

**THE EFFECTIVENESS OF THE YOUTUBE CONTENT KINEMASTER
APPLICATION IN LEARNING INDONESIAN LANGUAGE
(STUDY OF DEVELOPMENT
OF REASONING STUDENTS OF FTIK UIN DATOKARAMA PALU**

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ABSTRACT

This observational study aims to see how far students' interest in learning Indonesian courses has developed through the use of the YouTube content kinemaster application recording device during the Covid 19 Pandemic online and after the decline of the covid 19 pandemic offline. This observation method uses a qualitative descriptive approach with view student comments online and offline and distribute questionnaires openly. The observation population was randomly assigned to 500 people. Meanwhile, the research sample was set at 10% of the population of 50 people based on the department/study program for students of the Faculty of Tarbiyah and Teaching Science (FTIK) Datokarama State Islamic University (UIN) Palu, Central Sulawesi Province. The final results show that the content shared with students consists of the type and variety of content, such as Indonesian language learning materials, literature (stories, saga, romance/novels), history, religious knowledge, business management, communication, humanity, social ethics, and entertainment. Total content as much; 590 contents with 26,372 viewers and 819 subscribers. This amount reaches 52% of the research sample. This number is still categorized as quite high. In contrast, the group of students who succeeded in achieving 52% (strongly agreed) of the research sample with various success categories. The group of students (sample) who obtained various scores total 24 people or 48%. The 24 students consisted of an average score achieved by 7 students or 14%, scores (scores) disagreeing achieved by 5 people or 10%. Meanwhile, scores strongly disagreed achieved the highest frequency, namely; 2 people or 4% to reach 48%.

Keywords: Kinemaster application, Youtube content, Indonesian language, reason development.

INTRODUCTION

Darmuki & Hariyadi (2021), Subarjo (2021), and Hidayat (2016) agree that everyone who learns a language can develop one's cognitive, intelligence, insight or reason development. Likewise, Rafli, Zaenal and Lustyantje (2015) said that to increase knowledge and develop insights, continuous learning efforts are needed. Simartama, Ikkal, Nasution (2019), Arifin & Ekayati (2022) said that effective learning must be well planned. Therefore, according to Saliwangi (1991), Richards, Rodgers (1999), Iskandar (2000), and Gereda (2020) needed a technique, strategy and method. Likewise with learning linguistics such as linguistic history, etymology (origin of a word), phonology, morphology, syntax, and discourse.

Curran (1976), Mahmud & Idham (2017:112), Tarigan (2009) and Lesmana (2020) present the techniques, models and strategies they have implemented, including; (1) The Direct Method or (ML) that was pioneered by Berlitz and Jespersen in the 19th century through the provision that studying the language was carried out directly; sound of letters, syllables, words, and groups of words without the influence of a second language (second language), (2). Translation Method. MT (the translation method) specifically for BIPA, (3). Audio Lingual

Method. MAL which focuses on language structure, and reduplication. In addition, Madusari et al. (2009), Mahmud and Hidayat (2016), Sumaryadi (1988) said that the most important thing is attention to pronunciation (pronunciation), syntactic structures in depth. Meanwhile Dwijayanti TA, G. Mujianto (2017), Anwar (2021), Daryono, Fuad, Firmansyah (2020) mentions several techniques and strategies for the MAL method, namely; (1) Repeated presentation of short dialogues or texts, listening without looking at the text (2). Spontaneous imitation and effort to memorize, (3). Attention to content (dialogue/content). (4) Dramatization in class. (5) Strengthening exercises in the form of assignments at home/school/campus. The discussion group-based method in language learning means that the process of learning language can be done in groups. Lie, Tamah, Gozali, Tridayati (2020) suggests that through class discussion groups students can express ideas and speak accurately.

Another opinion was put forward by Rusyana (1984) that there are other methods such as The total physical response method which is based on two assumptions: Listening is perfectly developed and effective. This method was popularized by James Asher, a psychologist in the United States who gathered the main ideas to dominate total physical response methods such as; (1). Understanding of spoken language is developed in speaking, (2) memory is obtained through student body movements in response to discussion participants (3) students are not forced to speak before they are ready. Selection, determination, and systematic preparation of teaching materials so that students can easily absorb and master them. Furthermore, Rafli and Lustyantie (2015), Surakhmad (1980) stated that several kinds of these methods can be used effectively. Iskandar (2000) and Soewardikoen (2019) state that deepening Indonesian material through class discussions can shape language ethics, develop reasoning, and imaginative abilities. This is why millions of students in various public and private universities want lecturers as teaching staff to use IT for various applications.

Ommagio, Alice (1986) mentioned that learning Indonesian is directed at improving students' ability to communicate properly, correctly, and accurately both in writing and orally through IT applications Sofan (2013). In essence, deepening Indonesian language courses can educate a person, excite a love for world and Indonesian literature. Sugono (2009), Sari, Budiyo, and Purba-silampari bisa (2022), Wahyuni (2020), Hartono & Heny (2020), Haningsih (2020) Pilgrim & Bledsoe (2011). The time has come for all teachers (teachers or lecturers) in all secondary education institutions or higher education institutions to use the latest technology to support students' intelligence to various applications that are the easiest, easiest, even somewhat complicated and most complicated for positive knowledge for students.

Sari (2020) asserted that Indonesian people do not easily separate themselves from smartphone technology because they are supported by inter-island relations. By using social media such as Facebook, Twitter, YouTube. Wahyuni (2020) states that Indonesian people have instant communication such as; Line, Whatsapp, WeChat and BBM. Students in various parts of the world have used internet services as expressed by Ismail, Rini & Rahmat (2022) that through the Yahoo and Google networks, they have penetrated the coffers of phases 17-20, phases 25-30, phases 35-50, even the age phase of 55-65 and 70 years with a total of 65% of the total population of Indonesia. Andreas Kaplan and Michael Haenlein who consider social media as the most effective, powerful and efficient media with various considerations of power and time. Standard jumps 2.0, -4.0 to 5.0 cause trans-user-generated content to the latest super-sophisticated robotic technology in people's communication networks man.

Ivan, Waspada, Jasjfi (2020), Adisantoso (2021), Selwyn (2009) Masyi'ah (2022) concluded that nowadays everyone has penetrated cyberspace or social media. Aspari (2016:11), Madge, Meek, Wellens & Hooley (2009) stated that utilizing social media such as Facebook to access learning media has been around for a long time. The use of facebook is explained by Couillard (2009). Pilgrim & Bledsoe (2011) showed that the power of social media in the latest

technological era is in great demand among teenagers (students, even everyone who is in the social strata (employees, entrepreneurs, artists, technocrats, politicians, and other professions). Utilizing YouTube content as a learning medium lies in the aspect of interaction and sharing of information that supports it. Utilization of Facebook for higher education was put forward by Ku, Pei-Yi, et al (2012), they used Facebook as a learning medium for computer science students. The results of this study improve the quality of the work of course participants. Mohamed & Guandasami (2014) highlighted that the influence of technological advances shows that social media is an alternative as a means of teaching and learning in the era of modern technology. Kiftiyah, Sagita & Ashar (2017), Ghazali, A. Gratitude (2010) showed that the use of social media (youtube and others) as learning media increases student enthusiasm to increase insight and develop reason. Couillard (2009) also mentioned that through YouTube, students will get teaching materials and make videos that are uploaded to that account. Students will be enthusiastic about doing their assignments because it relates to the assessment of those who like (like) or dislike (dislike).

The steps that have been taken by the teacher (lecturer) as a learning medium include:

1. Create a YouTube account.
2. The teacher provides (purchases a number of recording devices/software (android phones, cables and support poles, data pulses, and others) that support recording student activities in class.
3. Students are happy to follow the teacher's directions to be recorded during Indonesian language learning.
4. In addition to watching videos uploaded by lecturers, students are asked to rate through the comments column on video management.
5. Students are seen scrambling to comment during class discussions and trying to argue as best they can.

According to Erjavec (2013), the benefits of social media or social media, especially YouTube content with the kinemaster application, have a positive effect on the teaching and learning process inside and outside the classroom. Apart from that, the kinemater application is very easy to learn, it is also very fast in terms of editing and uploading.

METHOD

Research that uses qualitative methods prioritizes processes in the observation process (Moleong in steadfast, 2017: 196). The source of the data in this study is videos on YouTube which are recorded through the kinemaster application in the form of language learning materials and other various content carried out by lecturers and students.

Figure 1. Evidence of YouTube Content Learning through the kinemaster application.





Table 1. Youtube results for 1 year in various content

No.	Type/Variety of Content	Number of Viewers	Subscribe	Number of content
1.	Indonesian material	3.000		
2.	Literary Material	1.000		
3.	Human Content	6.000		
4.	Religion	372		
5.	Entertainment	10.000		
6.	Other	6.000		
	Amount	26.372	819	590 konten (The amount increase s everyti me).

The results of observations of the responses of students from various majors at the FTIK UIN Datokarama Palu, Central Sulawesi Province are as follows:

This number is still categorized as quite high. In contrast, the group of students who succeeded in achieving 52% (strongly agreed) of the research sample with various success categories. The group of students (sample) who obtained various scores totaled 24 people or 48%. The 24 students consisted of an average score achieved by 7 students or 14%, scores (scores) disagreeing achieved by 5 people or 10%. Meanwhile, scores strongly disagreed achieved the highest frequency, namely; 2 people or 4% to reach 48%.

Table 2. Student Respondents' Acquisition Scores for learning Indonesian through Youtube content with the Kinemaster application

No.	Student Response	Amount	Percentage %
1.	Strongly agree	52 People	52 %
1.	Agree	24 People	48 %
2.	Just normal	7 People	10 %
3.	Don't agree	5 People	14 %
5.	Strongly Disagree	2 People	4 %
	Amount		

CONCLUSION

Based on observations, it was found that the use of recording devices through the kinemaster application on YouTube content when learning Indonesian in the form of online and offline in several departments and study programs for students of the Faculty of Tarbiyah and Teacher Training at the State Islamic University (UIN) Datokarama Palu can be concluded, among others: (1) FTIK UIN Datokarama Palu students are very interested in online learning (online and offline) by sharing learning videos and recording directly on YouTube content. (2) Recording class discussions for YouTube video content causes students to always try to present themselves when arguing in front of an Android cellphone camera. (3) Visible progress in the observations, among others; intonation, style of speech, choice of words (diction), and use of plain language. (4) Youtube content using the kinemaster application is very easy and fast in terms of editing and uploading.

Why does the series of viewer and subscribe numbers show unsatisfactory numbers, the reasons are rationally: (1) The population of Palu City, especially Central Sulawesi Province, is an area affected by the earthquake (tsunami and liquefaction in 2018) so infrastructure rebuilding is slowly being and will be built return. (2) During the Covid 19 pandemic, students returned to their hometowns and many of them lived in remote/marginal areas and islands that had not been reached by the internet network. (3) YouTube content that people are most interested in is related to entertainment, hot/hot news, political hegemony, economy, socio-culture, music, some religions and various updated events.

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