The Students' Perception on YouTube as Online Learning Media for Indonesian Language General Course during Covid 19 Pandemic

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ARTICLE INFO	ABSTRACT
	Abstract: Covid 19 pandemic has had huge effect in both health industry and education industry. This phenomenon requires teachers or lecturers to use online learning media as an alternative to fulfill students' cognitive, affective, and social skill. YouTube is one of many online learning alternatives available. The purpose of this research is to describe the utilization of YouTube as an online learning media during COVID-19. This research was conducted particularly to Indonesian language general course in Jember University. Based on the result, the students perceive prefer and do not prefer on YouTube as learning media. This research method uses cross-section design, applied to 118 respondents in various college classes and various majors with main focus on Indonesian language general course in Jember University. The result of this research shows the YouTube's features as a tool to teach such as: customized thumbnail, playlist, share link, and end screens. There are two phases for lecturers to utilize YouTube as online learning media. The first phase is preparation and the second phase is implementation. Based on the research, 90% students perceive that YouTube is effective and preferable media, whilst the rest of 10% perceive do not prefer toward YouTube as the media chosen.

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Covid 19 pandemic has had affected all industries globally, non-exception to Indonesia, therefore the government of Indonesia has taken immediate action to prevent the spread of the plague to protect its citizens across the nation. In accordance to Indonesian education ministers decree number three and number 4 of 2020; under the emergency circumstance caused by the covid-19, all the teaching and learning activities must follow the social distancing protocol by staying at home through online learning. Online learning is a safe activity because teachers and students don't have to meet face to face as it is in conventional teaching and learning activity, therefore this type of activity follows the protocol of social distancing and requires internet connection as one of its primary element. Teachers and students are still able to conduct the teaching and learning activity without meeting in person, many platforms available that can support such an activity through virtual face to face or easy-user interface among the users. The available platforms for online learning are *WhatsApp, zoom, web blog, edmodo, YouTube,* etc. (Handarini & Wulandari, 2020).

YouTube is one of the available online media. YouTube is a sharing-site (*web video sharing*), which was founded by three PayPal's former employees, Chad Hurley, Steve Chen, and Jawed Karim in February 2005. YouTube is one of the Google's services which facilitate the users to upload, watch, and share video clips for free. YouTube also facilitates its users to upload videos which are accessible by the other users globally. YouTube provides a vast of facilities for its users which is compatible as online learning media. Sari (2020) explains in her research "The Effort of Improving Quality of Education by Using YouTube as Teaching Media during Covid-19 Pandemic" states that "the average score of 4,45out of 4,20-5,00 indicates that both students and parents highly agree and are enthusiastic in concern with the upcoming plan of utilizing YouTube as online learning media".
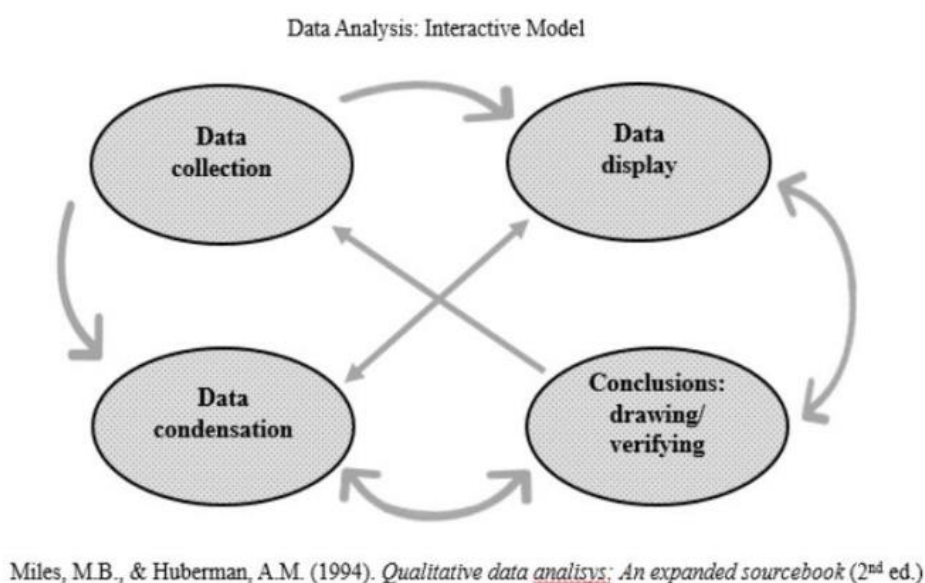
The utilization of YouTube as the online learning media in university degree needs to be reviewed. Jember University is one of many universities that utilize YouTube as the online learning media. Based on the result of observation by the researcher in Jember University, particularly in Indonesian language course class, teaching and learning activity has had used YouTube as the online media. The lecturers in Indonesian language course of Jember University compose the teaching material for the students, which then the lecturers upload it on YouTube, in which the material is accessible for the students to watch as learning and discussion material.

The purpose of this research is to describe the utilization of YouTube as the online learning media for Indonesian language course during covid-19 pandemic in Jember University and also the students' perception on the use of YouTube as learning media are preferred or not preferred by the students. Hypothesis in this survey is the students' perception of Indonesian language course in Jember University during pandemic is in proper category.

Based on the explained purpose above, therefore this research will give the following benefits (1) enhances more accurate information as an inspiration to utilize YouTube as teaching and learning media in university level; (2) provides valuable feedback for theory development; (3) as a reference for lecturers to determine the media is going to be used for online learning.

METHOD

This research uses survey research method by using cross sectional design, where the research is conducted in the same time simultaneously. The subject of this research the students of Indonesian language course general class in Jember University by using probability sampling method according to Miles and Huberman as displayed in picture 1 which scopes the data reduction includes the simplification of activities and obtains a summary.

Data Analysis: Interactive Model

Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analisys: An expanded sourcebook* (2nd ed.)

Figure 1. Interactive model data analysis by Miles and Huberman

The Stratified Random Sampling is based on the class level with 118 respondents. The data collection technique uses questionnaire by using data analysis technique of interactive model. Data display with the activities of matrix and chart establishment as well as drawing conclusions for data validation and patterns finding (Daniel & Harland, 2018).

RESULT AND DISCUSSION
The Students' Perception on YouTube as Online Learning Media for Indonesian Language General Course During Covid 19 Pandemic in Jember University

The data in this research was obtained when the lecturers were utilizing YouTube during teaching and learning activity. The researcher also documented the research process, as evidence to the conducted research. The evidence is screenshots of the researcher during observation.

According to the researcher's observation which was conducted in Indonesian Language course Class in Jember University, the lecturers were utilizing YouTube as teaching and learning media during covid-19 pandemic. The evidence is the documentation of the lecturers who were utilizing YouTube during teaching and learning process.

KESANTUNAN BERBAHASA
ETIKA MENGIRIM PESAN PADA DOSEN

Sebelum kita berdiskusi, simaklah video berikut ini. Jangan lupa pelajari/baca PPT dan ebook Bahasa Indonesia pada bahasan Bahasa Indonesia yang baik dan benar. Silahkan cari referensi lain untuk memperluas wawasan.

RAGAM BAHASA INDONESIA

Attendance
Ragam Bahasa Indonesia

Sebelum kita berdiskusi, simaklah video berikut ini. Jangan lupa pelajari/baca ebook Bahasa Indonesia pada bahasan Ragam Bahasa Indonesia. Silahkan cari referensi lain untuk memperluas wawasan.

Bahasa Indonesia Ragam Ilmiah

Attendance
kalimat efektif

Sebelum kita berdiskusi, simaklah video berikut ini. Jangan lupa pelajari/baca PPT dan ebook Bahasa Indonesia pada bahasan Bahasa Ilmiah. Silahkan cari referensi lain untuk memperluas wawasan.

Figure 2. Screenshot of YouTube during teaching and learning process

Based on the observation which was conducted by the researcher, the researcher is able to obtain information about the YouTube features, which were used by the lecturers. Those features are video description, customized thumbnail, playlist, link share, and end screen.
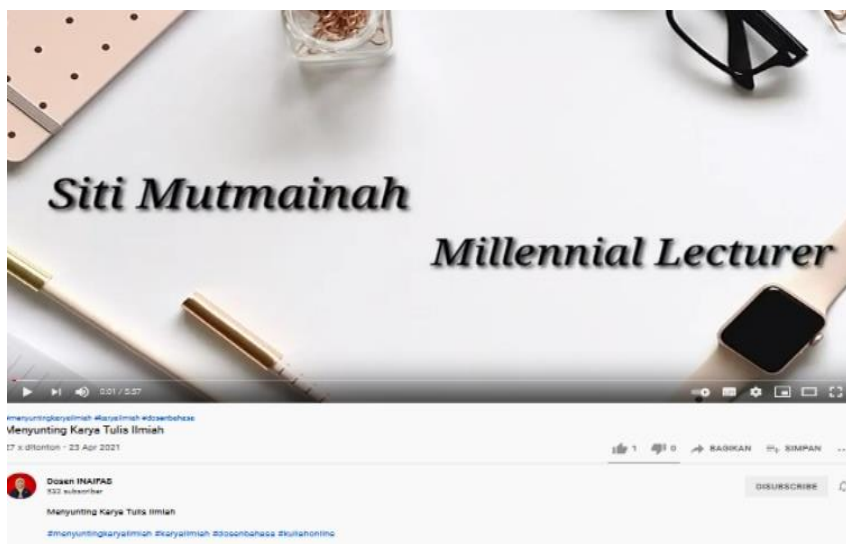
Figure 3. A screenshot of The YouTube feature was used

The result of the observation shows that YouTube provides benefit to support online learning process. It is easier for the lecturers to present learning material with video based learning, despite separated by time and space. Another benefit from video based learning is a platform to discuss between the lecturers and the students as YouTube provides it in the comment section. The discussion between the lecturers and the students will make students more active and help them to comprehend the material given.
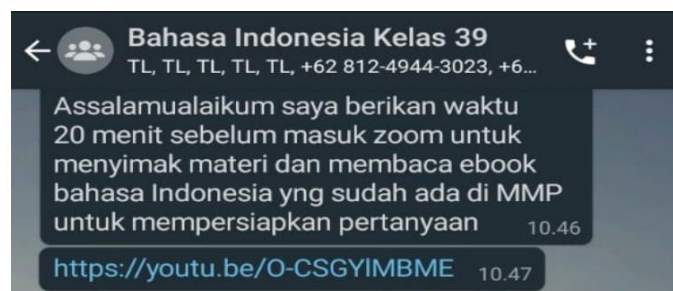
Figure 4. Screenshot of material discussed in YouTube video based learning

Based on the observation which is conducted by the researcher, the researcher observed directly the steps on how utilizing YouTube and those steps are browse into www.youtube.com and followed by upload video step. Once the video is successfully uploaded, the lecturers share the link to the students through *WhatsApp group* or MMP. The researcher provides evidence of the steps on how to utilize YouTube as online media learning as shown in picture2 and picture3.

Based on the result of the research, which was conducted by the researcher by using observation method and well documented to provide evidence as it is explained in detail in previous paragraphs, this research infers that the lecturers of Indonesian language general course in Jember University have utilized YouTube as the platform for teaching and learning online media. The lecturers utilize YouTube as a media for teaching and learning activity, this video based learning also provides discussion platform for the lecturers and the students in the comment section.

The utilization of YouTube as the video based learning by the lecturers is a strong evidence that the lecturers are capable to exploit digital technology for educational purpose. The utilization of digital devices as teaching tools as part of teacher's qualifications and competencies is in accordance with Presidential Regulation Number 16 of 2007 which is educational innovations for empowering teachers in accomplishing better education in Indonesia. As emphasized by Presidential Regulation Number 68 0f 2014 encompasses the compulsory for informatics and technology development and computer programming based teacher to participate support the process. In Presidential Regulation Number 16 0f 2007 is inferred that teachers' creativity to utilize technology and computer based learning are part of the teachers' qualifications and competencies as supported by Presidential Regulation Number 68 0f 2014 that teachers of computer programming development must assist the other teachers need to support the teaching activity. Result of the research which was conducted in Indonesian Language Class 39 in Jember University on the 15th of June 2021 proves that the lecturers utilize YouTube as online learning media to adhere social distancing protocol under the circumstance of emergency during covid-19 pandemic. The lecturers are able to navigate the features in YouTube to support the teaching and learning activity by uploading its material into video based learning. The lecturers use the features which are provided by YouTube, such as: customized thumbnail, playlist, link share, and end screens.

The lecturers use feature of video description to describe the information and content from the video which is uploaded. Feature of customized thumbnail is used to give an attractive impression and depiction at a glance concerns with the uploaded video. Feature of playlist is used by the lecturers to categorize video based learning by the themes, this feature helps the students to choose and then to play the video which is suitable with the material needed. Share link feature is used by the lecturers to share the link of the video based learning straight in to the students through *WhatsApp* group, therefore the material is sent directly to the students. End screens feature ease both the lecturers and the students for relevant videos or sequence of the currently played video, therefore the students are able to choose the video based learning immediately without searching in another session. The observation was conducted to obtain data, and the results are systematic steps for the lecturers on how to utilize YouTube as online media learning as video based learning are as follows:

Preparation

In this step, the lecturers compose a semester lesson plan and then create a video for the teaching and learning material based on the semester lesson plan. The lecturers are recommended to create an exciting video based learning by using the YouTube features. Exciting video based learning aims to boost students' comprehension and prevent them from boredom. Once the video based learning is ready, the next step is to assure internet connection and enabled internet device.

Implementation

This stage is set when the video based learning is ready and the internet enabled device is online, then the video is able to be uploaded. When the video is successfully uploaded, the link is automatically available. The lecturers are able to share the link video into *WhatsApp* group. The students must click the link was share by the lecturers in order to start the lesson through video based learning and at this stage, the students must watch and listen to the material within the video as they do in conventional classroom. By the end of the video, discussion session is conducted in the comment section by using the material which was played in the video.

The students' perception on YouTube as online learning media

Survey was conducted to find out whether the students prefer or don't prefer is conducted by the end of semester. There are thirteen questions and five answer choices by using *Likert* scale, in scope of "highly disagree" up to "highly agree". Based on the data which were obtained by the students' perception on YouTube as video based learning, YouTube receives generally positive review as it is displayed in figure 3. The result of the research displays that YouTube as video based learning receives 71,2% students preferable, while 24,8% of the students perceive don't prefer and the rest of the percentage students less prefer.
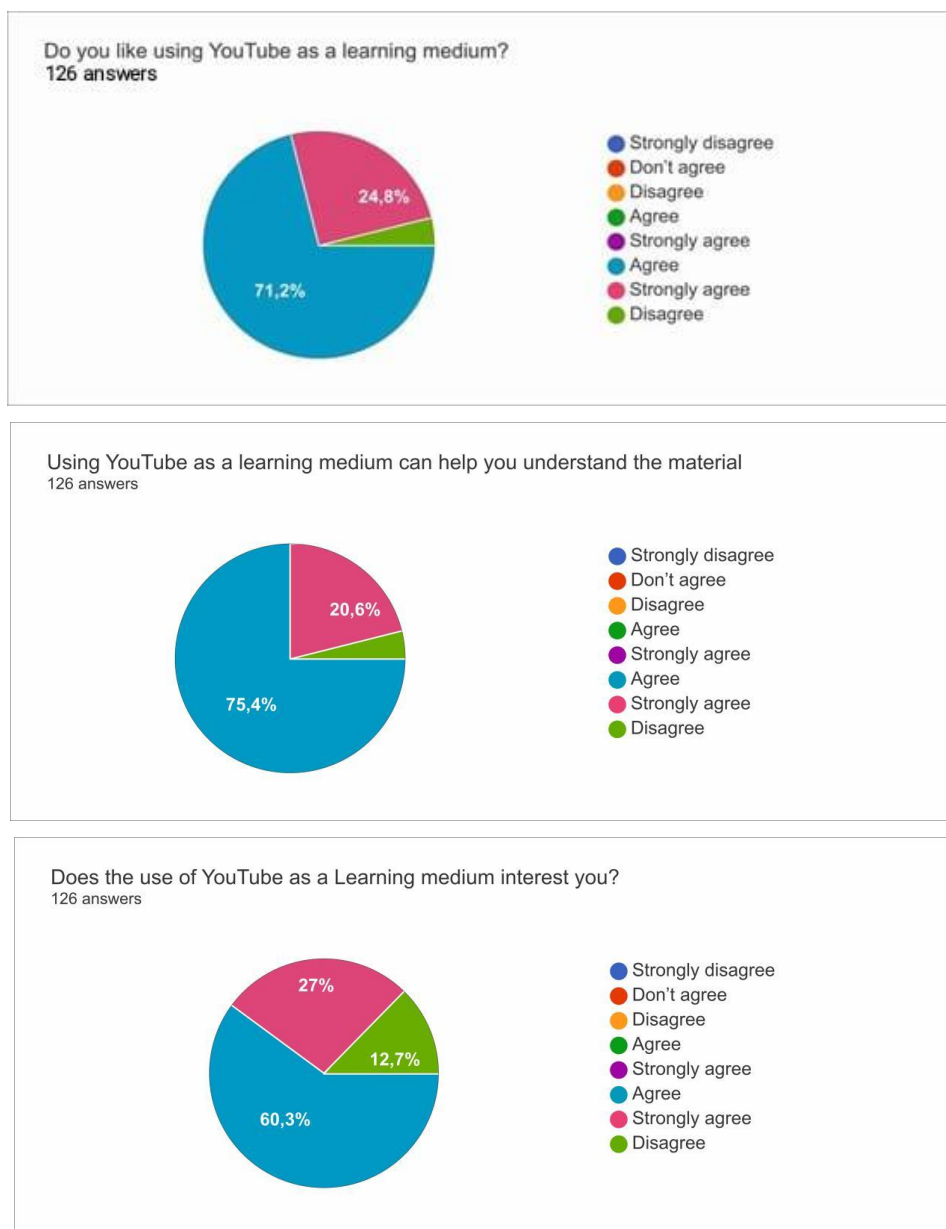
Figure 5. Diagram indicates the agreement level of students' perception regarding Youtube as online learning media

This study conclude 60.3% students indicates they are highly agree about Youtube as learning media, 27% students indicates they are agree as well, and 12.7% indicates they are less agree that Youtube can accommodate their interest to learn Indonesian language subject. All of the students' perception on YouTube as video based learning is positive. The students describe it best as an "attractive" choice. Most of the students state that video from the internet can prevent them from boredom, in addition, YouTube video based learning is also escalate their enthusiasm to study. The students perceive that video based learning is more attractive way instead of reading from books or just listening to the lecture. A number of students emphasize to be more selective on the video based on quality of the audio and visual.

CONCLUSION

Hopefully this research is able to provide factual contribution for in-class teachers or lecturers, particularly linguistic teachers or lecturers as a reference to integrate internet as a media and lesson tool assistant. The utilization of YouTube in English class course is very helpful for teachers or lecturers to conduct the teaching and learning activity. Source of this digital media is not solely from books, and is expected to help internet generations comprehend the material better, since they are already familiar with digital sources. Hopefully this research provides sufficient systematic steps on how to integrate video and internet and ultimately generates useful video based learning which is expected to assist the students to comprehend a perceived

"difficult" theory subject class. The students' perception on integration of technology in classroom and video is positive, particularly video based learning. The integration of YouTube in Indonesian language course is accomplished by escalating the students 'enthusiasm toward the material given and ultimately the students perceive the material is no longer difficult.

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