

WHY DO STUDENTS PREFER YOUTUBE-BASED ASSIGNMENT? A MIXED METHODS ANALYSIS OF ASSIGNMENT FORM

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ABSTRAK

Penelitian ini dilatarbelakangi oleh kondisi belum maksimalnya kegiatan penugasan dalam pembelajaran di perguruan tinggi. Tujuan penelitian ini adalah untuk menganalisis feasibility of Youtube-based assessment format as well as analyzing kecenderungan pilihan mahasiswa terhadap format penugasan berbasis Youtube atau penugasan berbasis esai. Penelitian ini merupakan penelitian komparatif dengan metode mixed methods. Pengumpulan data penelitian menggunakan angket dan juga wawancara terstruktur. Analisis data menggunakan analisis kuantitatif deskriptif dan juga kualitatif deskriptif. Responden penelitian ini adalah mahasiswi Tata Rias dan Kecantikan Universitas Negeri Padang. Hasil penelitian mendeskripsikan 87,5% responden memilih format penugasan berbasis Youtube dengan alasan terkait kebebasan ruang untuk menuangkan ide dan imajinasi, peningkatan motivasi dan kebaruan konsep penugasan, peningkatan pemahaman, tantangan, dan fleksibilitas akses penugasan. 2,5% responden memilih format penugasan berbasis esai dengan alasan keterbatasan skill dan perangkat pendukung dalam hal editing video. Selanjutnya, 10% responden memilih kombinasi penugasan berbasis Youtube dan esai dengan alasan keunggulan dari masing-masing format penugasan.

ABSTRACT

This research is motivated by the condition of not maximizing assignment activities in learning in higher education. The purpose of this study was to analyze the feasibility of Youtube-based assessment format as well as analyze the tendency of student choices towards Youtube-based assignment formats or essay-based assignments. This research is a comparative research with mixed methods method. Research data collection using questionnaires and also structured interviews. Data analysis uses descriptive quantitative analysis as well as descriptive qualitative. The respondents of this study were Cosmetology and Beauty students of Universitas Negeri Padang. The results of the study described 87.5% of respondents choosing the YouTube-based assignment format for reasons related to freedom of space to express ideas and imagination, increased motivation and novelty of the assignment concept, increased understanding, challenges, and flexibility of assignment access. 2.5% of respondents chose the essay-based assignment format due to limited skills and supporting tools in terms of video editing. Furthermore, 10% of respondents chose a combination of Youtube-based assignments and essays for the reasons of excellence of each assignment format.



INTRODUCTION

Innovative learning in the 21st century emphasizes the concept of Students Centered learning. Learning that is centered on student activity in exploring science is not only dominated by classroom learning, but is more likely to provide a greater portion of independent learning. Independent learning can be realized through assignment activities in the learning process. The assignments given are designed to provide opportunities for students to practice what has been learned, as well as provide opportunities for students to become active participants in the learning process (Ishaq & Rufaida, 2019).

Independent learning with the concept of assignment can not always run effectively. Reality describes that not all students are able to study and do assignments independently due to various reasons and conditions (Amini et al., 2019). On the other hand, the condition of the Covid-19 pandemic provide its own obstacles for students in online learning, as well as student obstacles in completing learning assignment (Khoirun Ni'mah et al., 2022; Sariakin et al., 2023). The concept of online assignments currently adds its own burden to students, so that students ultimately delay the completion of assignments or even cannot complete the assignment. This condition is certainly an indicator of unsatisfactory learning (Wirakesuma, 2020).

A study also describes that not only students experience difficulties in assignment-based learning activities, but lecturers or lecturers themselves have also not been able to create effective and efficient assignment concepts. This has an impact on the achievement of student understanding that has not been maximized related to the content of the learning that has been given by the lecturer (Iqbal et al., 2018). Furthermore, some of the obstacles that arise in the application of learning assignments are partly due to the lack of media that can facilitate students in learning (Rahmatika et al., 2021).

The problems related to lecture assignments described in the previous section are the main foundation for the importance of designing effective assignment concepts in the current era of mixed learning. The researcher's response to this issue is to design and

apply the concept of Youtube-based lecture assignments. This is based on the importance of choosing the media used in the learning process and assessment (Julianto, 2022). The concept of Youtube-based assignments was chosen by considering several advantages of using Youtube as a learning and assignment medium.

Youtube is the largest and most interesting video sharing platform to be used in learning (Bardakcı, 2019; Baron, 2020). The use of Youtube provides many advantages in terms of filling current learning needs that are in accordance with the educational needs of the younger generation (Farak et al., 2020). Learning dominated by the use of Youtube as a good means of teaching and assignment has become a current trend (Jacob Kola & Sunday, 2018; Sakkir et al., 2020). The use of Youtube in learning that is carried out optimally will contribute to the creative development of students through the process of making video works that collaborate with various sources of information (Sari & Margana, 2019).

The results describe that the use of YouTube can create an interesting learning environment and can motivate students to learn faster and better (Kabooaha & Elyas, 2018). Furthermore, the use of Youtube can also increase the effectiveness of achieving learning objectives (Nacak et al., 2020).

The purpose of this study is to analyze the suitability of the concept of Youtube-based assignments through student perceptions. Furthermore, this research will also identify the level of tendency of students' choices towards the concept of Youtube-based assignments or the concept of essay-based assignments as has often been done in conventional learning. The results of the comparative study of the two assignment concepts will certainly provide new references for educators to be able to conceptualize assignments effectively and efficiently.

RESEARCH METHODS

This research is a comparative research with mixed methods that combine descriptive quantitative and descriptive qualitative methods. This research will compare two assignment concepts in learning, namely the concept of Youtube-based assignments and the concept of essay-based assignments. The instrument used in quantitative data collection is a questionnaire. Meanwhile, qualitative data was collected through structured interviews with respondents. The first data analysis used in this study is descriptive quantitative data analysis which serves to analyze

the tendency of choosing assignment formats that students prefer. The second data analysis used is descriptive qualitative analysis which aims to analyze students' reasons for choosing the chosen assignment format.

The comparison process is carried out by analyzing students' perceptions and tendencies towards the two types of assignments. The concept of Youtube-based assignment can be observed in the following image:



Figure 1. Youtube-Based Assignment Concept

Youtube-based assignments begin with a discussion in class. Then the discussion activity is associated with phenomena that occur in the surrounding life. To deepen understanding, students are given the task of making a video review of material that is related to phenomena around the scope of student life. The video not only prioritizes the substance or material side, but also emphasizes aesthetic elements that make it easier for viewers to capture the substance of the video.

The finished video is then uploaded on each student's Youtube account. Then students are instructed to send the video link to the lecturer through the agreed whatsapp group. The last stage, lecturers evaluate and provide suggestions and input through the comment column on the video.

RESULTS AND DISCUSSION

The results of the research and discussion will discuss the findings of this research

which are then linked to the results of research that has been carried out previously. The results of the study included the number and percentage of respondents who chose from each type of assignment. Furthermore, the reasons behind the choice will be described based on the results of the research that has been described. The description of the results of the research and discussion will be described as follows:

1. Tendency of respondents' choice towards the type of assignment format

The tendency of respondents' choice towards the assessment format is as follows:

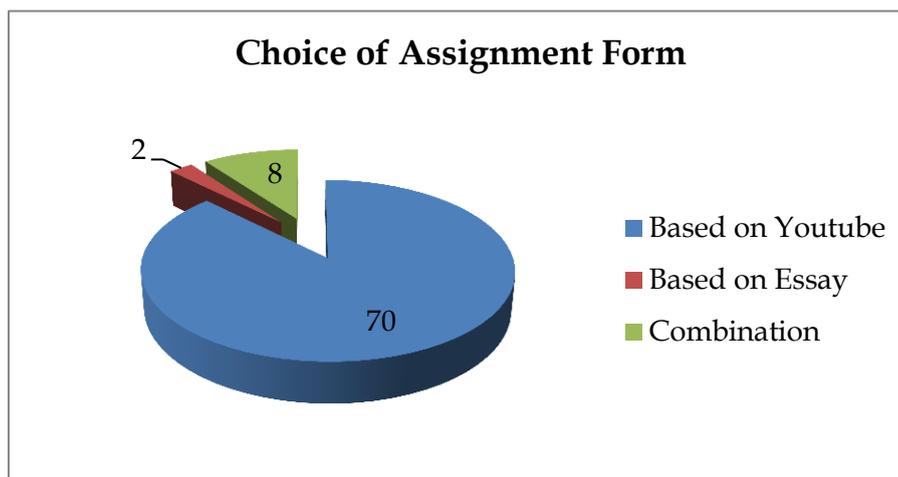


Figure 2. Number of Respondents Based on Assignment Format Choice

The research data obtained through an open questionnaire describes the number of respondents who choose the concept of assignment that suits the respondent's wishes. The data illustrates that 70 respondents (87.5%) prefer the Youtube video-based assignment format. In addition, there were two respondents (2.5%) who were more comfortable with the essay-based assignment format, while the remaining 8 respondents (10%) decided to prefer the two assignment formats (Youtube-based assignments and combined essay-based assignments). The choice of the respondents did not appear out of thin air, but there are several acceptable reasons regarding the assignment format that has been chosen by the respondents.

2. Background of respondents' choice tendency towards the type of assessment format

a. Why students prefer youtube-based assignments?

Respondents who choose a Youtube-based assignment format have several reasons put forward. The reason has to do with several related elements such as the freedom of space to express ideas and imagination, motivation and novelty of the concepts of assignment, understanding, challenge, and flexibility. The percentage of respondents with

variations in the reasons given is as follows:

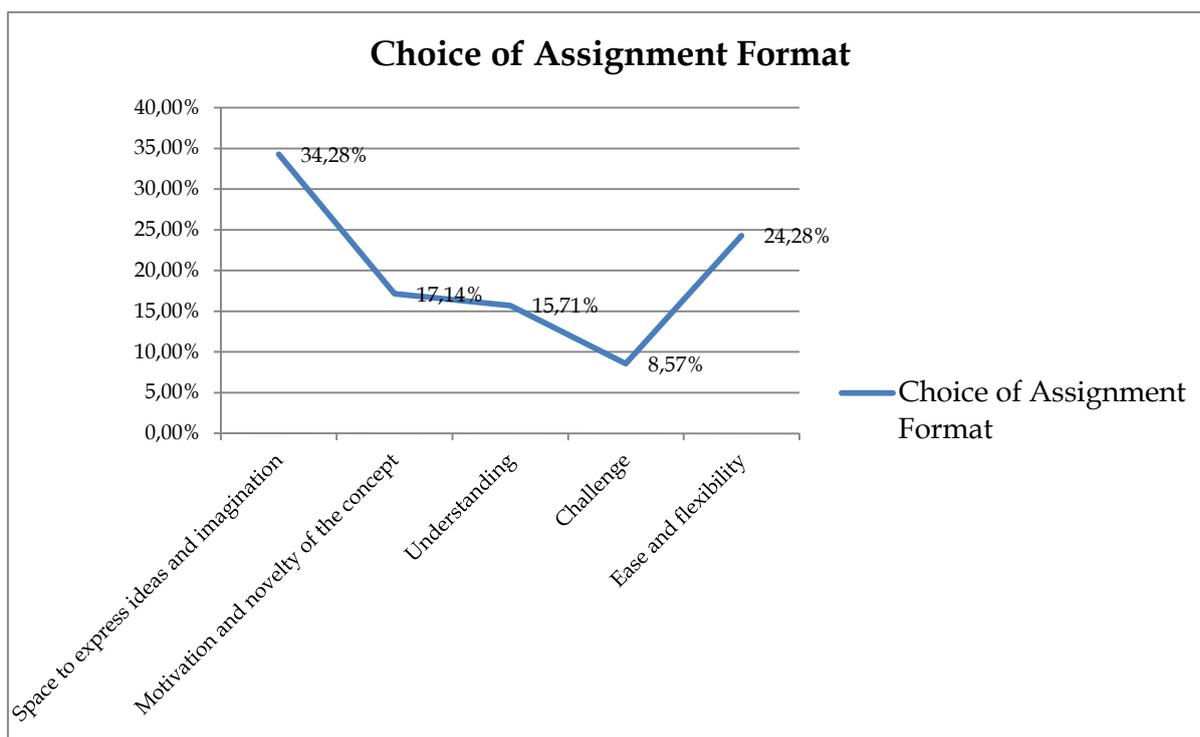


Figure 3. Percentage of Respondents Based on Reasons Stated

A total of 70 respondents who tend to choose a Youtube-based assessment format, 34.28% of them gave reasons related to the freedom of space to express ideas and imagination. This reason is the most dominant reason presented by the respondent. On the other hand, the reason with the lowest percentage stated by respondents was related to the challenges of the task process, which was 8.57%. The detailed explanation is spelled out as follows:

1) Space to express ideas and imagination

A total of 24 (34.28%) respondents who chose the YouTube-based assignment format cited reasons related to freedom of space to express ideas and imagination. These reasons include, among others, Youtube-based assignments, providing space to express imagination, and also providing a place to illustrate understanding. Furthermore, respondents also reasoned that Youtube-based assignments also have the potential to hone creativity, encourage students to be more active, stimulate the emergence of new ideas, and of course make students more enthusiastic about assignments.

Next, respondents also argued that the assignment format is in accordance with the hobbies and interests of today's generation such as hobbies as content creators. Assignments that are in accordance with the development of student interests provide more space to express ideas freely, tasks can be done anywhere and anytime, tasks are not

monotonous, and are more innovative. The next interesting reasons stated by respondents include that this Youtube-based assignment format is an effective approach to avoid the habit of plagiarism (copy paste), being able to produce well-documented works, and potentially honing the ability to speak and express student opinions.

Some of the results of the study describe the findings that are in line with this study. The assignment of students who use YouTube as a medium can stimulate students to learn better, learning activities become more exciting, and of course contribute to increasing student creativity (Rozal et al., 2021). Research in line with the next suggests that the use of YouTube in project-based learning activities is seen as able to provide interest for students and provide space for students to pour creativity, especially in making video assignments that will be uploaded to Youtube (Rahmasari et al., 2022).

The findings of this study related to the opening of space to express ideas are also reinforced by the results of research that describes that the role of YouTube is not only as an information search platform, but also can be a place to express opinions in learning activities and assignments (Sari & Margana, 2019). On the other hand, students involved in Youtube-based learning have a place to hone creativity such as becoming content creators who can channel imagination and ideas related to learning (Maziriri et al., 2020).

2) Motivation and novelty of the concept

A total of 12 (17.14%) respondents out of the total respondents who chose the YouTube-based assignment format gave reasons related to motivation and novelty of the concept. Some of the reasons stated by respondents include that Youtube-based assignments are more interesting, the concept provides a new atmosphere in the context of assignments, and is also more fun for students in completing assignments. Respondents also said that this assignment format motivates students to produce video works as interesting as possible, the concept of assignment is more interesting because there are displays of different information such as videos, images and accompanied by music that makes the situation more interesting.

The respondent's next response was that in assignments with this concept, respondents were more motivated to complete assignments because the assignment format was in accordance with what students were interested in. In addition, the assignment format is also seen as stimulating students to learn new things such as how to become content creators, especially in educational content.

The novelty of the concept carried out in Youtube-based assignments is supported

by several research findings that describe that the use of Youtube in learning activities makes the nuances of learning more varied and unconventional (Baihaqi et al., 2020). YouTube also helps students to adjust to technological developments, especially in the context of education (Sari & Margana, 2019). The use of Youtube in teaching and learning is also an innovative trend, and authentic and able to adapt to the development of the world of learning in the era of technology (Zaidi et al., 2018).

Youtube's contribution in increasing student motivation found in this study is also supported by the results of previous research. The first research explained that uploading the results of assignments to Youtube can stimulate student motivation well, especially in completing assignments (Rahayu & Putri, 2019). Furthermore, YouTube makes it easier for students to fulfill learning tasks (Zaidi et al., 2018).

Other research also confirms that the use of YouTube has an impact on students' minds and senses so that learning is able to attract students' attention, spur concentration, and be able to stimulate interest in learning (Sakkir et al., 2020). Furthermore, Youtube is able to present a pleasant teaching and learning atmosphere and also acts as an interesting learning medium to increase student motivation (Alwehaibi, 2015; Baihaqi et al., 2020).

3) Understanding

The reasons stated by 11 (15.71%) respondents relate to the element of understanding in the material related to the assignment. This Youtube-based assignment provides several alternatives that are considered to be able to provide convenience for respondents to understand related material. The first reason given by the respondents was that the process of working on youtube video assignments encouraged students to be able to understand the material. This is because before students document the explanation of the material into the video, of course, students must first understand the material to be described in the assignment video.

The next reason put forward by the respondent is that the assignment video that has been made, can be accessed and studied repeatedly, so that students can easily re-understand the related material. Furthermore, the video from the assignment can also be used as an interesting and not boring learning resource to learn.

The results of the research related to understanding are in line with some research results. Learning projects that are collaborated with Youtube as a task to contribute to understanding that is in line with student learning achievement (Rozal et al., 2021). Furthermore, YouTube also presents interesting learning so that it can increase student

understanding (Sakkir et al., 2020). Student understanding can also be improved through fun and interactive learning conditions and atmosphere with the help of Youtube (Alif Naharir et al., 2019).

Youtube-based assignment media is dominant with audio-visual elements that make it easier for students to understand the material and improve the achievement of learning objectives (Baihaqi et al., 2020; Lukman et al., 2019). The results of the latest study concluded that both educators and students believe that the YouTube platform is very effective in helping students understand learning material (Kabooha & Elyas, 2018).

4) Challenge

In addition to some of the reasons that have been stated, 6 (8.57%) respondents also stated reasons related to the elements of challenges in the assignment. This element of challenge is basically related to several reasons that have been previously stated such as the assignment format that suits the interests of students, especially in the field of content creators. This makes students feel challenged to be able to produce videos that are as good and interesting as possible.

Furthermore, respondents also felt proud of the achievements of the assignment video work created with their own efforts and hard work. In addition, his work can also be enjoyed and used as a learning resource for others. Some of the reasons stated also triggered respondents so that respondents felt challenged to understand the assignment material well so that the video work made was also of high quality.

The results of previous research are also in line with the results of this study which are related to the challenges of doing tasks. The first research confirms that students have the perception that assignments involving Youtube seem more exciting, challenging, and increase student creativity (Rozal et al., 2021). Furthermore, students become more independent and active because students have to demonstrate learning directly so that learning is more challenging (Baihaqi et al., 2020).

Subsequent research also describes that Youtube stimulates student motivation so that students are challenged to take part in various activities during the learning process (Alwehaibi, 2015). Some of the research findings in line with this further strengthen the results of this study.

5) Ease and flexibility

A total of 17 (24.28%) respondents stated reasons related to elements of convenience

and flexibility and Youtube-based assignments. The first reason stated by respondents is that Youtube-based assignments seem easier to complete, simpler, and also feel more relaxed when compared to other assignment formats. Furthermore, a fairly interesting reason stated by the respondent is that the Youtube-based assignment is considered not to burden the respondent in the process.

The reason for the fact that the respondent also stated that this assignment format is flexible both in terms of the process of work and in terms of substance which can be a forum for expressing ideas and ideas. Finally, respondents also considered that this assignment format was presented with a more contemporary concept.

Reasons related to ease and flexibility are also corroborated by the findings of previous studies. The first study described that the Youtube platform is familiar to students, especially in uploading assignment results. Furthermore, lecturers can also easily evaluate the videos that have been uploaded and peers can comment on each other regarding the results of the assignment video (Baron, 2020). Furthermore, YouTube access is also very easy, especially in uploading, viewing, and sharing videos (Sakkir et al., 2020).

The conveniences provided by Youtube include being accessible from various devices, unlimited access and of course can be accessed for free (Latifah & Prastowo, 2020). The simple tools provided by YouTube do not hinder students when accessing them in learning (Rahmasari et al., 2022).

The nature of the flexibility provided by Youtube is also strengthened by the results of research that describes that Youtube creates a learning process and assignments that students prefer (Umachandran, 2018). Access that can be done anytime and anywhere makes it easier for students in the context of self-study (Rahmatika et al., 2021; Simanjuntak et al., 2022). Youtube that can be accessed anytime and anywhere in accordance with student learning comfort is the main indicator of flexibility of Youtube platforms in learning (Jacob Kola & Sunday, 2018).

b. Why students prefer essay-based assignments?

The concept of assignment chosen by the educator will certainly not always suit all types of learners involved in the assignment. Likewise with the Youtube-based assignment format, of course, not all respondents to this study agree and conform to the concept of the assignment. The data from the study described that there were 2 (2.5%) respondents who stated that they prefer the essay-based assignment format when compared to the Youtube-based assignment format. This choice certainly has strong and

acceptable reasons.

The reasons stated by the respondents are related to the limitations of the respondents which are obstacles in the work of video tasks. Respondents who prefer the essay-based assignment format put forward the reason, namely because of the limitations of the smartphone device used to make videos in the assignment. The limitations of these devices include limited camera quality, limited storage space and not all smartphones owned by respondents support the performance of video editing applications. The next reason is because respondents feel that they have limited abilities in terms of video editing so that respondents feel burdened with Youtube-based assignment formats.

Some of the reasons stated are obstacles that make it difficult for respondents to complete video tasks. Against the backdrop of these conditions, the respondent felt that essay-based assignments were more appropriate and easier to complete.

Apart from the reasons stated by the respondents, the essay assignment format also has several advantages. The results of the study describe that essay assignment activities are dominated by writing activities that provide space to develop the ideas they have. On the other hand, writing an essay demands carefulness to read the interesting situation as well as the surrounding environmental conditions (Widayati et al., 2021). Essay writing activities stimulate the development of ideas, express ideas in writing and form the habit of reasoning and will lead to an increase in the achievement of learning objectives (Rahman & Chan, 2016).

c. Why students prefer a combination of Youtube-based assignments with essay-based assignments?

The description of the research results that have been presented previously describes respondents who fully chose the Youtube-based assignment format along with interesting reasons. Next, it also outlines reasons that are important for respondents who prefer an essay-based assignment format. However, the results of the study also described that there were 8 (10%) respondents who agreed more if the two assignment formats (essay and youtube) were collaborated.

Respondents who chose both assignment formats both Youtube-based and essay-based put forward the reason why the combination between the two assignment formats is important. The first reason is that the essay-based assignment format can familiarize students with reading. This is because the process of writing an essay assignment begins with an activity to find references and essay materials through the reading process. This is

certainly a good and effective approach to improve students' reading habits.

The next reason is that Youtube-based assignments are considered very effective when students experience burnout in reading and writing essays. This is because students absorb more information as assignment material from Youtube video sources. Then the source of the information is understood, collaborated with other sources and then re-explained by students in order to make a video assignment in accordance with the instructions given.

CONCLUSIONS AND ADVICE

The trend of student choices towards the assignment format is classified into three, namely Youtube-based assignments, essay-based assignments and a combination of Youtube-based assignment formats and essays. The reasons stated by students for the choice of Youtube-based assignments are related to several things such as the opening of freedom of space to express ideas and imagination, increasing motivation and novelty of assignment concepts, facilitating understanding, providing challenges, and flexibility in terms of access.

The reasons stated by students for the choice of essay-based assignment format are based on reasons related to the limited ability of students in terms of video editing and the limited number of devices used that do not support video editing purposes. Furthermore, the third trend of student choice is a combination of the two assignment formats, namely Youtube-based and essays. This choice is based on the benefits of essays in shaping students' reading and writing habits, while Youtube plays a role when students experience boredom absorbing information from reading and writing activities.

The next research suggestion is that further research can analyze in more depth the contribution of assessment formats to several important aspects of learning such as understanding, skills, and student academic achievement. If this can be analyzed properly, then this will provide validation regarding the feasibility of Youtube-based assignment concepts to be applied in the learning process.

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