

Implementation of Online Learning Via YouTube Media in Unima Sociological Education Study Program

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Abstract. This study aims to describe the application of online learning through YouTube media in the Unima Sociology Education Study Program. This study used qualitative research methods. the results of the study reveal that the activities of lecturers in online learning via youtube media: lecturers enter youtube media into the lesson plan and adjust it, lecturers integrate youtube media with lms and whatsapp as supporting media, lecturers explain youtube media lecture contracts in depth to students, create material video content lectures and uploaded on youtube, giving assignments and exams on youtube, giving an assessment based on the learning process on youtube. student activities in online learning via youtube media: students study YouTube media lecture contracts explained by lecturers, students watch video material or lecture directions from lecturers on youtube according to meetings, students make lecture assignments and exams in the form of videos then collected on youtube.

Keywords: Online Learning, Youtube Media, Video content lectures

1 Introduction

In this digital era, many aspects of people's lives must keep pace with the development of this technology. Like it or not, the community must follow these developments because they are often organized systematically by related parties, including the bureaucracy that is passed by the community in general. For example, in the implementation of education in universities where online learning is being intensively implemented, which was initially due to the impact of the COVID-19 pandemic. This means that the classical or face-to-face learning pattern for a while can no longer be used as the main learning model so that people involved in education in general must adapt to these conditions.

Understanding online learning is not only related to hardware, it also includes software in the form of data that can be accessed at any time. Several interconnected computers can create a sharing function in the form of networking. The sharing function created through networking networks includes not only facilities that are often needed such as printers or modems, but also those related to data or certain application programs [1]. In its development, many online learning media have emerged, such as through the Zoom application, Google Meet, Google Classroom, Learning Management System (LMS), and other online learning media. Of course, not all of these learning media can be mastered by educators and students who are at the forefront of the teaching and learning process. Many of the educators

and students have to study hard and get used to the online learning model that has been implemented until now.

Entering post-2010, one part of social media that is of particular concern to users of all ages is the classification of social media content, namely the YouTube site. The YouTube video site has begun to be known and used by people in big cities in line with the development of the use of Android-based mobile phones. Along with the increase in the number of YouTube users in Indonesia, the existing video content is growing in variant [2].

Online learning at the Manado State University in general and in the Sociology Education Study Program in particular is carried out by each lecturer in the subjects they teach with their respective teaching teams. Of course, the methods, models, tools, learning media that are applied vary according to the creativity of each lecturer. This will be different from classical learning where the lecturer can explain in front of the class and students listen to the lecturer's explanation and then there can be questions and answers, or students are made into discussion groups and the lecturer is a mediator. Currently the media and learning tools are also developing, the lecturers of the Unima Sociology Study Program are already using tools such as tripods, clipon mics, cameras, cellphones, and other tools to support online learning. Then the media used are also varied, such as the Learning Management System, Google Classroom, WhatsApp groups, and some lecturers have also started to get used to using YouTube media, either

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as dominant media or just supporting media for online learning.

The application of youtube media as an online learning medium is certainly not an easy thing, in addition to a lecturer who must first understand the ins and outs of youtube and the process of transforming knowledge to students or directing students according to the course of the teaching and learning process. It will be more difficult if it turns out that many students also do not understand how to use youtube, so in this case the role of the lecturer is very large and not all lecturers are able to apply youtube media into the learning process.

Then a lecturer of course also has to relevant the existing material according to the syllabus with the youtube usage pattern, as well as if you want to give assignments or exams through youtube media because of course it takes special thinking to connect some of these things. Based on these problems, the researchers are interested in conducting research about Implementation of Online Learning Via Youtube Media in Unima Sociological Education Study Program.

2 Research Method

In this study a qualitative research method was used. Qualitative research is more focused on doing an in-depth understanding of a problem rather than looking at the problem for the sake of generalization. Qualitative research uses in-depth analysis techniques, namely examining problems on a case-by-case basis because qualitative research believes that the nature of one problem will be different from the nature of other problems. The result of this qualitative research is not a generalization, but an in-depth understanding of a problem [3].

In qualitative research, data collection usually uses the method of observation and interviews. Nor is it overlooked the possibility of using non-human sources such as documents, and available records. The interview method is also a process of obtaining information for research purposes by means of question and answer while face to face between the interviewer and the respondent, with or without using interview guidelines. In these interviews are usually done individually or in the form of groups, in order to obtain informative data. Observation is a process that is preceded by observation and then systematic, logical, objective, and rational recording of various phenomena in actual situations, as well as artificial situations [4].

Miles and Huberman [5] describe the process of analyzing qualitative research data as follows:

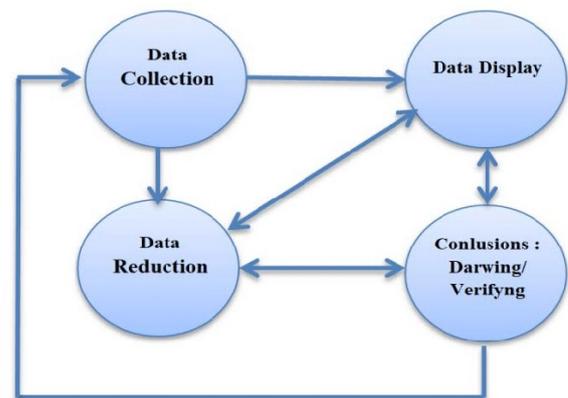


Fig. 1 Qualitative Research Data Analysis Process

The figure shows the interactive nature of data collection with data analysis, data collection is an integral part of data analysis activities. Data reduction is an effort to conclude the data, then sort the data into certain concept units, certain categories, and certain themes. The results of data reduction are processed in such a way that the figure is seen more fully. It can be in the form of sketches, synopsis, matrices, and other forms; It is very necessary to facilitate the presentation and affirmation of conclusions. The process is not done once, but interacts back and forth. How many times did the back and forth occur in the study? Of course, it really depends on the complexity of the problem to be answered and the sharpness of the researcher's tracking power in making comparisons during the data collection process [6].

Research that is relevant to this research like the article written by Mesra dkk [7] The application of the BACA DULU learning model is structured into 6 activities, namely the compilation of teaching program designs, the socialization of the BACA DULU learning model to students, the making of BACA DULU learning media for students, the making of learning video content for students, the implementation of the BACA DULU learning model, Reporting the results of applying the model learning BACA DULU to faculty leaders .

Then it is relevant to article written by Citra Lidiawati [8] Based on the data analysis, it can be concluded that there is a positive effect of the six thinking hats method on student learning activity in civic education subjects for class XI SMA Negeri 4 Kayuagung, Kayuagung District, Ogan Komering Ilir Regency, South Sumatra..

Then it is also relevant to article written by Itiarani [9] The use of videos from Youtube as a learning medium for Islamic Religious Education in class VIII of SMP Negeri 20 Bandar Lampung is to support improving the quality of teaching and learning activities in the classroom. Here videos from Youtube are used as learning media to find learning materials.

3 Result and Discussion

Based on the results of observations and interviews that researchers have conducted regarding the Application of Online Learning Through Youtube Media at the Unima Sociology Education Study Program, the researchers

found research findings about Implementation of Online Learning Via Youtube Media in Unima Sociological Education Study Program as follows:

3.1 Lecturer Activities in Online Learning Through Youtube Media

The application of youtube media as one or maybe there are lecturers who make it the main media really needs good creativity from the lecturer because of course it is not easy to adapt youtube media to the teaching and learning process of certain subjects. Here are some activities or activities carried out by lecturers in online learning via YouTube media:

3.1.1 The lecturer inserts youtube media into the RPS and adjusts it

Before the learning process is carried out by a lecturer, of course, the teaching equipment must be prepared in advance, including the RPS. In terms of the application of youtube media, a lecturer has made RPS for meetings in one semester, is this youtube media supported by other media, then a matter of adjusting the material whether it can all use youtube media.

As stated by RA (31 Years) as follows, "...we use YouTube more for materials, assignments and exams, but we are still assisted by other media" (Interview on 18 June 2022)

3.1.2 Lecturers integrate youtube media with LMS and WhatsApp as supporting media

In the learning process through YouTube media, especially online learning, it is actually possible if you want to be forced to use YouTube media, but so that it is not monotonous and there are variations and makes it easier for technical issues such as communication between lecturers and students, the Sociology Education Study Program lecturer at Unima integrates this YouTube media with the media. supporters such as WhatsApp and also LMS Unima as online media that must be used by lecturers in learning at Manado State University.

As stated by PT (32 Years) as follows, "...In teaching, we usually use LMS as the main medium, assisted by YouTube media and WhatsApp Groups" (Interview on 18 June 2022)

As previously explained, not all full-time lecturers use youtube media, some still use youtube media but only as supporting media.

3.1.3 Lecturer explains the youtube media lecture contract in depth to students

The first meeting in a course is usually used by the lecturer to explain the lecture contract. At this stage the lecturer has the opportunity to explain how the technical and application of using YouTube media in learning has previously been explained in the semester program plan (RPS). At this first meeting, the lecturer explained in detail how the technical implementation of learning

using youtube media was, for example about the material that the lecturer had made a YouTube video on and the link would be shared with students when the lecturer was unable to give lectures via LMS or zoom. As expressed by SH (49 years old) as follows, "...I mostly use zoom media; I use YouTube as a substitute if I can't give lectures at certain meetings" (Interview on 18 June 2022).

3.1.4 Create lecture material video content and upload it on YouTube

In using youtube media, a lecturer inevitably has to make YouTube videos of the lecture material to be taught so that if at any time the video is needed it can be shared with students, for example if you are sick, if you are unable to give lectures, or it can also be used as a routine agenda for every material meeting. The youtube video by the lecturer is of course not only in the form of explanatory material, but also in the form of lecture directions, assignment directions, creative material, and so on.

As expressed by HM (48 years) as follows, "...if I don't use youtube every meeting, sometimes I make youtube videos to give directions, assignments, and exams" (Interview on 10 June 2022).

Thus, making youtube video material content is not all material that is made up of content, some lecturers also use youtube media to give directions, assignments, and some materials that may not be explained through other media such as zoom meetings.

3.1.5 Doing assignments and exams on youtube

Some lecturers use youtube media for the implementation of the midterm and final semester exams, both written and verbal, with technical arrangements that have been arranged by the lecturer concerned.

The videos can also be in the form of test question texts or videos of lecturers who directly give directions and give questions on YouTube so that students just answer the exam according to the technical and lecturer directions, not infrequently the answers can use youtube content replies from students so that students also need to have the ability to make youtube content.

3.1.6 Provide an assessment based on the learning process on youtube

At the end of the semester after the learning process is complete and the lecturer starts managing grades to be then filled in on the academic portal, the lecturer who uses the YouTube media just re-opens the YouTube or if there is a YouTube link that is collected on WhatsApp, in the LMS, that is, if the assessment is not carried out directly at every meeting, but if the lecturer has given an assessment at every meeting, the lecturer may just check the answers from the UTS or UAS given via youtube media to then be managed together with attendance, assignments, and other instruments in order to get the student's Final Semester Score (NAS).

This is of course for each lecturer there will be many differences, especially if there are lecturers who use other media besides YouTube media so that it will also affect their assessment indicators for students.

3.2 Student Activities in Online Learning Through Youtube Media

In the application of youtube media by lecturers, of course, students are a central position that will influence each other's performance. Even though the lecturer can use youtube media, if the students can't use youtube, it will be difficult for the learning process to run. The following are the activities carried out by students in the application of YouTube media in online learning:

3.2.1 Students study the youtube media lecture contract explained by the lecturer

When the lecturer explains the lecture contract at the first meeting, it is very important for students to pay close attention to it and if there is a lecture contract that is unclear or does not agree, then it is okay if the student at that time wants to give suggestions to be changed as long as there are reasonable reasons and approved by the lecturer and all students.

It must be admitted that not all students want to study lecture contracts, there are also many who are indifferent and just accept the lecture contracts explained by the lecturer without criticizing, there may be an inappropriate lecture contract, for example harming students. Many students like this even comment after the scores are entered into the academic portal and it turns out that the scores are not good even though all of them are in accordance with the lecture contract delivered by the lecturer at the beginning of the lecture or the first meeting.

3.2.2 Students watch videos of material or lecture directions from lecturers on YouTube according to the meeting

When the lecturer gives direction to students that the material at a certain meeting, please watch it on youtube, or the lecturer can convey via WhatsApp messages, for example, that certain meeting directions are already on youtube, students just follow the directions and carry out according to the time and technical limits that have been set by the lecturer concerned.

As stated by RA (31 Years) as follows, "...usually I give assignments on youtube directly with directions, so this student doesn't have to contact me, just pay attention to the directions on youtube, unless there are questions that are not explained on youtube, students can contact me via social media that has been determined" (Interview on 10 June 2022).

According to the researcher, the advantage of creating material content on YouTube is that students can access it repeatedly whenever and under whatever conditions students want. When there is material or direction that is practically forgotten, students just open

YouTube instead of having to look for lecturers who are sometimes also busy or have other obstacles.

3.2.3 Students make lectures and exams in the form of videos and then collect them on YouTube

Lecturers provide directives whether through youtube media directly or through other media such as LMS or WhatsApp messages, this is important because assignments and exams are very decisive assessment instruments and if they are not done by students, they may score D or E or fail in the course.

This, of course, was already in the RPS and was conveyed at the first meeting explaining the lecture contract, for students who pay attention to the lecture contract, they will definitely be careful in what things can be tolerated by lecturers and which things can't be like if they don't. take UTS or UAS or many assignments that are not made and not submitted.

As expressed by HM (48 Years) as follows, "...sometimes when the grades are out, there are students with bad grades who contact me even though they don't take the Final Semester Examination which is a very fatal act so that I can't really help improve student grades" (Interview on 12 June 2022).

4 Conclusion

Based on the results of observations and interviews of researchers in the field, researchers found Implementation of Online Learning Via Youtube Media in Unima Sociological Education Study Program as follows: the activities of lecturers in online learning via youtube media: lecturers enter youtube media into the lesson plan and adjust it, lecturers integrate youtube media with LMS and whatsapp as supporting media, lecturers explain youtube media lecture contracts in depth to students, create material video content lectures and uploaded on youtube, giving assignments and exams on youtube, giving an assessment based on the learning process on youtube.

Student activities in online learning via youtube media: students study YouTube media lecture contracts explained by lecturers, students watch video material or lecture directions from lecturers on youtube according to meetings, students make lecture assignments and exams in the form of videos then collected on youtube.

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