



## The Use of YouTube as a Social Media Platform in Vocal Learning for Elementary School Students at Hardman Music Course

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### Abstract

This study aims to explore the use of YouTube as a digital-based learning medium in vocal instruction for elementary school students at the Hardman Music Course. Employing a qualitative approach, data were collected through interviews with two students and one instructor. The findings reveal that YouTube is utilized as a source of backing tracks (e.g., Karaoke Piano channel) and independent learning materials (e.g., Vokal Plus channel by Indra Aziz), supporting students' vocal development both in class and at home. The vocal techniques taught include vocalizing exercises, diaphragmatic breathing, articulation, and mastery of vocal registers such as head voice, chest voice, falsetto, and belting. The learning process is strengthened by teacher-led gradual correction and evaluative feedback using students recorded performances. The integration of YouTube fosters flexibility, student autonomy, and engagement in learning, aligning with the digital habits of today's elementary learners. However, challenges such as students' shyness and lack of confidence remain prominent, requiring teachers to adopt supportive and psychologically responsive teaching strategies. This study underscores the potential of social media to enhance motivation, accessibility, and learning independence among elementary students in non-formal music education settings.

**Keywords:** *Vocal learning, YouTube, Elementary Students, Music Courses*

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## INTRODUCTION

The development of information and communication technology has had a significant impact on the field of education, including in the teaching of arts and music (Subagio & Limbong, 2023). Social media, as one of the most widely used digital products, has evolved beyond its original function as a communication tool and is now becoming an effective and flexible learning platform. YouTube, as the world's largest video-based social media platform, is frequently utilized by students to access various learning materials, including those related to vocal training (Kiantini, 2021).



Traditional vocal learning, which previously relied on in-person instruction with vocal coaches in classroom settings, is now shifting toward digital formats. Students tend to prefer accessing vocal tutorials on YouTube, considering them to be more flexible, interactive, and available anytime (Kristanto, 2020). This platform allows learners to access diverse resources, replay lessons as needed, and explore vocal techniques that align with their individual interests.

This phenomenon is also evident at Hardman Music Course, a music training institution focused on developing vocal and instrumental skills, including for elementary school (SD) students. In recent years, several elementary students enrolled in this course have shown greater interest in learning vocal techniques through YouTube rather than participating in face-to-face classroom sessions. These students feel more comfortable learning independently via digital videos, as it allows them to manage their own study schedules, choose vocal styles that match their preferences, and draw inspiration from various international vocal coaches available on YouTube.

Although Hardman Music Course provides professional vocal coaches and well-equipped learning facilities, the growing preference for social media-based learning presents its own set of challenges. The institution must adapt its teaching methods to remain relevant to the learning styles and needs of today's digital-native generation. On the other hand, this shift also offers a valuable opportunity to integrate social media particularly YouTube, into a more effective, engaging, and adaptive learning system for elementary school students.

Based on this phenomenon, this study aims to examine how social media, specifically YouTube, is utilized in the vocal learning process by elementary school students at Hardman Music Course, as well as to assess its effectiveness in enhancing the quality of vocal instruction. This research is expected to contribute to the development of vocal music teaching methods that align with technological advancements and the characteristics of young learners.

The research questions addressed in this study are as follows:

1. How is YouTube as a social media platform utilized in vocal learning at Hardman Music Course?
2. What are the reasons students prefer learning vocal techniques through YouTube over conventional methods?
3. To what extent is YouTube effective in improving students' vocal skills at Hardman Music Course?
4. What are the challenges and opportunities faced by the course institution in integrating social media as part of its vocal instruction methods

## **METHOD**

This study employed a qualitative descriptive approach to provide an in-depth depiction of how social media, particularly YouTube, is utilized in vocal learning by elementary school students at Hardman Music Course. This approach was chosen for its ability to naturally uncover phenomena through direct interaction between the researcher and the research subjects (Waruwu, 2024). The research subjects consisted of three participants: two elementary school students (grades V and VI) and one vocal instructor who actively incorporates YouTube in the teaching and learning process. Participants were selected purposively based on their active involvement in using social media as part of their vocal learning activities. Data collection techniques included semi-structured interviews, non-participant observation, and documentation. Interviews were conducted to explore participants' experiences and perspectives in depth; observations were used to examine the use of YouTube in the learning process without direct researcher involvement; and documentation included reviewing the YouTube channels and digital vocal materials used during instruction.

## **RESULTS AND DISCUSSION**

This study gathered interview data from three participants, two students and one instructor at Hardman Music Course to gain an overview of vocal learning based on social media, particularly YouTube. The data collected were reduced and analyzed to answer research questions.

### **1. Vocal Techniques Taught**

Based on the interviews, the vocal techniques taught at Hardman Music Course include both basic and advanced aspects, such as: Vocalizing exercises for vocal warm-ups Use of diaphragmatic breathing Clear articulation Singing techniques involving falsetto, head voice, chest voice, and belting One instructor stated: "We start with vocalizing, then continue with singing techniques using diaphragmatic breathing and clear articulation, and we also teach vocal techniques such as singing in falsetto, head voice, chest voice, and belting." (Instructor, interview, 2025).

### **2. Teaching and Correction Methods**

The instructor applies a teaching method that includes gradual corrections for each part of the song, especially focusing on vocal dynamics such as loud and soft tones. On some occasions, the instructor allows students to sing the song in its entirety first, in order to get a comprehensive overview and make corrections based on recorded performances. The instructor explained: "By giving guidance on each part for example, using dynamic contrasts between loud and soft in each section but sometimes I let them sing the whole piece first to

identify weaknesses in their singing so I can correct them afterward.” (Instructor, interview, 2025).

### 3. Use of YouTube as a Learning Medium

YouTube is used as a supplementary learning tool for vocal instruction, particularly through backing tracks from channels like “Karaoke Piano.” These backing tracks help the instructor provide vocal technique guidance more efficiently, and they allow students to practice with appropriate musical accompaniment.

#### **One student expressed:**

“We usually use the YouTube channel (Karaoke Piano) as background music during lessons, so it becomes more efficient for giving vocal technique guidance.” (Student 1, interview, 2025) In addition, students also use vocal education channels such as “VokalPlus by Indra Aziz” as a self-learning reference. “Yes, (VokalPlus by Indra Aziz) often shares educational videos about practicing vocal techniques.” (Student 2, interview, 2025) YouTube’s social features also support the vocal learning process. The comment section allows students to engage in discussions, ask questions, or read about others’ experiences who may be facing similar challenges. The channel subscription feature enables students to stay updated with new content, so they don’t miss the latest materials. Moreover, live streaming features allow real-time interaction between instructors and viewers, which can be utilized for joint vocal practice sessions or Q&A about vocal techniques. These interactions foster a sense of community and social engagement in the learning process, which can enhance student motivation and understanding.

### 4. Challenges in Vocal Learning

One of the main challenges faced by instructors is dealing with students who are still shy and lack self-confidence when singing. This affects their vocal performance and makes the learning process less effective. An instructor explained: “Training children who are still shy and lack confidence is one of the challenges in vocal practice.” (Instructor, interview, 2025).

This behavior is often caused by fear of making mistakes, previous negative experiences, or a lack of supportive environment. According to self-efficacy theory, one’s belief in their ability greatly influences their courage and performance (Noviandari & Kewakib, 2016). Students with low self-efficacy tend to avoid challenges and lack confidence in performing. Maslow’s hierarchy of needs also states that safety and self-esteem are essential psychological needs before one can reach optimal development (Cahyono, 2022). Therefore, instructors must create a safe and supportive learning environment, provide positive feedback, and apply scaffolding techniques to help students gradually build confidence in singing.

## 5. Music Genres in Vocal Learning

The most commonly used music genre in vocal learning is pop music. The reason for choosing pop is because it is familiar and widely accepted by both students and the general public. One student said: “Pop music is usually used for vocal training because pop is more well-known among the public.” (Student 1, interview, 2025).

The results of the study show that social media, particularly YouTube, plays a significant role in supporting the vocal learning process at Hardman Music Course. YouTube is not only a source of entertainment but also functions as an educational platform that complements face-to-face instruction (Tanjung et al., 2022). It is actively used by both instructors and students as a medium for vocal practice, reference for singing techniques, and even for self-evaluation.

One way YouTube is utilized is through the use of backing tracks from channels like “Karaoke Piano.” This was mentioned by one student who said: “We usually use the YouTube channel (Karaoke Piano) as background music during lessons, so it becomes more efficient for giving vocal technique guidance.” (Student 1, interview, 2025).

These backing tracks greatly assist instructors in delivering vocal technique lessons more efficiently, without the need for live musical instruments. Students can also easily access the accompaniment outside of class for independent practice. Additionally, students actively use vocal education channels as supplementary learning references. One student noted: “Yes, (VokalPlus by Indra Aziz) often shares educational videos about practicing vocal techniques.” (Student 2, interview, 2025).

Videos from channels such as VokalPlus by Indra Aziz enrich students' independent learning outside of class hours. The materials presented are highly diverse, ranging from basic to advanced techniques, and are delivered in an easily understandable language. This enables students to learn progressively and at their own pace.

In terms of vocal techniques taught, instructors explained that lessons begin with vocal warm-ups (vocalizing), followed by breathing techniques, articulation, and more advanced singing techniques such as the use of falsetto, head voice, chest voice, and belting. Below is an illustration of the vocalizing technique (see Figure 1).

Figure 1 Vocalizing Technique



*Vocalizing* is a crucial vocal warm-up exercise designed to prepare the vocal cords before singing (Yilmaz, 2025). Figure 1 illustrates the ascending C major scale notation, beginning with the note C (do) and ending one octave higher at the next C (do). The notation is written in the treble clef with a 4/4 time signature, indicating four beats per measure.

The C major scale consists of the following eight notes: C – D – E – F – G – A – B – C, which are solfeged as: Do – Re – Mi – Fa – Sol – La – Ti – Do.

At Hardman Music Course, this scale is used as part of vocal warm-up routines, aiming to:

1. Train pitch stability (intonation),
2. Expand vocal range,
3. Gradually activate vocal muscles,
4. Improve breath control and articulation.

As one instructor explained: “We start with vocalizing, then move on to singing techniques using diaphragmatic breathing and clear articulation...” (Instructor, interview, 2025) These scale exercises are typically repeated and graduated starting from lower pitches and progressing to higher ones, and vice versa. Instructors often pair this training with backing tracks from YouTube to make the vocalizing sessions more interactive and musical. The use of YouTube as a supportive learning tool enables students to practice independently at home and reinforces their understanding of basic vocal techniques (Hutapea, 2025).

Therefore, the musical notation shown in the figure not only represents a sequence of notes but also serves as a foundation for structured and technique-based vocal training. This type of vocal training reflects a systematic and in-depth vocal learning structure. These techniques not only improve vocal quality but also broaden students’ vocal exploration capabilities. Regarding instructional methods, instructors apply part-by-part correction to detect specific vocal errors. However, at times, students are allowed to sing the entire song before feedback is given based on a recording. This approach provides a combination of micro- and macro-level evaluation. As an instructor stated:

“By giving direction for each part—such as dynamics in terms of loudness and softness but sometimes we let them sing the entire song to identify vocal weaknesses through the recording.” (Instructor, interview, 2025).

This method helps students understand techniques in detail and how they apply across a complete performance. Evaluation through recordings also allows for immediate self-reflection, improving students’ vocal awareness. However, in practice, vocal learning also faces challenges especially related to students’

psychological factors. The instructor noted that shyness and lack of confidence often become obstacles in the learning process. As expressed:

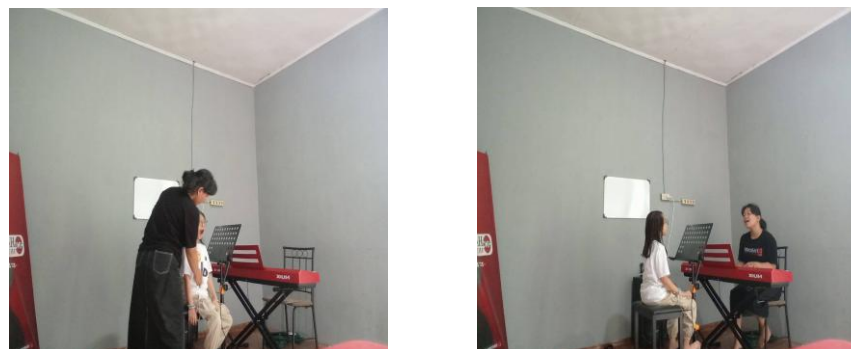
“Training students who are still shy and lack confidence is one of the challenges in vocal coaching.” (Instructor, interview, 2025).

Such psychological barriers can hinder vocal expression and the full exploration of vocal techniques. Therefore, instructors must adopt a supportive approach to gradually build students’ self-confidence through positive reinforcement, motivation, and enjoyable learning environments. In terms of music genre, vocal instruction at Hardman Music Course primarily uses pop music because it is more familiar to students and widely accepted by the general public. One student shared:

“Pop music is usually used for vocal practice because it’s more well-known and familiar to most people.” (Student 1, interview, 2025).

The choice of pop genre is highly strategic not only is it easier to sing, but pop songs are also widely accessed through social media, making students feel more motivated and engaged in the learning process. This finding aligns with (Utami, 2025), who argues that social media can support learning by providing easy access to study materials, flexible time and location, and facilitating independent learning. However, the success of social media-based vocal learning still depends heavily on the active role of instructors in guiding the learning process, providing direct feedback on vocal techniques, and helping students overcome psychological barriers.

**Figure 2.** Vocal Training Session



Based on the figure above, the image documents the vocal learning process at Hardman Music Course. It shows a simple yet conducive classroom setup, equipped with tools such as an electric keyboard, a music stand, student chairs, and a whiteboard used as a teaching aid. The left image captures a one-on-one mentoring session during which the instructor closely supervises the student as they perform vocalizing exercises or sing specific parts of a song. This demonstrates a personalized face-to-face teaching approach, allowing focused and tailored

instruction based on each student's individual ability and learning needs. The right image displays a moment of dialogue between the instructor and student. This scene indicates that vocal instruction goes beyond singing practice it also involves discussions on vocal techniques, song interpretation, and the mental and emotional aspects of singing. Such an approach reflects a humanistic and communicative teaching method, consistent with modern music education theories.

These images reinforce the study's findings that instructors play a crucial role in directing vocal techniques, providing gradual feedback, and building students' confidence throughout the singing process (Putri & Dharmawanputra, 2021). Direct interaction like this becomes the key to effective instruction—especially when combined with supplementary media such as YouTube. These findings are not only relevant to Hardman Music Course but can also serve as valuable insights for other vocal training institutions. The use of social media, particularly YouTube, has proven effective in enhancing vocal learning in terms of efficiency, content accessibility, and student motivation. YouTube offers a wealth of educational content that can be accessed anytime and anywhere, reinforcing learning outside of formal class hours. However, it is essential to understand that successful social media integration into learning does not happen automatically. The active involvement of instructors remains critical from guiding students in selecting appropriate content, correcting vocal techniques in real-time, to offering motivation and nurturing confidence. With the right guidance, students are supported not only technically, but also psychologically, especially in overcoming shyness and lack of confidence.

Other vocal training institutions can adopt this approach by adapting their teaching strategies, such as by creating curated playlists for home practice, assigning video tutorials as class discussion materials, or combining in-person training with tools like digital backing tracks and video recordings. This blended approach of technology and personalized interaction enables a more flexible, engaging, and student-centered learning experience, tailored to the learning styles of today's digital-native students. Therefore, the results of this study may serve as a constructive reference for vocal education institutions aiming to design more modern, adaptive, and responsive programs that meet the evolving needs of students in the digital age.

## **CONCLUSION**

This study demonstrates that social media, particularly YouTube, serves as an effective and flexible learning tool for vocal instruction at Hardman Music Course for elementary school students. YouTube provides students with the opportunity to learn independently; revisit materials as needed and explore vocal styles that align with their personal interests. This enables learning to take place not

only in the classroom but also to continue independently at home. Social media helps make the learning process more engaging, accessible, and aligned with the habits of today's digital generation. However, vocal learning also presents certain challenges, especially regarding students' psychological conditions, such as shyness and lack of self-confidence when performing. Therefore, a more patient and supportive teaching approach is required one that fosters confidence and creates a safe, enjoyable learning environment.

Overall, the integration of social media into vocal instruction has a positive impact on increasing student motivation, engagement, and autonomy in learning. It also presents a significant opportunity for music education institutions to adapt their teaching methods in ways that are more relevant and aligned with technological advancements and the needs of students in the digital age.

Based on the findings of this study, it is recommended that music institutions such as Hardman Music Course continue to develop the use of social media, particularly YouTube to support the vocal learning process. Instructors are encouraged to be more attentive to students' psychological conditions and to apply teaching approaches that foster self-confidence. Students should also be encouraged to actively engage with educational content available on YouTube to enhance their vocal skills independently outside of class time. For future research, it is suggested to involve a larger number of participants with varying skill levels and to combine interviews with direct observation to obtain more in-depth and comprehensive analysis.

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