

UTILIZING THE INSTAGRAM REEL FEATURES IN PROJECT-BASED LEARNING

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ABSTRACT

This article aims to describe the use of the reel feature on Instagram social media accounts in project-based learning. Learning that uses this feature is the Journalistic Language Variety and Phonology course for students of the Indonesian Language and Literature Education Study Program. In the Variety of Journalistic Languages course, students are given a project to make citizen journalism containing news on the Cianjur earthquake, while in the Phonology course, students have discussions on Phonology material that they understand individually. Previously, students made plans or drafted material that would be used as content on Instagram reels. The method used is the qualitative method. From the results of student assignment projects, five videos were uploaded on Instagram reels regarding citizen journalism, and twenty-one videos discussed phonology. Aspects of video assessment include: 1) conformity with the theme or course assignment, 2) ideas and messages conveyed, 3) originality, and 4) shooting and editing techniques.

Keywords: media utilization, project-based learning, Instagram reels

INTRODUCTION

Learning in the digital era requires educators to use learning media creatively. This is because learning must be aligned with technological developments. Likewise, students who are a generation of technology users certainly demand that educators follow the current student learning pattern. Adawiyah et al. (2019) argue that it is also necessary to think about how to create effective and efficient learning for students who are generally the millennial generation. The millennial generation, or generation y, is a generation that has the characteristic of doing many things using various technological devices, completing work in one window in the form of digital device screens sending messages, watching, and reading simultaneously, and generations surrounded by various stimulations using visual language (Nurannisaa in Adawiyah et al., 2019). This is also corroborated by Rahayu (2017), that the character of students is familiar with technology and also the ability of schools to have technological equipment, directing teachers and schools to immediately integrate ICT (information communication and technology) in learning. ICT-based learning cannot be separated from the use of devices, especially the use of cell phones or smartphones. Smartphones contain various applications and information that students can access. In general, students have social media accounts, such as Facebook, Twitter, Instagram, WhatsApp, Telegram, and others social media. Data quoted from We Are Social (in Mahdi, 2022), the number of active social media users in Indonesia reached 191 million people as of January 2022, which has increased by 12.35% from the previous year, which was only 170 million people. The percentage of WhatsApp social media usage reached 88.7% of the most users, secondly, there were Instagram and Facebook with respective percentages of 84.8% and 81.1%, while Tiktok and Telegram were 63.1% and 62.8%. If you look at the wider accessibility of social media, it is Instagram. Instagram has a very interesting feature for uploading photos

and videos easily and can be adapted to the needs of its users (Nurfaida et al., 2022). In previous studies, Instagram social media is often used as a learning medium. The research conducted by Veygid et al. (2020) focuses on analyzing features of the Instagram application as an online learning medium in Biology subjects, which suggests that this Instagram application is very familiar and user-friendly, easy to use among the millennial generation and is very suitable as a learning medium. This is also in line with what Ismail and Fatoni stated; Ismail (in Vitasari & Hasanudin, 2022) that Instagram has interesting and frequently used features, can apply various digital filters, take photos and videos and share them on various social media. Instagram features that are often used and easily accessible are Instagram reels. Instagram Reels is one of the newest and most popular Instagram features that have a working function similar to the TikTok application. These reels feature functions as a means of self-expression, creating innovative or creative videos using transitions so that videos can look more attractive (Amalia and Anggraeni, in Vitasari & Hasanudin, 2022). In the Semester Learning Plan for the Variety of Languages Journalistic and Phonology course, there are project-based assignments in the form of citizen coverage (videos) and videos discussing Phonology material which must be uploaded to Instagram social media. Project-based learning (project-based learning) is a learning model that uses projects as a learning process to achieve three competencies, namely attitude (affective), knowledge (cognitive), and skills (psychomotor) competencies (Mayangsari, 2017). In carrying out this project, students will experience and be able to learn the concepts of learning models and learning strategies that are in accordance with the material characteristics of journalistic and phonological languages accompanied by the experiences students have. Moriarty (2017) also argues that project-based learning is an innovative method, emphasizing contextual learning through complex activities based on problems carried out through certain activities (projects). With this model, students are encouraged to be more active in participating in learning and can develop critical thinking skills, so they can practice conducting their own investigations and discoveries. In carrying out this research, an assessment was made on the results of videos uploaded by students to Instagram social media accounts using the Instagram reels feature.

METHODS

The method used in conducting the research is a qualitative method, with an instrument in the form of a performance appraisal sheet which contains four aspects of assessment, namely: 1) conformity with the theme or course assignment, 2) ideas and messages conveyed, 3) originality and 4) technique shooting and editing. In addition, there is an observation sheet to describe the project implementation plan for the tasks carried out. Determination of the sample with the intended sample, namely the results of student assignments in the Phonology and Variety of Journalistic Language courses, the Indonesian Language and Literature Education Study Program, FKIP, Suryakancana University.

RESULTS

The data obtained from the results of the research implementation were thirty-three videos discussing Phonology material and five citizen journalism videos. The thirty-eight videos uploaded on the Instagram reel vary with varying durations. Students use a video editing application before uploading the final video to Instagram. Editing applications used include CapCut, Canva, Inshot, Kinemaster, Powerpoint, Screen Recording, VN, You cut, Animaker, Wonderful Filmorago, and Pinterest images. The applications used are applications that support making videos on Instagram reels. There were 21 videos with the help of Canva (in the Phonology course), 23 students used cap cut (Phonology course), and 3 students in the Journalistic Language Variety course.

Table 1 Research Data Recap Using Video Editing Applications

Application	Number of Users		Total Students	
	Phonology	Journalism	Phonology	Journalism
1. Canva	21		33	5
2. Cap cut	23	3		
3. Kinemaster	2			
4. In short	1	1		
5. PowerPoint	1			
6. Screen Recording	2			
7. VAN	2			
8. Pinterest Images	1			
9. You cut	1			
10. Animaker	1			
11. Wonderfull Filmorago	0	1		

While some students use other video editing applications, the results of the student assignment video assessment for the Jurnaistic Language Variety (RBJ) course showed there are two videos that get a score of 4.9 or around 40%, two videos get a score of 4.6 or 40%, and 1 video gets a score of 4.5 or 20%. Meanwhile, in the phonology course, 14 videos got a score of 4 (41%), three videos (8.82%) got a score of 4.9, three videos (8.82%) got a score of 4.3, two videos (5.88%) get a score of 4.6 and two videos (5.88%) get a score of 3.7; two videos (5.88%) with a value of 3.4 and two videos with a value of 3.3. While the remaining video each (2.9%) gets a value of 4.2; 4.7; 3; 3.7; and 3,9.

Table 2 Analysis of Instagram Video Reels

No	Video Code	Aspek Penilaian				Total Value	Description
		Theme Suitability (30%)	Ideas and Messages (30%)	Originality (30%)	Photography and Editing Techniques (10%)		
1.	RIG-01	5	5	5	4	4,9	MK RBJ
2.	RIG-02	5	4	5	3	4,5	MK RBJ
3.	RIG-03	5	5	5	4	4,9	MK RBJ
4.	RIG-04	5	5	4	4	4,6	MK RBJ
5.	RIG-05	5	4	5	4	4,6	MK RBJ

6.	RIG-06	4	4	5	3	4,2	MK FN
7.	RIG-07	4	4	4	4	4	MK FN
8.	RIG-08	5	4	5	5	4,7	MK FN
9.	RIG-09	3	4	5	4	4	MK FN
10.	RIG-10	4	4	4	4	4	MK FN
11.	RIG-11	5	3	4	4	4	MK FN
12.	RIG-12	4	4	4	4	4	MK FN
13.	RIG-13	4	4	4	4	4	MK FN
14.	RIG-14	3	3	3	3	3	MK FN
15.	RIG-15	5	5	5	4	4,9	MK FN
16.	RIG-16	5	5	5	4	4,9	MK FN
17.	RIG-17	4	4	4	4	4	MK FN
18.	RIG-18	4	4	4	4	4	MK FN
19.	RIG-19	5	5	4	4	4,6	MK FN
20.	RIG-20	4	3	4	4	3,7	MK FN
21.	RIG-21	5	5	4	4	4,6	MK FN
22.	RIG-22	5	5	5	4	4,9	MK FN
23.	RIG-23	4	4	4	4	4	MK FN
24.	RIG-24	4	3	3	3	3,3	MK FN
25.	RIG-25	4	5	4	4	4,3	MK FN
26.	RIG-26	4	4	4	4	4	MK FN
27.	RIG-27	4	4	4	4	4	MK FN
28.	RIG-28	5	4	4	4	4,3	MK FN
29.	RIG-29	4	3	3	4	3,4	MK FN

30.	RIG-30	4	3	3	3	3,3	MK FN
31.	RIG-31	4	3	3	4	3,4	MK FN
32.	RIG-32	4	4	4	3	3,9	MK FN
33.	RIG-33	4	4	4	4	4	MK FN
34.	RIG-34	5	4	4	4	4,3	MK FN
35.	RIG-35	4	4	4	4	4	MK FN
36.	RIG-26	4	4	4	4	4	MK FN
37.	RIG-37	4	4	4	4	4	MK FN
38.	RIG-38	4	4	4	4	4	MK FN

DISCUSSION

Project Task Process

The implementation of this project-based task goes through stages or processes carried out by students. These stages include:

1. Find a topic.

In the Phonology course, students are given the task of providing an explanation of the Phonology material they understand. The material selected from the results of group presentations and other material that is understood and needs to be known by many people. Meanwhile, in the Variety of Journalistic Language course, the topic of the assignment has been determined, namely regarding the news after the Cianjur earthquake at each student's domicile.

2. Understanding Material

In the Phonology course, students carry out the stage of understanding the material that will be delivered and make a video. In general, students understand the material by reading and making notes about the selected material. Apart from that, students also understand the situation and make texts to be read aloud (in the Journalistic Language Variety course).

3. Create a video concept

Some students supervise the videos that will be made. What kind of video concept will be uploaded? Making the concept of this video is also an important thing to do so that the results of the video quality are good, easy to read/audible, and understandable.

4. Create videos

The materials that have been made and prepared beforehand are then made into a video with a time duration adjusted to the duration of the Instagram reel, which is 15 – 90 seconds. The 38 videos that were uploaded were videos that had been edited beforehand for the sake of viewing on the Instagram reel.

5. Video editing

Video editing by students, assisted by other video editing applications. There are eleven applications used by students in video editing. The most used applications are Canva and CapCut.

6. Upload a video

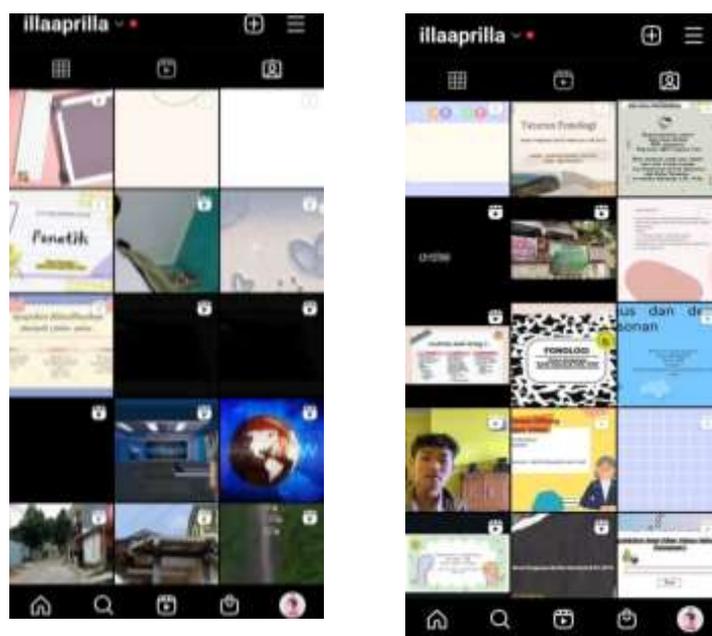
The Instagram reel feature has a time limit, so students need to adjust the video time to the duration on Instagram. There is one video that requires uploading three times because the duration of the video is too long, namely RIG-06.

Use of Instagram Reels

The Instagram reel feature is used when uploading videos edited by students because, generally, videos made by students are edited in other applications. This is due to make it easier to upload on Instagram reels and make videos more interesting. The use of features in this Instagram application is more accessible to other people because the percentage of Instagram users is 84.8%. Berikut tautan yang memuat tugas reel instagram mahasiswa https://www.instagram.com/s/aGlnaGxpZ2h0OjE4MDU4MjQyNTg2MzY5NTcw?story_media_id=3007955461722596972_300678910&igshid=YmMyMTA2M2Y= (mata kuliah fonologi) dan https://www.instagram.com/s/aGlnaGxpZ2h0OjE4MjYxMzExMjA5MTg3Njg0?story_media_id=3000709770398751596_300678910&igshid=YmMyMTA2M2Y= (Journalistic Language Range/RBJ course)

Video Results Analysis

Based on video assessment table data with four aspects of assessment, namely suitability of the theme (30% weight), ideas and messages (30% weight), originality (30% weight), and shooting and editing techniques (10% weight), with a range assessment 1-5, the results obtained were thirty-eight videos from two courses 36 videos, almost all or 94.73% presented themes that were appropriate to the project assignment, 30 videos or 79% presented good and understandable ideas and messages, 33 videos presented originality or 86.84%, and 32 videos showed good shooting and editing techniques, or around 84.21%. That one video has a concept error or misperception, namely a video with code RIG-09. The originality of the video can be shown by the original video concept made by students, as well as the sound used on the Instagram reel. Videos that have memes The highest scores in two courses were five video assignments on the Instagram reel, namely with the video codes RIG-01 and RIG-03 (from the Journalistic Language Range course, as well as RIG-15, RIG-16, and RIG-22 in the Journalism course). Phonology.



Picture 1 Documentation of Instagram Reels

CONCLUSION

Based on the results and discussion presented, it can be concluded that the use of Instagram reels feature can be used as a place to present project-based assignments for students, produce creative videos and find out students' understanding of the material they have obtained during lectures. Most students use video editing applications before uploading to Instagram reels, and the most widely used are the Canva and CapCut applications. The results of the student videos show that almost all videos present appropriate themes and are original. As for ideas and messages, there are several videos where the sound and writing contained in the video are unclear.

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