

THE USE OF YOUTUBE BASED LEARNING MEDIA TO ATTRACT STUDENTS' SELF-REGULATED LEARNING SKILLS DURING COVID-19 PANDEMIC

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Abstract : In this pandemic situation, students are required to do online learning which makes students expected to have self-regulated learning skills so that they can catch the learning materials in school well. The purpose of this study are; 1). To find out the use of Youtube-based learning media in promoting students' self-regulated learning skills during the pandemic, and 2). To find out the advantages and disadvantages of using Youtube-based learning media to promote students' self-regulated learning skills during the pandemic, especially in 10th grade students of SMA Negeri 1 Pemalang. This research used descriptive qualitative as the research design. The research object is 10th grade students of SMA Negeri 1 Pemalang . The data collection in this study used observation, questionnaire and interview. The result found that the use Youtube based learning media to attract students' SRL skills during covid-19 pandemic are: students do SRL at home in order to improve their academic results, students used Youtube as learning media during pandemic, and Youtube videos makes it easier for students to understand material.

Keywords : *Youtube, Learning media, Self-Regulated Learning skills*

INTRODUCTION

In 2020, the Corona virus disease, which a deadly virus, was shocked the world. The Corona virus has caused all sectors in Indonesia to experience obstacles including the economic sector, tourism, agriculture, education, and so on. One of the sectors most affected by the Corona virus is the education sector. In the world of education, the Indonesian government provides instructions for teaching and learning activities to be carried out at home as an effort to prevent the transmission of the virus. Widyantara & Rasna (2020) state that learning from home is recommended to use online learning or distance learning. There are various kinds of learning media that can support or assist online learning activities such as zoom, google meet, google classroom, schoology, youtube, and so on. Using YouTube as an online English

learning medium is attractive, effective, and relevant to the course content. It also motivates students to learn English during the Covid-19 pandemic (Sylphiasimanjuntak et al., 2021).

Learning, on the other hand, is a process of communication between students, teachers and textbooks. Based on the explanation above, the researcher decides to investigate how is the use of Youtube-based learning media to attract students' self-regulated learning skills during the pandemic and investigate the advantages and disadvantages of using Youtube-based learning media to attract students' self-regulated learning skills during the pandemic. By looking at the goal of this study, the researcher found a theory from Zimmerman and Schunk (2012) that studied about Self Regulated Learning. This theory is suitable to be used in this study because it can discover about

Self-Regulated Learning skills which focuses in this study. Zimmerman and Schunk (2012) stated that self-regulated learning is able to activate, change, and maintain one's abilities, especially learning things that the process is related to oneself. Thus, the main definition of self-regulated learning is supervision and control of behavior in learning processes and activities. Here is an image of the factors that affect self-regulated learning skills; namely; (1) Personal (ability/ potential); (2) Behavior and; (3) Environment.

The researcher focused on students' perception about the use, the advantages and the disadvantages of Youtube-based learning media to attract students' Self-Regulated learning skills during covid-19 pandemic. Ali Salmani Nodoushan, n.d. (2012) stated that self-regulated learning involves active behavioral, motivational, and cognition self-control, geared toward goals, and self for academic tasks by individual students. This study is expected to help students to attract their self-regulated learning skills during the pandemic by using Youtube-based Learning Media. Some students find it difficult to apply online learning at school, with a lot of educational videos on Youtube, it can make it easier for students to understand a subject matter at school appropriately.

Several previous studies have shown that using YouTube videos makes students happy and allows them to enjoy the material offered by their teacher (Tiara et al., 2021). Using YouTube as an online English learning medium is attractive, effective, and relevant to the course content. It also motivates students to learn English during the Covid-19 pandemic (Sylphasimanjuntak et al., 2021). YouTube can be used as a learning tool to help students learn on their own. YouTube teaching materials can be accessed anytime and anywhere. And it can be concluded that YouTube is effective in the

online learning process (Rahmatika et al., 2021). Therefore, those studies only discuss the effectiveness of Youtube as a learning media during Covid-19 pandemic.

Those several studies has been no in-depth study of the Self-Regulated Learning Skill which beneficially for their online learning process, especially in using Youtube as the learning media. So, the researcher conducted a research with the purpose to find out the use, the advantages and disadvantages of using Youtube-based learning media to attract students' self-regulated learning skills during the pandemic. The result of this study are expected to be used as a reference for teachers and students in increasing students' self-regulated learning skill, especially by using Youtube-based learning media.

Many studies have concluded that the use of YouTube videos has a positive effect on learning. One study on the use of YouTube in English language teaching concluded that integrating Youtube in English classes succeeded in increasing students' interest and interest so that these courses were no longer considered difficult to study (Çelik et al., 2018). Kristiani & Pradnyadewi (2021) also conducted research on The Effectiveness of YouTube as Learning Media, which Students can access the Youtube video for learning anywhere and anytime, Students can get the video of authentic English, and Students can learn in a fun and interesting way. Pearson Education also stated in their study that 59% of Gen Z children like YouTube as a learning medium over package books (Smith, 2018).

Therefore, researchers intend to conduct research on the use of Youtube-based learning media to attract students' Self-regulated learning skills. According to Darmaji et al., (2019) the rapid development of technology, especially information and communication technology becomes a basic need in

everyday human life, and can also be used as one of the learning media, which is a means that bridges the relationship between learners and learning resources both from educators and other learning resources.

It is related with the opinion of (Harahab Putri et al., 2020), she stated that if it is observed from the advantages of SRL using youtube, then there are also some disadvantages of the implementation of youtube as a learning medium including the following; (1) To be able watching videos or even download it, cost expensive internet quota so it's effect their financial constraints, and (2) Problem of internet connectivity. Individuals or students who have Self-Regulated Learning may have more effective preparation and demonstrate more positive achievement in their academic results. This is in line with the statements of Barnard-Brak, Lan, and Paton (Sudinadji & Kumaidi, 2019) which stated Individuals with SRL showed more positive achievements in their academic results than individuals who were not accustomed to behaving with SRL. Some previous research has also shed light on how students organize themselves in learning to achieve their end goals. As research conducted by Fink (Wirth & Perkins, 2013) in his research, said that the program of deepening the material in the preparation period for national examinations or generally helping the evaluation of PBM every day is something that deserves to be criticized, Fink further stated that instructional teaching from teachers is not always successful, many students do not experience "learning", because what he learns is held back.

There is a lot of research that explains about self-regulated learning, one of which is correlated with academic achievement. Based on the previous explanation, it has been emphasized that students who have learning arrangements by themselves are judged to be more effective and can show

achievement of more positive goals. According to Fasikhah & Fatimah (2013), Self-regulated learning achievement is also seen as a complex relationship between an individual's ability to self-perception, assessment of tasks, expectations of success, cognitive strategies and self-regulation, gender, parenting style, socioeconomic status, performance and individual attitudes towards school. This explanation shows that an individual's academic achievement is determined by two factors, namely external and internal factors.

Shuy (2010) state that Self-regulated learning refers to an individual's ability to understand and control his or her learning environment, and the ability of self-regulated learning is included in goal setting, selfmonitoring, self-instruction, and self-strengthening. Based on all the explanations above, it can be concluded that Self-regulated learning emphasizes the importance of personal responsibility and controls the knowledge and skills acquired, so that each individual can become an expert or master in learning. Self-regulated learning is a combination of academic learning skills and self-control that makes learning easier, so an individual will be more motivated. According to Nugroho et al., (2018), Self-Regulated Learning makes a positive contribution to students, namely (1) students can personally improve their ability to learn through self-motivation, (2) students can proactively choose the structure and create the best learning environment according to themselves to achieve learning goals, (3) students can play a significant role in choosing the form and activities of learning according to their needs. The application of SRL can also improve the quality of student problem solving which implicitly impacts the improvement of student learning outcomes.

Supported by the opinion of Zubaidah, (2020), she stated that the application of

SRL can also improve the quality of student problem solving which implicitly impacts the improvement of student learning outcomes. Students' learning outcomes are influenced by learning motivation. Students will be motivated to learn if curiosity and the relevance of the relationship of learning materials to the needs and conditions of learners, foster competent humanities, and show success in achieving learning goals that overall need to pay attention to psychological aspects and physical aspects of students. The application of SRL can improve learning outcomes because with self-regulated learning, students feel more comfortable with the learning system.

The application of SRL can improve learning outcomes because with self-regulated learning, students feel more comfortable with the learning system. In the learning process, students who have SRL skills build learning goals, try to monitor, regulate, and control cognition, motivation, and behavior to control the goals that have been made. This is in line with the opinion of Zimmerman and Schunk (2012) that SRL skills is able to activate, change, and maintain one's ability, especially learning things that are related to oneself. Based on the explanation, it shows that students' learning outcomes are influenced by learning motivation, students will be motivated to learn if curiosity and the relevance of the relationship of learning materials to the needs and conditions of learners, foster competent humanities, and show success in achieving learning goals that overall need to pay attention to psychological aspects and physical aspects of students.

RESEARCH METHOD

In conducting this research data, the type of research method that used by the researcher is descriptive-qualitative approach as ARY et al., (2010) defined this approach focuses on understanding social

phenomena and providing comprehensive oral explanations of attitudes, situations, and participants. In general, this research is based on descriptive principles of descriptive analysis, because descriptive analysis is understood as a form of analysis aimed at solving problems that occur in the present. In selecting research subject, all students of X MIPA 1 SMA N 1 Pematang in the academic year of 2021/2022, which 31 students from one class were taken as the research object.

Researcher devise systematic procedures for identifying behaviors of interest and identifying, classifying, and recording behaviors in natural or artificial situations by using direct observation (ARY et al., 2010). Next, questionnaire are used to get data filled in by students themselves, commonly referred to as self-completed questionnaire. On this occasion, the researchers confirmed that all students fill out questionnaire to complete. The form of questionnaire in this study is close-ended with simple questions to minimize difficulty in understanding questions (ARY et al., 2010). The questions are related to how is the use, the advantages and disadvantages of Youtube-based learning media in promoting students' self-regulated learning skills during the pandemic.

Last, interviews were used to collect data from students about their opinions, beliefs, and emotions about the situation in their own words. The researcher collected student's responses toward the use, the advantages and disadvantages of Youtube-based learning media to attract students' self-regulated learning skill using a structured review. In structured interview, the questions are structured and formulated, which the question is generally more limited in length and most questions cannot be answered with yes or no or limited word responses (ARY et al., 2010).

Observations was conducted with the aim of identifying students' interest when using Youtube videos as a learning media in their class. Researcher designed a systematic procedures for identifying behaviors of interest and identifying, classifying, and recording behaviors in natural or artificial situations by using direct observation. In the next phase, the questionnaire was conducted to classificate about students' interest with Self-Regulated Learning during this covid-19 pandemic using Youtube videos as a learning media. The questionnaire was shared with 30 students. The question consist of 20 questions. The form of questionnaire in this study is close-ended with simple questions to minimize students' difficulty in understanding the questions. Every question is given with four options for the students, those are; Strongly Agree, Agree, Disagree, and Strongly Disagree. These four options refer to Likert style, and the questionnaire is designed to avoid uncertainty. Distribution is done using online questionnaire using Google Form.

The questionnaire was filled out by 30 respondents, they are from the students of X MIPA 1. That particular class was chosen because the respondent had been taught by the English teacher using Youtube video as a learning media in his class. The next stage, the interview was conducted outside of school hours, before, the researcher gave a prior consent form to the students. For students who wish to conduct an interview, they can fill out the form which contains the answer options; "Agree" and "Not Agree" to do the interview. The results of the interviews were recorded and then transcribed for analysis and added more descriptions to the conclusions of the questionnaire data. Interviews were conducted face to face, outside of school hours and of course had permission from the school. There are 2 aspects of the question which include Youtube as a learning media, and Self-

Regulated Learning. The total number of questions from this interview is 9 open-ended questions.

FINDINGS AND DISCUSSION

The findings of this research are presented in the table 1 - table 5. This findings are found by analyzing students or participants' experiences and comprehension through observation, questionnaire and interview. And based on the data collection that have been conducted by the researcher, it is known that 10th grade students do self-regulated learning at home in order to improve their academic results, students used Youtube as learning media during covid-19 pandemic, and Youtube videos make it easier for students to understand learning material.

Table 1

No	Statement	Scale			
		SD	D	A	SA
1.	Students do SRL to Improve their academic results.	2 (6,5%)	4 (12,9%)	21 (67,7%)	4 (12,9%)
2.	During pandemic, I do SRL at home using learning media, one of which is Youtube.	0 (0%)	6 (19,4%)	19 (61,3%)	6 (19,4%)
3.	I look for learning material through Youtube because it can make it easier for me to understand the material.	1 (3,2%)	6 (19,4%)	19 (61,3%)	5 (16,1%)

Table 1 reported that 80,6% students agree that they do self-regulated learning at home using Youtube based learning media to improve their academic results. This is linked to the findings of previous

research entitled “Students’ Perceptions Of Using Youtube As English Online Learning Media During Covid-19 Pandemic” by Sylphia Simanjuntak et al., in 2021., it was inferred that most of the students feel by using YouTube as an online English learning medium was attractive, effective, and relevant to the content of the course. It also motivates students to study English online during the Covid-19 pandemic.

From the interview’s session, most of the participants said that Youtube videos are very useful for them, especially when they feel difficult with some of learning materials. When students need more explanation, they search the material on Youtube and there are so many videos they looking for. This also aligned with (Srinivasacharlu, 2020) who demonstrated that using YouTube in the classroom can improve teaching and learning efficiency. Considering it send less of ferings, it's no surprise that Youtube has been ranked highest as a favourite learning tool.

Table 2

No	Statement	Scale			
		SD	D	A	SA
4.	I have the ability to control my SRL skills at home during the covid-19 pandemic.	2 (6,5%)	12 (38,7%)	15 (48,4%)	2 (6,5%)
5.	My daily behavior or habits can affect my SRL skills.	0 (0%)	1 (3,2%)	16 (51,6%)	14 (45,2%)
6.	A supportive social environment can affect my SRL skills.	0 (0%)	0 (0%)	11 (35,5%)	20 (64,5%)

Table 2 revealed that this study found about 3 factors that can affect students’ self-regulated learning skills, those are: personal ability/ potential, daily behaviour, and supportive social environment. This finding confirmed by

the theory from Zimmerman and Schunk (2012). The next point who researcher findings in interview question from “*In your opinion, what are the factors that can affect self-regulated learning?*” is students need a self-motivation, family support, and supportive social environment to attract their self-regulated learning skills. This statement supported by excerpt 1 which said “In my opinion, factors that affect myself-regulated learning skills are self-motivation, family support, and supportive social environment.”, excerpt 2 which answered “Self-motivation and supportive social environment are the most important things that affect myself-regulated learning skill, Miss”.

Table 3

No	Statement	Scale			
		SD	D	A	SA
7.	The ability to control feelings affects my SRL skills	0 (0%)	2 (6,5%)	12 (38,7%)	17 (54,8%)
8.	The ability of self-control affects my SRL skills	0 (0%)	1 (3,2%)	13 (41,9%)	17 (54,8%)
9.	Self-confidence is my main motivation in SRL.	1 (3,2%)	0 (0%)	12 (38,7%)	18 (58,1%)
10.	Active in learning can affects my self-regulated learning skills.	0 (0%)	1 (3,2%)	14 (45,2%)	16 (51,6%)
11.	Academic achievement is my main motivation in self-regulated learning	0 (0%)	3 (9,7%)	17 (54,8%)	11 (35,5%)

Table 3 showed about characteristic that affect students’ SRL skills. This findings was confirmed by theory of Cheng (2016) which defines someone who does self-learning has a clear idea of how

SRL strategies are used, because with these strategies one is able to be active in learning. SRL defines an individual's efforts to learn to actively control themselves and monitor thoughts, feelings, and actions in achieving academic goals independently and motivated. The interview's question *"In your opinion, is it important to set strategies in self-regulated learning? If so, what strategies are needed?"* was found by excerpt 5 "I forced myself to do Self-regulated learning at home because I have to improve my academic results."

The 3rd excerpt also have the same opinion "I do SRL at home because I want to improve my academic achievement and I joined in several extracurriculars to develop my hobby, but besides that, I always pay attention to my time management so that I can remain an outstanding student in school." This findings are supported by theory of (Ali Salmani Nodoushan, n.d.) defines SRL includes individual student goals for academic tasks and self-directed positive behavior, motivation, and cognitive self-regulation.

Table 4

No	Statement	Scale			
		SD	D	A	SA
12	Youtube can be accessed anywhere and anytime	0 (0%)	1 (3,2%)	15 (48,4%)	15 (48,4%)
13	Youtube videos increase students motivation to study	2 (6,5%)	5 (16,1%)	19 (61,3%)	5 (16,1%)
14	Youtube videos increase students' interest to study	2 (6,5%)	9 (29%)	14 (45,2%)	6 (19,4%)

15	Youtube videos makes students happy and enjoy the learning material	2 (6,5%)	6 (19,4%)	18 (58,1%)	5 (16,1%)
16	Youtube has many explanatory videos related to the learning material	1 (3,2%)	1 (3,2%)	18 (58,1%)	11 (35,5%)
17	I prefer to choose YouTube as a learning media than textbooks	4 (12,9%)	11 (35,5%)	12 (38,7%)	4 (12,9%)

Table 4 investigated about the advantages of Youtube learning media to attract students' SRL skills. YouTube is effective in the online learning process (Rahmatika et al., 2021). This is in line with (Sirait et al., 2021) which stated students become more excited and enthusiastic in following the learning activity process, and in the end the expected initial learning goals can be achieved well.

Nasution (2019) claims that YouTube can be used not only to provide entertaining videos for entertainment, but also as a learning medium to support them. You can find many educational videos for beginners, intermediates and advanced players. This statement also supported by students' responses during interview session, "Youtube videos helps me a lot to understand the material and I've subscribed several content creator whom focused on teaching videos, Miss." (Excerpt 3). Excerpt 4 was also have the same opinion, "Youtube is very useful for me because they have variative videos that doesn't make me bored."

From those responses, it can be concluded that the advantages of Youtube based learning media to promote students SRL skills during covid-19 pandemic are:

Youtube can be accessed anywhere and anytime, Youtube videos increase students motivation to study, Youtube videos increase students' interest to study, Youtube videos makes students happy and enjoy the learning material, Youtube has many explanatory videos related to the learning material, and students' prefer to choose Youtube than textbooks.

No	Statement	Scale			
		SD	D	A	SA
18.	Sometimes, learning seems boring if the Youtube video is less interesting and seems monotonous	1 (3,2%)	2 (6,5%)	14 (45,2%)	14 (45,2%)
19	An unstable internet connection makes it difficult for me to access Youtube to find learning materials	0 (0%)	4 (12,9%)	18 (58,1%)	9 (29%)
20.	Youtube video resolution becomes low / less clear if my internet network is not stable	0 (0%)	4 (12,9%)	14 (45,2%)	13 (41,9%)

Table 5 reported about the disadvantages of Youtube based learning media to promote students' SRL skills during pandemic. Based on Harahab Putri et al. (2020) defines some disadvantages of the implementation of youtube as a learning medium including the following; (1) To be able watching videos or even download it, cost expensive internet quota so it's effect their financial constraints, and (2) Problem of internet connectivity. This study found that the disadvantages of Youtube based learning media to promote students Self-Regulated Learning skills during covid-19 pandemic are: the less interesting video and the monotonous videos makes students feel bored, an unstable internet connection makes it

difficult to access Youtube, and an unstable internet connection makes the video resolution becomes low so it can decreased students motivation to study.

CONCLUSION

Looking at the purpose of this research are 1). To find out the use of Youtube-based learning media in promoting students' self-regulated learning skills during the pandemic, and 2). To find out the advantages and disadvantages of using Youtube-based learning media to promote students' self-regulated learning skills during the pandemic. The findings of this research found that the use of Youtube based learning media to attract students' self-regulated learning during covid-19 pandemic are 1). students do self-regulated learning at home in order to improve their academic results, 2). students used Youtube as learning media during covid-19 pandemic, and 3). Youtube videos makes it easier for students to understand learning material.

In improving students' self-regulated learning skills, several important aspects are needed to support it, that is related to the factors and characteristics that affect students' self-regulated learning skills. This study found about 3 factors that can affect students' self-regulated learning skills, those are: personal ability/ potential, daily behaviour, and supportive social environment. Next, the characteristics that affect students' self-regulated learning skills, those are: the ability to control feelings, the ability of self-control, the ability of self-confidence, active in learning, and has academic achievement as main motivation.

The advantages and the disadvantages of Youtube based learning media to promote students Self-Regulated Learning skills during covid-19 pandemic was also found at this research. Which the advantages of Youtube based learning media to promote students Self-Regulated Learning skills during covid-19 pandemic

are: 1). Youtube can be accessed anywhere and anytime, 2). Youtube videos increase students motivation to study, 3). Youtube videos increase students' interest to study, 4). Youtube videos makes students happy and enjoy the learning material, and 5). Youtube has many explanatory videos related to the learning material, and students' prefer to choose Youtube than textbooks.

Next, the disadvantages of Youtube based learning media to promote students Self-Regulated Learning skills during covid-19 pandemic, those are: the less interesting video and the monotonous videos makes students feel bored, an unstable internet connection makes it difficult to access Youtube, and an unstable internet connection makes the video resolution becomes low so it can decreased students motivation to study. This study is expected to illustrate that learning media that can be used in the teaching process are not only textbooks but other learning media that can stimulate student interest in learning, namely Youtube videos. YouTube not only provides fun videos for entertainment, but can also be used as a learning medium to find a lot of educational videos from beginner, intermediate and advanced levels.

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