

The Utilization of the Instagrams in Learning Arts and Culture at SMAN 1 Jampangkulon

Fahrizal Awaludin^{1,*} Juju Masunah¹

¹ Universitas Pendidikan Indonesia, Bandung, Indonesia

*Corresponding author. Email: pakfahri@gmail.com

ABSTRACT

Instagram is one of the popular social media that can be used as a supporting medium for a distance learning. The social media is chosen because it has complete features for sharing photos and videos. This article is aimed to describe the result of the research on the use of Instagram as a medium for learning cultural arts, as well as to improve students' understanding of creative dance concepts and techniques. This research uses descriptive analyzing method. The approach uses technology analysis, the arts and education. The research subjects are six students of the grade 11 science 1 at SMAN 1 Jampangkulon as active Instagram users who are able to use the features in it, and have internet devices and networks to access Instagram. The data collection uses infographics, student's writings on Instagram, photos, videos and study documents on the Instagram account @smanjakberbudaya. The finding of this research is that the Instagram has been used by students and teachers to interact and communicate learning information, while the students making use of it by using infographic on their personal Instagram accounts with a hashtag so the teachers can easily check the results.

Keywords: Instagram, Distance learning, Cultural arts earning.

1. INTRODUCTION

Instagram was one of the first apps to take full advantage of our relationship with our smartphones, encouraging us to capture our life through the camera in order to receive digital self-recognition. The Instagram story is a great lesson of how a social media company's decisions - such as what people listen to, what products to produce, and how to assess success – can have a significant impact on how we live and who benefits in our economy [1]. Dan Rubin reveals that Instagram is one of the easiest apps to use. "Instagram is so easy to use that it never feels like work. I keep telling myself that I'll stop using Instagram when it's no longer enjoyable to use, when it becomes a chore. However, this application remains simple and easy to use." (Dan Rubin in Sarah Frier [1]. Based on this statement, the researcher believes it is necessary to investigate the convenience of using Instagram in online learning and to collect the results of the influence of using Instagram in online cultural arts learning, which is being conducted at SMAN 1 Jampangkulon. Instagram is used to support distance learning websites run by schools that can only provide text-based information. Meanwhile, Instagram focuses not just on its user interface but also

on user interactions, making it simple to exchange knowledge in the form of audiovisuals, comments, and interactive chats between teachers and students.

Education in Indonesia has entered a new era due to the Covid-19 pandemic, namely online learning or online learning from home. According to Munir [2] along with the development of technology and its supporting infrastructure, efforts to improve the quality of learning can be done through the use of technology in a system known as online learning. Online learning is a method that allows students to learn more broadly, more extensively, and in a more diverse manner. The government regulates the provisions for learning from home in the ministerial circular letter no. 4 of 2020, stating: (1) learning from home through online / distance learning is carried out to provide a meaningful learning experience for students, without being burdened with demands to complete all curriculum achievements for grade promotion as well as graduation; (2) learning from home focuses on learning life skills, such as dealing with the Covid-19 pandemic; (3) learning activities and assignments for students who are learning from home may differ depending on their specific interests and circumstances, including the gap in access/learning facilities at home; (4) evidence or

assignments for learning from home activities are qualitative and useful for teachers, without being required to give quantitative scores/values. Observing the statement contained in the circular above, it is necessary to make adjustments in the learning process and evaluation. The online learning process must use media that can connect teachers and students. Instagram is one of the medium that can be used in this online learning.

Art education in secondary school aims to increase students' awareness of art and beauty in general, both in terms of conception, appreciation, creation, and presentation, as well as psychological-educational aims for students' positive personality development. Cultural Arts Education in schools does not primarily aim to mold students into artists, but rather emphasizes creative, ethical, and aesthetic attitudes and behaviors (Ramon Mohandas et al., 2014: 5) [3]. The purpose of using Instagram is to increase the interaction between teachers and students in distance learning, so that students are knowledgeable to concepts, techniques and procedures. This is because Instagram has a feature that allows you to share data like photographs, videos, and texts, as well as a chat column and video calls that can help the students learn. Students will be given materials on creative dance techniques, concepts, and procedures so that they may comprehend creative dance concepts and techniques through appreciation videos and infographics presentations on Instagram. Based on the current situation of learning at SMAN 1 Jampangkulon, which requires students to study from home, teacher innovation in media in art learning is required during the pandemic. Therefore, it is necessary to study the "Utilization of Instagram in Learning Cultural Arts at SMAN 1 Jampangkulon". The use of Instagram makes it easier for teachers to provide information in the form of learning videos, making learning more interactive, and teachers and students can easily store data on learning outcomes without having to add and spend hard disk space or data storage capacity.

The purpose of this article is to describe the results of the research on the use of Instagram as a learning medium in the Arts and Culture, as well as to improve the understanding of the concepts and techniques of dance creations on student research concerning the use Instagram in learning the art and culture is intended to explain the alternative medium of learning in the offline or online learning so that students understand the concepts and techniques creative dance. Instagram is not only a photo and video-sharing application, but also an application with full features and an easy-to-use interface, so that it can support the learning provided by teachers, and maintain connectivity between teachers and students, especially during a pandemic that requires maintaining distance.

2. METHODS

The paradigm used is qualitative with descriptive analysis method. The approach used in this research is Transdisciplinary. This shows that the assessment of the use of Instagram in learning Cultural Arts is not only related to the arts, but involves the perspectives of technology, education and social sciences. This research method has been used by Waode Sriwahyuni in the study of Analysis of the Use of Social Media in Supporting the Learning Process of Students at SMUN 1 Makassar. The research subjects were 11th grade science 1 students at SMAN 1 Jampangkulon as many as 6 students as active Instagram users who could use features, had internet devices and networks to access Instagram.

The data was collected by observing actions in the form of uploads, notes in the form of photos in the form of infographic and videos of dance practice creations that are on the research subject's personal Instagram account and the @smanjakberbudaya Instagram account. The data analysis used as a reference in this study refers to several stages described by Miles and Huberman in Sriwahyuni [4], that is: (1) Data collection through document studies on the research subject's Instagram account and @smanjakberbudaya. (2) Data reduction, selection and summarization of the existing data from the research subject's Instagram account and @smanjakberbudaya. (3) Data presentation, to see as a whole or certain parts of the research, the data that has been sorted and set aside has been arranged according to similar categories to be displayed in harmony with the use of Instagram in learning Arts and Culture. (4) Drawing conclusions is the process of drawing conclusions from various categories of data that have been reduced and presented in order to lead to a final conclusion that can answer and explain the usage of Instagram in Art and Culture learning.

3. RESULTS AND DISCUSSION

SMAN 1 Jampangkulon is one of the schools affected by the Covid-19 pandemic. Therefore, learning is done by online or distance learning. As a result, learning is done via the internet or through distance learning. In the implementation of distance learning in the previous semester, the school provided manual Worksheets which were distributed to students. However, this is less effective and still causes crowds of students to come to school to take the Worksheets provided by the school. However, in the second semester of the pandemic, which is the odd semester, the school has developed a Distance Learning (PJJ) website with the address <https://pjj.sman1jampangkulon.sch.id>. Distance learning websites can only transfer information in text format, while videos and interactive interactions require

additional material. Therefore, Instagram is used in learning of dance creations for grade 11, because Instagram allows users to share images, videos and text interactively.

The selection of Instagram is based on the data obtained by the teacher in the previous lesson. Almost 99% of students in grade 11 science already use Instagram, even in some classes 100% use Instagram. When a teacher or student shared a video before using Instagram, it was stored on the hard drive, which had a limited capacity. It also has to be able to hold a large number of student work videos. Furthermore, videos published on other websites, such as YouTube, have issues when there is interaction in the comments section. Student comments on videos that should be learning data are deleted automatically because they are considered spam. While on Instagram, all comment data as evidence of video reviews watched by students is stored properly. Students also need portable and lightweight learning media to do Distance Learning. Instagram provides features that are simple and straightforward to use for students.

3.1. Principles of Using Instagram in Cultural Arts Learning

The use of Instagram in arts and culture learning at SMAN 1 Jampangkulon is held for four months in February, March, April, and May 2021. Instagram has become a supporting media for online learning at SMAN 1 Jampangkulon, that is appropriate with Anderson and McCormick's ten principles in Belawati [5], which are related with the curriculum, material design, planning, learning process, assessment, and teaching process. The ten principles in the use of Instagram as a medium for learning arts and culture are as follows:

- In accordance with the curriculum, the purpose of learning Cultural Arts at SMAN 1 Jampangkulon on creative dance material is that students can understand the concepts and techniques of creative dance. In practice, this goal must be achieved with full online learning because of the prohibition of face-to-face learning. Therefore, teachers use Instagram to provide theoretical and practical learning as a support application for distance learning. In addition, assessment using hashtags and uploading to Instagram can make it easier for teachers and students.
- Inclusiveness, Instagram is an application that can be accessed by anyone, because it is a social media that is commonly used especially by students of SMAN 1 Jampangkulon. And does not limit access to certain communities, groups or races. So that it can support diversity in learning.
- Learner involvement, Instagram is a social media that is used daily by students at SMAN 1

Jampangkulon, so that when Instagram is used as a learning medium, there are no difficulties. In addition, learning becomes easier because they are used to using Instagram both for uploading photos and videos, so that student involvement is very active both in the implementation of the learning process and evaluation.

- Innovative, using Instagram is one of the innovative steps taken in learning Cultural Arts at SMAN 1 Jampangkulon. Instagram is a technology that can support uploading text, photos, videos, chat, and live stream. This is in line with the cultural arts learning process that requires the use of multimedia that can be accessed online so that it can provide material for the achievement of concepts and techniques in creative dance. Teachers can easily conduct assessments and students can easily collect learning outcomes via Instagram without consuming storage space on a personal hard drive.
- Effective learning, Instagram allows students to freely choose other supporting applications when completing assignments to create photos or videos as tasks that must be uploaded to Instagram, for example, such as Canva for creating infographics or Kinemaster for editing videos. Students can use features such as the comments column to provide video reviews at the time of appreciation, the IG TV feature to appreciate videos in its full length, and the comments column or the chat column to ask questions and interact with teachers. Instagram can encourage students' various perspectives in understanding learning materials and completing assignments given by the teacher, such as using layouts for photos, setting photo and video quality, or setting feeds on their personal accounts.
- Formative assessment, through Instagram the teacher and students can provide feedback about learning, for example when students have difficulty in working on video editing, Students can ask the teacher for recommendations on simple-to-use applications. Teachers can leave comments in the comments column of each student's assignment, or just touch the Instagram love button. Instagram may serve as a discussion forum platform for both teachers and students.
- Summative assessment, through Instagram the teacher can directly see student learning outcomes such as photos, Jipeng Dance infographics, and videos of student performances when practicing Jipeng Dance from their respective homes. Photos and videos are not stored on the devices directly to save hard disk space. Furthermore, the use of hash marks makes it easier for teachers to access all of the students' work, allowing teachers to provide assessment directly.

- Intact, consistent and transparent, the overall achievement of the objectives, processes and learning outcomes of Cultural Arts at SMAN 1 Jampangkulon can be viewed and accessed by students and teachers through the @smanjakberbudaya Instagram account and students' personal accounts through the hashtag assigned by the teacher. Teachers and students consistently learn through Instagram even though they still use the distance learning website provided by the school for assignments and theoretical material. Each learning result and assessment can be seen by students through their individual assignments.
- Easy to follow, learning through Instagram is very easy to follow because students are used to using Instagram as their personal social media. So that students do not have difficulty in using the features on Instagram for learning purposes.
- Efficient and cost-effective, students will require an iOS or Android device as well as internet connectivity with a quota to use Instagram. However, this is not burdensome because all students who are research subjects at SMAN 1 Jampangkulon already have gadgets and internet access for online learning through Instagram. However, this is not a problem because all students who are research subjects at SMAN 1 Jampangkulon already have gadgets and internet access for online learning through Instagram. Learning through Instagram is very flexible because it can be accessed anytime and anywhere as long as you have an iOS or Android device and internet access.

3.2. Optimizing the Utilization of Instagram in Cultural Arts Learning

Optimization of the application of Instagram as a learning medium by teachers at SMAN 1 Jampangkulon is carried out in stages according to the lesson schedule at school or during free time students can access Instagram. The first step, the teacher creates an Instagram account @smanjakberbudaya and informs students through the distance learning website so that students follow the account to get information about learning. The teacher uploads a video of the Jipeng Dance performance on the IG TV feature on Instagram and informs students to appreciate and provide a brief review in the comments column. The teacher reads one by one the comments given by the students to evaluate as an initial pretest of learning. Next, the teacher provides material about Jipeng Dance on the distance learning website of SMAN 1 Jampangkulon, the students are then given the task of recording or printing the material and then uploading photos of the material notes as well as a photo of themselves to their personal Instagram account, mentioning @smanjakberbudaya and using the hashtag #tugas1tarijipeng. After students understand the concept of Jipeng Dance performances

and get an explanation of the material through a distance learning website, then students are asked to make infographics using applications on Android and iOS-based mobile phones. Infographics made by students contain information about the Jipeng dance in the form of text and photos as a form of presentation via Instagram. The infographic was uploaded to each student's personal Instagram using the hashtag #tugas2tarijipeng. Infographics made by students contain information about the Jipeng dance in the form of text and photos as a form of presentation via Instagram. The infographic was uploaded to each student's personal Instagram using the hashtag #tugas2tarijipeng. During the learning process, teachers and students interact through the chat column on Instagram to find out whether students have difficulty in making infographics or teachers and students share information about concise and easy applications in making infographics. The teacher checks each student's work by tapping the love button on Instagram. In addition, provide comments in the comments column of each post made by students. This infographic can be a substitute for presentations to find out the extent of students' knowledge about the material that has been given by the teacher about Jipeng Dance.



(Screenshot: Fahrizal Awaludin, 2021)

Figure 1 Infographic posts on students' personal instagram.

At the next meeting, the teacher did a live stream via Instagram so that students could get a direct explanation about the practice of the various movements of the Jipeng Dance. Then students imitate the various movements at home individually, because the teacher's live streaming is stored and can be viewed again by students through the @smanjakberbudaya Instagram page. In addition to live streaming, the teacher also

creates video tutorials about the movements of the Jipeng Dance, as well as a guide to the movement technique, for practical learning purposes.



(Screenshot: Fahrizal Awaludin, 2021)

Figure 2 Posting a Jipeng Dance Tutorial Video on IG TV.

Furthermore, the teacher assigned students to imitate the various movements of the Jipeng Dance individually in their homes. When video collection is done in groups, however, individual videos are edited and pasted into one complete display. In the overall learning process, the teacher can still interact with students through the message column, if students find obstacles or have questions about video collection techniques or video editing application recommendations. Students' videos are collected by mentioning the @smanjakberbudaya account and using the hashtag #tugas3tarijipeng on their personal Instagram accounts.

3.3. Benefits of Instagram in Learning

Uploading photos made by students to Instagram that show the process of recording or printing theories about Jipeng Dance can show students' commitment to learning more about Jipeng Dance. Students are required to upload photos because it is difficult to keep track of students' knowledge of online learning. The presence of photographic evidence of students' commitment to have theoretical notes of course also proves that students are knowledgeable with Jipeng Dance material. The videos shown on the IG TV feature are able to increase students' knowledge about the form of presenting the Jipeng Dance material as a whole as well as more interesting movement technique tutorials through the appreciation process. Appreciating the art of dance and expressing oneself through the art of dance are all part of learning the art of dance. The purpose of learning dance is to develop sensory perception

sensitivity through various creative experiences in art according to the character and stage of development of children's artistic abilities at every level of education, to stimulate the development of imaginative ideas and the ability to identify various creative ideas in solving artistic or aesthetic problems through the process of exploration, creation, presentations, and appreciation according to the interests and potential of students at each level of education. Develop the ability to appreciate art in historical and cultural contexts in order to enhance understanding, awareness, and appreciation of local cultural diversity, as well as mutual tolerance and democracy in a pluralistic society (Pekerti et al in Wijaya [6]). In addition, students can replay the video if there are things that have not been understood about Jipeng Dance, this repetition makes it easier for students to re-analyze the knowledge they have gained through the theory given by the teacher. For example, the teacher mentioned that the costumes worn are kebaya, side, and sampur, so students can learn about the shape and how to wear it by watching the video on IG TV. IG TV also has a comment column, so students can immediately share their knowledge after watching it without having to use any other apps, making it easier for teachers to check the results.

Students share their knowledge not only in the comments column, but also through an Instagram infographic. This infographic can increase students' knowledge in presenting Jipeng Dance using images and text in an integrated and interesting way. Additionally, students require the support of other applications in order to create infographics before uploading to Instagram, so that students' knowledge of technology as a support for distance learning increases. The teacher believes that infographics can be used to represent student presentations online, which are usually offline.

Live streaming conducted by the teacher is very helpful for students in understanding the Jipeng Dance movement techniques. Live streaming that is done in real time via Instagram is able to increase students' knowledge and abilities of students regarding movement techniques, because students witness the teacher's motion demonstration directly through video streaming. This is even more interesting because students can directly interact with the teacher by asking questions or providing responses, so that students' knowledge become clearer. Furthermore, Instagram's live streaming feature can be saved to the IG TV feature, allowing students to re-watch what the teacher has said in order to improve their skills and knowledge.

Discussions conducted on the chat feature on Instagram can provide solutions if students have problems with their knowledge or practice material. Students can directly ask the teacher about technical problems such as using other supporting applications in making infographics or asking about motion techniques

that are not yet clear in the video tutorials presented by the teacher.

The use of the features on Instagram increases the enthusiasm of students in learning and exploring knowledge through audio-visual appreciation and presenting their abilities through photo and video media. In addition, the ease of accessing material through Instagram makes it very easy to receive the material presented by the teacher.

4. CONCLUSION

Instagram has been used well by students and teachers at SMAN 1 Jampangkulon as a learning medium in Jipeng Dance material to increase their knowledge of Jipeng Dance concepts and techniques. The utilization of this application is used as a support for online learning at SMAN 1 Jampangkulon through the distance learning website. Instagram can complement learning by providing audio-visual content that is not provided on the school's website. Students can be easily directed in the learning process because they use Instagram as their personal social media. Furthermore, students have mastered all of Instagram's features, have Instagram-compatible gadgets, and have internet access.

The teacher optimizes the use of photo sharing, video, chat, and live streaming features to provide learning materials to students and increase their knowledge. Students, likewise, use this feature to appreciate and upload their work. All student' uploads can be checked easily via Instagram, so teachers can easily make assessments. The use of Instagram in

Cultural Arts lessons at SMAN 1 Jampangkulon, which were conducted online in the context of distance learning, increased students' understanding of Jipeng Dance concepts and techniques.

REFERENCES

- [1] S. Frier, # No Filter Cerita Tersembunyi di Balik Instagram. Jakarta: PT Elex Media Komputindo, 2020.
- [2] Munir, Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi. Bandung: Alfabeta, 2012.
- [3] S.E. Smaldino, Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media Group, 2014.
- [4] R.W. Sriwahyuni, "Analisis Pemanfaatan Media Sosial dalam Menunjang Proses Pembelajaran Siswa SMUN 1 Makassar," *Medialog: Jurnal Ilmu Komunikasi*, vol.2, no. 1, pp. 54 -63, 2019.
- [5] T. Belawati, Pembelajaran Online. Tangerang Selatan. Universitas Terbuka, 2019.
- [6] K.A. Wijaya and M. Hasan, "Pembelajaran Seni Tari Dengan Menggunakan Media Audio Visual Dalam Mata Pelajaran Seni Budaya Kelas XI Di SMA Negeri Boja Kabupaten Kendal," *Journal Unnes*, vol. 5, no. 1, 2016.