The Use of Instagram as A Means of Indonesian Language Learning in Class VII SMP

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Abstract

The aim of this research is to describe the use of social media in Indonesian language learning used by teachers and students at school. It aims to determine the effectiveness of implementing this learning through the use of Instagram. Furthermore, it seeks to identify the obstacles students face in implementing learning in class VII Indonesian language lessons in junior high school. This research adopts a descriptive qualitative approach, utilizing data sources from documents, teachers, and students. Data collection was carried out through observation techniques, interviews, and documentation studies. The author employed a descriptive research design in conducting this research. This design was chosen to obtain actual research data about learning activities that occurred in class VII Indonesian language lessons in junior high school. The research results demonstrate that social media is highly beneficial in facilitating teaching and learning activities. During learning, students are expected to be independent in seeking out all information related to the subject matter. Overall, students' readiness was considered quite good as they were able to respond to assignments given via social media platforms, particularly Instagram.
Keywords: Indonesia language learning, Social media, Instagram Utilization

Introduction Section

21st-century education is ushered in by the emergence of Industry 4.0, characterized as the era of openness and globalization. This period witnesses rapid advancements in information and communication technology across various life domains, including education. Indonesian language learning stands as a pivotal aspect capable of fostering an environment conducive to student development. The curriculum for Indonesian language learning is structured to enhance writing, reading, and speaking skills, necessitating students to adopt a scientific approach towards problem-solving and comprehension. However, Indonesian language studies often encounter disinterest among students, attributed to the perceived lack of innovative teaching strategies employed by educators. Embracing innovative and constructive pedagogical approaches can not only enhance students' understanding but also foster greater engagement, activity, and creativity in the learning process.

Learning activities fundamentally entail a communication process. Within this process, the teacher assumes the role of a communicator tasked with delivering learning messages to the recipients, namely the students. To ensure effective reception of the teacher's messages, the learning communication process necessitates the utilization of a message channel, referred to as learning media.

Creating interesting learning and also stimulating creativity in higher order thinking skills (HOTS) is absolutely essential for students to maximize the achievement of learning objectives. Teachers are required to always innovate and apply methods, strategies and learning media that suit the interests, profiles and characteristics of each student.

The learning process must prioritize the essence of the learning experience. This means that the learning process must prioritize contextual and real experiences, so that students can acquire skills that they will continue to remember in the future (Fadilah et al., 2020). Learning that prioritizes students will give a real impression and the learning process will be easy for them to remember. In the modern era of globalization and the current development of the world of information and technology, social media is often used by various groups, including students.

Media is anything that can be used to channel messages from the sender to the recipient so that it can stimulate students' thoughts, feelings, attention and interests in such a way that the learning process occurs (Rudy Simuhartono & Hisbiyatul, 2017). Learning media are various components in the learning environment that help learning to learn. Media plays a very important role in improving the quality of education, including improving the quality of learning in the classroom. Learning media is expected to provide something unique in learning Indonesian, learning is expected to be

interesting, and increase students' interest in always learning and understanding the concepts of the material. The basic idea of learning innovation using this media is to use alternative learning media to increase students' interest in learning and understanding, especially in learning Indonesian language subjects.

According to Rahmawati (2016), teenagers frequently communicate via the internet due to its convenience and unrestricted nature. Social media, being a widely used platform among people, including students, can also serve as a valuable tool in learning. Previous interview findings revealed that 75 percent of junior high school students, particularly those in class VII, actively maintain social media accounts. Furthermore, students reportedly spend more than 4-6 hours daily engaging with social media, involving activities such as updating statuses and sharing stories/videos. Recognizing this inclination towards social media usage among students, the author aims to investigate the effectiveness of integrating social media into learning.

Building upon the provided data, this research seeks to evaluate the efficacy of utilizing social media platforms in enhancing students' procedural text writing skills in Indonesian language learning. Additionally, it aims to explore how social media can facilitate students in expressing diverse and engaging ideas according to their preferences. Furthermore, social media serves as a platform for students to showcase their talents in various aspects of Indonesian language learning, including poetry reading, short story writing, musical adaptations of poetry, dramatic performances, and other expressions desired by class VII students in junior high school.

Previous research studies that are in line with this research are research conducted by Dimas Yusuf Afrizal (2020) entitled "Instagram Social Media as a Learning Tool for Writing Description Text". Asrul Siregar (2021) entitled "Effectiveness of Using Social Media as an Educational Media". Miftachul Aprilizdihar, et al (2021) entitled "Utilization of Social Media as a Learning Tool in the Digital Era".

Method

In this research, the researchers employed a qualitative descriptive method. Qualitative research aims to comprehend phenomena experienced by research subjects in a holistic and descriptive manner, utilizing words and language within specific, natural contexts, and employing various scientific methods. According to Hamzah (2019), qualitative research involves the systematic, logical, empirical, and methodological investigation of natural phenomena, combined with a philosophical framework of thought, also known as a paradigm. The data sources utilized in this research encompass both primary and secondary sources. The primary data source comprises class VII students in junior high school.

The data collection technique uses several instruments, namely: (a) interviews used to determine the use of social media in learning Indonesian as well as supporting and inhibiting factors in the use of social media by students, (b) observation to see the teacher's efforts in providing efforts for students in use of social media in Indonesian language learning, (d) documentation as evidence of research implementation. And to analyze the data, researchers used analysis stages, according to Suwandi, who stated that there are 3 activity stages in analyzing qualitative data, namely: (1) data reduction, (2) data presentation, (3) data collection.

Result and Discussion

Education is an important thing and its role in a nation cannot be ignored. Education will change thought patterns, attitudes and behavior both individually and in groups to become better. In line with this, Raharjo (et al., 2020) stated that education is an effort made to improve and develop students' potential. This process can take place if there is teaching and training carried out by the teacher.

A teacher must be able to create a pleasant atmosphere for learning activities so that children are happy and learning becomes effective and efficient and achieves the goals of implementing good education. In implementing learning activities, there are several supporting components that must be fulfilled, namely: educational objectives, students, teachers, teaching materials, methods, media and evaluation (Pane & Darwis, 2017). These supporting components must complement each other in order to maximize good learning.

The supporting components of learning media used by teachers must be in accordance with developments in the digital era. Teachers and students adapt quickly to adjust to changes in the learning system. This latest learning system can be used as an opportunity to utilize social media as a learning medium (Ridwan, 2021).

The evolution of the learning system in the digital era has brought forth internal challenges in the teaching and learning process. Consequently, teacher expertise becomes crucial in selecting the most suitable social media platforms to serve as Indonesian language learning tools tailored to students' characteristics. Addressing the challenges of integrating social media into Indonesian language learning requires not only the teacher's intervention but also fostering effective collaboration between teachers and students. This collaborative approach ensures that learning objectives are met satisfactorily, facilitating an optimal learning experience for all involved.

Effectiveness of Instagram Social Media in Indonesian Language Learning

Social media integration in learning offers students a convenient avenue to engage in the learning process. One of the primary advantages of social media is its accessibility anytime and anywhere, making it a versatile learning medium. Students leverage social media platforms to explore diverse learning materials available online, including articles, news, and e-books. Particularly on platforms like Instagram, students can source references for independent study materials such as videos and other multimedia content. The presence of sophisticated technology has significantly eased the learning process for students, enabling them to access lesson assignments and materials without direct interaction with their Indonesian language teachers. Consequently, social media's role in Indonesian language learning positively impacts students by enhancing accessibility to learning resources and fostering greater learning achievement. Without social media integration in Indonesian language learning, students might encounter difficulties accessing sufficient learning materials due to limited information availability (Suryaningsih, 2020).

The data from the researcher's interview with the respondent explained that what he knew about what learning media was, namely as a tool to help teachers in conveying learning material in the classroom, and the respondent said that learning media could increase students' interest in expressing how students understand learning, especially Indonesian language learning. The excerpts from interviews with respondents are as follows:

> NR: "Learning media is a tool for communicating messages and materials to students, namely in the form of textbooks, reference books, photos, reading, etc.". (Teacher Informant).

Teacher innovation and creativity in using social media is very necessary, especially in honing students' language skills which consist of listening, speaking, reading and writing skills (Yanti, 2018). In learning Indonesian at the Class VII junior high school level, many have implemented the use of social media as an educational medium, such as in learning procedural texts. When implementing social media, namely Instagram, it was seen that many students were interested in creating procedural text content, and students were very enthusiastic about making videos and editing them as closely as possible so that they looked good and were interesting to look at. The process of making videos increases students' self-confidence, so that students do not feel embarrassed to explain the product to be made in procedural text and can then be uploaded to the social media that is most familiar to use, namely Instagram. Students can even communicate from the results of comments that have been given by their friends on their personal Instagram comments page and the comments given can contain input or praise from friends, or suggestions from teachers about whether the assignments that have been submitted on this social media are good or necessary. to be repaired again.

> NR: "There are times when students are happy if I tell them to make a video and upload it on social media such as Instagram or TikTok, where they are very enthusiastic about it. That's where I believe, that their interests and talents can also be expressed there, by expressing ideas as creatively as possible in order to achieve good results from students." (Teacher Informant).

Benefits of Instagram Social Media as an Indonesian Language Learning Media

Social media is currently experiencing rapid growth in line with developments in the digital era. Social media networking sites are now prevalent in society and are used by people from all walks of life, especially among students. These platforms enable communication without limitations of distance and time, and even facilitate the formation of friendships (Sasmito, 2015). The development of social media has brought about significant changes in the field of education. The utilization of social media has been employed to facilitate both teachers and students in the learning process. The benefits derived from social media also aid teachers in finding creative resources, while students feel assisted in discovering various types of learning sources.

> NR: "Because I think this is a driving force for students to express various creative ideas that students have, and this independent curriculum also provides freedom for students to express themselves in this Indonesian language subject." (Teacher Information).

> NR: "Using Instagram usually, because most students have personal Instagram accounts. Also uses TikTok for group assignments, and sometimes uses WhatsApp to provide information to students." (Teacher Informant).

The use of social media has taken place in line with the large number of junior high school students who have used social media. The dominant social media used is Instagram. When learning takes place, the teacher plays a very active role in creating a very pleasant learning atmosphere, so that students do not feel bored in carrying out the learning process. The students' responses in learning using Instagram were very enjoyable because they could see it on their cellphones so it was easy to understand. Behind the learning process that utilizes social media, especially using Instagram, there are also obstacles, one of which is experienced by students, one of which is an unstable signal which makes it difficult for students to submit assignments.

By utilizing social media, Instagram contains several advantages, namely: (1) in having a wide selection of features that support Indonesian language learning, (2) being presented with unique and interesting content, (3) developing skills in the field of technology, (4) very effective for distance learning or online learning, (5) expands friendships, (6) broadens insight, (7) entertains, (8) costs nothing to operate, and (9) serves as a forum for discussion.

Learning that uses social media really helps students in finding complete information from various sources considering that sometimes the information available in books is usually limited. In this digital era, students are more familiar with cellphones to process various types of information that are needed. The process of making videos increases students' self-confidence. So, students do not feel awkward with the presence of social media in learning, especially Instagram. This is in line with research by Sonia (2020) which revealed that self-confidence greatly influences interpersonal communication, meaning that self-confidence also influences the way students communicate on social media.

The characteristics of 21st century millennial students are that they tend to learn using technology, therefore teachers must be able to always improve their skills and adapt to developments in the digital era. Teachers must also be able to utilize technology, one of which is by using social media and is often used by students as an educational medium, especially in learning Indonesian. The implementation process must also be accompanied by effective supervision from teachers in the learning process and learning evaluation so that students do not find it difficult to use social media.

Learning on social media really helps students access complete information from various sources, considering that sometimes the information that comes from books is limited. In this digital era, students are more familiar with cellphones to find various types of information they need. This is in line with research (Apriansyah, 2018) which reveals that students are in the digital age where the generation of online knowledge depends on their smartphones.

Conclusion

Based on the aforementioned research, it can be concluded that, amidst the prevailing challenges posed by information and communication technology, educational institutions should embrace the integration of social media platforms to streamline and enhance the teaching and learning process. By opening up social networks through social media channels accessible to all students, schools can facilitate smoother communication and collaboration between teachers and students, as well as among peers. Social media emerges as a potent learning medium, offering considerable effectiveness for both educators and learners, while mitigating the potential negative impacts often associated with social media usage among students. Hence, the effective utilization of social media as a learning medium entails leveraging various existing accounts. This research underscores the efficacy of employing an Instagram account specifically, which proves instrumental in alleviating students' learning challenges within the school environment.

Acknowledgement

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