

LEARNING INNOVATION THROUGH YOU-TUBE VLOG IN ERA 4.0

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ABSTRACT--*Learning innovations need to be done by teachers in accordance with the development of science and technology so that teachers do not experience a shift in role. The purpose of this research is to analyze the learning innovation through You-Tube Vlog. Innovative learning models have several criteria that must be taken into consideration, among others; teacher can understand and achieve the learning objectives in each learning process, students' pro-active involvement in the learning process at school, teacher helps students to be capable to make positive behavioral changes in various aspects of life. There are several You-Tube Vlog criteria which can be used as learning media by teachers, namely: You-Tube vlogs that are played in learning in class are adjusted to the material that is ongoing in the class' learning process. The You-Tube Vlogs that are played in the classroom are not limited to learning videos but also include those of motivational video for students. You-Tube Vlogs can be employed to provide illustrations of learning material. However, teacher must also consider the duration of the You-Tube Vlog. The employment of You-Tube Vlog-based learning media used by teachers also changes the existing learning methods from those that are previously used through Problem-Based Learning (PBL) method or other methods in accordance with the learning material by giving lectures into audio-visual media learning method in the form of You-Tube Vlogs. The conclusion of this research is that learning innovation can be conducted by teachers by utilizing the development of science and technology, such as with the help of You-Tube Vlog learning media. You-Tube vlogs help teachers become more innovative and can create a pleasant learning atmosphere in the classroom, also capable to shape positive behavior changes in students.*

Keywords--*Innovation, Learning Media, You-Tube Vlog*

I. INTRODUCTION

Education quality could be built based on quality of subject teachers. At present, teacher quality in Indonesia is still considered as low compared to other developing countries (Natsir, 2007). The low teacher prosperity plays a role in the low quality of Indonesia's education. It is in accordance with the survey result of FGII (*Federasi Guru Independen Indonesia*/Federation of Indonesian Independent Teacher) in the middle of 2005. Harsono (2009) states that the effect of learning using lecture method on student learning outcome is difficult to measure; with the absence of prior knowledge and easy-to-forget subject there will be small possibility that students remember the learning content. Thus, it is hard for students to transfer their learning outcome to a new situation and in turn, low learning outcome.

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Teachers are demanded to have good teaching ability since conventional teaching method is no longer applied at present. In addition, they must have creativity in learning process and are capable of applying innovative learning. As a consequence, training and socialization are essential to improve teacher quality as an educator. To improve teacher quality involves the role of *Musyawah Guru Mata Pelajaran* (MGMP) (Subject Teacher Deliberation) institution as a place for teachers, especially Sociology Teacher, to develop learning as well as their quality so as they have professionalism and are able to develop an innovative learning for students. It is expected that the existence of MGMP of Sociology teachers could develop an innovative learning model; thus, they could improve learning quality as well as ability in managing the class.

Innovative learning is a learning process toward student-centered improvement that provides an opportunity for students to construct knowledge independently and mediated by their peers (Trianto, 2007). According to Jannah (2015), student's game addiction is generally in high category and the higher the game addiction level, the lower the student learning motivation. Students who are game addict spent most of their time to play game; thus they are lazy and pay less attention on school assignments and socialization activity.

Gadget has been used as a new way of social interaction, especially for meeting among the active gadget users. It indicates that social interaction in cyberspace using gadget is everyone favorite and has changed the way communication conducted. Students watch their gadget all the time and are ignoring their surrounding; thus, there are less greeting and joking among them (Harfiyanto, 2015). Accordingly, the roles of teacher at school as well as in the class has an influence on changes experienced by students; hence, it is expected that teachers could be more critical during teaching and learning activities in the class and create a fun class atmosphere to attract students' interest to be more focused on learning in school.

Computer technology is expected to be used to deliver a more interesting learning content including visualization of teaching material so as it will be more interesting for teenagers. Luhsasi (2017) states that YouTube-based economy-accounting learning videos are equipped with sound effect and animation that make students more interested in listening and learning the content presented. The development of video learning media indicates creativity in delivering content to college students. This creativity could foster efficient content understanding method thus content learning effectiveness could improve user motivation in learning.

YouTube is one of social media loved by teenagers. It is a learning media that is considered as appropriate and close to students. YouTube vlog is expected to help teachers in conveying diverse learning content and the teaching and learning activities in the class become more fun so students could be more active and think critically in responding the YouTube vlog showed by the teacher. Motivation to vlog about school indicates participative culture (Jenkins et al., 2006) and specifically aspects related to social relations and a belief that contribution is important.

Through MGMP of sociology, teachers are expected to improve learning quality and find an innovative learning model so that they become more creative in delivering the existing learning content. In addition, students could understand the content delivered and it could increase students' interest to learn and improve their learning outcome. The research aims to analyze YouTube vlog learning innovation.

II. METHODS

This research included in qualitative research (to explore data from Sociology teachers and school) and research and development method (to create an innovative learning model). The research was done by focusing on analyzing YouTube vlog learning innovation. Data collection technique used includes in-depth interview and observation. Interview was conducted with teachers who participated in MGMP of Sociology in Magelang District. Observation was done by listening to information from the Sociology teachers and observation on learning conducted, students' response and YouTube tutorial users and the deputy head of curriculum would then conducted observation at school.

The focus of this research is the use of You-Tube Vlog based learning media on sociology teachers in Magelang Regency. Through the use of utilizing media in the classroom, teacher mastery of technological developments, social media especially You-Tube, learning innovations and seeing the conditions and situations in teaching and learning activities when using You-Tube Vlog learning media can increase. Sources of research data were obtained through research subjects consisting of main informants, which are sociology teachers in total of 20 people. The data collection was conducted through observation (participatory observation), interviews, and documentation. The triangulation technique used in this study was source triangulation techniques to obtain data about the use of You-Tube Vlog based learning media.

III. RESULTS

There were several criteria of innovative learning model that must be considered, among others: teachers could understand and achieve learning objectives in every learning process. Teacher conveyed the learning objectives in the beginning of classroom learning process. Due to the learning objectives the learning process is expected to be achieved. The learning objectives used by the teacher to facilitate the delivery of learning content in the class. Teacher could select learning media appropriate to the learning objectives.

Students were actively involved in the classroom learning process. Students listened to the learning content conveyed by the teacher. They observed and created a concept of a learning media view used by the teacher. They could hold a discussion process with other students. They conveyed or presented the discussion results. They performed a question and answer with the teacher. Students concluded the learning content and benefits gained from the classroom learning process.

The teacher helped students to be able to change their behavior positively in various life aspects (personally as well as in group). Changes in student behavior could be shaped through fun learning process and by increasing their interest to learn. Interest to learn in the class could be stimulated using interesting learning media; one of them is YouTube vlog-based learning media. Teachers could use the YouTube vlog to make students more enthusiastic compared to when they used lecture method in learning process in the class.

There were several criteria of YouTube vlogs that could be utilized as a learning medium by the teacher, namely: the YouTube vlog to be presented in the classroom learning must be adjusted to content being studied or content delivered during the classroom learning process; content taken could also be adjusted to the textbook as one of illustrations or samples. Themes were given to each group of students formed by the teacher to facilitate them in analyzing the content of video displayed during the learning process. Moreover, students were given

with individual assignments, such as criticizing the social values and norms in the video and providing comment on the content of the video displayed.

The YouTube vlogs shown in the class were not only learning videos but also motivation videos for the students. Those videos were shown at the end of learning process in the class and after the group discussion. It is better for the vlogs shown in the learning to have samples from content explanation. The learning content would include 20% of the vlog part and the remaining vlog duration could be used to provide illustration of the content being studied. The learning content could be studied independently by the students through the textbooks. The real samples of the content, however, were still limited; thus, the vlog function could be used well as a learning medium in the class.

The vlog duration affected student focus. According to the research result, the vlog duration should be 10-20 minutes. It could not be too long since it could reduce student focus on the content and assignment given by the teachers



Figure 1: Students watching Youtube Vlog in class

(Source: Karamina, May 2019)

The use of YouTube vlog-based learning media in classroom learning made the class more effective and fun. In addition, teachers changed their learning method from learning media-assisted lecture method to problem-based learning (PBL) method or other methods. The vlogs were used to convey subject content in the class and teachers then formed learning groups for students to work on their assignments related to the YouTube vlogs. It was followed by discussion and group presentation. The YouTube vlog-based learning media were shown once a week in every class since students were given group assignment after the vlog shown to analyze the content and discuss it in group. These activities were followed by group presentation in the classroom.



Figure 2: One of Youtube Motivation Vlogs

(Source: Youtube The Akis, Maret 2020)

Teachers use a learning medium since it is more practical and effective in delivering the content. The teachers used android cell phone less than the students who were mastering the cell phone applications or social media. It was actually the basic reason why the teacher and students needed each other in creating more innovative learning.

Table 1: The benefits of YouTube Vlog for teachers and students on their use in learning sociology

No.	Before using YouTube Vlog Learning Videos / Lecture Methods	After using YouTube Vlog Learning Videos / Innovation Method
1	Students are less enthusiastic and easily sleepy in class	The classroom situation is more effective and pleasant
2	Students talking among themselves when teacher is giving lecture	Learners focus on vlog played, no one talks among themselves and daydreaming
3	Students feel bored and not interested in the material delivered by the teacher	Group discussions are more interesting
4	Students don't like social studies / sociology	It is more fun when teacher delivers the material through video / YouTube Vlog
5	Less interesting and boring lessons	It is more interesting learning material using YouTube Vlog
6	Subject matter is more difficult to master	Subject matter is easier to master

Source: Result from the Research in 2020

The students rarely used YouTube as a learning medium at home. They just found out that YouTube could be used for learning after the IPS teachers use the YouTube vlog-based learning media. The teachers provided them with links to YouTube channels or vlog titles to facilitate them in accessing the videos.

IV. DISCUSSION

Innovative and participative learning is a learning that orients to strategies, methods or efforts to improve students' positive abilities to enhance intellectual quality (science and knowledge mastery), emotional quality (personality) and spiritual quality. In the development process of the students' potential and abilities, innovative and participative learning put students' position and role as the most active (central) party and teacher only acts as a mentor, motivator and evaluator of students' learning activity. According to the existing research results, students were required to learn independently and teachers only delivered the learning objectives and some learning content. Subsequently, through the use of learning media, students were given assignment by the teachers to observe and hold a discussion related to the learning content existed in the learning media. The teachers observed and guided the students in the group discussion in the class.

A learning medium should be in accordance with social condition in the class. A good learning media yet unsuitable to the class condition will be hard to accept by the students. As stated by Gutiérrez dan Tyner (2012), a learning medium integrates social life into the curriculum in the class. Based on the research results, the learning media used in the class was YouTube vlog. The YouTube vlog is one of social media loved by teenagers and it is considered as suitable and close to students; therefore it can be used as a learning medium by teachers during teaching and learning activities in the class. The YouTube vlog could assist teachers in conveying diverse learning content. In addition, it could also make teaching and learning activities in the class become more fun and students could be more active and think critically in responding to the vlog shown by the teachers.

According to Beyer to have critical thinking and be creative require steps from teachers. The steps include introducing critical thinking, explaining skill procedures and regulations, indicating the use of skills by students, applying the skills by following the clear steps and rules and illustrating what happen in students' mind when the skills are applied. Regarding the research results, what the students did were paid attention on the teacher explanation on assignments to be done related to the YouTube vlog presentation and the appraisal process. The teacher guided the discussion process both in discussion among the students and group discussion. Towards the end of the lesson, the teachers conducted evaluation, drawn conclusion on learning conducted along with students in the class and applied the discussion result in students' daily life.

Pranoto (2017) explained that there are indicators in the use of digital visual media as a learning source, namely: collect information, formulate concept and develop concept. In the research results, the teachers used YouTube vlogs as learning media thus it became students' learning source. In addition to collect, formulate and develop the concept of the YouTube vlog content, students performed 5M (*mengamati, menanya, mencoba, menalar dan mengkomunikasikan*) or observing, asking, collecting information, processing information, and communicating according to the scientific approaches applied by the teacher in the class. These activities were conducted in group; hence, they could discuss independently. The teachers continued to monitor and became the mentor during the discussion activity, especially for students who needed assistance or explanation on things they did not understand. The students along with their group would have presentation in the class. The indicators facilitated teachers to make the classroom learning time effective.

Pradana (2017) stated that picture media developed into moving videos that are in accordance with content, storyline and the suitability between the video and the sound produced could be considered as suitable for

learning media. Accordingly, the research results found several criteria of YouTube vlogs that could be used as learning media. The criteria included the vlog must be in accordance with the content, it has appropriate storyline, video and sound, it contains message or meaning from social values and norms and its duration should be a consideration. Social values and norms were the focus in the video since some students had less respect to others and conducted deviant actions in the school environment. Therefore, cultivating values and norms in every classroom learning is a necessity. The video duration should be considered, especially for videos related to history since students often feel bored and sleepy when they learn about history; therefore, the video should be lasted for 10-20 minutes. Students could use the time for discussion with other group members regarding the video content that would be presented.

Oktavia (2017) argued that student as a content user is expected to gain literature (learning source) in a clear learning process, such as audio visual. The use of YouTube as a learning source is an external factor that influences individual's learning outcome. According to the research results, teacher used YouTube vlogs as learning media in the class, whereas students use them as a learning source at home. Some students who had no access to watch YouTube vlog could watch them together with other students who had the access; thus, cooperation still maintained outside the classroom.



Figure 3: One of Youtube Vlog videos

(Source: Youtube Vianindya, March 2020)

Fatmawati (2018) suggested that the use of media in classroom learning is a need that cannot be avoided. It is understandable considering the learning process experienced by the students relies on activity to add science and knowledge for their current and future needs. Teachers, on the other hand, could encourage students to be wiser in selecting video to watch. Based on the research results, the teachers used YouTube vlog-based learning media in the teaching and learning activity in the class. It helped students to develop content concept in the vlogs so that students' interest in the subject increased. The teachers also used the media to change student's perspective that social media could be used as an interesting learning medium.

The research result also supported by David (2017) that if vlog content is often watched there will be an establishment of attitude. Through YouTube vlog shown in the class, students could study harder and respect each other. In addition, the social values and norms prevailed in the community became a way of life and it would reduce deviant actions in the school environment as well as in the community.

The research was also in line with Astuti (2016) and Hamidi (2012) stated that the existence of innovative learning model applied in the classroom learning process using YouTube vlog learning media made learning better and more effective compared to learning using lecture method. The use of social media could influence social values in community social life. It also can be used as a learning source for students to improve learning outcome.

The innovative learning model could affect teacher quality in the learning process; thus, teachers become more creative, varied and innovative in delivering learning content in the class. Moreover, it could motivate students' learning motivation, learning outcome, interest in the learning in the class and creativity. If teachers could better use the innovative learning model an effective and fun learning could be created in the classroom. Teachers must be able to use the available learning media and they are required to be able to develop learning model in the class so as students could have more interest in following the learning process in the class.



Figure 4: One of illustration videos for material about ‘Cultuur Stelsel’

(Source: Youtube Historic Indonesia, March 2020)

The use of YouTube learning media could be maximized since teacher could make time effective and students seemed to be more enthusiastic and focus on learning. The YouTube vlog view in class could provide direct samples to students in establishing social skills to interact both in school environment and in community. The vlog could train students' self-confidence, especially for quiet students and they would learn by criticizing videos in YouTube that were considered appropriate for learning. It was indicated from their enthusiasm when they watched the vlogs in the class.

V. ACKNOWLEDGEMENT (Optional)

Teachers could perform learning innovation by utilizing science and technology development. Computer technology could be used to deliver learning content in a more interesting way including teaching material visualization and one of them is through YouTube vlog learning media. The vlog assists teachers to be more innovative and create a fun learning atmosphere in class. The use of YouTube vlog learning media could also establish changes in positive behavior since through the vlog cooperation and social interaction between students are entwined. Additionally, teachers could always be open to conduct learning innovation.

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