

The Instructional Media Criteria In English Learning Videos On The Ruang Guru Youtube Channel

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Abstract

This study focused on three English learning videos on the Ruang Guru Bimbel Online No. 1 YouTube channel. The design of this research is descriptive qualitative. The subjects of this study were three videos from the *Ruang Guru Bimbel Online No. 1* YouTube channel which discusses the expression material for junior high school, as well as the responses from viewers in the three videos. This study used a checklist observation sheet and viewers' comments as documents to collect data. Researchers used a checklist of instructional video criteria adapted from Dimas, et al. (2018) to determine the criteria applied by the *Ruang Guru Bimbel Online No. 1* YouTube channel. The researcher also used viewers' comments to find out the audience's response to the instructional video. The researcher found that the videos from the *Ruang Guru Bimbel Online No.1 YouTube channel* is a useful video and the content already contains a learning model that is in accordance with the 2013 curriculum, and also there is no gender discrimination in the videos which are in accordance with the first criterion, namely *content*. then there is a motivating introduction, detailed information to be understood, suggested methods that can be used by teachers, can be used as teacher reflections, activities that can encourage active learning, and the audio-visual quality is quite clear which is in accordance with the second and third criteria, namely *instructional plans*, and *technical production*. On the fourth criterion, which is *included supplement materials*, the researcher did not find any supplemental materials from the videos. Then most of the responses found from viewers lead to positive responses to the *Integration into the Learning Environment* on the Instructional Plan criteria, where viewers think these videos can be used as independent learning or in class. As for the negative response aimed at *audio quality* in the Technical Production criteria, the viewers felt that the teacher was still lacking in the pronunciation aspect.

Key Words: Ruang Guru, instructional media, instructional video, YouTube

1. Introduction

One of the emergency policies implemented by the Indonesian government is to issue

directives to change the learning system in all educational institutions. Teaching and Learning Activities are conducted online from home to an unspecified time limit. In Indonesia, various distance learning media have been tried and used. Facilities that can be used as online learning media include e-learning, zoom applications, Google classroom, YouTube, and WhatsApp social media. On the other hand, YouTube is one of the many social media that are being widely used today. The inclusion of YouTube into education is an easy and user-friendly way to improve collaboration skills and integrate technology into teaching. Agree with Singh (2020) who said at the time of the pandemic; on YouTube itself there are lots of channels and there are many videos that are very useful for students today so it can be said that YouTube as a instructional media plays a big role in the field of education.

According to Setiawan (2021) YouTube as a very popular social media at this time can be used in education because its use is very practical which is easy to use and is followed by students and teachers, YouTube provides information about the development of knowledge in various fields of education. In this study, the researcher is interested in examining instructional video available on YouTube in an effort to facilitate the process of distance learning is now caused by corona virus. Therefore, the main objectives were to find out:

- 1) How is the instructional media criterion in English learning videos on *Ruang Guru Bimbel Online No. 1* YouTube channel?
- 2) What are the viewers' responses to the learning videos uploaded by the *Ruang Guru Bimbel Online No. 1* YouTube channel?

Thus, this study is expected to facilitate distance learning and classroom learning, especially learning English. The analyses of instructional media are expected to be reference materials for developing skills in research as English teachers. And also for the researcher, the results of this study are expected to add insight as a reference for designing English learning teaching materials for the distance learning process and the learning process in the classroom.

2. Literature Review

According to Harmer (2007) media are various objects, images and other things that can be used as instructional media to present and manipulate language and involve students in learning activities so that they can help make learning more effective and interesting. Briggs (1977) also said that instructional media includes tools that are physically used to convey the contents of teaching materials, which include books, tape recorders, cassettes, video cameras, video recorders, films, picture frames, photos, graphics, television and so on.

Instructional media are all props or objects used in learning, with the intention of conveying learning messages from the teacher to the students. Based on the explanation above we could concluded that instructional media are all teaching tools that are used to

help convey subject matter in the teaching and learning process so as to facilitate the achievement of the learning objectives that have been formulated.

The use of videos from YouTube as a learning medium in the form of instructional videos is not an easy thing so that there are no mistakes when choosing the video; therefore several strong criteria are needed. In this study, the researcher adapted the instructional video criteria according to the 2013 curriculum by Dimas, et al. (2018). The criteria consist of four aspects, namely: (1) Content, (2) Instructional Plan, (3) Technical Production, and (4) Included Supplement Materials.

Ruang Guru is a technology-based company that provides services in the field of education. Quoted from the official website of *Ruang Guru*, This Company was founded in 2014 by Belva Devara and Iman Usman. They built this company to facilitate every Indonesian student to make it easier and more enjoyable to study or do assignments. They also say that the *Ruang Guru* application has collaborated with 32 of 34 provinces in Indonesia; they have recorded more than 22 million users and manage 300 thousand teachers who offer more than 100 services in the field of learning.

Meanwhile, apart from examining the criteria for the *Ruang Guru*, several studies have also implemented the *Ruang Guru*. Chinmi and Marta (2020) found that *Ruang Guru* fulfils the needs of students and teachers in the midst of the COVID-19 pandemic besides that, *Ruang Guru* comes with a new way of thinking where the public can see the current COVID-19 pandemic where creativity, communication skills, collaboration, critical thinking can be obtained through virtual education.

Sherlyi Pregitha (2020) found that after conducting interviews with class IX H students at SMP Kota Jambi and teachers who teach in the Teacher's Room about the use of the teacher's room as learning medium, it shows that the responses of all students and teachers are good or positive.

3. Method

The method that used in this research was descriptive qualitative research. According to Williams (2007), descriptive research is one of the research methods used to determine the situation in a phenomenon that is happening. Similarly, Gay (1987) states that the descriptive method systematically and factually describes a feature and relationship between the phenomena studied. Along with this, Creswell (2012) qualitative research is usually used to establish the importance of central ideas and to explore problems and develop small individual understandings of social problems.

Therefore, a descriptive qualitative approach is used to explore these phenomena in order to understand practices and behaviors in real social situations for small individual problems.

a. Research Subject

The research subjects in this study were three English language learning videos downloaded from *Ruang Guru Bimbel Online No. 1* YouTube channel. The researcher also uses the responses of the existing viewer from the video.

b. Research Instruments

The instruments used in this study are observation sheet notes and documentation. The researcher use observation check list (Appendix A) to observe three instructional videos on expression material for the ninth grade. The videos that will be observed are videos uploaded through the YouTube website which have been uploaded by the channel *Ruang Guru Bimbel Online No.1*.

As for the documentation, the researcher also took data from the comment session on the videos, and then coded each viewers' comment from the video. The researcher only took positive and negative comments from the video. The coding process allows the researcher to analyze and classify the comments made by the viewers'. The researcher abbreviates the item to make it simpler and easier to remember to analyze.

c. Data Collection Techniques

In the current study, the researcher used three videos to obtain the data. While taking some notes, the researcher observed the three English teaching videos from the *Ruang Guru Bimbel Online No.1* YouTube channel. The researcher was looking for how the instructional video criteria in English learning videos from *Ruang Guru*. After the information of instructional video criteria were obtained through the videos, the researcher continued to transcribe the data from the video for further analysis.

Next, the researcher transcribes all comments from viewers on the video which then classifies the comments into positive and negative manually. Furthermore, the transcript is entered into the table as research data. After that, the researcher analyzed all of the data by using data reduction to focus only on the criteria for learning videos and the positive and negative responses left by viewers in these videos.

d. Data Analysis Techniques

The data were analyzed using data reduction, data display, and conclusion drawing. The researcher focused on the instructional video criteria which were implemented in the instructional videos from the *Ruang Guru Bimbel Online No. 1* YouTube channel. The researcher transcribes the results of the checklist observation sheet first to make it easier for the researcher to abstract the data. In abstracting the data, researcher only focused on the positive and negative responses from the viewers. The researcher selects and separates viewer's responses that are not included in the main points of the study. After that, the researchers simplified the data without changing the meaning of the viewers' words.

The results of the analysis were displayed by using tables to describe each stage or procedure based on the research instruments and to support the explanations. At last, the conclusions were acquired by rechecking the data reduction and data display. Here, the researcher started to decide the meaning of the data collected and make interpretations to describe or answer the research problems until the data collection was done. All entries with the same code and then merges these categories and finding the connection among these categories. Thus, the final conclusion will be fulfilled by valid and reliable verification that has been collected.

4. Result

The result of observing the instructional video criteria in the *Ruang Guru Bimbel Online No. 1* YouTube channel showed that the three videos have implemented three of the four criteria consisting of: (1) Content; (2) Instructional Plan, and; (3) Technical Production. While on the fourth criterion, namely (4) Included Supplement Materials, the researcher did not find any implementation of this criterion in the three videos.

The researcher found that the three videos from the *Ruang Guru Bimbel Online No. 1* YouTube channel have implemented all indicators. The indicators contained in this criterion are accurate, useful, and bias-free. In line with Cahyana & Kosasih's finding, they (2020) found that five videos from the *Ruang guru* YouTube channel that they studied had content feasibility aspects categorized as very feasible.

In the *Instructional Plan* criterion, there are seven indicators, namely stated the objective, content presentation, teacher application, teacher reflection, meet the objectives, active interaction, and integration into the learning environment. The researcher found that the three videos studied had implemented all indicators. Chinmi & Marta (2020) explained that *Ruang guru* is a running platform for an education-based system that engages students' needs to learn through virtual tools. This is almost the same as one of the indicators, namely Meet the Objectives, where the indicator is the video must meet the objectives of learning and student needs. It meant that this finding was in line with Chinmi & Marta's finding.

The researcher found that the three videos had implemented all the indicators from the *Technical Production* criterion, which consisted of general video design characteristics, focused on intended content, visual quality, audio quality, and audio visual relationship. This finding is slightly different from the Cahyana & Kosasih's findings. Cahyana & Kosasih (2020) found that the results from the analysis of five learning video on the *Ruang Guru*, especially the graphic feasibility aspect, four learning videos were categorized as very feasible and one learning video was categorized as feasible. In the *Included Supplement Materials* criterion there are two indicators, namely provided introductory information, and clarifies and summarizes content. When observing, the researcher did not find any implementation of the two indicators.

On the viewers' response based on *content* criterion, the researcher found only positive responses left by the viewers. The responses were addressed to the *useful* indicator where viewers thought they felt helped by the videos. Meanwhile, the researcher did not find any negative response to this criterion. On the viewers' response based on *Instructional Plan* criterion, the researcher also only found positive responses from viewers to the videos. As for the positive response left by the viewer, it is closely related to the *Integration into the Learning Environment* indicator. Some viewers thought that the videos were easier to understand than the lessons at school, on the other hand there were some observers who also wanted to use the videos as learning media in their schools.

On the viewers' response based on *Technical Production* criterion, the researcher found that the responses of the viewers were related to the three indicators. the indicators are *general video design characteristics*, *visual quality*, and *audio quality*. on the *general video design characteristics*, viewers are of the opinion that they are very satisfied with the design of the videos, but there are some viewers who criticize that there are still some shortcomings in the video such as too long introduction, incomplete explanation, video it's

too fast, and so on. For the *visual quality* indicator, viewers are of the opinion that the presence of animation in the video is a distinct advantage, on the other hand, some viewers think that the writing on the video is still unclear and there is still a lack of lighting. On the *audio quality* indicator, some viewers thought they were satisfied with the audio quality of the video, but there were still many viewers who thought the teacher's pronunciation in the video was still unclear.

5. Conclusions

The researcher found three of the four criteria contained in the learning video uploaded by the *Ruang Guru Bimbel Online No. 1* YouTube channel. First, on the content criteria, the researcher found that the three videos studied were in accordance with the three indicators consisting of: Accurate, Useful, and Bias-free. Second, on the "Instructional Plan" criteria, the three videos are in accordance with the seven indicators consisting of: Stated the Objective, Content Presentation, Teacher Application, and Teacher Reflection, Meet the Objectives, Active Interaction, and Integration into the Learning Environment. Finally, on the Technical Production criteria, the researcher also found conformity to the five indicators, which consist of: General Video Design Characteristics, Focused on Intended Content, Visual Quality, Audio Quality, Audio Visual Relationship. Meanwhile on the fourth criterion, Included Supplement Materials, the researcher did not find any congruence in the three videos studied. Meanwhile, the researcher concludes that the majority of all responses point to the Technical Production of the videos. In the positive response, most of the positive responses were addressed to the *Integration into the Learning Environment* indicator in the Instructional Plan criteria. The researcher found from the viewers' responses that the videos could be used as independent learning and field or classroom learning. Then the negative response was more directed at the *audio quality* indicator in the Technical Production criteria, where some viewers complained that the teacher's pronunciation in the video was still lacking.

6. Suggestions

From the research, it shows that the instructional videos from the *Ruang Guru Bimbel Online No. 1* YouTube channel are in accordance with almost all of the instructional videos criteria that have been adapted to the 2013 curriculum. This allows the teacher to make good instructional videos using videos from *Ruang Guru Bimbel Online No. 1* YouTube channel as a reference.

Also, it is suggested that the researcher would like to suggest for future research to conduct this study in larger scope in order to get better results. The researcher also would like to suggest further researchers who are interested in this approach to conduct the study to make the teaching English process is successful, for future researcher can also use this study as references and sources.

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