

The Role of Social Studies Teacher in the Use of YouTube Vlog-Based Learning Media

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Abstract - The research is based on the less optimum role of teachers in learning without the use of learning media. The research aims to analyze the role of IPS (social sciences) teachers in utilizing YouTube vlog-based learning media. Approach used in the research is qualitative descriptive with a case study research design. The results indicate that there are several roles of IPS teachers in classroom learning, namely: as an educator and teacher, a source of learning, a motivator, a manager, a mentor, an innovator and evaluator. In the use of YouTube Vlog-based learning media, there are several criteria for YouTube vlogs suitable for a subject. The criteria include social values and norms content, illustration sample and duration. It can be concluded that IPS teachers play significant roles in classroom learning since students still require them due to previous IPS learning that still uses lecture method and the shift to a problem-based learning method calls for independent learning for students. The use of YouTube vlog-based learning media assists teachers to be a more innovative teacher and to create a fun classroom learning atmosphere.

Keywords: *learning media, role, vlog YouTube*

I. INTRODUCTION

The roles of teachers will be achieved if teachers have broad knowledge, master a variety of learning material types, master the educational theories and practices, and master the curriculum and learning methodologies (Darmadi, 2010: 53). A learning is required that could improve students' critical awareness by encouraging students to be an actor and play an active role in the learning process. The student's active role could be stimulated and improved through a learning model that focuses on student activities to experience the learning (learning by doing).

Facilitator is an appropriate role for teacher to develop critical awareness and student is a learning subject instead of object (Murwarni, 2006). Therefore, teachers' role at school has influence on changes experienced by students; thus, teachers are expected to be more critical during teaching and learning activities and create a fun and interesting

classroom atmosphere so as students could experience some changes.

Teachout and Mckoy (2010) stated that role development training aims to identify important points in programs that influence the role development. Putney and Broughton (2011) explained that the success of collective class developed by students is started and maintained by teacher in their role as an organizer of class community. Teacher could function as a community teacher in pursuing the collective class success including encouraging risk taking.

Teacher acted as an agent of change could change their thinking paradigm in the teaching and learning activities by creating learning that is as interesting as possible for students to motivate them so as they enjoy the learning process and in turn, it stimulates brain to receive new knowledge or understanding faster. Learning media could also help students in understanding content and examples given by teachers.

Through learning media teachers are expected to be more effective and innovative in delivering IPS learning content as stated by Arsyad (2007) on media learning that: (a) media as a communication tool to make teaching and learning process to be more effective; (b) media have function to achieve educational goals; (c) the intricacy of learning process; (d) relationship between teaching methods and educational media; (e) the values and benefits of educational media in teaching; (f) educational media selection and usage; (g) a various types of educational media tools and techniques; (h) media in every learning; (i) innovation efforts in educational media.

Luhassi (2017) stated that YouTube is a network site offering a unique interaction pattern. It relies on video as its content. Vlog is one of learning media samples in YouTube that is suitable to be used as learning media and it could improve learning enthusiastic. Oktavia dan Azis (2017) argued that YouTube is used as a learning source and map reading skill with integrated IPS learning outcome is 0.41 indicating that it has medium relationship.

IPS teacher role in classroom learning is expected to be able to assist students to shape their social skills and through the use of YouTube Vlog-

based media learning teachers are more innovative and could create a fun learning. In addition, students are more enthusiastic in learning. SMP Negeri 1 Dukuhwaru is a school that has used the 2013 Curriculum. The school is located at Jl. Raya Slawi-Jatibarang, Gumayun, Dukuhwaru Sub-district, Tegal Regency.

IPS learning at the school is actually dominated by lecture method despite its use of the curriculum. Students are less interested in the learning process and the learning process is a teacher-centered process. IPS teachers are seldom to use learning media in the class; thus, students have less interest in the classroom learning. Wardani (2017) explained that teachers use conventional learning such as lecture and summarizing in their teaching process thus low reading interest among students. Based on this condition, the researchers aim to analyze the roles of IPS teachers in utilizing YouTube vlog-based learning media. Theories used in the research include learning media utilization concept and role theory.

II. METHOD

The research used qualitative descriptive research method with case study. The case study was conducted to obtain data on the roles of IPS teachers in learning process in utilizing learning media. The research focused on analyzing the role of IPS teachers in utilizing YouTube vlog-based learning media in 8th grade of SMP Negeri 1 Dukuhwaru.

Data collection technique used included in-depth interview and observation. The interview was done with 16 informants consisted of 12 students and two IPS teachers, one school counselor and the principal. Observation conducted by observing learning process and discussion during the YouTube vlog view according to basic competence (*Kompetensi Dasar/KD*) 3.4, which is analyzing chronologies, changes and continuity of space (geography, politics, economy, education, social, culture) from the colonialism era to the growth of nationality spirit.

III. RESULTS AND DISCUSSION

Research Results and Discussion of the Roles of IPS Teachers in Learning

The roles of teachers in teaching and learning activities are the dominating roles since teachers perform their role to achieve educational goals. There were several roles of IPS teachers in classroom learning that must be conducted. The roles are described in the following discussion.

Teacher as an educator and teacher. IPS teachers provided a good role model to the students by asking students to sing the national anthem, traditional songs and *abita* greeting in the beginning of learning. The teachers also applied moral values

in every learning process to respect each other. They always conducted question and answer activity in each learning in the class; however, students were sometimes reluctant and scared when they had to ask and preferred to stay silent. In this case, teachers appointed or provided opportunity for the students to ask questions to create a more active classroom.

Teacher as a learning source. The IPS teachers mastered the content of subject being taught; however, IPS learning still focused on one discipline. In addition, IPS learning that supposed to be integrated had not been implemented during the research; thus, the students considered that IPS had not integrated yet. The IPS teachers also gave assignments to students in every meeting, whereas the applied 2013 Curriculum requires learning to be focused on students so as they are more independent.

Teacher as a motivator. The IPS teachers invited students to be more active in classroom learning by giving group assignments and performed presentation and learning in accordance with the 5M (*mengamati, menanya, mengumpulkan informasi, mengolah informasi, mengkomunikasikan/presentasi*) principles or observing, asking, collecting information, processing information, and communicating (presenting). The teachers facilitated the students with media that attracted student attention in the classroom. One of the media was pictures and video. They were also able to interact and communicate with students; however, they were unable to memorize the students' name, which was their obstacle.

Teacher as a manager. The IPS teachers were less able in creating conducive classroom. It was proven by some students who were still joking during the teaching and learning activity and sleepy.

Teacher as a mentor. The IPS teachers guided students to have courage to express their opinion by appointed or invited smart students and less interested or sleepy students to state their opinion in the classroom. The teachers guided the students to work on their group assignments; thus, group discussion activity could run well. Outside the classroom, the teachers gave less guidance to students when they had personal issues since it was the duty of homeroom teacher and school counselor. Hence, the teachers merely played their role during classroom teaching and learning activities.

Teacher as an innovator. The IPS teachers stimulated the students' learning interest by using attractive learning media in the classroom; thus, it could create a fun learning atmosphere. So far, the teachers only used lecture method in every meeting and gave assignments to the students. This situation sometimes bored the students during the classroom learning. Additionally, IPS is not a subject to be tested in the national examination; hence, students at times consider the IPS as not important. The teachers

gave reward or compliment to the students who were willing to give presentation and awarded them some points. It was intended to encourage students during the classroom teaching and learning process so students were enthusiastic to ask to other students as well as teachers.

Teacher as an evaluator. The IPS teachers performed an evaluation during the learning process thus less quizzes. They graded the students' learning outcome based on the assignment grade and classroom presentation since it was considered as more honest than quizzes that sometimes the answers from the questions were similar, on average. Therefore, it was confusing to determine who was cheating and who was not. It was more effective to grade during the teaching and learning activities by basing on the activeness to ask questions and the accuracy in the answering.

The abilities of IPS teachers in the classroom teaching and learning process impacted the students' academic skills. Those abilities included providing direction during group discussion activity, conducting questions and answer in the class and guiding students in completing their group assignments or project assignments. In order to establish social skills students require good cooperation during the teaching and learning activities. Consequently, students who have less social skills could improve them with the help of other students. The roles of the IPS teachers had implications and social urgency achievement. The teachers could play their role optimally that influenced students' social action. The research result supported by Jennings (2010) dan Harini (2018).

Methods in classroom learning process involve good attention and understanding from teachers. The IPS teachers always provided direction and motivation in every classroom learning; however, due to the diverse characteristics of the students, teachers only focused on smart and less smart students. Uncommunicative students, on the other hand, received less guidance from the teachers. This finding was in line with Perdani (2013).

Teacher roles are intensifying over the years. The roles are not changing instead it become multi-roles. Teacher roles in the millennium era are not merely as an educator and teacher but also to create students with character and form good social skills, so as IPS teachers. Technology could facilitate teachers in learning so students become more active and teachers become more innovative. This finding is supported by Cowan (2013).

The IPS teachers were not only conducted social interaction to meet the social needs. They must approach students and improve their resource quality through self-evaluation. The self-evaluation related to the applied teaching methods or IPS

learning methods to find out their strengths and weaknesses for further improvement. Therefore, IPS learning is always related to the current development. This finding was supported by Sczesiul (2015).

Based on the research results, the IPS teachers must understand the objective of IPS and deliver the to-be-achieved goals in every learning. They should be a teacher who had good social skill so that classroom learning becomes communicative due to interaction between teachers and students. In addition, social skill integration to the RPP (lesson plan) is required; however, the researchers found that it is better to directly implement it in IPS learning and appraisal. Therefore, it is not only in RPP but also in the learning activity process that social skill could be built. For example, it can be conducted through assignments both individual and group and determination of appropriate methods. Regarding the determination of appropriate methods, it would require an understanding of student characters so as classroom learning becomes more fun yet still an active learning.

Research Results and Discussion of YouTube Vlog-based Learning Media

There were several criteria for YouTube vlogs to be used as a learning medium by the IPS teachers, namely: the vlogs to be shown in class must be adjusted to the 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 IPS teachers to facilitate them in analyzing the content of video displayed during the learning process. Moreover, students were given with individual assignments, such as criticized the social values and norms in the video and provided 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 was 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 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.

The use of YouTube vlog-based learning media in IPS learning in the 8th grade 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. The vlogs were used to deliver IPS 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 discussed it in group. These activities were followed by group presentation in the classroom. Content in the vlog was the arrival of Europeans and Indonesian resistance.

The use of learning media caused the IPS teachers to be 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 IPS teacher and students needed each other in creating more innovative learning.

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 used the YouTube vlog-based learning media. The IPS teachers provided them with links to YouTube channels or vlog titles to facilitate them in accessing the videos.

The IPS learning objective is to help teenagers in developing their potentials to be a good citizen in community lives (Sapriya, 2017: 39). Through YouTube vlog shown in the class students could be more active in learning and respect each other. In addition, the social values and norms prevailed in the community became their way of life and it reduced any deviant acts in school environment as well as community.

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 IPS teacher explanation on assignments to be done related to the YouTube vlog presentation and the appraisal process. The IPS 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 (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 to discuss the video content and present them.

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.

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 that 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 IPS 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 IPS subject increased. The teachers also used the media to change student's perspective that social media could be used as an interesting learning medium.

Olander (2013) used self-monitoring video recording to develop social skills among ASD (autism spectrum disorder) teenagers, whereas in the research result the IPS teachers utilized YouTube vlog learning media as a medium to deliver IPS content of "the Change in Indonesian Communities during Colonialism and the Growth of Nationality Spirit." Through the vlogs, the students could independently learn the IPS content in the videos. Additionally, teachers gave group assignments in random so that students could cooperate with other students to complete the assignments. The vlogs could also able to improve student concentration and reduce deviant activities in the classroom, such as sleeping, daydreaming, and chatting with their peers.

The roles of the IPS teachers could be maximized with the assistance of YouTube vlog learning media. Through the learning media, time used by the teachers could be effective and students seemed more enthusiastic and focus on the learning. The YouTube vlogs showed could provide direct examples for the students to build social skills to have better interaction in the school environment as well as in the community. The vlogs could train the students' self-confidence, especially those students who are shy and silent. In addition, the students would learn and criticize the YouTube videos that were considered appropriate for the learning. It was evidence from their enthusiasm when they watched the vlogs in the classroom.

IV. CONCLUSION

The roles of IPS teachers in classroom learning were important since students still needed the teachers in the subject learning. It was due to the subject that was taught using lecture method in the previous learning and had changed into a problem-based learning method. The new learning method demanded the students to learn independently. The use of YouTube vlog-based learning media assisted the teachers to be more innovative and in creating a fun learning atmosphere in the class. The vlogs utilization was capable of establishing students' social skills since the vlogs could improve cooperation and social interaction between the

students as well as compliance with school regulation. It was also caused by the roles of the IPS teachers in the classroom who kept reminding the students on the meaning of each vlog.

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