

The Utilization of Ilearn and Youtube for Indonesian Department Students of Andalas University in Expressing Journalistic Works

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ABSTRACT

The use of the internet network in lectures can be used to create synchronous face-to-face learning methods (the students can access lecture material anywhere on a set lecture schedule) and asynchronous (anywhere and anytime). This has become a learning technology in the Introduction to Journalism course. One of the learning objectives is to improve student journalistic competence. The tasks that are carried out are related to field practice which is by listening to events that occur in the surrounding environment. The students take advantage of *ilearn* and *youtube* as learning technologies in the Introduction to Journalism course. This learning technology provides the students with experience in designing the future. The students gain knowledge about the world of journalism and also the profession as a journalist. This is in accordance with the learning achievements of the Introduction to Journalism course that the students are expected to respect the journalist profession and also be able to make journalists a profession that will be pursued after completing the studies at the Indonesian Literature Department, Andalas University.

Keywords: Learning technology, journalism, ilearn, youtube, Andalas University

1. INTRODUCTION

The *Introduction to Journalism* course (INA 361- SASINDO) is an optional course for journalistic skills in odd semesters in the Indonesian Literature Department, Andalas University. In this course, the journalism basics are discussed, such as the terms journalism, journalistic ethics, mass media, journalist profession, and journalist organizations. In addition, it also discusses news writing techniques, opinion/essay/ article writing techniques, and feature writing techniques.

In the development of journalism, a journalist is required to take advantage of technology, such as the use of *handphones* as a media for coverage, both for print media, *online* media, television media, and radio. The dissemination of information through news by all mass media must take advantage of the site media (*website*) because information circulating in the midst of society is growing rapidly, which is in seconds per second. Thus, the ability of the students to utilize technology to support journalistic abilities is also important because the journalist profession is one of the professions that graduates of the Indonesian Literature Department will achieve. To support the student's ability to work as a journalist, in the *Introduction to Journalism* course, material related to the profession is provided.

In the Indonesian Literature Department of Andalas University in 2019/2020, the learning media for the *Introduction to Journalism* course are still conventional which face to face in class. In fact, the assignment assessment method is still conventional, namely by submitting assignments via paper (print) or video that is shown in class. Some assignments are done by hand to avoid plagiarism by the students. This makes it difficult for lecturers to assess or check student assignments by utilizing technology. In fact, according to [1], learning media is anything that is used to convey and transmit messages from sources in a planned manner so as to create a conducive learning environment. Thus, learning technology is needed that is in accordance with the course achievements.

One of the learning technologies that can be used is *website*-based learning. [2] states that *website*-based learning is a learning activity that utilizes *website* media that can be accessed via the internet network. *Website*-based learning or also known as *web-based learning* is one type of application of electronic learning (*e-learning*). Through *e-learning*, the learning materials can be accessed anytime and from anywhere. In addition, the material can be enriched with various learning resources includes multimedia which the teachers can quickly update, such as a *YouTube link*.

The use of internet networks in *the Introduction to Journalism* course can be used to create learning methods.

The students can access the lecture material anywhere on the set lecture schedule (synchronous) or anywhere and anytime (asynchronous). In fact, one of the learning objectives of the *Introduction to Journalism* course is journalistic competence. The tasks that are carried out are related to events that occur in the environment around the students. Thus, it is necessary to take advantage of learning technologies, such as *ilearn* and *Youtube*, in the *Introduction to Journalism* course's acquisition and practice.

In the actual teaching and learning process, especially in countries where the internet connections are still slow, the use of the *e-learning* system can be combined with a conventional learning system known as the *blended learning* system. The term *blended learning* consists of two words which are *blended* and *learning*. The word *blend* means mixture and *learning* has a general meaning which is learning. Thus, *blended learning* means learning patterns that contain elements of mixing or combining one pattern with another.

[3] explained that *blended learning* is a combination of *face to face* learning and *online learning*. [4] stated that what is mixed in *blended learning* are two main elements which are classroom learning (classroom lesson) and *online learning*. Meanwhile, [5] stated that *blended learning* is integration between *face to face* and *online learning* to help the learning experience in the classroom by developing information and communication technology. Thus, *blended learning* represents an opportunity that integrates innovation and technological advantages in *online learning* with interaction and participation from the benefits of *face-to-face* learning.

This *blended learning* method of learning is appropriate for the *Introduction to Journalism* course. The material that is theoretical and practical can be delivered *online* at the same time (synchronous) or at the same time (asynchronous). In fact, the material that is practical when delivered *online* and done by the students directly in the field can support the working principle of a journalist which is conveying factual information that is found around. Thus, the *blended learning* method needs to be applied in the Indonesian Literature Department, Andalas University starting from the odd semester 2020/2021. This is intended so that the learning objectives of the *Introduction to Journalism* course can be achieved, including (1) the students can understand the basic principles of journalism, journalistic code of ethics, and journalistic ethics; (2) the students can understand the basic principles of mass media, journalists and journalist organizations; (3) the students can understand and be able to write news, opinions/essays/articles, and features; (4) the

students can understand the principles of news editing; and (5) the students can do coverage by paying attention to journalistic code of ethics.

So far, the *Introduction to Journalism* course has been carried out by using the learning method in the classroom by adding more explanations to the theory, while the expected achievements in the course are journalistic skills that can be used by the students in the field. When measuring the students' abilities through the mid-semester exam and the end-semester exam in the odd semester of 2019/2020, their abilities did not reach the expected targets. This can be seen in the scores obtained by the following students.

SEBARAN NILAI	A	A-	B+	B	B-	C+	C	D	E
JUMLAH MAHASISWA	3	8	26	19	2	0	0	0	4
PRESENTASE	5%	13%	42%	31%	3%	0%	0%	0%	6%

Tabel 1. Sebaran Nilai Mahasiswa pada Mata Kuliah Pengantar Jurnalistik Semester Ganjil 2019/2020

Through this table, it can be seen that the student scores in the *Introduction to Journalism* course have not been maximal. Even though it is quite good, the ability of students after graduating from the lectures does not meet the expected learning outcomes. The students also do not have experience in the form of practical field studies, both individually and in groups, especially as a journalist. In addition, students also do not have experience in *online learning*.

With the application of the *blended learning* method in the *Introduction to Journalism* course, it is hoped that the learning objectives of this course can be achieved by the students, both those delivered face-to-face online (synchronous) and those delivered asynchronously. The lecturers can provide the materials such as news writing techniques, opinions/ essays/ articles, and *online features*, then the students carry out information gathering practices in the field, and the lecturers can re-analyze and evaluate assignments done by the students through face-to-face online. Thus, the understanding of material and practice as a journalist which has become standardized in the world of journalism, has been mastered by the students who take this course

2. RESEARCH METHODS

In this study, a qualitative descriptive research design was used. Descriptive research is used to find descriptions or symptoms and answer questions regarding the current status of the subject [6]. In this study, a digital work was designed, then it is used in the online learning process. The digital works prepared are *ilearn* as a lecture platform and learning videos that are shared on *youtube*, as well as teaching materials in the form of *power points* and also quizzes.

The research that was carried out was the research on " The Utilization of *Ilearn* and *Youtube* for Indonesian Literature Department Students of Andalas University in Expressing Journalistic Works". In this research, the effectiveness of using *ilearn* and *Youtube* will be studied in the *Introduction to Journalism* course, especially during the implementation of online lectures. All data obtained, analyzed, and described in the form of sentences.

This research was conducted for five weeks of lectures which from August 18, 2020, to 2 October 2020 for the students taking the *Introduction to Journalism* course. The techniques and instruments made and used to obtain data are observation techniques, distributing questionnaires, and administering quizzes.

Observation is a collection that uses observation of the object of research [7]. The observations were made directly during the learning process of the *Introduction to Journalism* course by using digital media, such as *ilearn* and *Youtube*. It aims to obtain data about student activities during the learning process. In this method, the student activity observation sheets are made.

In addition, the data collection was also carried out through distributing questionnaires in the form of a list of questions submitted to the respondents to be answered in writing [8]; as well as the implementation of quizzes to determine the students' abilities in understanding journalistic material. The quiz sheet consists of several questions related to the learning objectives in the semester learning plan (RPS).

The data analysis technique carried out in this research used the data analysis technique, as suggested by [9] In analyzing the data, there were three main components that were carried out which are (1) the data reduction by summarizing and selecting important things; (2) the presentation of data in the form of a brief description, table, or documentation data; and (3) the verification and conclusion.

3. RESULTS AND DISCUSSION

The concept of *e-learning* with the *blended learning* method provides an increase in the quality of student learning by using digital technology. This learning method adds variety to the lecture process. The students and lecturers carry out academic activities anywhere and anytime, as long as there is an internet connection. This is different from the conventional learning methods that have been implemented face-to- face in class

In the course *Introduction to Journalism* odd semester 2020/2021 which applies *blended learning*, the lectures are carried out with a combination/integration of *on-line web* learning with details of 3 times synchronously (face to face via Zoom) and 4 times asynchronously (before the mid-

test) and 4 times synchronously (face to face via Zoom) and 3 times asynchronously (after the mid-test). The presentation of lecture material with the *e-learning* system is carried out on a website that utilizes *ilearn* of Andalas University through <http://fib.ilearn.unand.ac.id/course/view.php?id=1344>.

In the implementation of lectures, there is a combination of media and equipment (textbooks) used in the *e-learning* environment. The lecturers provide material in the form of modules or reference books in the form of *pdf*, *ppt*, and video. The students access the material and save it on their laptop/ computer so that it can be used to support the learning process.

Regarding the *online* learning process, the lecturer combines a number of teaching-learning approaches, such as making videos that show the material being taught. The video was shared via *ilearn* and the students watched via a Youtube link. The following is a display of lectures on *ilearn* using a Youtube link.

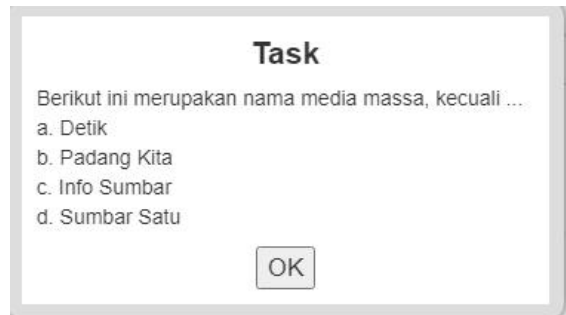


Figure 1. The Utilization of Video in *Ilearn*

In addition, to measure the student's understanding and abilities, *online* exercises were also carried out by using the <https://learningapps.org/> application and *google forms*. The following shows the exercise regarding the mass media.

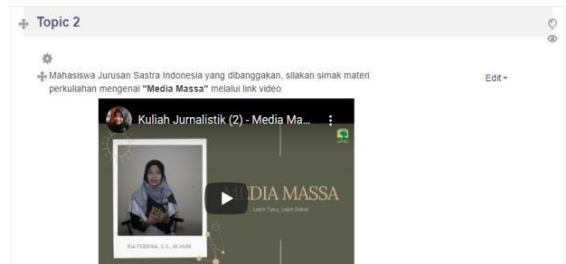


Figure 2. The Quiz via Learning Apps

The exercise regarding the mass media via the *google form* as follows.

Tuliskan nama media online yang Anda buka dalam satu minggu terakhir! *

Teks jawaban singkat

Berita apa yang Anda baca di media online tersebut? Deskripsikan secara singkat! *

Teks jawaban panjang

Tanggal berapa berita tersebut Anda baca? *

Teks jawaban singkat

Masalah terkini apa yang Anda ketahui dari sejumlah berita yang ada di media online saat ini? *

Teks jawaban panjang

Figure 3. Quiz via Google Forms

Regarding the exercise, the students are given time to answer questions within 30 minutes, and then the students can see for themselves the scores obtained after answering the questions.

In addition, the students are also asked to practice in the field after the lecture material is delivered asynchronously. The students receive instructions on doing assignments through *ilearn*, and then they do coverage regarding events at their respective locations. It aims to provide experience as a journalist. Here is a lecture display with an asynchronous system by using *ilearn*.

Topic 3

Referensi Bacaan

Mahasiswa yang kami banggakan, untuk pertemuan ketiga, kita akan melaksanakan perkuliahan tatap maya secara virtual. Ananda diharapkan bergabung melalui link zoom yang disediakan berikut.

Join Zoom Meeting
<https://us04web.zoom.us/j/3289138809?pwd=VFhBRkxSc0A4eDE3OXRlUWJlbnRlbnUT09>

Sementara itu, untuk menambah pengetahuan tentang berita dan juga materi dasar mengenai jurnalistik, silakan dibaca dan dipahami referensi berikut.

1. Pedoman Umum Ejaan Bahasa Indonesia
2. Jurnalisme Kuno
3. Dasar-dasar Jurnalistik untuk Pemula

Bahan Ajar

Mahasiswa Sastra Indonesia yang kami banggakan, untuk memahami tentang berita dan teknik penulisan berita, silakan dibaca dan dipahami materi yang disampaikan melalui pdf dan juga tayangan video yang disiapkan melalui



youtube

Latihan

Mahasiswa yang kami banggakan, untuk menguji kemampuan dalam menulis berita dan juga praktik menjadi seorang jurnalis, silakan amati berbagai peristiwa yang terjadi di sekitar Anda mengenai berbagai kegiatan literasi, seperti kehadiran teman bacaan dan aksi sosial untuk mendukung pendidikan. Silakan Anda liput dan jadikan sebuah berita. Mengenal contoh berita, silakan dibaca berita yang dimuat di berbagai media cetak dan media online.

Figure 4. Ilearn Display Screen for Asynchronous Lecture

After watching the learning videos uploaded via Youtube, the students are asked to pay attention to events around them, then cover and write the news. With this learning method, the students of the Indonesian Literature Department of Andalas University are able to write two types of journalistic works which are *hard news* and *soft news*.

Through the asynchronous learning system, the students attend the lectures with material delivered via Youtube and instructions on *ilearn*. The material presented relates to the ability to produce journalistic works that writing news.



Figure 5. Student Journalistic Work in *Hard News* Form

In *hard news* journalistic works, the students produce news that is actual, interesting, and can be sent to the mass media. One of the hard news stories was written by Rahmadani Shadira Putri with the title "The Students from West Pasaman Officially Pioneered in Sokola Kampung Lembah Melintang."

In journalistic works that are *soft news*, the students produce an interesting article that raises entrepreneurial issues carried out by a group of young people. This article can also be submitted to the mass media. One of the *soft news* articles was written by Rizki Junando Sandi with the title "Penetrating the National Market, Jambi-based Millennial Brand Recruit Student Team."

“Menembus Pasar Nasional, Brand Milennial Asal Jambi ini Rekrut Tim Mahasiswa”

Kota Jambi –Kemajuan teknologi di era saat ini mendorong berbagai sektor untuk mampu melebarkan sayapnya, tak terkecuali sektor perekonomian. Berbagai bisnis mulai bermunculan dan menawarkan produk-produk yang dapat memanjakan para konsumen di Indonesia. Apalagi dalam keadaan wabah Covid-19 saat ini, banyak bermunculan *brand millennial* yang menawarkan produknya, seperti makanan, kudapan, pakaian, hingga produk kecantikan. Sebab, aktivitas masyarakat yang terbatas dan hanya di rumah saja, membuat masyarakat terlena dan konsumtif untuk mengakses berbagai aplikasi niaga elektronik atau *e-commerce*. Oleh karena itu, hadirilah berbagai jenama produk kecantikan di Indonesia, salah satunya adalah Vilchic Beauty. *Brand millennial* satu ini menghadirkan produk-produk kecantikan, seperti masker wajah, masker komedo, sabun, hingga air kecantikan yang seluruhnya dibuat dari bahan-bahan organik. Kehadiran Vilchic Beauty semakin memanjakan konsumen untuk dapat merawat kulit tanpa harus khawatir menggunakan produknya, sebab produknya yang aman dan terbuat dari bahan-bahan organik, seperti pucuk bunga saffron, mawar, dan lainnya. Vilchic Beauty pun menargetkan segmentasi pasar yang jelas, yaitu milenial usia 15—35 tahun, sehingga produknya dapat digunakan dengan aman. Vidya Putri Kartini selaku *Chief Executive Officer* sekaligus pendiri Vilchic Beauty yang ditemui pada Rabu (16/09) menjelaskan bahwa produk-produknya semakin diminati oleh konsumen hingga menembus pasar nasional. “Alhamdulillah, Vilchic Beauty berhasil menembus pasar nasional. Hal ini dibuktikan dengan distributor kami yang tersebar dari Sabang sampai Merauke. Hingga saat ini, produk unggulan kami telah terjual lebih dari 100 ribu kemasan” kata Vidya.

Figure 6. Student Journalistic Work in the form of Soft News



Setelah mendapatkan jabatan fungsional ini, para anggota tim akan menjalankan tugasnya sesuai dengan deskripsi kerjanya. Hal ini terlihat ketika diwawancarai, Vidya Putri bersama anggota tim sedang melaksanakan rapat awal bulan. Rizki Junando juga menambahkan bahwa dengan adanya perekrutan ini membuat dirinya tetap produktif dan menambahkan pengalaman baru mengenai marketing meskipun ia bukan mahasiswa dari ilmu ekonomi.

“Saya seperti masuk ke dalam keluarga baru yang saling mendukung dan memberikan semangat. Selain itu, saya mendapatkan pengalaman baru untuk membuat strategi pemasaran digital dan mempertahankan *insight* nasional” Kata Rizki Junando selaku *CMO-PR*

Harapannya semoga dengan adanya perekrutan ini menjadikan *brand millennial* ini semakin berciri khas dan memiliki keunikan milenial di era modernisasi saat ini.

Figure 7. Student Journalistic Work in the form of Soft News

Nevertheless, there are also a number of students who have not been able to reveal actual and interesting events around them. As a lecturer who teaches courses, at the 4th meeting, an analysis of the unsuitable student news was carried out. Their news is compared to see the strengths and weaknesses. In this way, the students can feel the difference between self-written news and news written by their friends that deserves to be sent to the mass media.

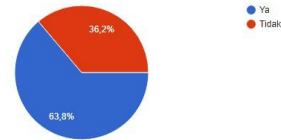
The reviews submitted to the students face-to-face by using Zoom provide stimulation and encouragement to the students to learn from experience. Thus, they also get the experience of being a reporter who has experienced rejection by the editor because the news is written does not

reflect the value of news, such as actual and interesting.

From the experience of carrying out lectures asynchronously (using *ilearn* and learning videos shared on Youtube), the students are asked to respond. There are 58 students who responded, 77.6% of students felt the benefit of using *ilearn* and YouTube learning videos. The reason for this convenience is due to access anytime and anywhere which helps them understand the lessons outside the lecture schedule. In fact, the learning videos are considered to help them understand the material because they can be listened to over and over again.

Meanwhile, the students are also asked to provide responses related to online lectures during the 2020/2021 odd semester. The responses requested are not only related to the learning process during the *Introduction to Journalism* course but also with regard to other courses. From the survey conducted, as many as 69% of the students felt the benefit when lectures were conducted by using the Zoom presentation method. This can be seen as follows.

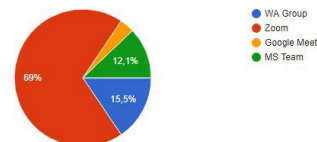
Dari pengalaman belajar daring selama ini, adakah Anda merasakan perkuliahan terasa memberatkan?
58 tanggapan



Even though they received a high response, the students of the Indonesian Literature Department still felt that online lectures were burdensome. As many as 63.8% of the students gave this response.

One of the reasons online lectures feel burdensome is the difficulty of the students finding references because they cannot go to the library. However, the contradicts the *Introduction to Journalism* course which asks the students to practice in the field.

Sesuai kondisi saya, media yang efektif untuk "presentasi tugas" pada kuliah daring ialah ...
58 tanggapan



From the five meetings in the odd semester of 2020/2021, the students gave a high response to the learning methods being carried out. As many as 67.2% of the students get benefit after being

assigned to do coverage, write news, and write coverage plans. The three materials are related to the competence of being a journalist.

Field experience related to the competence of being a journalist presents a challenge for the students because 43.1% of the students know their performance and like the profession of being a journalist; 34.5% know the performance, but do not like the profession of being a journalist; 12.1% do not experience being a journalist because they only carry out college assignments; 6.9% were doubtful about answering, and 3.4% did not provide an answer.

With the responses given, it seems that the responses given by the students to the journalism profession are quite good. As many as 43.1% of the students are ready to undergo the profession as a journalist after completing their undergraduate studies. This number is quite large because there are a number of professions that graduates can choose from, such as being an editor, linguist, or teacher/lecturer.

The learning method through field practice provides experience for the students in designing the future. The students gain knowledge about the world of journalism and also the profession as a journalist. Then, it became an achievement in learning the *Introduction to Journalism* course. The students are expected to respect the journalist profession and also be able to make journalists a profession that will be pursued after completing their studies at the Indonesian Literature Department, Andalas University.

4. CONCLUSION

The use of *ilearn* and *youtube* for the students of the Indonesian Literature Department of Andalas University in the *Introduction to Journalism* course provides the students with experience in designing their future. The students gain knowledge about the world of journalism and also the profession as a journalist. This is in accordance with the learning achievements of the *Introduction to Journalism* course that the students are expected to respect the journalist profession and also be able to make journalists a profession that will be pursued after completing studies at the Indonesian Literature Department, Andalas University.

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