral qualities, ensuring they have strong faith and good ethics and develop solid knowledge, skills, health, personality, and social responsibility. To achieve this, it is essential for educators, especially teachers, to be professional by national education laws. This emphasizes the need for teachers to continue to develop themselves, adapting to the times, science, technology, and society's need for quality and competitive human resources (Iskamto, 2022). Therefore, education is very important for children to advance the nation and state.

Education is a deliberate and planned effort to create a learning environment where students actively develop their potential in spirituality, self-control, personality, intelligence, morality, and skills needed by themselves and society (Drame et al., 2021; Khoiriyah et al., 2023). Education is an essential aspect of building character and improving the quality of a nation's human resources. One of the key elements in education is teacher competence and the learning media used in the teaching and learning process, which is very popular for presenting various information and learning. Teachers' abilities in teaching and their skills in managing learning media, including YouTube, can have a significant influence on student outcomes (Jackman, 2019),

Especially in Arts and Culture subjects, where the use of media such as YouTube can enrich students' learning experience, especially in understanding material such as rhythm and tone.

However, despite many learning resources available, not all teachers have sufficient competence to use them effectively. Apart from that, the intensity of the teacher's use of YouTube media can also influence the level of student engagement and interest in learning (Otchie et al., 2020). Therefore, this article discusses the importance of teacher competence, the intensity of YouTube media in the context of arts, culture, and crafts lessons, and its impact on student learning outcomes. In the ever-growing digital era, teachers not only need to master the subject matter but also understand how to use YouTube media as an effective learning tool. Teachers' competence in using technology and their creativity in integrating YouTube content can open the door to broader access to learning materials, increase student engagement, and stimulate their interest in learning. If used appropriately, the media intensity of YouTube can enrich students' learning experiences by presenting material in an exciting and easy-to-understand format (Sulaiman & Ismail, 2020). This article aims to highlight the need for investment in developing teacher competency in the use of digital media and increasing awareness of the potential of YouTube media in improving student learning outcomes in arts, culture, and crafts subjects.

The novelty of this study lies in the holistic approach that combines internal factors (self-intention) and external factors (teacher competence and YouTube media) in one analysis model, which has yet to be studied simultaneously in the context of elementary education. This study uses PLS-SEM analysis to examine the role of self-intention in mediating the influence of teacher competence and YouTube media on student learning outcomes in elementary schools. The contribution of this study is to provide a deeper understanding of how students' self-intention can strengthen or weaken the influence of teacher competence and digital learning media on academic achievement. The main research question asked is how significant the role of self-intention is in mediating the impact of teacher competence and YouTube media on student learning outcomes in elementary schools.

RESEARCH METHOD

Research Design and Participants

This research applies a quantitative approach with survey research methods. This research design uses an explanatory and correlational approach using Partial Least Squares Structural Equation Modelling (PLS-SEM), which is an approach used to explore the relationship between variables in a conceptual model (Atoullloh et al., 2024; Faidah et al., 2024; Kamila et al., 2024). PLS-SEM is a multivariate statistical method used to analyze a structural model's relationship between latent or measured variables (Mukaromah et al., 2024; Nurdian et al., 2024; Pratiwi et al., 2024). Using this approach, this research combines explanatory and correlational elements to understand better the complexity of the relationships between variables in a conceptual model (Apriliyani et al., 2023). PLS-SEM allows researchers to test models holistically, including identifying cause-and-effect relationships and correlation relationships between variables, thereby providing a deeper understanding of the observed phenomenon (Putri & Daryono, 2024; Saifudin et al., 2024; Soimah et al., 2024). The sample in this study was 68 students in grades IV, V, and VI at Elementary School 1 Surodikraman, Ponorogo, East Java, Indonesia.

Data Collection and Research Instruments

The data collection technique uses a questionnaire with four variables. The independent variables include teacher Competency (X1) and YouTube Media (X2), the mediator variable is Self-Intention (Z), and the dependent variable is Learning Outcomes (Y). This research uses a Likert scale consisting of 4 alternative answers from strongly disagree (1) to strongly agree (4) (Priamono et al., 2024; Rahmawati et al., 2024; Setyani et al., 2024). Data collection was carried out using a direct field survey method. Research instrument variables are shown in Table 1.

Table 1. The construct of the research variables.

No	Variable	Indicator	Construct	Reference
1.	Teacher Competency	Subject Knowledge	TC1	Majoko (2019); Siri et al. (2020); Karlen et al. (2020); Sulaiman and Ismail (2020)
		Class management	TC2	
		Instructional Skills	TC3	
		Personality Competencies	TC4	
		Development and Critical thinking Skills	TC5	
		Coaching Education Results	TC6	
2.	You-Tube Media	Frequency of Utilization	YM1	Chien et al. (2020); Sari (2019); Siregar and Sosrohadi (2021); Harianja and Fibriasari (2019)
		Content-Type	YM2	
		Student Interaction	YM3	
		Integration in the Curriculum	YM4	
		Impact Evaluation	YM5	
		Content Quality	YM6	
3.	Self-Intention	Interest and Enthusiasm	SI1	Hadi and Sholihah (2022); Suarni and Priyatmo (2021); Indri et al. (2021); Yuliasma (2023)
		Learning Initiative	SI2	
		Personal Connection	SI3	
		Personal Goals	SI4	
		Involvement in Art Projects	SI5	
		Reflection and Self-Assessment	SI6	
4.	Learning Outcomes	Knowledge of Arts and Culture	LO1	Elisa et al. (2019); Rahardjanto and Malang (2019); Susilowibowo and Hardini (2019); Marlina and Jauhari (2020)
		Art Skills	LO2	
		Creative Expression	LO3	
		Art Appreciation and Criticism	LO4	
		Collaboration and Communication	LO5	
		Understanding Culture and Context	LO6	

Research Hypothesis

Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

H-DIR_{1&3}: Teacher competency has the effect of increasing the ability of self-intention and learning outcomes.

H-DIR_{2&4}: YouTube media has the effect of increasing self-intention and learning outcomes.

H-DIR₅: Self-intention has the effect of increasing learning outcomes.

H-DIR_{6&7}: Self-Intention mediates a positive influence on the influence of Teacher Competency and YouTube Media on Arts and Culture Learning Outcomes.

Data Analysis

Statistical analysis of this research uses the PLS-SEM measurement technique (Apriliani et al., 2023; Daryono et al., 2024; Fauzan et al., 2023). The outer model testing stage is a measurement model testing stage that aims to prove the validity and estimate the reliability of indicators and constructs. Several requirements must be met: the indicator loading factor >0.700 and the reflective construct AVE >0.500 . Reliability estimates use Cronbach Alpha, Rho_A, and CR values >0.700 (Daryono et al., 2023; Hariyanto et al., 2022). The goodness of fit model testing stage aims to test the predictive power and feasibility of the model. The criteria that must be met include predictive relevance to see the model's predictive power on the blindfolding output (Khoiriyah et al., 2023; Supriyanto et al., 2022). The inner model testing stage tests the significance of the direct (H-DIR₁₋₅) and indirect effects (the mediating role of H-IND₁₋₂).

RESULTS AND DISCUSSION

Results

Evaluation of the measurement model is very important to ensure that the indicators used to measure the construct or latent variable are of good quality and according to the research objectives. Checking construct validity is the primary goal of model evaluation measurement. Analyzing the relationship between the indicator and the measured construct can ensure that the indicator truly reflects the desired aspect of the construct. By analyzing factor loadings, reliability, and discriminant validity, researchers can decide which indicators should be included in the analysis and which should be omitted.

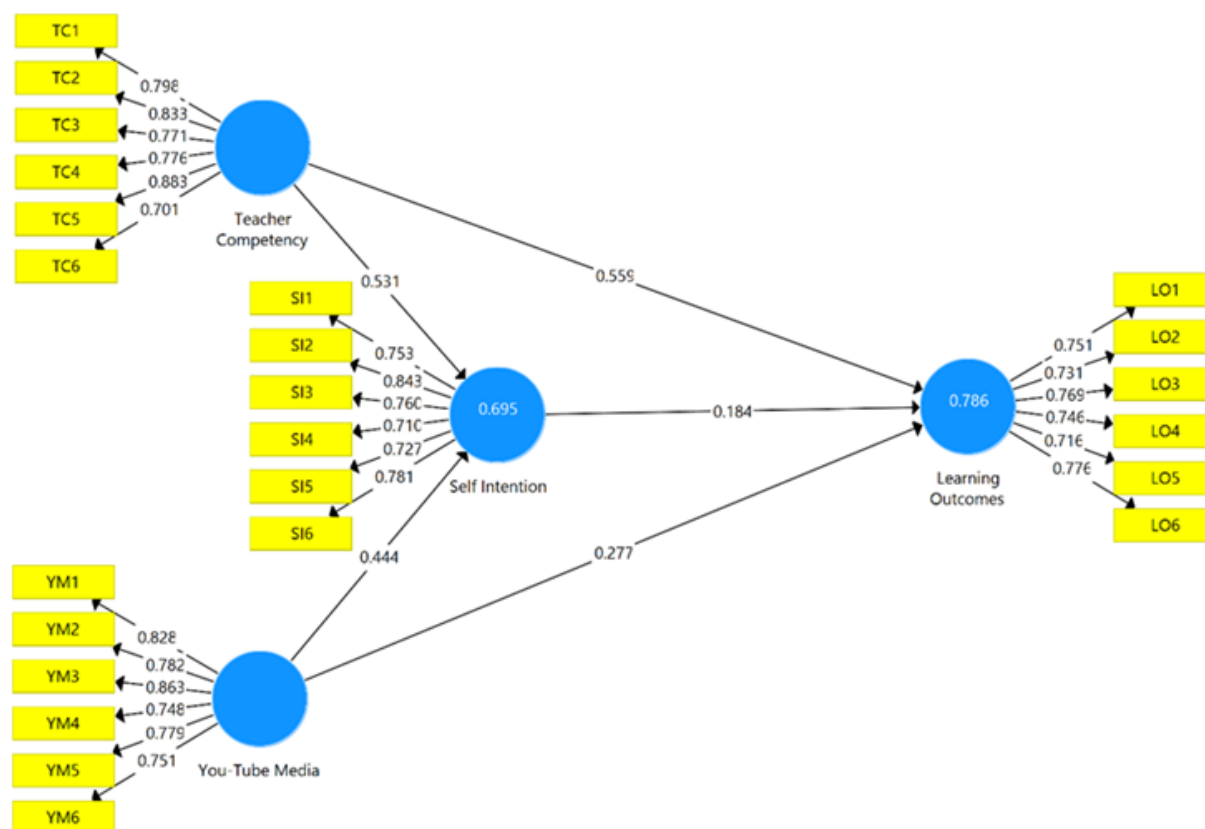


Figure 1. Evaluation of the measurement model.

Convergent validity in PLS-SEM shows how well the indicators or manifestation variables used to measure the construct match the actual construct. The higher the convergent validity, the better the quality of the construct measurement (Widyastuti et al., 2023). Researchers can test consistency between indicators used to measure the same construct by measuring convergent validity. Convergent validity helps ensure that the interpretation of PLS-SEM analysis results reflects the construct you want to measure. This is important to ensure the accuracy and reliability of research findings (Fauzan et al., 2023). Table 1 shows the results of testing convergent validity, reliability, and AVE on the PLS algorithm output.

Table 2. Outer model: Convergent validity and reliability.

Variable	Indicator	Convergent Validity		Consistency Reliability		
		FL ($\lambda > 0.70$)	AVE (> 0.50)	CA ($\alpha > 0.70$)	rho_A ($\phi > 0.70$)	CR ($\delta > 0.70$)
Teacher Competency (X1)	TC1	0.798	0.633	0.884	0.895	0.911
	TC2	0.833				
	TC3	0.771				
	TC4	0.776				
	TC5	0.883				
	TC6	0.701				
You-Tube Media (X2)	YM1	0.828	0.629	0.884	0.910	0.910
	YM2	0.782				
	YM3	0.863				
	YM4	0.748				
	YM5	0.779				
	YM6	0.751				
Self-Intention (Z)	SI1	0.753	0.584	0.858	0.869	0.893
	SI2	0.843				
	SI3	0.760				
	SI4	0.710				
	SI5	0.727				
	SI6	0.781				
Learning Outcomes (Y)	LO1	0.751	0.560	0.843	0.849	0.884
	LO2	0.731				
	LO3	0.769				
	LO4	0.746				
	LO5	0.716				
	LO6	0.776				

Based on Table 2, the overall Loading Factor value for each subvariable is > 0.70 (0.701 to 0.883). The average value of variance extraction (AVE) for each variable has a value of > 0.50 (0.560 to 0.633). So, it can be concluded that each subvariable and variable in the instrument has met the requirements for convergent validity. Based on the factor loading coefficient value, the most dominant statement item measuring the success of self-intention in the conceptual understanding construct is 0.883 (TC5). This can be interpreted that the construct of conceptual understanding can measure students' self-intentions by 88.30%. Meanwhile, the weakest item is the construct of the ability to search for information on learning resources at 0.701 (TC6 or 70.10%). A variable is declared reliable if it has CA, Rho A, and CR values > 0.70 . The SmartPLS output in Table 2 shows that all variables have CA values (0.843 to 0.884), rho_A (0.849 to 0.910),

and CR (0.884 to 0.911). It can be concluded that the internal consistency of the instrument's reliability in 3 aspects has a value of >0.70 , so it is reliable in measuring self-intentions.

Structural evaluation in testing on PLS-SEM has the main objective of assessing the prediction accuracy of the proposed model. This is done by evaluating the extent to which the model can explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to improve understanding of the phenomenon studied in the research context. Researchers can identify the factors contributing to the phenomenon by analyzing the relationships between variables and developing more profound insight into the dynamics involved.

Table 3. Measurement of structural model: R^2 , f^2 .

Variables	R^2		f^2	
	Value	Decision	Value	Decision
Teacher Competency	-	-	0.665	Large
You-Tube Media	-	-	0.187	Medium
Self-Intention	0.695	Substantial	0.048	Small
Learning Outcomes	0.786	Substantial	-	-

R^2 (coefficient of determination) shows how well the PLS-SEM model explains the variation in observed endogenous variables (constructs). Based on the table above, the R^2 coefficient on the Self-Intention variable obtained a value of 0.695. This can be interpreted as Teacher Competency, YouTube Media, and Learning Outcomes influencing the Self-Intention variable by 69.500%, and other external variables influence the remaining 30.500%. Research Model. f^2 (effect size) is one of the measures in PLS-SEM to evaluate the strength of the influence of latent variables on the observed construct. So, the output effect size shows that the most dominant variable in influencing Learning Outcomes is Teacher Competency ($f^2 = 0.665$) in the large category, and the weakest variable is Self-Intention ($f^2 = 0.048$) in the small category.

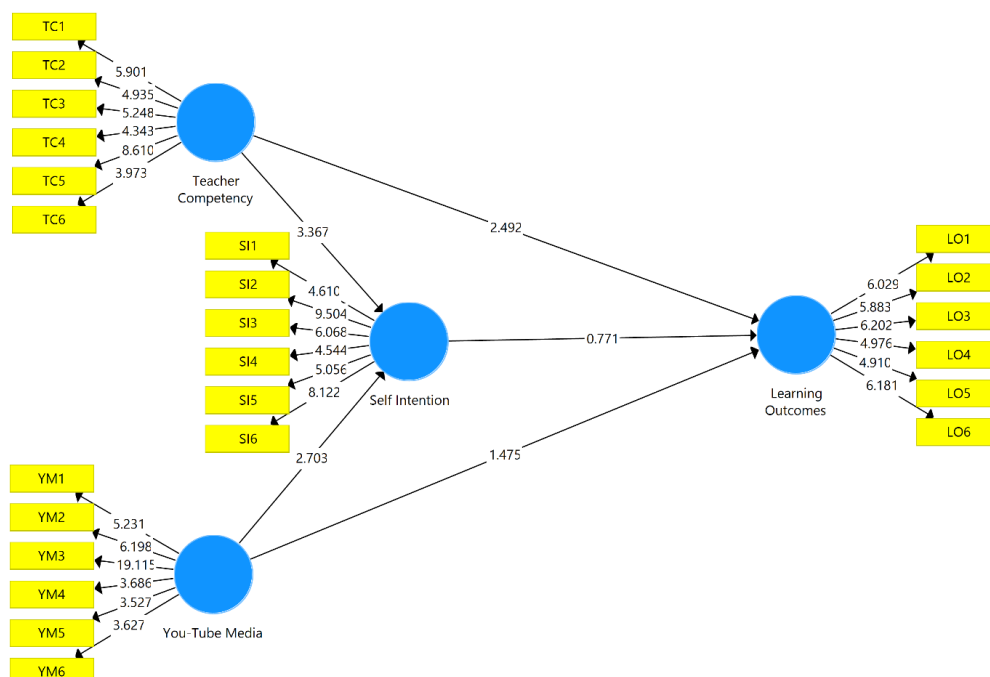


Figure 2. Evaluation of path analysis.

A hypothesis can be accepted with significant criteria if it has a T-statistic value above 1.960. Meanwhile, the hypothesis can be accepted with positive or negative influence if the β -values coefficient value shows the direction of positive or negative influence. Based on Table 5, the H-DIR1 hypothesis (Teacher Competency (X1) \rightarrow Learning Outcomes (Y)) obtained β -values = 0.559, T-statistic = 2.568 (>1.960) and p -values = 0.011 (<0.050). This shows that the Teacher Competency variable (X1) positively and significantly affects Learning Outcomes (LO). This means that when the Teacher Competency variable (X1) increases, the Learning Outcomes (LO) variable will also increase significantly.

The H-DIR3 hypothesis (Teacher Competency (X1) \rightarrow Self-Intention (SI)) obtained β -values = 0.531, T-statistic = 1.564 (<1.960) and p -values = 0.118 (>0.050). This shows that the Teacher Competency variable (X1) has a positive and insignificant effect on Self-Intention (SI). It can be interpreted that when the Teacher Competency variable (X1) increases, the Self-Intention (SI) variable will also increase, but it is not significant. H-DIR5 hypothesis (Self-Intention (Z) \rightarrow Learning Outcomes (LO)) obtained β -values = 0.184, T-statistic = 0.791 (>1.960) and p -values = 0.430 (<0.050). This shows that the Self-Intention (Z) variable has a positive and insignificant effect on Learning Outcomes (LO). This means that when the Self-Intention (Z) variable increases, the Learning Outcomes (LO) variable will also increase but is not significant.

Table 5. Results of path coefficients: Direct effects.

Hypothesis	Path Analysis	β -Values (+/-)	Sample Mean	SDV	T-Statistics ($>1,96$)	P-Values ($<0,05$)	Decision
H-DIR1	TC \rightarrow LO	0.559	0.547	0.218	2.568	0.011	Accepted
H-DIR2	YM \rightarrow LO	0.277	0.478	0.152	2.916	0.004	Accepted
H-DIR3	TC \rightarrow SI	0.531	0.272	0.177	1.564	0.118	Rejected
H-DIR4	YM \rightarrow SI	0.444	0.513	0.145	3.660	0.000	Accepted
H-DIR5	SI \rightarrow LO	0.184	0.195	0.232	0,791	0.430	Rejected

Based on Table 6, in the H-IND1 hypothesis, the results of testing the mediating effect of the Self-Intention (Z) variable can be concluded that there is no positive influence (β -values = 0.097 and is significant (T statistic 0.667 (>1.960) and p -values 0.505 (>0.05)) between the Teacher Competency (X1) factor on Learning Outcomes (Y). So, H-IND1 states there is no positive and insignificant influence on the role of Self-Intention in mediating Teacher Competency on Learning Outcomes. H-IND2, the results of testing the mediation effect of the Self-Intention (Z) variable can be concluded that there is no positive influence (β -values = 0.081) and is significant (T statistic 0.648 (<1.960) and p -values 0.518 (>0.050)) between the You-Tube Media factors (X2) on Learning Outcomes (Y). So, H-IND2 states there is no positive and insignificant influence on the role of Self-Intention in mediating YouTube Media on Learning Outcomes.

Table 6. Results of path coefficients: Indirect effects.

Hypothesis	Path Analysis	β -Values (+/-)	SDV	T-Statistics ($>1,96$)	P-values	Decision	Mediating Role
H-IND1	TC \rightarrow SI \rightarrow LO	0.097	0.144	0.679	0.498	Rejected	No mediation
H-IND2	YM \rightarrow SI \rightarrow LO	0.081	0.115	0.709	0.478	Rejected	No mediation

Discussion

This research reveals that the factors that most influence teacher competency are development indicators and critical thinking skills. So, teachers must deeply understand the arts and culture material being taught to convey it clearly and accurately to students. Strong knowledge will enable teachers to design learning appropriate to students' development levels. The results of this research are consistent with Suharyati et al. (2019), who state that classroom management is the most critical indicator in measuring teacher competency. So, the teacher's ability to manage the class effectively is very important to create a conducive learning environment. Teachers who manage the class well can create a safe, orderly, and supportive atmosphere for teaching and learning (Erikson & Erikson, 2019).

This research reveals that the factor that is less supportive in influencing teacher competency is the development of educational outcomes. Teachers must increase their responsibility to foster student learning progress by developing educational outcomes. This includes providing constructive feedback, planning appropriate follow-up, and providing additional support to students who need it. This research is also consistent with Adnan et al. (2023) that instructional skills, including the teacher's ability to design and deliver learning material interestingly and effectively, need to be improved. Teachers need the skills to use various learning strategies that suit student needs and learning objectives.

This research shows that the factors that most influence the intensity of YouTube Media in measuring student learning outcomes are indicators of student interaction. So, students need to increase their understanding of student participation and interaction with YouTube content. YouTube media has a positive influence on increasing students' cognitive and psychomotor abilities, but it is not significant. This research must be consistent with Otchie et al. (2020), who state that the quality of content presented on YouTube media greatly influences student learning outcomes. Accurate, relevant, and exciting content will attract students' attention and increase their understanding of arts and culture.

Another indicator that could be more supportive of measuring learning outcomes is integration into the curriculum. So, the importance of YouTube media in the context of the arts and culture curriculum needs to be recognized and integrated well into the learning process. Planned and structured use of YouTube media will ensure that its use supports the achievement of learning objectives. This research is inconsistent with any research by Sleeman et al. (2020) and Zeynep (2022), learning outcomes that are less significant in measuring indicators of integration in the curriculum, which states that this indicator measures how often teachers and students use YouTube as a learning resource. High frequency of use can increase students' access to arts and culture learning materials, but this needs to be balanced with the selection of quality content.

This research reveals that the most influential factor in measuring self-intention is the indicator of learning initiative. So, students' ability to take the initiative in learning will strengthen their self-intention to learn arts and culture. Students with high learning initiative will be better able to overcome challenges and seek opportunities to develop their understanding of arts and culture. This research is consistent with Ohene-Agye (2024), who states that students' reflection and evaluation of their progress in learning arts and culture will help strengthen their self-intention. Through reflection and self-assessment, students can identify their strengths and weaknesses and establish steps to improve their understanding and skills in arts and culture.

Another indicator that is less supportive of influencing learning outcomes is the indicator of personal goals. Therefore, by setting personal goals in arts and culture learning, students can guide their efforts to achieve desired learning outcomes. Students with clear and measurable goals tend to be more focused and strive to achieve these goals. This research is inconsistent with Filgona et al. (2020), who state that student participation in arts and culture projects can directly indicate their self-intention to learn. Students actively involved in arts and culture projects demonstrate their commitment and dedication to arts and culture learning.

This research reveals that the factor that is less supportive in influencing self-intention is personal goals. This research reveals that personal goals also require consistency in maintaining students' goals over time. This research also aligns with Houseworth (2020), who states that personal goals are needed to improve the quality of clear and relevant learning; students can be more motivated and focused on learning and achieve more satisfying results in learning arts and culture. Factors that influence measuring learning outcomes are understanding culture and context. So, students need to understand the relationship between arts and culture and its cultural and social context. This includes understanding the values, traditions, and role of art in society and how these contexts influence the interpretation and production of works of art. This research is inconsistent with Alten et al. (2020), who state that artistic skills include students' practical abilities in applying techniques and methods in art. This includes the ability to draw, paint, sculpt, or various other artistic techniques, which are important aspects of arts and culture learning outcomes.

This research reveals that the factor that influences learning outcomes is creative expression. So, students' ability to express themselves creatively through works of art is an important goal of learning about art and culture. It involves students' ability to produce unique and original works of art and creatively convey their ideas and emotions. This research must be consistent with Rahmadian (2020), who states that students' ability to collaborate on art projects, share ideas, and communicate well are important aspects of learning arts and culture. Effective collaboration and communication allow students to learn from each other and develop the social skills necessary in the world of art (Husna & Cahyono, 2019).

CONCLUSION

Fundamental Finding: The conclusion of this study shows that self-intention plays a significant role in mediating the influence of teacher competence and YouTube media on student learning outcomes in elementary schools. **Implication:** This finding implies that increasing teacher competence and utilizing YouTube media effectively can improve student learning outcomes, but the students' learning intentions greatly influence this. **Limitation:** This study has limitations in the limited sample size and the specific context of elementary schools in one particular area. **Future Research:** It is recommended that a broader study with different variations in context be conducted and that additional factors, such as the role of parents and the learning environment at home, be considered.

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