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The Mixed-Learning Model Using The Youtube Platform and Its Application In The Indonesian Language Learning At University: A Research and Development

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Abstract— This study aims to prove the effectiveness of the hybrid learning model in the Indonesian language learning for the undergraduate students.

This research applies MILM (Multimedia Interactive Learning Model) method with YouTube social media. The subject of the study was the Indonesian language course students. Data were analyzed using Mix Methods approach. The results show that hybrid learning model is effectively used in the Indonesian language learning in universities.

The learning model has been able to increase students' absorption by 78%. Based on the results of the questionnaires, students argue that hybrid learning model has provided a more challenging new experience than conventional learning model (face-to-face).

Keywords— learning model; Indonesian; multimedia; interactive

Introduction The progress of the era and the desire of stakeholders require creativity and innovation from the lecturers so that the learning objectives can be achieved efficiently and effectively. In line with that, the rapid flow of information and communication technology (ICT) requires learning to take advantage of the technology so as not to be out of date. In the current era of ICT, conventional learning centered on teachers or lecturers and implemented rigidly in the classroom has been expired.

Utilization of ICT in learning is no longer optional but has become a major requirement. Therefore, the effectiveness of student learning is now also influenced by how much lecturers are able to utilize ICT as a means of the students' learning. An effective learning model, therefore, should use ICT as one of its mediums. Classroom learning, as a typical conventional approach, has been widely abandoned.

Instead, there are now widely used models that combine face-to-face learning (face to face learning) and computer-based learning. The learning model is known as hybrid learning [1] and [2]. Hybrid learning terminology was originally used to describe courses that attempted to combine face-to-face learning with online learning.

However, in this study hybrid learning is defined as learning that combines face-to-face learning (offline) and internet-based learning. The terminology is known as mobile learning. This study aims to develop a hybrid learning model that is suitable for the support of students' learning. This learning model is designed to combine face-to-face learning with YouTube-based online social media learning.

The objectives were chosen for several reasons, among others, (1) face-to-face learning alone is considered ineffective in the digital age, (2) it is necessary to combine

face-to-face and online learning in order to achieve effective and efficient learning objectives, (3) are already very familiar with social media such as YouTube, (4) the use of social media like YouTube is predicted to make the learning model becomes popular, efficient, effective, innovative, and fun for students.

The development of this learning model is designed using MILM (Multimedia Interactive Learning Model) method [3]. This research uses Mix Methods approach, based on Research & Development theory [4]. Indicates that hybrid learning is a combination of multimedia technology, video streaming CD ROM, virtual class, voicemail, e-mail, telephone conference, online text animation and video streaming [1] . All of that is combined in the form of conventional learning in the classroom and individualized learning outside the classroom.

Hybrid learning becomes the most appropriate solution for the learning process that is suitable not only for the the learners' needs but also with the teachers' teaching style. The significance of hybrid learning lies in its potential. Hybrid learning represents a clear advantage for creating a new learning experience, as well as providing the learning process and timing to each individual.

Hybrid learning becomes a truly universal and global boundary, as well as bringing learning groups together across different cultures and time zones, free from space and time restrictions. In this context, hybrid learning can be one of the most significant developments of the present age of the technological era. Hybrid learning is done by incorporating online media into learning programs, while at the same time retaining face-to-face meetings as they are known in conventional defensive approaches [5]. In that connection, learning now that involves ICTs becomes the key to success in achieving learning goals.

The incorporation of learning theory and ICT becomes a professional association for the modern form of learning. The use of media as a product of technology enables more effective, goal-oriented learning, changes the daily routine of the classroom and can formulate a broad evaluation to determine the impact of instructional activities on simultaneous mental ability, feelings, values, interpersonal skills, and motor skills.

It will be difficult to use if using a conventional learning system. Information and Communication Technology (ICT) as part of the science of technology now has a strategic role in learning and learning theories. ICT products that now become an important learning element are the internet and website. Teachers and lecturers should understand that.

One of the latest learning theories that received a lot of attention from experts and educational practitioners is the Learning Learning Theory (meaningful learning) initiated by a psychologist named Ausubel [6]. Meaningful learning is a learning process in which new information is linked to the structure of understanding that a person already has through learning.

Meaningful learning occurs when learners can connect new phenomena into their knowledge structures. That is, learning materials must be in accordance with the skills of learners and depend on cognitive structure owned by the learners. Therefore, learning materials need to be associated with the concepts that have been owned by the learners, so that the new concepts can be absorbed optimally.

Thus, the intellectual-emotional factors of the learners need to be involved in the learning activities. In this connection, the use of social media such as YouTube in learning is relevant to the purpose of modern learning. Thus the main factors that influence meaningful learning, i.e.

cognitive structure, emotional stability, and clarity of knowledge in a particular field of study will function optimally in achieving the predetermined learning objectives. The term hybrid learning comes when state that web-based learning can be combined with face-to-face learning [7] and [8]. This definition becomes the operational basis of this research.

However, the view of web-based learning or web-based courses is not limited to learning that uses a web-based learning source with face-to-face between learners and learners conducted in the classroom. In this study web-based course interpreted as an online learning that can be done by students anywhere and anytime, as long as they are connected to the Internet network. Meanwhile, face-to-face learning is defined as learning in the classroom, where students and lecturers meet in a learning process.

Thus, hybrid learning is interpreted as a combined learning between face-to-face learning and online learning, both of which share the same weight. The difference is that in the learning of face-to-face learning there are still lecturers who act as facilitators, while in online learning, students or learners are required independently in learning, using various appropriate approaches so that they are able to direct, motivate, manage themselves in the learning.confirm that you have the correct template for your paper size. This template has been tailored for output on the A4 paper size.

If you are using US letter-sized paper, please close this file and download the file "MSW_USltr_format". Research methods The design of this study refers to a constructive

approach. The development flow adopts the results of research [3]. Model development refers to Creswell's development research theory [4].

The subjects of this study amounted to 120 students, coming from 9 classes, drawn at random from 3 different courses. This study involved students of the class of 2016 and 2017 academic year. There were no other considerations in the selection of subjects, except the results of the questionnaire which stated that they were already familiar with YouTube as a social media and accustomed to using the media since high school.

The planning of learning model of hybrid learning in this study was classified into 4 variables, namely the basic selection of learning models, learning system components, learning device components, and key hybrid learning model. In preparing the lesson plan, each variable was categorized again into sub-variables. The learning model was designed as a guide in the implementation of the learning.

Data collection methods used in this study were interviews, observations, questionnaires, and tests. Data were validated through discussions with ICT experts, learning model experts, learning material experts, and colleagues. Discussion with the expert of the learning model concerning the assessment of the device components and key of the hybrid learning model; while discussions with materials experts and ICT experts include assessments of YouTube-based learning materials, conventional learning materials, and learning system components on hybrid learning models. The data obtained were then analyzed using the percentage descriptive technique.

The result was used to improve the product in the form of the hybrid learning model. In this study, the trial of the product was done only once, limited to know the level of product effectiveness. The percentage for each sub-variable was calculated by using the formula: _ where % = percentage of sub-variable, n = the number of values of each sub-variable, and N = the number of the maximum score. Result and discussions The development was done to obtain an effective hybrid learning model.

In the early stages, trials of single learning models were used. The trial was conducted for 2 months on the first semester students, the general course of the Indonesian Language students, class of 2016 academic year. For this trial, selected 4 classes tested. Two classes (A and B class code) were from the parallel class of the Chemistry course of the Faculty of Science and Technology.

Two more classes (C and D class codes) were from parallel classes of the PGSD FKIP courses. The number of subject students was 120 participants, each class 30 people. Selection of subject students only based on purposive sampling technique, with the

assumption that the basic ability of the first semester students was, in general, the same. The learning model that was tested was the model of face-to-face learning. The lecturer for the four classes was the same person.

The sample course was also the same, namely the general course of the Indonesian Language material for a half semester (meeting 1-7). The trial ended with the Middle Exam Semester (UTS), which was held at the 8th meeting. The value obtained in the UTS was then analyzed to determine the students' achievement.

The analysis was done by referring to the conversion of values according to the University's Academic Guidelines. Based on the results of the analysis, it was known the students' scores data is as the Table 1 shows. Table 1 Results of Preliminary Trial Analysis Class codes _Number of Student for Each Class _Standard of Score _Number of Student who Earned Score _ _01 _30 _80-100 (A) _4 _ _ _ _75-79 (B+) _6 _ _ _ _70-74 (B) _8 _ _ _ _60-69 (C) _9 _ _ _ _55-59 (D) _2 _ _ _ _< 55 _1 _ _ _ _Number of subject _30 _ _02 _30 _80-100 (A) _2 _ _ _ _75-79 (B+) _7 _ _ _ _70-74 (B) _10 _ _ _ _60-69 (C) _6 _ _ _ _55-59 (D) _4 _ _ _ _< 55 _1 _ _ _ _Number of subject _30 _ _03 _30 _80-100 (A) _0 _ _ _ _75-79 (B+) _10 _ _ _ _70-74 (B) _12 _ _ _ _60-69 (C) _8 _ _ _ _55-59 (D) _0 _ _ _ _< 55 _0 _ _ _ _Number of subject _30 _ _04 _30 _80-100 (A) _2 _ _ _ _75-79 (B+) _14 _ _ _ _70-74 (B) _8 _ _ _ _60-69 (C) _5 _ _ _ _55-59 (D) _0 _ _ _ _< 55 _1 _ _ _ _Number of subject _30 _ _Total Number of Subject _120 _ _The results of the initial trial analysis were used as baseline data for the development of hybrid learning models. Other data required was social media user data among students.

The social media questioned through the questionnaire was a multimedia-based social media (text, images, video, and audio). This was intended to explore the full use of social media to support the students' learning. The data obtained was used to determine the type of social media selected as a hybrid learning model development platform.

The questionnaire was created with a single question, "What kind of multimedia-based online social media do you use most to support communication and learning activities"? Upon the question, 5 alternatives were prepared, namely (A) Instagram, (B) YouTube, (C) Flickr, (D) Dailymotion, (E) Others. Non-multimedia social media, such as short messaging services (SMS), WhatsApp (WA), Facebook (FB) and others were intentionally not selected in this study.

In addition to the five alternative answers, the students were given an opportunity to convey the reasons for their choice. The reason for the choice was given in the form of an open answer with a maximum limit of 5 words. Alternative answers A-D was chosen from the types of social media that exist in the world and widely known in Indonesia.

Alternative answer E was provided for students who used media other than A-D or did not use any of the four. The questionnaires were given to the 9 classes of the Indonesian Language students, consisting of four courses at Faculty of Science and Technology (FST). The four were Chemistry Study Program (KIM), Biology (BIO), Pharmacy (FAR), and Physics (FIS).

Two classes of the Faculty of Teacher Training and Education (KIP) consisted of elementary school teacher education (GSD) and Indonesian language education (BIN). Three classes of Faculty of Public Health (FKM), which consisted of Nursing study program (PER), Analysis (ANA) and Midwifery (KEB). More data were presented in the Table 2 below.

Table 2 Data from Questionnaire for Social Media Preference

Class codes	Number of Student	Answer options				
		A	B	C	D	E
KIM	30	5	23	0	0	2
BIO	32	1	28	0	0	3
FAR	30	0	29	1	0	0
FIS	30	0	30	0	0	0
GSD	31	0	30	0	0	1
BIN	30	0	30	0	0	0
PER	30	0	28	0	0	2
ANA	30	0	22	0	0	8
KEB	30	0	30	0	0	0
Total	273	6	250	1	0	16
	273					

Based on the results of the questionnaire is known, YouTube is the main social media students' preference in supporting their learning, selected by 250 students from 273 students who participated answering the questionnaire (91.67%).

The reasons for the students' preference, 232 students (84.98%) say because they are easy and familiar, 12 students (4.66%) say because they are accessible, the remaining 6 students (0.366%) say because they are attractive and other reasons. Based on the results of the preliminary study, a hybrid learning model design is made, using YouTube social media as its platform.

The design of hybrid learning model developed combines face-to-face learning and Internet-based learning with YouTube platform. The sequence of development implementation is as follows. Phase I, Preliminary Study conducted to list potentials and problems, as well as initial data collection. Phase II, Development which includes product design, design validation, product design, product testing, product revision, and trial usage. Phase III, Product Revision.

The development results of each stage in the development of learning tools are as follows. Phase I Preliminary Phase I consisted of potential analysis activities and problems, as well as data collection. At this stage listed potentials and problems that might occur in this study.

In addition, at this stage also conducted data collection on students' achievement and students' preference in using social media. At this stage, it was found the information that the potential of ICT networks owned by target universities was sufficient to support the development of internet-based media in the learning. The learning at the college had been optimized for the use of media such as e-learning.

The support of campus hotspot areas, as well as online media-based applications, was also available adequately. However, learning conducted in classes today still rely on face-to-face models. Lecturers and students rely on classroom meetings as a means of learning. Therefore, the meeting time between lecturers and students is limited to the lecture hours set by the campus.

This is a constraint because the lecturer-student interaction only takes place in the classroom. With the busyness of the lecturers, they generally do not have the opportunity to carry out learning outside of class time. Available e-learning facilities have not been maximally utilized by lecturers and students for several reasons, among others, the model is still not interactive (just a direction, from lecturers to students).

From the preliminary study known data about the results of face to face learning that has not shown the ideal number (see Table 1). In Phase I, a preliminary study was conducted on the use of social media as the learning media. The results can be seen in Table 2. Phase II Development At this stage, the development design is done for the initial design of learning model using YouTube as a social media platform.

Lecturers upload teaching materials in Multimedia Module form into YouTube. Teaching materials are structured in such a way as to qualify the Interactive Multimedia Learning Model. The development of the model refers to the MILM Model Design (Multimedia Interactive Learning Model).

Preparation of learning models were equipped with YouTube address home components, course contract, syllabus, RPS, materials, practice questions, and assignments. The arrangement of learning models and YouTube pages containing the online learning modules was further validated by ICT experts, learning model experts, and material experts. After passing the validation, the next model was tested in small groups, with a total of 9 students from 9 different classes (see Table 3).

Trials were conducted with a focus on the view (eye-catching), learning activities, ease of understanding, and ease of access. Trials were conducted in a campus environment, using the internet access provided by the campus for students. The results are as shown in table 3 below. Table 3 Small Group Trial Result Observable components _Number of

Subject _Learning time _Observable Sub-components and Results _ _Display _9 _4 x 50 minutes _Good/Interesting _9 _ _ _ _ _Less Good / Less Interesting _0 _ _Learning activities _9 _ _Interactive/Motivating _8 _ _ _ _Not Interactive / Lecturing Dominance _1 _ _Easy to understand _9 _ _Material is easy to understand _9 _ _ _ _Material is difficult to understand _0 _ _Easy to access _9 _ _Modules are easy and accessible _5 _ _ _ _Modules are difficult and slow accessed _4 _ _The results of the small group test show that there is a component that needs to be improved on the model design, namely component 4 (Ease of Access). After the investigation, ==it is known that== module access is slow or difficult to access because the file ==size is too big== (average of 4 MB).

Therefore, researchers need to compress the files size uploaded on YouTube, to be an average of 2 MB (megabytes). After the file was compressed, then it was tested again (limited to the fixed component). The result turned out to be much faster access. All subjects stated that access to the module met the speed standard, which was about 500 KB / Sec (kilobytes/second).

The results of the small group trial showed that the design of the model made feasible to be tested in the medium group. Group trials were conducted on 9 classes, of which data were obtained from Table 2. Each class was randomly assigned to 4 students. Thus, the total subject was 36 students.

In the medium group trial, the 36 students were treated for 6 components of interaction activity, either students or between students and lecturers, referring to the most dominant learning method occurred in the model that had been prepared. The six interaction activities were (1) discussion and classical, (2) lectures and classical, (3) demonstrations and classical, (4) discussions and lectures, (5) discussions and demonstrations, and (6) lectures and demonstrations. Treatment results are described in table 4 below.

Table 4 Interaction Activity on the Hybrid Learning Model No _Components _df _t _P _ _1 _Discussion and classical _34 _2,635 _<0,05 _ _2 _Learning and classical _36 _2,451 _<0,05 _ _3 _Demonstration and classical _31 _2,344 _<0,05 _ _4 _Discussion and lecturing _36 _0,1254 _<0,05 _ _5 _Discussion and demonstration _31 _0,192 _<0,05 _ _6 _Lecturing and demonstration _34 _0,0832 _<0,05 _ _The results, in Table 4, show that the interaction activities of students with lecturers and students with students running quite varied. The interaction proves that hybrid learning model is an ideal model for college students.

Interaction activities are mutual and show a balance of student and lecturer participation. The trials are limited to see the effectiveness of interactions and have not

tested learning outcomes. Phase III Revision and Final Product Trial At this stage, a final product revision and trial was performed.

Revisions had actually been done continuously, from the design stage of the model product. However, final-stage revisions were also necessary with the aim that the model of the developed learning model was ready to be piloted under actual conditions. Revisions were made on the basis of suggestions and criticisms of the subjects, product trials with moderate group subjects, and expert advice.

Then, the final revision was also made after a large group trial. In the large group trial stage, the subjects mentioned in Table 2 were divided into two groups, namely group A (control group) and group B (test group). Selection of group members was done by random technique. In each faculty was selected 40 students for group A and 40 students for group B.

Group A was given a conventional learning model, i.e. face-to-face learning. Group B was given the model of hybrid learning, namely learning model face-to-face and online learning model with YouTube media. The learning materials are arranged in such a way that they meet the requirements of the hybrid learning model [3].

Table 5 Interaction Activity on the Hybrid Learning Model Faculty _Group and Number of Subject _ _ _A _B _ _FST _40 _40 _ _KIP _40 _40 _ _FKM _40 _40 _ _Total Number of Subject _120 _120 _ _To obtain accurate results, both groups of subjects were strictly separated. Members of group B were given individual passwords for entry into online learning applications. A password was kept secret and given some time before the learning.

Face-to-face learning is done with the same methods, techniques, strategies, materials, and lecturers for the eight subject classes. This lesson was done for two meetings, for two weeks. Learning was done for modules 9 and modules 10. All classes got the same material. At different times, the subject of group A was given an additional time of instruction with an individual assignment model; while group B was given additional time to model online learning with YouTube media. Thus, the two groups both gained additional learning time, but with different models.

Furthermore, after modules 9 and 10 had been completed, both groups of subjects were given the same form and content test. The test had been tested for validity, reliability, and differentiation by the test expert, with good results. The test results of both groups of subjects were then compared and analyzed to obtain an overview of the effectiveness and advantages of the developed hybrid learning model. Based on the analysis of the

test results, it is known that the treatment group achievement of learning acquires 38% higher than the control group.

The average score on the test class is 78.98 (range to 10-100); while the mean score of the control group is 67.87 (range 10-100). Of the 120 students of group B (treatment group), who received an A (80-100) = 47 students (39.16%), B = 59 students (49.16%), C = 14 students (11, 66%). No students were scored less than C. While in group A (control group), out of 120 students, who scored A (80-100) = 17 students (14.16%), B = 37 students (30.83%), C = 64 students (53%), D = 2 (1.66%). No student earned E (failed). On average, the treatment group was 11.11 points higher than the control group.

Hybrid learning can be used as a means of increasing students' absorption toward the course material. The use of hybrid learning model has also been proven to increase the absorption capacity reaches 78% compared to using only face-to-face learning model. Based on the results of the questionnaires, students argue that hybrid learning model is more varied, challenging, and is a real form of PAIKEM learning model (active learning, innovative, creative, effective, and fun) and has provided new experiences for students. This result can be seen in the table 6 below.

Table 6 Trial Result of Hybrid Learning Model on Real Conditions CONTROL GROUP (A) _TREATMENT GROUP (B) _ _Score _Number of subject __ _Score _Number of subject __ _ _Letters _Numbers _ _ _Letters _Numbers _ _ _ _A _80-100 _17 _67.87 _A _80-100 _47 _78.98 _ _B _70-79 _37 _ _B _70-79 _59 _ _ _C _60-69 _64 _ _C _60-69 _14 _ _ _D _50-59 _2 _ _D _50-59 _0 _ _ _E _< 50 _0 _ _E _< 50 _0 _ _ _120 _0 _120 _11,11 _ _The hybrid learning instructional model is effectively used in the study of the undergraduate students for the general course of the Indonesian Language learning.

The learning model has been able to increase the students' absorption toward the lecture material, with the increase reaching 78% compared to using only face-to-face learning model. Based on the results of the questionnaires, students argue that hybrid learning models have provided a more challenging new experience than conventional (face-to-face) learning models.

Unrestricted time and place of learning gives students the freedom to choose the right moment in learning according to their interests, so the ability to absorb learning materials becomes higher than the learning in the classroom. Conclusion With the YouTube online social media platform, students have proven to experience new learning. Student achievement also increased significantly.

It can be proved by the increasing of students' absorption toward the lecture material

about 78%. The limitations of lecture time and the various weaknesses of conventional learning (face to face learning) have been able to be covered by online learning. In addition, the use of social media as a means of learning is one way of utilizing information and communication technology (ICT) is more efficient and effective.

If so far, the use of an online learning model that strictly separates teacher/lecturers' involvement, so that the "learning side" of learning is neglected, then hybrid learning model is an effective solution for online learning only. The significance of hybrid learning lies in its potential. Hybrid learning provides a clear advantage for creating a fun new learning experience at a time and the right time for each individual.

Hybrid learning becomes a model that reduces many limitations and is universal. The findings of this study are in line with the views, that hybrid learning models bring learner and teacher together across different spaces, times, and cultures [9]. The findings of this study also support the findings of Wasis' research. In the study, Wasis implemented a hybrid learning model in two implementations.

Furthermore, Wasis concluded that the implementation of learning model of integrated learning-based hybrid for problem-solving had a positive effect [10]. Acknowledgement Thanks to all those who have contributed to this research. References [1] K. Thorne, Blended Learning: How to Intergrate Online Learning and Traditional Learning. London: Kogan Page, 2003. [2] J.

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