

Leveraging the Incorporation of Youtube and Whatsapp to Support Students Understanding and Learning Motivation in Senior High School

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ABSTRAK

Penggunaan media sosial di pendidikan tinggi menyediakan lingkungan pembelajaran kolaboratif dan meningkatkan keterlibatan teman sejawat serta interaksi antara pendidik dan siswa. Saat ini banyak siswa yang memanfaatkan media sosial dalam kesehariannya untuk memudahkan berkomunikasi jarak jauh tanpa harus bertemu langsung di sekolah. Media sosial penting bagi pelajar karena berfungsi sebagai tempat berkumpul dan mencari informasi. Oleh karena itu, integrasi media sosial ke dalam proses pembelajaran dapat menjadi inovasi strategi pembelajaran masa kini. Penelitian ini dilakukan untuk menganalisis persepsi siswa terhadap motivasi belajar terhadap penerapan pembelajaran online berbasis media sosial di SMA. Beberapa teknik pengumpulan data digunakan untuk mengumpulkan berbagai jenis data, seperti penelitian lapangan, observasi partisipan, dan wawancara mendalam. Pendekatan kualitatif digunakan untuk menganalisis data dengan menggunakan model analisis tematik. Proses analisis tematik melibatkan analisis data, di mana setiap pertanyaan berkontribusi pada pemahaman masalah penelitian dan menghasilkan pandangan holistik tentang gambaran keseluruhan. Hasil penelitian menunjukkan bahwa media sosial dapat membantu siswa dalam mengembangkan aspek kognitifnya. Motivasi belajar siswa meningkat karena beberapa faktor dalam media sosial, seperti konten yang beragam, sumber belajar yang beragam, serta hadirnya animasi, visual, dan audio. Dampak positif tersebut membuat siswa semangat belajar dan tertarik pada kegiatan kelas. Pada akhirnya, faktor-faktor tersebut juga berdampak pada perkembangan kognitif mereka.

ABSTRACT

The use of social media in higher education provided a collaborative learning environment and increased peer engagement and interaction between educators and students. Nowadays, many students used social media in their daily lives to easily communicate over long distances without having to meet directly at school. Social media was important for students because it served as a place for gathering and searching for information. Therefore, the integration of social media into learning process can be an innovation for today's learning strategy. This research was conducted to analyze students' perceptions of their learning motivation towards the implementation of social media-based online learning at Senior High School. Some data collection techniques used for collecting different types of data, such as field research, participant observation, and in-depth interviews. The qualitative approach was employed to analyze the data by using the thematic analysis model. The process of thematic analysis involved analyzing the data, where each question contributed to the understanding of the research problem and led to a holistic view of the overall picture. The result of this research shows that social media can assist students in developing their cognitive aspects. The students' learning motivation increases due to several factors within social media, such as diverse content, various learning sources, and the presence of animations, visuals, and audio. These positive impacts make students enthusiastic about learning and interested in classroom activities. Ultimately, these factors also have an impact on their cognitive development.

1. INTRODUCTION

Technological advances had many impacts in the field of education, especially in learning English as a foreign language. According to previous study the use of Information and Communication Technology (ICT) in learning English was able to help students improve their English skills (Khaloufi & Laabidi, 2017). Using ICT motivated students in learning English. In the context of English as a Foreign Language (EFL), ICT provided opportunities for English language learners to interact with native speakers using ICT tools such as social media Instagram, Facebook, and Tiktok, and to communicate via video such as Skype (Annamalai, 2017; Bystrova, 2020). This was because ICT provided a context for human-to-machine communication and a context for information, display, and sharing. ICT itself was a form of social media, where ICT was one of the results of technological advances (Baburajan et al., 2019; Bhattacharjee & Deb, 2016). Currently, social media was one of the technologies that developed rapidly and was one of the most widely used technologies by people all over the world, from students to parents. In fact, for all students, using social media was commonly used in various situations in their daily activities (Arif, 2019; Rands et al., 2021).

Social media was one of the means of information and communication technology that was used to communicate online remotely. Social media was also one of the most popular means of communication among ages. There were many types of social media, including Facebook, Twitter, Instagram, YouTube, Skype, Telegram, and others. Using social media also looked very easy and not difficult to do (Hutchinson, 2016; Messner et al., 2016). Previous study used YouTube to provide videos for EFL students in Indonesia to help them understand the topics being taught (Kusuma, 2022). This was implemented because YouTube had various learning videos that could support student learning. People could use these platforms for free by registering for free first. They tended to always use social media because it was fun and made them comfortable using it. In the context of EFL, using social media could allow them to develop students' English skills. Some facts revealed that English was the language most often used in social media. This was because English was an international language that was certainly used by all people in the world for them to communicate with one another. In Indonesia, English was used by students as a foreign language, and students only got English learning in certain places, such as schools, English courses, and universities. According to other study students used social media to communicate with each other and believed that mobile learning could facilitate them to learn anywhere and anytime (Ayuningtyas, 2018).

According to previous study social media people could also join and chat with each other in chat rooms on the internet (Pebriana, 2017; Yuliana et al., 2022). They could talk to each other, listen to their interlocutors, send and display pictures, and also view pictures. One of the reasons social media developed very quickly was because nowadays everyone seemed to be able to have their own media. If people today still used traditional media such as old television, radio, and newspapers that required a lot of capital, they wouldn't have been able to have them. People who used social media could access their social media through their internet network, even if the access they had was small and slow. They could do it themselves without the help of employees and others. According to previous study it was said that as social media users, we could freely edit, change, add, reduce, or even modify the text, images, videos, or other content (Ouyang & Scharber, 2017).

School students were among the current users of social media. This was because by using social media, students were able to easily communicate over long distances without having to meet directly at school. Social media was important for students because it served as a place for gathering and searching for information. Moreover, social media had become a part of everyone's lifestyle. Students who did not want to be outdated or considered old-fashioned by their friends made sure to have accounts on all social media platforms (Gupta et al., 2022; Vargo et al., 2003). Here, students usually used social media to express themselves and share content about themselves with many people, especially their friends and close acquaintances who also had social media accounts. Moreover, social media had become a platform where individuals could find opportunities to earn money. Those who possessed self-motivation had the potential to achieve success in their lives (Duffy & Azevedo, 2015; Vidić, 2021). The definition of motivation itself refers to the process through which a person strives to achieve a goal. Additionally, motivation plays a role in providing encouragement, guidance, and positivity. Thus, motivated individuals engage in activities and behaviors with enthusiasm, purpose, and direction.

Many studies have explored the impact of social media on students' learning motivation, and they have generated positive findings. Previous study conducted a study that indicated students can obtain various aspects of learning through social media (Mohd Sanusi et al., 2018). Previous study also conducted a study to determine YouTube as a source of information for students during the Covid-19 pandemic (Utami & Zanah, 2021). The findings of the study indicated that the use of YouTube served as an alternative learning method during distance learning. Another studied was conducted study the effectiveness of animation videos via YouTube in enhancing the interest of elementary school students in learning Indonesian (Lestari & Apoko, 2022). The research findings indicated that the use of animated videos via YouTube effectively

increased students' interest in learning. Other conducted a qualitative study on students' perception of English learning through the YouTube application (Gracella & Rahman Nur, 2020). The research aimed to explore how students perceive learning English using YouTube. The findings of the research revealed several positive aspects of using the YouTube application for English learning. It was observed that the application provided beneficial features and feedback to facilitate English learning and enhance language skills both in the classroom and at home.

Based on the previous studies, they showed that social media increase learning motivation. However, those studied did not explore profoundly how social media could improve students learning motivation according to students' views. In some of the studied above, there was still a lack of specific information related to students' perceptions of learning motivation leading to social media-based online implementation. Based on the explanation above, this research was aimed to analyze students' perceptions of their learning motivation towards the implementation of social media-based online learning at SMAN 1 Ubud. The school incorporated technology into the learning process, utilizing social media platforms such as YouTube and WhatsApp. These platforms allowed students to communicate with each other and engage in content discussions by leaving comments. This research aimed to understand how students perceived their motivation to learn in this social media-based online learning environment.

2. METHOD

This research was conducted using a basic qualitative approach, which involved various methods for collecting different types of data, such as field research, participant observation, and in-depth interviews (Creswell, 2014; Johnson & Christensen, 2020). The setup of the research took place at SMAN 1 Ubud, which was located in central Ubud, specifically on Suweta Street No. 4, Ubud, Gianyar regency, Bali. The participants in this study were students from Class XI at SMAN 1 Ubud. A purposive sampling technique was employed by considering that not all samples would possess the criteria necessary for studying the phenomenon (Sugiyono, 2016). The first criterion involved selecting students who had a clear understanding and experience in using technology. Secondly, all students who had smartphones were included as they could effectively access the internet, which was crucial for the research. Lastly, the researcher focused on students in Class XI at SMAN 1 Ubud.

Initially, interviews were conducted with students who demonstrated an understanding and experience in using technology. Based on the established criteria, ten students were ultimately selected to participate in the study. Therefore, the researcher utilized a purposive sampling technique, taking into account specific considerations and criteria to determine the sample composition for the study. Several data collection techniques used in this study including, implementation, observation, and interview.

The qualitative approach was employed to analyze the data by using the thematic analysis model (Braun & Clarke, 2006). Thematic analysis was a method used to identify, analyze, and report patterns or themes within the data. In this study, the process of thematic analysis involved analyzing the data, where each question or idea contributed to the understanding of the research problem and led to a holistic view of the overall picture. The analysis in this study involved describing, identifying themes, and making assertions. The activities included compiling the data, categorizing it into meaningful units, synthesizing the information, and identifying patterns and significant elements. This was followed by analyzing the data and making decisions about what to propose based on the findings.

3. RESULT AND DISCUSSION

Result

In findings, the first class lesson was held on March 9, 2023. The topic taught at that time was "Hortatory Exposition," where in learning this topic, the researcher taught understanding, text structure, language features, and also analyzed examples of Hortatory Exposition texts using social media (YouTube). Students watched the material that the researcher had prepared for them to study. After that, questions related to the material were asked. In this case, students were directed to answer several questions as a way to assess their understanding of the material. The learning process in class went very well. Many students were active in learning, such as answering questions correctly. They wanted to participate in the learning process effectively. According to the observation sheet, the researcher was able to record what was happening at that time. The students actively participated in class learning, which could be seen from their ability to answer some of the questions given by the researcher. They were able to answer questions related to the material properly and correctly.

In the second lesson in class, which was held on March 10, 2023 the topic taught was still the same as the first meeting, namely Hortatory Exposition. In this lesson, students were still directed to watch

learning videos on YouTube related to Hortatory Exposition learning. Then, it was followed by analyzing the structure of the text, for example, a Hortatory Exposition text. Here, students analyzed the parts of the text structure. Students were divided into several groups, consisting of four people in each group. They worked together to analyze the example text, and later the results were presented in front of the class. According to the observation sheet, the researcher was able to record what was happening at that time. It could be seen that the students wanted to follow the learning directions well. Besides that, they also wanted to complete the assignments given without any rejection. They were willing to ask questions if something was unclear and sought answers themselves by watching the learning videos related to the material on YouTube that were provided at the beginning of the lesson.

Then, the third lesson in class was conducted on April 13, 2023 where students were introduced to new material as stated in their learning book, namely the topic "Favorite Song." In this lesson, students learned to enhance their listening skills using YouTube. They were directed to answer questions in dialogues presented in their learning books through pre-prepared video conversations on YouTube. Following that, video learning materials related to songs were provided through YouTube. Subsequently, a series of quick questions were given to assess students' understanding of the learning video. According to the observation sheet, the researcher was able to document the happenings at that time. It was evident that the students showed great interest in learning this material. This enthusiasm stemmed from engaging in a group singing session based on the songs they selected, which made them excited to study. Moreover, when presenting questions related to this material, the researcher noticed that many students actively and correctly responded. During the listening session for the conversational dialogue, upon reviewing their answers, most students provided accurate and correct responses.

The last lesson was conducted on April 14, 2023 still focusing on the material "Favorite Song." In this lesson, students were directed to analyze the structure of songs. Prior to the analysis, the researcher provided an animated learning video that explained the structure of songs. Subsequently, students were given a song to analyze in groups. Each group then presented the results of their analysis in front of the class. Following the group presentations, quick questions were given using the WhatsApp application, and students were instructed to send their answers individually in a WhatsApp group created by the previous researchers. According to the observation sheet, the researcher was able to record the proceedings during that time. Additionally, individual questions related to the material presented in the learning video were well answered by the students.

The interviews were conducted to explore the students' perceptions regarding their learning motivation towards the implementation of online learning based on social media. The researcher carried out the implementation of English language learning in the XII PBB 1 class at the school, for a total of six sessions include interview. During the implementation, the researcher also observed the learning process in the classroom. After the implementation, the researcher conducted interviews to ensure clear communication and understanding regarding this research. The next step involved analyzing the responses and categorizing them based on pre-established codes. The use of social media assisting is show in [Table 1](#).

Table 1. The use of Social Media Assisting English Language Learning

Themes	Sub-themes	Participants (N)	Excerpts (N)	Sample Excerpts
The use of social media in assisting English language learning	Helps to understand the material easily	9	10	"It was very helpful in mastering the material, and social media could be used as a learning medium to enhance learning achievement." (Participant 2)
	Get various resources	9	16	"Because on YouTube there were lots of content creators who educated and provided knowledge about English." (Participant 3)
	Improve students ability to process information	5	8	"On social media, there were lots of explanations about the material that I had received in class, and this really helped me to support the explanation that had been given by the teacher in class." (Participant 9)

During the learning period, students learned English using social media, namely YouTube and WhatsApp. According to the data presented in Table 1, students (n=9) expressed positive opinions about the use of social media in English language learning. They mentioned that social media greatly helped them in the classroom, such as aiding their understanding and mastery of the given material. Therefore, social media served as one of the learning tools that could enhance their learning achievements. Participant 3 shared their personal experience using social media in English language learning, stating, "Social media was very helpful in mastering the learning materials in class because sometimes the materials provided by teachers were difficult to comprehend."

Based on the results of other interviews on the use of social media in learning English, participants (n = 9) stated that using social media in learning English could help them access various learning resources. Participant 9 mentioned, "The existence of other learning media such as social media makes it easier for me to find explanations about things that I don't understand." They found it easy to locate different sources of explanation to support their learning. Additionally, using social media platforms like YouTube was convenient as it could be accessed from home, school, or any other location. Participant 8 expressed, "I think learning through YouTube is simple because we can study anywhere."

In other interviews, it was found that participants (n = 5) mentioned that the use of social media in learning English could enhance students' ability to process the information they received. Participant 1 stated, "On social media, there is also more comprehensive information from various references. Sometimes, I read multiple references and draw conclusions." The information they obtained through YouTube proved to be beneficial in supporting classroom learning and had an impact on students' better understanding of the explained material. Participant 9 also expressed, "Social media provides numerous explanations about the material covered in class, and it greatly helps me in supporting the teacher's explanations." Social media can increase their motivation is show in Table 2.

Table 2. Social Media Can Increase their Motivation

Themes	Sub-themes	Participants (N)	Excerpts (N)	Sample Excerpts
Social media can increase their motivation	Access to engaging content	6	9	"On YouTube social media, I looked for content about learning such as explanations of the material I was studying." Participant 5
	Visual and auditory learning	8	10	"I saw explanations with animations that were easy to understand." Participant 7
	Flexible learning environment	7	12	"Learning to use YouTube and is that we can study anywhere and it's very practical." Participant 9

In Table 2 learning using social media could increase student learning motivation. From the data that was presented above, the participants (n = 6) mentioned that in learning to use social media, it provided them with varied and interesting learning content. In this case, YouTube offered a variety of educational content, including learning videos, tutorials, and lectures. As stated by participant 5, "It was quite fun, especially when it was packaged in interesting content, so it wasn't boring and I could understand it more easily." Participants commented that the availability of diverse content on YouTube could enhance their motivation to learn, as they could explore various topics in an interactive and visually appealing manner.

Then, in the results of other interviews, participants (n = 8) mentioned that their motivation had increased due to using social media in learning English because there was visual and auditory learning. They stated that the combination of visual explanations, animations, and audio in learning videos on YouTube had enhanced their understanding of the learning materials, thus increasing their motivation to learn. Participant 8 expressed, "I thought it was quite enjoyable because there were numerous animations that could spark our interest in a lesson."

In another interview, the participants (n=7) said that using social media to increase their learning motivation created a flexible learning environment. As said by participant 8, "I thought learning to use YouTube was simple because we could study anywhere." In this case, besides YouTube being an easy application to use, this application provided the flexibility to access learning material anytime and anywhere. The convenience of learning through YouTube, whether at home, at school, or anywhere, greatly contributed to their motivation.

Discussion

The first research question examined students' experiences in teaching and learning using social media related to cognitive aspects. In this study, the researcher conducted treatment by implementing social media as a learning medium in English lessons and got the result that social media acted as a tool to help students in their learning. Among them were helping students to understand the material easily, getting various resources, and improving students' ability to process information. Student responses to social media helped them in learning English; namely, they could easily understand the learning material. Sometimes, if they only relied on the teacher to understand the subject matter that had been explained in class, it made some students not understand. The packaging of content on the platform was simple but clear therefore, social media such as YouTube and WhatsApp made it easier for them to understand it better. This was also supported by previous research that learning videos on YouTube provided them with a lot of information to help students understand the material well (Binmahboob, 2020). In addition, other study stated that the use of YouTube could easily increase students' interest in learning English (Fansury et al., 2020). In this study, researchers found that the platform could teach many skills in mastering English. So it can be concluded that using social media in learning English had a positive impact on students because by doing so, students became more active in participating in class learning and wanted to participate in ongoing learning activities. This was supported by previous research examining seventh-grade junior high school students, who said that with YouTube, they would feel more able to retrieve information and increase their cognitive knowledge (Yulianti et al., 2019). This research was conducted by conducting interviews with students who revealed that social media could help develop students' ability to make comments in the form of notes on YouTube comments (Yeo, 2021).

Furthermore, social media helped students in learning English, one of which was getting various resources. In this case, using social media in learning English helped students to access various kinds of learning resources for them to learn. Students revealed that with social media, it made it easier for them to find various learning resources related to the material they were studying. With this, social media presented various learning videos that they could use for their learning needs. This was also in line with previous research where YouTube itself was a multidimensional resource, which meant that there were various video sources in all fields of knowledge that were easy to access (Firat & Laramee, 2018). So it could be concluded that social media could be used as a strategy to get references in the teaching and learning process, and on this platform, it offered appropriate alternative sources of education. This was supported by previous research regarding students' perception of English learning through the YouTube application, which found that YouTube offered many learning resources that helped students find videos related to learning English (Wu & Nian, 2021).

Then social media could also improve students' ability to process the information they got. In this case, the students revealed that in social media, there was a lot of important information that was more complete from various references. So, in this way, it was able to help them to conclude or summarize the material they learned from the information obtained. Previous research regarding the use of YouTube as a teaching medium in increasing interest and motivation to learn found research results that students could independently search for information, increase their knowledge, and learn to practice on their own with what was practiced on YouTube (Mujianto, 2019). So it could be concluded that the information they got through social media, such as YouTube, was useful in supporting classroom learning and became an overview of the material being taught, which had an impact on students' better understanding of the material they were learning. With YouTube, students were more responsive in receiving information and material taught by the teacher and made it a real example of a description of the material being taught (Singh. & Prasad Singh, 2021; Utami & Zanah, 2021).

The second research question examined how students' experience in teaching and learning using social media was related to their learning motivation. Researchers conducted interviews with students to find out their perceptions related to their learning motivation. Their learning motivation was formed due to several factors, namely social media provided access to engaging content, offered visual and auditory learning, and presented a flexible learning environment. From the results of this study, students revealed that social media platforms like YouTube and WhatsApp provided varied and interesting learning content. Additionally, students also mentioned that learning using YouTube was quite enjoyable, especially when it was packed with interesting content. This was in line with previous research related to the use of YouTube as a teaching medium in increasing learning interest and motivation, which stated that learning through YouTube made students feel happy and not bored (Mujianto, 2019). Thus, learning did not seem boring and made it easier for students to understand the content of information and enhance their knowledge through YouTube rather than understanding material presented conventionally in class. So it could be concluded that this application offered a variety of educational content, including many learning videos, tutorials, and lectures. This provided them with motivation to be active and increase creativity in learning. YouTube was

an active, innovative, and authentic source of learning in the classroom, motivating them to learn English (Karim, 2015; Sakkir et al., 2020).

The researcher also found that students' learning motivation increased due to the use of social media in learning English because there was visual and auditory learning. In this case, students said that they felt happy learning using social media such as YouTube because there were many interesting animations that stimulated their interest in the learning content. Previous research examined the effect of using audio-visual media on YouTube, which revealed that learning through audio-visual media made students look more enthusiastic and active in the teaching and learning process (Astriyani & Fajriani, 2020). YouTube itself was an audio-visual medium that allowed students to understand and grasp lessons from what they had heard and seen in YouTube videos. So, it could be concluded that the combination of visual explanations, animations, and audio contained in YouTube learning had helped students increase their learning motivation, leading to an increase in their curiosity about learning. This was also claimed by previous study that animated learning videos were able to attract students' attention and make class learning, which was originally boring, more meaningful (Gracella & Rahman Nur, 2020; Lestari & Apoko, 2022).

Further results revealed that using social media in learning English created a flexible learning environment. Students said that using YouTube and WhatsApp were simple applications that they could use to study anywhere and anytime. In this case, students became more flexible and could use YouTube if they wanted to re-access material they had missed and learn it again wherever and whenever. Like previous research regarding the use of YouTube for learning English, which stated that accessing YouTube was very easy because the platform did not have special requirements to access it, so everyone could access the application (Dabamona & Yunus, 2022). So it could be concluded that besides YouTube, which was an easy application to use, this application could give students the freedom to access learning material outside of class. Because if at any time they forgot the learning they had received in class, this YouTube social media application would be able to help them find the learning material again. Most students said the YouTube application improved their English skills in class, at home, or anywhere else.

It can be concluded from the research stages that were passed, based on previous research. It can be concluded that social media helped facilitate students in the learning process, especially in aspects of the cognitive domain that showed more students' understanding in learning. It was supported by the cognitive emergence during the teaching and learning process in class. Researchers found students' willingness to learn and their understanding of the material improved when using YouTube and WhatsApp. Students acknowledged the impact of using social media, which also supported the results of this research, such as helping students to get various kinds of interesting learning resources, so that they could improve students' ability to process the information they got with social media. Then the use of social media in learning was also proven to be able to increase their learning motivation because YouTube itself had access to interesting content that kept students interested in learning and not getting bored quickly. In addition, YouTube also provided good visual and auditory learning, helping students understand the material very easily and increasing their interest in the learning provided. And the use of social media in learning English could create a flexible learning environment that could be done anywhere and anytime. With this, of course, students were more enthusiastic about learning because apart from being easy to use, the application could also be accessed anywhere and, of course, it was very fun for students.

4. CONCLUSION

The research design employed was qualitative descriptive research, which involved a comprehensive, extensive, and in-depth investigation of the situation under study. The researcher implemented the use of social media, specifically YouTube and WhatsApp, in the eleventh grade first language class over a period of five meetings. Students' perceptions regarding their learning motivation in relation to the use of social media, and obtained positive results. The students' learning motivation increased due to several factors within social media, such as diverse content, various learning sources, and the presence of animations, visuals, and audio. These positive impacts made students enthusiastic about learning and interested in classroom activities. Ultimately, these factors also had an impact on their cognitive development.

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