

Students' Perspectives of YouTube as a Learning Media in Indonesian Language Course

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Students' Perspectives of YouTube as a Learning Media in Indonesian Language Course

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Abstract

Covid-19 pandemic had caused a lot of changes in all fields, including the field of education. Online learning had been implemented as a way to conduct teaching and learning process remotely. Therefore, the learning methods and media that teachers used had to be adapted to online learning. YouTube was one of media that teachers could use in online learning. The purpose of this study was to investigate the perspectives of English students at Politeknik Negeri Jember on the use of instructional media via YouTube as a learning resource for Indonesian language course. The topic was relatively new especially at the institution where the study took place. This study was a descriptive qualitative research. To gather the data, a set of questionnaire was constructed. The questionnaires covered 1) the ease of learning Indonesian through YouTube, 2) students' interest in learning Indonesian through YouTube, 3) students' motivation in learning Indonesian through YouTube, 4) students' experience in learning Indonesian through YouTube, 5) the materials presented through YouTube, and 6) students' general opinion regarding the use of YouTube. The questionnaire was distributed online to students via Google Form, then were analyzed qualitatively and presented descriptively. The results of the study showed that the students could learn information easily in a coherent manner from YouTube. Besides, they were more motivated and interested in learning. More importantly, they got interesting learning experience. In conclusion, they students demonstrated good responses to the use of YouTube as a learning resource.

Keywords: Learning Media, Students' Perspectives, YouTube

Introduction

The World Health Organization (WHO) declared Corona Virus Disease 2019 (Covid-19) as a pandemic on March 11, 2020. A patient was confirmed positive and the death case continued to increase and spread to various countries in the world, including Indonesia. The existence of Covid-19 caused changes in all fields. The education sector was one of the fields that experienced considerable changes due to Covid-19. This was in line with a research which stated that the impact of Covid-19 began to enter the world of education (Abidah et al., 2020). All educational institutions were expected not to carry out activities as usual. This was done in order to minimize the spread of Covid-19. The Covid-19 pandemic affected education policies around the world such as closing schools in affected countries (Owusu-Fordjour et al., 2020). In Indonesia, learning at schools and universities was carried out online. This certainly had an effect on the learning methods and media used by teachers.

The learning method can be interpreted as a way that teachers use to transfer knowledge during the learning process takes place (Sudjana, 2009). The use of learning methods should be in line with the use of learning resource. The use of the method cannot stand alone because the media is needed as a means of conveying teaching material or information to students. Learning media can be interpreted as a tool both physical and non-physical that is used by teachers in conveying teaching material to students so that learning can run effectively and efficiently (Puspitarini et al., 2019).

The Association for Education and Communication Technology (AECT) defines media as all forms that can be used in the distribution of information. The Education Association (NEA) explains that media is an object that can be manipulated, seen, heard, read or discussed along with instruments that are used properly in learning activities so that they can influence the effectiveness of learning programs (Asnawir, 2002). The learning media used by teachers should be adapted to the conditions that occur in the field. In this case, Covid-19 forced teachers to convert from the conventional learning media, which were mostly used in the classroom, into online media including YouTube.

Online learning can be interpreted as an internet-based learning process to access teaching materials and interactions between teachers and students (Bakia et al., 2012). Online learning is learning that uses pedagogical devices or educational aids with internet access and good information technology as facilities in forming learning processes and knowledge through interactions that are carried out (Roida, 2020). Therefore, the existence of the internet in online learning can be a medium for transferring knowledge (Zhang et al., 2004). Based on the results of previous research from 128 students, 71 students chose interactive learning, 80% stated that email, assignments, audio presentations, online collaboration and video were the most useful media in online learning (Jamwal, 2012; Kobayashi, 2017).

The learning process will run effectively and efficiently if it is supported by the availability of supporting media. The availability of media and educational methodologies that are dynamic, conducive and dialogical are indispensable for optimally developing the potential of students. This is because the potential of students will be more stimulated if assisted by a number of media or facilities and infrastructure that support the interaction process that is being carried out. Therefore, the more students are presented with various media and supporting infrastructure, the more likely it is that educational values can be absorbed and digested. Learning media used during online learning must also be adapted to current conditions. It aims to make students understand the material that teachers convey.

During the pandemic, Politeknik Negeri Jember carried out the learning process online. This of course affected the learning methods and media used by lecturers. Based on the observations on Indonesian language course, most of the lecturers only used Zoom Meeting as the media in the learning process. Meanwhile, YouTube can be an alternative solution in learning to maintain the continuity of learning in educational units (Alami, 2020). YouTube is a platform that offers various advantages including: (1) YouTube is easy to access and use, (2) YouTube is interesting and fun, (3) learning with

² YouTube is comprehensive because it presents instructional material in letters, sounds and pictures all at once, and (4) YouTube can increase motivation (Yusri et al., 2018).

² The advantages of YouTube as a learning media provide benefits for all levels of education; from early childhood education, elementary education, secondary education, to higher education. Currently, many students use internet media, especially the use of YouTube media in completing lecture assignments, both in theory courses and in practical courses. The platform is also considered to be the one that can promote students' independent learning activities.

The Indonesian language course at Politeknik Negeri Jember is a 2-credit course. Each meeting was held for 2 hours. Based on the observations, students tended to get bored and unfocused when they only used Zoom Meeting during lectures. Therefore, it was necessary to have other interesting internet-based learning media so that students were more enthusiastic in learning. According to previously presented experts, YouTube was an alternative solution that can be used as a media in online learning (Yusri, Rosida, Jufri, & R, 2018; Alami, 2020).

⁴ The purpose of this study was to determine students' perspectives of YouTube as a learning media for Indonesian language course at Politeknik Negeri Jember. In this case, the teachers made videos of teaching materials for Indonesian courses independently and then uploaded them on YouTube. Students were able to independently listen to the teaching material delivered by the lecturers via YouTube.

Research Method

This was a descriptive qualitative research. In general, a qualitative study aims at studying behaviour as it occurs in the classroom in natural setting (Ary et al., 2010). In this case, the use of YouTube was naturally implanted in the classroom as a part of the necessities during the pandemic era. Further, a qualitative research also deals with context and meaning (Ary et al., 2010). The context of this study was clearly related to the use of YouTube in the classroom while the meaning was related to how the students saw the implementation.

To gather the data related to the research problem, the researcher constructed a questionnaire containing a set of questions. The questions covered 1) the ease of learning Indonesian through YouTube, 2) students' interest in learning Indonesian through YouTube, 3) students' motivation in learning Indonesian through YouTube, 4) students' experience in learning Indonesian through YouTube, 5) the materials presented through YouTube, and 6) students' general opinion regarding the use of YouTube. The questionnaire was distributed online through Google Form to the respondents. The respondents were 66 students of English Study Program of Politeknik Negeri Jember.

The data obtained through the questionnaire was, then, analyzed to be presented descriptively. The results of the analysis are elaborated below.

¹ Results and Discussion

Based on the results of the questionnaires filled out by the students, their response to the use of YouTube as a learning resource for Indonesian language course was quite good.

There were several aspects that could be seen to determine student responses to the use of YouTube media as a learning resource. The first aspect was the ease of learning through YouTube media. This will be explained further in the following data tables.

Table 1. The Results of Responses to the Ease of Learning Indonesian through YouTube

Statement	Response	Percentage
YouTube eases the learning of Indonesian language.	Strongly Agree	24%
	Agree	70%
	Disagree	6%
	Strongly Disagree	0%

Based on the data in table 1, it can be seen that student responses related to the ease of learning Indonesian language through YouTube were good. 24% of the total 66 students strongly agreed that YouTube media could provide convenience in learning Indonesian language. 70% agreed that YouTube media could provide convenience in learning Indonesian language. 6% disagreed that YouTube media could provide convenience in learning Indonesian language. This proved that students could easily understand Indonesian language course material through YouTube.

In accordance with the previous result, it can be seen that technology has many roles and benefits in the world of education, especially during online learning amid the covid-19 pandemic (Salsabila, et al, 2020). Learning media through YouTube can provide student learning convenience. Students can easily access teaching materials via YouTube. In addition, students can easily learn the material anywhere and anytime. In other words, the learning process is not limited by space and time.

The second aspect was related to students' interest in learning through YouTube. This can be seen from Table 2.

Table 2. The Results of Responses to Interest in Learning Indonesian through YouTube

Statement	Response	Percentage
YouTube can generate interest in learning Indonesian.	Strongly Agree	20%
	Agree	74%
	Disagree	5%
	Strongly Disagree	1%

Based on the data in table 2, students were more interested in learning Indonesian language through YouTube. 20% of the total 66 students strongly agreed that the use of YouTube media could generate interest in learning Indonesian. 74%

agreed that the use of YouTube media could generate interest in learning Indonesian. There were only 5% who disagreed that the use of YouTube media could generate interest in learning Indonesian. And only 1% strongly disagreed that the use of YouTube media could generate interest in learning Indonesian.

In line with the data above, learning media can be used by teachers to convey information or material to students so that they can stimulate students' thoughts, feelings, concerns, and interests to learn (Tafonao, 2018). Therefore, learning media through YouTube can generate interest in student learning. Students are more interested in learning Indonesian subjects by using YouTube.

The third aspect to investigate was student learning motivation through YouTube. Through YouTube as a source of learning Indonesian language, students demonstrated higher motivation to study. This is based on the data gathered as follows.

Table 3. The Influence of YouTube on Student Learning Motivation

Statement	Response	Percentage
YouTube can motivate students in learning.	Strongly Agree	26%
	Agree	65%
	Disagree	8%
	Strongly Disagree	1%

Based on the table, students were motivated to study Indonesian language through YouTube. 26% of the total 66 students strongly agreed that using Youtube could motivate them in learning, while the other 65% agreed, 8% disagreed, and only 1 % strongly disagreed. Most students thought that the use of YouTube media led to better level of motivation when studying Indonesian. As known in general, learning success can be influenced by students' motivation and emotions (Cho et al., 2017).

The fourth aspect was an interesting learning experience through YouTube. Through YouTube, students had an interesting learning experience in Indonesian language course. This can be seen in the following table.

Table 4. Interesting Learning Experience through YouTube

Statement	Response	Percentage
YouTube provides an interesting learning experience.	Strongly Agree	24%
	Agree	74%
	Disagree	2%
	Strongly Disagree	0%

Based on the table, students had interesting learning experience in Indonesian course through YouTube. 24% of the total 66 students strongly agreed that learning media through YouTube provided an interesting learning experience. 74% agreed that YouTube provided an interesting learning experience. 2% disagreed that YouTube provided an interesting learning experience. In conclusion, most of the students thought that learning media through YouTube provided an interesting learning experience.

These results are in accordance with previous research which states that YouTube media provides a better, interesting, and easily accessible learning experience for students and can still be monitored by teachers (Sari, 2019). In addition, YouTube learning media is an effective tool that can enhance students' learning experiences (Moghavvemi, Sulaiman, & Jaafar, 2018).

The fifth aspect was the sequence of material through YouTube. Indonesian language course materials uploaded via YouTube media were coherent. This can be seen from the following table.

Table 5. Material Demand via YouTube

Statement	Response	Percentage
YouTube provides a sequence of material.	Strongly Agree	29%
	Agree	70%
	Disagree	1%
	Strongly Disagree	0%

Based on the data in table 5, the material uploaded via YouTube was consecutive. 29% of the total 66 students strongly agreed that learning media via YouTube were made to provide a sequence of material. 70% agreed that YouTube were made to provide a sequence of material. 1% disagreed that YouTube provides a sequence of material. Most of the students thought that the teaching material for Indonesian language course presented through YouTube media had a sequence of material or the material was presented coherently. Most of the material presented is more complete and coherent and there are special tricks from certain materials (Kusuma Aji & Hendro, 2018).

Student opinions regarding the use of YouTube as a learning resource for Indonesian language courses can be seen in the following table.

Table 6. Students' Opinion Regarding the Use of YouTube

Statement	Response	Percentage
The use of YouTube as a learning resource for this Indonesian language course.	Very Good	32%
	Good	68%

Based on the table, it can be concluded that students gave a good response to the use of learning media through YouTube as a learning resource for Indonesian language course. 32% of the total 66 students thought that the use of YouTube was very good. While 68% thought that the use of YouTube was good. Thus, student responses to the use of learning media through YouTube as a learning resource for Indonesian language courses were good.

Conclusion

Based on the explanation previously presented, it can be concluded that student responses to the use of YouTube as a learning resource for Indonesian language course at Politeknik Negeri Jember were good. Through YouTube, students could learn information easily in a coherent manner. Besides, they were more motivated and interested in learning. More importantly, they had an interesting learning experience. In conclusion, the students gave good responses to the use of YouTube as a learning resource.

The suggestion for further research is the use of other learning media that are in accordance with increasingly developing technology. This aims to add to the basic knowledge of technology-based learning media that can be used in the learning process. Incorporating technology into language learning is no longer a new issue today. In fact, the Covid-19 Pandemic has brought the technology into its higher level.

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