

The Efficacy of Social Media as an Online Learning Medium During The COVID-19 Period

Bernadetha Nadeak

Universitas Kristen Indonesia, Jakarta, Indonesia
bernadetha.nadeak@uki.ac.id

Jitu Halomoan Lumbantoruan

Universitas Kristen Indonesia, Jakarta, Indonesia
jituhalomooan.lumbantoruan@gmail.com

Abstract: *The goal of this study was to determine the efficacy of social media as an alternative to using Online Learning Media to add new knowledge and information and assist with assignments, particularly for technical matters, at Allodia Vocational High School Bekasi City during the COVID-19 pandemic, which is currently underway. This study employs a research and development strategy, with research instruments consisting of a validation questionnaire and a product attractiveness rating questionnaire delivered in the form of a Google form. The findings revealed that students' use of social media as a learning medium was quite beneficial. This could be because practically all students have social media profiles and are therefore highly familiar with them. According to the study findings, the practicality of teaching materials uploaded on social media is very possible, according to 75% of media presentation experts, 82% of material experts, and 70% of linguists. As a result, adopting social media as a learning medium throughout the COVID-19 period is highly beneficial.*

Keywords: *Social Media; Learning Media; Students*

INTRODUCTION

The learning process must be carried out using online media because it is caused by the corona virus which is increasing day by day (B. Nadeak et al., 2020). However, the implementation of online learning has an impact on the competence of students and teachers when carrying out learning management in the media and in the classroom (Lumbantoruan & Male, 2022a). In tertiary institutions this is also felt the same, that there are quite a lot of difficulties that are felt when using online media as a tool to convey learning material, especially exact material (Lumbantoruan, 2022a). However, the media despite this according to Irwan Fathurrochman, (2019) Online media is the only tool that can provide information and tools to convey material that will be taught by every student and teacher. The use of the internet has increased dramatically in the age of globalization. Social networking is one of today's most used devices (Su et al., 2021). Social media can be utilized as instructional media in the context of learning to make learning more exciting and less repetitive (Purvis et al., 2020). The rapid advancement of technology and information will

undoubtedly have an impact on education and learning media (Sudarman & Ardian, 2021). According to Muhson, (2010), numerous subsystems, including media/learning aids, technology, and instructional staff, influence learning achievement. The teaching staff acts as a facilitator in the teaching and learning process, which is critical to meeting learning objectives. The use of interesting and non-boring learning tactics as well as proper teaching media can significantly boost students' knowledge of a topic or learning material (Setiawan & Basyari, 2017). The tools and media used by educators contribute to the success of the teaching and learning process (M. Nadeak et al., 2021)

At the beginning of 2020, the learning paradigm underwent a significant change, which could even be said to have changed drastically (Korkmaz & Toraman, 2020). The learning system is moving from offline (face to face directly in class) to online (on the network/online) (Korkmaz & Toraman, 2020). This is due to the COVID-19 pandemic, which requires students to learn from their respective homes by maximizing the use of the internet (Astini, Sari, 2020). The move from offline to online make all teachers suddenly forced to change the way of learning to online media (Lumbantoruan & Male, 2022b). This learning system is not new because, in recent years, before the covid 19 pandemic, there were universities that had implemented online learning with the blended method (mixed) with the name e-learning (Mullins et al., 2021). However, online learning was considered less efficient at that time because there was no interaction in the classroom. So the use of e-learning is less popular and rarely applied (Bernadetha, 2020). Learning with this mixed technique, of course, is quite optimal, especially with theoretical learning. Nevertheless, it will be problematic when applied in practical learning (Jowsey et al., 2020).

During the pandemic, it is not easy to interact with students, even though it can be via live streaming-zoom and google meetings (Raharjo et al., 2020). Based on this practicum, the main learning is finding difficulties when teachers apply assessment indicators, namely monitoring the implementation of students' practicums (Sutikno et al., 2020). The method that has been tried is to do a practical demonstration tutorial during class via live streaming. However, it turns out that it is still ineffective because some students and teachers often experience network problems, so the display on the computer screen falters (Kejadian & Saluran, 2021). This causes the information or material delivered to be not optimal, and the motivation of students who are required to study independently decreases. Therefore, other actions or strategies are needed that can overcome these problems (Daroini & Alfiana, 2022). In light of the foregoing, it is essential to produce a variety of different learning media in order to pique the interest of students in participating in online learning in order to accomplish certain learning objectives (Hsu, 2021). According to the findings of

the study that was carried out by Widiasih et al., (2018) to determine the significant influence of the variable use of various media on learning motivation, it was discovered that the use of mixed media and learning motivation on learning outcomes has a significant influence on learning outcomes, which is 0.055%, while the remaining 0.045.% is influenced by other variables that were not investigated in this study, specifically learning facilities, student understanding, and interest i.e. Having a positive attitude about learning can also be fostered by utilizing a variety of teaching methods and tools. However, sufficient preparation is necessary for every learning material in order to ensure that the teaching and learning process goes well (Tafonao, 2018).

The use of social media as a form of education and training is currently on the rise as an alternative to traditional forms of media. Social media-assisted learning media can be utilized as an alternative to online learning due to the fact that it can be accessible whenever and whenever (Fathurrochman, 2021). This makes it a potentially useful educational tool. In addition, the majority of today's students would rather check their social media accounts than participate in online classes (Ismayanti & Sofyan, 2021). This is due to the fact that the material or content that is found on social media is packaged with slick, fascinating, and direct micro content that is centered on the target, also known as not being overly wordy. As a result, it is vital to produce educational materials that are able to catch the attention of students and wish to be opened by students on a continual basis, such as media (Nasution et al., 2021).

Suppose we understand and see the development of the way students learn today. In that case, they are more likely to be active on social media platforms, while learning applications are getting less attention (Daulay, 2021). The solutions that can be given are focused on the use of various learning applications and variations of learning media (submission of material with videos), especially online learning materials (Sari et al., 2021). Another thing is the tendency of students who are more active in using social media in everyday life, and teachers can use it as an intermediary medium for delivering material while taking advantage of the habits of these students, indirectly they will actively learn while opening social media to play (Hamid et al., 2020). This is coupled with each student's feedback by uploading, commenting, and sharing their learning outcomes, so this research is important to do in order to find out how effective the use of social media is, in addition to the use of online learning applications provided by schools and other educational institutions.

Based on this background, it is necessary to develop social media-assisted teaching materials as an alternative to online learning media. The types of teaching materials developed are teaching materials in the form of pictures and videos that will be posted on social media as online learning media. The

social media used include Tik Tok, Instagram, Facebook, and YouTube. Zhou et al., (2018) states that social media can support collaborative and collaborative learning and make it more efficient by allowing students to dialogue and discuss remotely without the need to be in the same place and by using social media to create interactions between lecturers and students. Students and student by student become more efficient by increasing flexibility and independence.

RESEARCH METHODS

The Borg and Gall model was employed in this research as the Research and Development (R&D) technique (Storying, 2018). The research subjects were SMK Alodia Bekasi City Class XII students. A validation questionnaire and a product attractiveness rating questionnaire employing a Likert scale were utilized in the research, which was delivered in the form of a Google form (Ercikan & Pellegrino, 2017). This study's data has been validated by material, media, and language experts. A questionnaire assessment was utilized to collect student response data, which was statistically evaluated using a Likert scale with the provisions of assigning a score of 1 to 5, with 1 being the lowest value and 5 being the greatest. The results of the validator become the basis for determining the practicality of using social media in online learning during the pandemic. The instrument sheet is analyzed to find out and get and know the validator's response, in measuring it using categories such as the table below which is the basis for interpreting conclusions from the practicality of using media. (Smith et al., 2022). This instrument was developed by researchers from the results of previous studies. The instruments support the indicators studied and the researchers develop various instruments related to the indicators and validate the developed instruments and the instruments have been declared valid and feasible to be used as benchmarks.

Table 1. Public Eligibility Criteria

Interval	Validity Level
0%-20%	Invalid
21%-40%	Less Valid
41%-60%	Quite Valid
61%-80%	Valid
81%-100%	Very Valid

Furthermore, student responses to determine the attractiveness test percentage criteria can be seen in table 2 as follows (Brooks & O'Shea, 2021):

Table 2. Attractiveness Interpretation Scale

Interval	Validity Level
0%-20%	Not satisfied
21%-40%	Less satisfied
41%-60%	Quite satisfied
61%-80%	Satisfied
81%-100%	Very satisfied

RESULTS AND DISCUSSION

At the stage of identifying potentials and problems based on a literature review, social media-assisted learning media can be used as an alternative to online learning because of its nature which can be accessed anytime and anywhere. To find out potentials and problems in the early stages of research, in-depth interviews were conducted with students, and the questions asked included whether students used social media, for what things social media was used, and whether they had ever looked for learning references on social media (Mao, 2014).

The results of the interviews and initial observations to the sources of opinion and show that all students have their own social media accounts that have been used so far. However, students use social media only for non-academic activities such as communicating with family and classmates who talk outside of lesson communication, sharing about personal life, and part of communication that builds relationships with other people in society; not many use social media for learning and learning needs. The social media used by students so far has only served as a complement and Sara in tidying up the assignments given by the teachers. After identifying potentials and problems, the next step is to plan research based on research stages by stages as said by (Oliveira et al., 2019). The product specifications that will be generated are learning media that will entice students to participate in online learning based on the potential and problem analysis stages. The following is the initial planning for social media teaching resources in the form of photographs and videos: 1) Creating learning scenarios; 2) Creating teaching materials; 3) Making teaching materials; 4) Editing teaching materials. Material, media, and language specialists approve the developed educational materials before they are put on social media. The diagram 2 below depicts the outcomes of the validation by media, material, and language specialists:

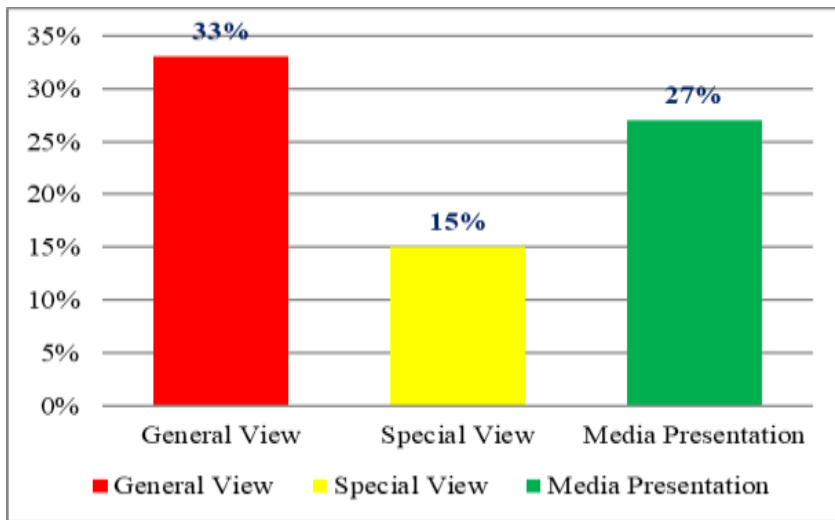


Figure 1. Media Expert Validation Result Chart

Diagram 1 is the value obtained from media experts. Based on the assessment of media experts using an assessment instrument in the form of a google form regarding the general view, the score is 33%, the special display is 15%, and the media presentation is 27%, so the total percentage value is 75% with criteria, valid and can be used with revisions. The revision that must be made following the input of media experts is on a special display; namely, the video effects used must be more varied so that students do not get bored watching teaching materials in the form of videos.

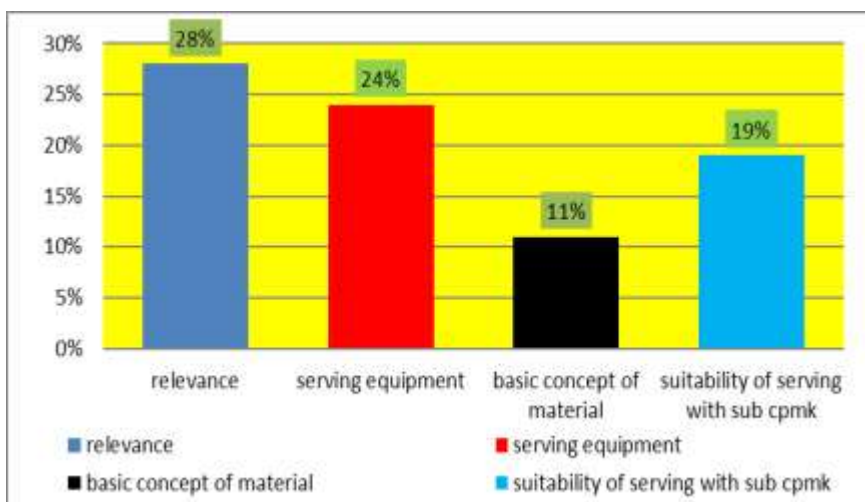


Figure 2. Material Expert Validation Result Diagram

Diagram 2 is the result of validation obtained from material experts. Based on the assessment of material experts using an assessment instrument in the form of google form regarding relevance, it gets a value of 28%, completeness of the presentation 24%, basic concepts of material 11%, and suitability of presentation with sub-CPMK 19% so that a total score of 82% is obtained with a correct category and can be used without revision.

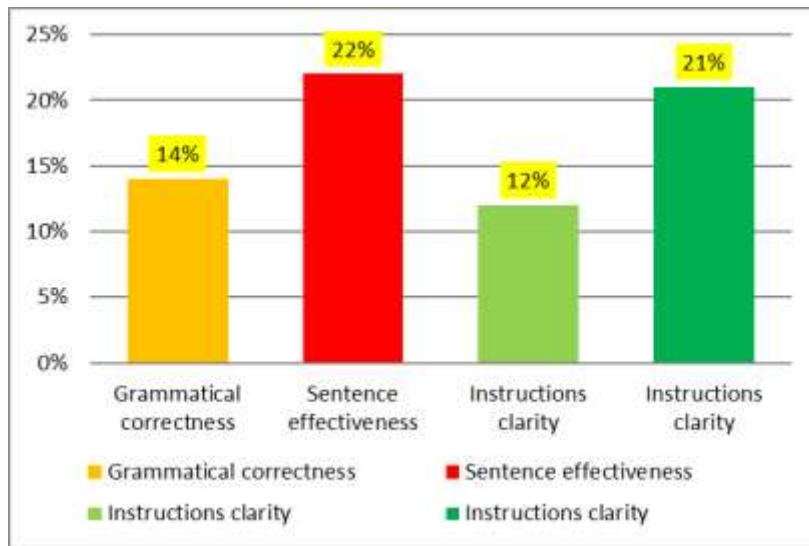


Figure 3. Linguist Validation Result Chart

Diagram 3 is the result of validation obtained from linguists. Based on the assessment of material experts using an assessment instrument in the form of a google form regarding grammatical correctness by 14%, sentence effectiveness by 22%, clarity of instructions by 13%, and communicative language by 21%, that a total percentage value of 70% is valid and can be used but needs a little revision. The revision suggested by linguists is using sentences that are more effective in teaching materials in the form of pictures.

Based on the validation value provided by the experts, the product design is revised according to the additional input provided by the experts. The next stage is testing, the developed teaching materials are then posted on social media accounts specifically made for online learning. This is in line with the opinion of (World et al., 2021) in his findings that teaching materials are appropriate tools and can be posted on social media. This finding is also supported by research (Lumbantoruan, 2022b) that teaching materials can be posted and distributed to students for in-depth study. The following is a display of teaching materials posted on social media accounts



Figure 4. Examples of Teaching Materials on Social Media

Social media use is the social media that is at the top of the list at this time, the most frequent, and the most widely used by students. Almost all students have Tik Tok, Instagram, Facebook, and YouTube, but not all of them can use social media as a means to learn. After posting teaching materials on social media accounts. The trial was carried out during the online learning process. The activity stages follow the Semester Learning Plan (RPS). After learning to use teaching materials posted on social media, students are asked to provide feedback about the teaching materials by filling out a questionnaire. The data generated from the google form questionnaire, which was obtained during a small group trial of 15 people in class XII students of SMK Alodia Bekasi City, the results obtained can be seen in Figure 5 below:

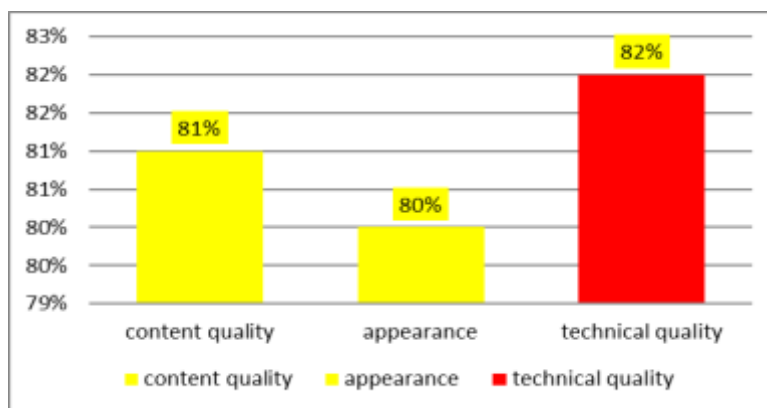


Figure 5. Small Group Trial Results

Based on the results of small group trials of 15 people in class XII students of SMK Alodia, Bekasi City, there were 15 people. The results obtained are for the quality of the content to get a percentage of 81%, for the display to

get a presentation of 80% and for the quality of the technique to get a percentage of 82%. The average number obtained is 81%, with the category very satisfied.

In the results of the small group trial, there were inputs given by the students, such as the quality of the material content, which was still considered too dense, and the sound quality was not optimal. After conducting a small group trial, a large group trial of 60 students of class XII SMK Alodia Bekasi City was conducted. The field trial procedure is the same as the small group trial; after students conduct online learning, then they are asked to fill out an assessment questionnaire for teaching materials; the data on the results of the assessment are presented in the following diagram:

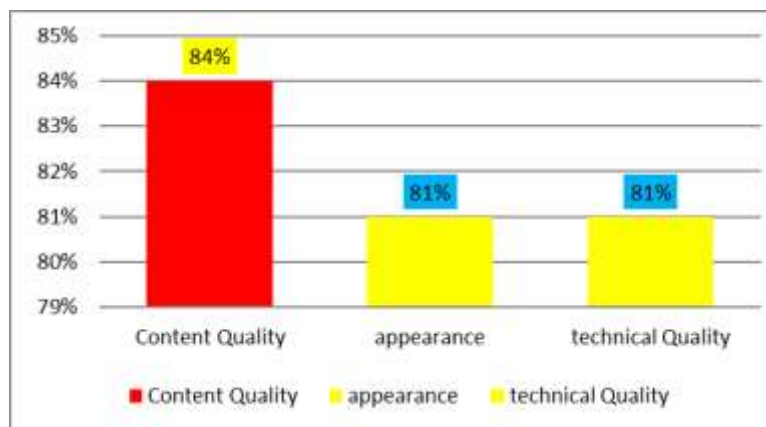


Figure 6. Field Trial Results

The results obtained from field trials with a total of 60 students, namely the quality of the content obtained a percentage of 84%, on display 81%, and technical quality 81%. Based on the overall score obtained, an average of 82% with very satisfied criteria and no input. This is in line with research...that the results of the development of a product that is already valid expedites the learning administration learning process (Fathurrochman et al., 2020). Students have understood that social media can also be used as a means of online learning. Social media has strengthened online learning carried out by students because, with social media, they can discuss and collaborate in online learning. After the trial, the product was revised according to the input given by the validators, and a trial of the use of the product was carried out. According to Marikhana, (2018), the existence of social media can positively impact creativity and make it easier to obtain information if social media is used wisely.

Social media is one of the developments of the digital world that should be used for positive things. There are still many educators who are taboo about

using social media as a medium of learning, even though students today are very interested in accessing social media. According to (Sutarto et al., 2020) to increase student learning motivation, teachers must be able to present information interestingly; information is conveyed with new techniques, with good packaging supported by tools in the form of facilities or media that have never been known by students before or who are close to them. Students are not used to learning, so it attracts students' attention.

CONCLUSION

In order to break the chain of transmission of Covid-19 at the Alodia vocational high school in Bekasi City, researchers can draw several conclusions based on the research conducted, including: Social media is used as a learning medium, media which plays an important role in the teaching and learning process. As a result, teachers can make work easier and more efficient. Unfinished content is quickly sent via social media apps. Based on the assessment of content, media and language experts, it can be concluded that educational resources posted on social media are appropriate for use. Based on the evaluation of media experts, the percentage obtained is 75%; therefore, the teaching materials are valid and can be used, although with some changes. With an evaluation score of 82% from subject matter experts, teaching materials are considered valid and do not require revision. The linguist's evaluation resulted in a score of 70%, indicating that the instructional content is valid but requires little revision. Student responses to the attractiveness of teaching materials uploaded on social media as an alternative to online learning media can be said to be very satisfying. A small group trial involving 15 students resulted in an 81% success rate, while a field trial involving 100 students resulted in an 82% success rate. Based on these findings, it can be concluded that students can use social media to access alternative online learning materials. Teachers can also carry out smooth management of the learning process and administrative management. The positive impact on education management is that with the help of learning media, students do not rule out getting scholarships from various places for the process of developing knowledge in the future.■

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