THE USE OF INSTAGRAM AS A MEDIA FOR INDONESIAN LEARNING ASSIGNMENTS

Vetty Nirmalasari[1], *Else Liliani[2]*

[1,2] Indonesian Language and Literature Education, Master Study Program
Yogyakarta State University
[1]Vettynirmalasari.2020@student.uny.ac.id, [2] else_l@uny.ac.id

ABSTRACT

The COVID-19 pandemic has brought changes in the Indonesian language learning process. The obstacle experienced by students during the learning process is boredom. Indonesian teaches students to build language characters orally and in writing, either using the media or directly. The language on social media is in the spotlight due to the continuous use of social media during the COVID-19 pandemic. This study aims to identify and describe the need for Indonesian language learning media, especially through Instagram. The constraints of students in assignments during the COVID-19 pandemic caused boredom which must be overcome immediately. The learning media used during the pandemic is certainly different from the period before the pandemic. The state of the pandemic causes technological developments to accelerate because various aspects of life, especially education, have turned into challenges. Therefore, daring to cause a person's habit of operating Indonesian language learning media and the use of social media has a relationship to create learning social media. The method used in this research is descriptive method.

Keywords: social media, exposition text, Instagram

1. Pendahuluan

Education has experienced a shift after the pandemic that hit Indonesia. The learning style of students is one of the impacts experienced at every level of education. Indonesian language is identical to text subjects so that in delivering material and assignments, special strategies are needed. If you look at the previous two years, Indonesian language learning activities can be supported by looking at the ongoing situation. This is different from the COVID-19 pandemic, which causes educators and students to adjust learning styles that become obstacles in the teaching and learning process.

Studying from home is a new term used during the COVID-19 pandemic. Studying from home carried out by students at home certainly provides a new style in the learning process. The learning style from home does seem easier to implement anywhere but there are some obstacles experienced such as student boredom which has an impact on learning achievement. Boredom becomes a challenge for educators when teaching and learning activities take place face to face.

Indonesian language learning is expected to be able to improve students' ability to speak both spoken and written. Indonesian language also trains students to appear in public places. Communication is the goal of learning Indonesian language. Indonesian language trains students to be fluent in expressing opinions or ideas, ideas, and expressions. Thus, there are four skills that are taught in Indonesian language. The four skills in question are writing, listening, listening, and speaking, so that these four skills build a stigma in society that Indonesian language is more capable in speaking activities in public places.

Indonesian language for students is a subject that involves more activities of reading, writing, listening, speaking, and understanding texts. Boredom becomes a challenge for educators when teaching and learning activities take place face to face. In fact, challenges in learning Indonesian language can still be found when the learning process becomes online. The style of giving assignments that seem

monotonous is a factor of student boredom in doing assignments so that it affects learning achievement. Social media is a means to convey message content to speech partners (Bovee, 1997: 17). Indonesian language is a tool used in communication activities so that language and media become inseparable components in achieving communication goals.

Learning media is an effective means in teaching and learning activities. Problems encountered in teaching and learning activities can be overcome with learning media. Implicitly, learning media requires teachers to keep up with the times as is happening today, namely learning during a pandemic. Today, learning media has shifted to the realm of digitization, such as the use of social media in learning Indonesian language.

It can be seen clearly that Indonesian people use smart phones regardless of age. From the age of children are proficient in using smart phones. Indonesian people with smart phones find it easier to educate children. Though it could be a smart phone will have a bad impact if misused. The following are applications for communication or entertainment that can be used as renewal media in giving assignments to students, such as Line, BBM, Email, Telegram, Twitter, WeChat, WhatsApp, YouTube, Instagram., Facebook, Tiktok, and online games. Today, social media comes in various forms which have almost the same goal, namely obtaining information, adding insight, and developing talent. Social media used in communicating aims to expedite the process of teaching and learning activities. The Instagram platform was ranked first based on data downloaded from https://databoks.katadata.co.id/. Therefore, the selection of Instagram social media in learning as a means of task assignment innovation is the right decision. In addition, Indonesia is ranked fourth as an Instagram user, making it easier to assign tasks via Instagram.
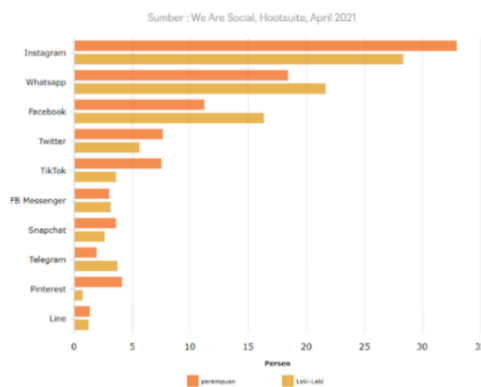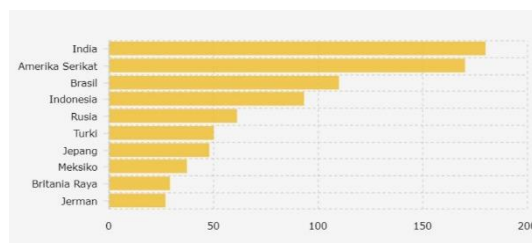

Figure 1.

Sosial Media Users Data

Figure 2.

Instagram Users Countries Data

(Sudjana and Rivai, 2007) explained that the use of media can clarify the material during the learning process. learning media can support the effectiveness of teaching and learning activities for educators and students. The media used are online media or social media to make it easier for students to participate, share, express opinions, one of which is using Instagram social media. Today the digital era dominates in various ways such as teaching and learning activities. Therefore, the author will describe the process of teaching and learning Indonesian language with the renewal of learning media as an assignment using Instagram social media. Through social media, it will provide new energy in the teaching and learning process of Indonesian language.

This research is in line with proprietary research (Ulfah, 2020) which explained that social media can be used as a learning tool during a pandemic, it can even

be said to support the teaching and learning system in schools. (Ulfah, 2020) discussed the benefits of social media for learning in outline so it needs to be developed with examples of social media that will be used. The use of social media Instagram is a development of this research. The positive impact given from the use of social media in learning is to train students to learn independently. This requires students to be able to produce interesting videos or pictures.

Research conducted by (Ulfah, 2020) has found the use of media in learning, utilization plans, and the challenges of using social media as a learning medium. The plan to use social media as a learning medium is carried out in stages, namely (a) determining learning objectives, (b) preparing learning materials, and (c) planning assessment instruments. Meanwhile, how to use social media as a learning medium is through several activities, namely (a) producing videos, images, or infographics and (b) journaling writing and reading. In addition, Ulfa's research reveals the challenges faced when deciding to use social media as a learning medium, namely educators must be open or 'literate' technology and must improve creative and innovative abilities and skills. Increased knowledge and skills that are adapted to the development of science and technology in order to provide learning that is in accordance with the characteristics of students. In this regard, this study has found a way to grow learning motivation through the use of Instagram social media which has been developed from Ulfa's research. Ulfa's research only mentions several social media that can be used as learning media, so this research focuses on Instragam social media as a medium for learning exposition texts for class X.

The problem with class X students of Muhammadiyah 1 Prambanan Senior High School is that their learning motivation has decreased. Learning motivation will result in students not doing the assignments given by the teacher, so that the acquisition of material and the assessment process is not optimal. In addition, the impact felt due to the COVID-19 pandemic is that students have more attention to their respective devices than learning. In addition, the use of electronic devices is not used properly, so that students have a sense of addiction to their devices and their enthusiasm for learning decreases drastically. Therefore, the use of gadgets that have a negative impact has turned into an alternative tool for learning Indonesian.

The author uses social media as an Indonesian language learning innovation aimed at facilitating online learning amidst COVID-19 pandemic. Renewal of learning using Instagram social media makes it easier for students to access as well as provide new energy because amidst COVID-19 pandemic, Indonesian people have more dependence on social media. Learning to use social media is practical to use so that it becomes an added value in the use of Instagram social media. In this study, the author has given assignments in the form of exposition text uploaded by students on Instagram. The benefit of using Instagram social media in learning Indonesian is that it makes it easier to access, unlike other platforms. In addition, to see all the results of students who collect using a hashtag (#) that has been agreed upon and include a description of the upload with the creativity of each student.

2. Metode Penelitian

According to Sugiyono (2015: 2), the research method is a scientific way to obtain data with predetermined uses and objectives. The method used in this research is qualitative method. Qualitative method is a tool used to measure or assess a development in research.

The data source used in this study was a sample of student videos on Instagram as a result of the exposition text learning task. The data collection techniques used in this study were listening to students' videos uploaded on Instagram, reading responses, the number of video likes, the number of viewers, and the delivery method in the video. In addition, the results of data collection carried out data processing, research by listening, selecting data, analysing data, and concluding the final results. Thus, the sample data obtained in

the form of factual data obtained from students so that in this study using descriptive data presentation. The researcher analysed the exposition text learning in grade X at SMA Muhammadiyah 1 Prambanan.

3. Steps to Use Instagram as an Assignment Media

The findings of the research on learning to write and read exposition texts using Instagram media, namely by analysing the results of learning to write and reading exposition text activities for students of grade X SMA Muhammadiyah 1 Prambanan. The steps that must be taken by students in learning to write and read student work are as follows:

1. Students downloaded the Instagram application.

2. Students created Instagram accounts.

3. Students observed the material presented by the teacher at the previous meeting.

4. Students uploaded videos with creative descriptions and use hashtags such as #TeksEksposisiMosha Text and #TugasMosha.

5. The agreed theme was Learning during a Pandemic.

After the students have finished collecting the assignments that have been given, the next step was to give grades to students according to the rubric assessment that has been developed (Alhabib et al., 2021).

Table 1. Assessment Rubric
Assessment in writing and reading exposition text using Instagram:

No.	Indicator	Score	Score				
			5	4	3	2	1
1.	Completeness of the main aspects of the exposition text, such as: a. Theme b. Title c. Writer's name d. Narrative	4	If there is completeness of the main aspects of the exposition text.	If the exposition text contains all three indicators.	If the exposition text contains two indicators.	If the exposition text contains one indicator with mutual cohesion.	If the exposition text contains one of the indicators by selecting a title and theme that is not in accordance with the narrative or content.
2.	Completeness of the characteristics of the exposition text: a. Explain the problem b. Using an informational style that invites c. Using facts as evidence d. Using opinion as a form of statement of attitude towards the topic e. Delivering straightforwardly	4	If there is completeness of the characteristics of the exposition text.	If the exposition text contains four indicators.	If the short story contains three indicators.	If the short story contains two indicators.	If the short story contains one indicator.
3.	Completeness of exposition text structure, such as: a. Statement of opinion (thesis) b. Argument c. Reaffirmation of opinion d. Conclusion	6	If there is completeness of the structure of the exposition text.	If the exposition text contains three indicators.	If the exposition text contains two indicators.	If the exposition text contains one indicator with clear content.	If the exposition text contains one of the theses, arguments, affirmations, and conclusions with unclear content.
4.	Appearance accuracy, such as: a. Intonation b. Gesture c. Audio d. Language e. Creativity	6	If the video contains accuracy in its appearance.	If the video contains four indicators.	When the video contains three indicators.	When the video contains two indicators.	When the video contains one indicator.

1. Type of assessment : written and video.

2. Assessment form : description

3. The formula for calculating the results of writing and reading exposition text:

Final score $\frac{score}{100}$ X 100%

4. Determine the score predicate that is gotten by students.

Table 2.
Predikat Indikator

No.	Points	Predicate
1.	1	Very less
2.	2	Not enough
3.	3	Enough
4.	4	Good
5.	5	Very good

The indicator predicate serves as a reference for determining students to enter the predicate generated in the assignment.

Table 3. Score Predicate Interval

After that, the Determination of Reference Criteria was applied to the results of the scores of students, so it can be concluded that the final results of the grade XI students of SMA Muhammadiyah 1 Prambanan are as follows:

Mastery Level Percentage Interval	Four-Scale Modified Value		Keterangan
	1-4	D-4	
86-100	4	A	86-100
76-85	3	B	76-85
56-74	2	C	56-74
10-55	1	D	10-55

Tabel 4. Daftar Nilai Siswa Kelas XI SMA Muhammadiyah 1 Prambanan

No.	Student Code	Score	Category
1.	KS 01	81	B/3
2.	KS 02	88	A/4
3.	KS 03	78	B/3
4.	KS 04	92	A/4
5.	KS 05	68	C/2
6.	KS 06	90	A/4
7.	KS 07	80	B/3
8.	KS 08	80	B/3
9.	KS 09	88	A/4
10.	KS 10	86	A/4
11.	KS 11	96	A/4
12.	KS 12	78	B/3
13.	KS 13	78	B/3
14.	KS 14	88	A/4
15.	KS 15	90	A/4
16.	KS 16	90	A/4
17.	KS 17	88	A/4
18.	KS 18	80	B/3
19.	KS 19	80	B/3
20.	KS 20	82	B/3
21.	KS 21	78	B/3
22.	KS 22	86	A/4
23.	KS 23	81	B/3
24.	KS 24	84	B/3
25.	KS 25	88	A/4
Total		2104	
Average Score		84, 1	

Based on the results of the data that has been obtained, there are 12 students who get very good predicates, 12 students who get good predicates and 1 students who get enough predicates. The total score obtained is 2108 with the highest score of 96, the lowest score of 78, and the overall average score of 84, 1

3.1 Result of Utilizing Instagram as a Exposition Text Assignment Media

The advantage of using Instagram lies in the wide interaction. Through Instagram, students can reach information from various points of view. The use of social media as a substitute for student assignments can train various skills. Less than optimal speaking skills of students will require students to learn to dare to appear in public places such as Instagram. In addition, the boredom felt during the current pandemic affects the enthusiasm of each student in doing assignments, so educators must make updates, one of which is using Instagram social media.

Social media platforms such as Instagram can be a place for students to practice speaking. The material chosen was writing and reading exposition text. Students were asked to write exposition text with agreed themes. The specified theme must have been experienced by students because they talked about studying during a pandemic. After that, students could practice the results of their writing through social media. Learners told stories about studying during a pandemic where later followers would respond, for example liking uploads, commenting, or re-uploading.

Students with code KS 11 (https://www.instagram.com/tv/CUSWFjbAQkN/?utm_medium=copy_link) obtained the highest score of 94. In the first aspect, namely the formal completeness of the exposition text, it obtained a score of 4 with a very good predicate. The following predicate explains that students write a complete exposition text on the main aspects. The main indicator has a score of 4 points, so the calculation is 4 x 4 = 16. That way, students get a score of 16 on the completeness aspect of the main aspects.

The second aspect is the characteristics of the exposition text, students get a score of 5 with a very good predicate which means that in writing there is completeness in the characteristics of the exposition text. The characteristics of the exposition text have a weight of 4, so the calculation is 4 x 5 = 20. That way, students

get a score of 20 on the characteristic aspect of the exposition text.

The third aspect is the structure of the exposition text, students get a score of 4 with a very good predicate. Very good predicate indicates that students in writing include the entire structure completely and clearly. In the aspect of the structure of the exposition text has a weight of 6, then the calculation is 6 x 4 = 24. Thus, students get a score of 24 on the aspect of the structure of the exposition text.

The fourth aspect is appearance, students get a score of 5 with a good predicate. The good predicate explains that students in their appearance only contain four aspects. The appearance aspect has a weight of 6, so the assessment is 6 x 5 = 30. Thus, students have 30 points in the appearance aspect through Instagram videos..

The results of the next data, have found students with the code KS 05 (https://www.instagram.com/tv/CUSVJm8 so3A/?utm_medium=copy_link) obtained the lowest score with a total of 68 in the aspect of formal completeness with a predicate enough. The predicate is sufficient to explain that the main aspect of the exposition text. The predicate is sufficient to explain that students only contain three components in the exposition text. The formal aspect has a weight of 4, so the assessment is 4 x 3 = 12. Thus, students get 12 points in the main exposition text.

The second aspect is the building blocks of the characteristics of the exposition text. Students get 5 points with a very good predicate. The predicate very well explains that the exposition text is complete in the elements of exposition text building. The weight on the aspect of the building blocks is 4, so the assessment is 4 x 5 = 20. Thus, students get 20 points on the characteristic aspect of the exposition text.

The third aspect is the structure of the exposition text. Students get 3 points with good predicate. The good predicate explains that there are only 3 indicators for students in this aspect. The weight on the third aspect is 6, so the assessment is 6 x 3 = 18.

Thus, students get 18 on the structural aspect of the expository text.

The fourth aspect is appearance. Students with code KS 05 get 3 points with enough predicate. The predicate is sufficient to explain that students only include three aspects in their appearance on Instagram videos. The weight of the fourth aspect is 6, then the assessment is 6 x 3 = 18. Thus, students get 18 points on that aspect.

It can be concluded that the use of social media as an innovation in giving assignments is one alternative. Instagram has proven to be effective. In addition, Instagram is easy to operate. The success of using Instagram can be seen from the average obtained by students of 84,1.

5. Conlusion

The conclusion that can be drawn from the following research is that the assignment of learning Indonesian in the form of writing and reading exposition texts can be done using Instagram as a social media update. This can be proven by research that has been carried out by producing an average of 84.1 students so that it is proven to be effective as a renewal in the assignment of Indonesian subjects.

Instagram is a social media favored by the public, it is proven that Instagram is ranked number 1 with the most users so that through this kind of assignment it will have a good impact on the image of the Indonesian language which seems boring. Instagram is a social media that has complete facilities in it, such as sending pictures or photos and sending videos that are equipped with various filters to increase the creativity of students. In addition, uploaded photos or videos can be saved in search easily using a hash mark that serves to limit. The restriction in question is a collection of uploads with a certain hash mark. Therefore, the use of Instagram as a renewal medium in appropriate and effective assignments is used while supporting the learning style situation during the pandemic. In addition, further research can be carried out on this study because there is a weakness in the form of

freedom of students to archive videos so that readers can only view limited information.

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