
| RESEARCH ARTICLE

The Use of Instagram as A Media for Indonesian Learning Assignments

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| ABSTRACT

The COVID-19 pandemic has brought changes in the Indonesian language learning process. The obstacle experienced by students during the learning process is boredom. Indonesian teaches students to build the character of spoken and written language, either by using the media or directly. This study aims to facilitate students in online learning using media. This research was piloted on tenth-grade students of SMA Muhammadiyah 1 Prambanan. The study was conducted using Instagram as a Criteria Reference Assessment. The method used is descriptive qualitative. The results of this study are writing and reading exposition texts using Instagram social media with a total score of 2104, an average score of 84.1, the highest score of 96, and the lowest score of 78. Therefore, it can be said that the use of Instagram social media in learning to write and write reading the exposition text is appropriate. The Instagram application is proven to be effective and easy to use in conducting online learning.

| KEYWORDS

Pandemic, Social media, Instagram, exposition text

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1. Introduction

Education has experienced a shift after the pandemic that hit Indonesia. Students' learning style is one of the impacts experienced at every level of education. The Indonesian language is identical to text subjects, so special strategies are needed to deliver material and assignments. Looking at the previous two years, Indonesian language learning activities can be supported by looking at the ongoing situation. This is different from the COVID-19 pandemic, which causes educators and students to adjust learning styles that become obstacles in the teaching and learning process.

Studying from home is a new term used during the COVID-19 pandemic. Studying from home carried out by students at home certainly provides a new style in the learning process. The learning style from home does seem easier to implement anywhere, but there are some obstacles experienced, such as student boredom, which impacts learning achievement. Boredom becomes a challenge for educators when teaching and learning activities occur face-to-face.

Indonesian language learning is expected to improve students' ability to speak both spoken and written. The Indonesian language also trains students to appear in public places. Communication is the goal of learning the Indonesian language. The Indonesian language trains students to be fluent in expressing opinions or ideas, ideas, and expressions. Thus, four skills are taught in the Indonesian language. The four skills in question are writing, listening, listening, and speaking, so these four skills build a stigma in society that the Indonesian language is more capable of speaking activities in public places.

Indonesian language for students is a subject that involves more activities of reading, writing, listening, speaking, and understanding texts. Boredom becomes a challenge for educators when teaching and learning activities occur face-to-face. In fact, learning Indonesian language challenges can still be found when the learning process becomes online. The style of giving assignments that seem monotonous is a factor of student boredom in doing assignments so that it affects learning achievement.

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Social media is a means to convey message content to speech partners (Bovee, 1997: 17). The Indonesian language is a tool used in communication activities, so language and media become inseparable components in achieving communication goals.

Learning media is an effective means of teaching and learning activities. Problems encountered in teaching and learning activities can be overcome with learning media. Implicitly, learning media requires teachers to keep up with the times as is happening today, namely learning during a pandemic. Today, learning media has shifted to the realm of digitization, such as the use of social media in learning the Indonesian language.

It can be seen clearly that Indonesian people use smartphones regardless of age. From the age of children are proficient in using smartphones. Indonesian people with smartphones find it easier to educate children. Though it could be a smartphone will have a bad impact if misused. The following are applications for communication or entertainment that can be used as renewal media in giving assignments to students, such as Line, BBM, Email, Telegram, Twitter, WeChat, WhatsApp, YouTube, Instagram., Facebook, Tiktok, and online games. Today, social media comes in various forms that have almost the same goal: obtaining information, adding insight, and developing talent. Social media used in communicating aims to expedite the process of teaching and learning activities. The Instagram platform was ranked first based on data downloaded from <https://databoks.katadata.co.id/>. Therefore, selecting Instagram social media in learning as a means of task assignment innovation is the right decision. In addition, Indonesia is ranked fourth as an Instagram user, making it easier to assign tasks via Instagram.

Figure 1 : Social Media Users Data

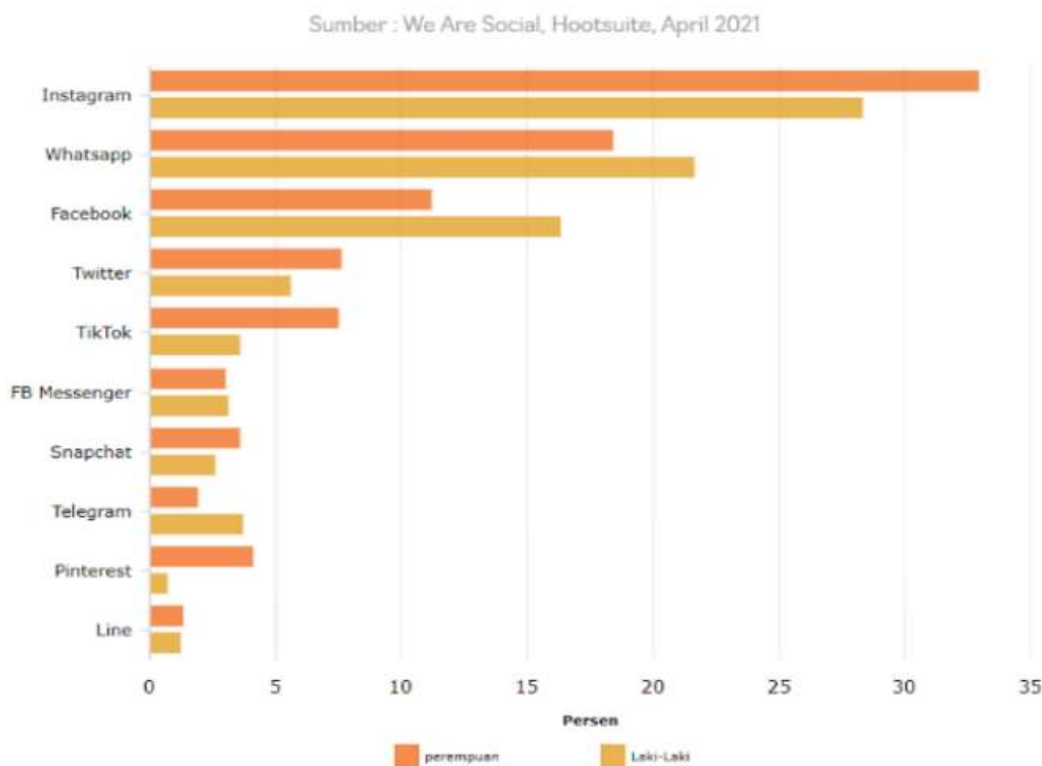
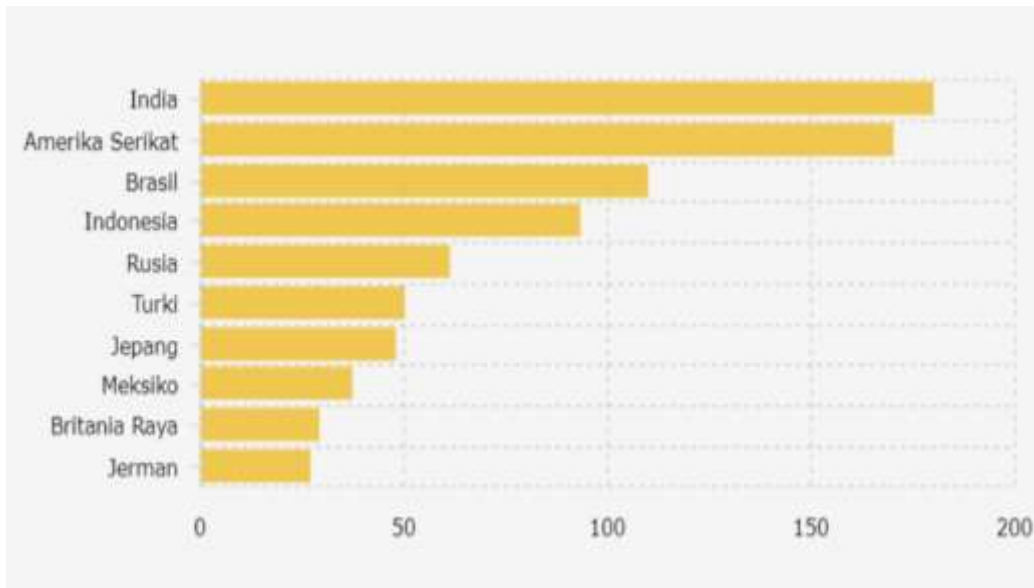


Figure 2 : Instagram Users Countries Data



(Sudjana and Rivai, 2007) explained that the use of media can clarify the material during the learning process. Learning media can support the effectiveness of teaching and learning activities for educators and students. The media used are online media or social media to make it easier for students to participate, share, express opinions, one of which is using Instagram social media. Today the digital era dominates in various ways, such as teaching and learning activities. Therefore, the author will describe the process of teaching and learning the Indonesian language with the renewal of learning media as an assignment using Instagram social media. Social media will provide new energy in the teaching and learning process of the Indonesian language.

This research is in line with proprietary research (Ulfah, 2020), which explained that social media could be used as a learning tool during a pandemic. It can even be said to support schools' teaching and learning system. (Ulfah, 2020) discussed the benefits of social media for learning in outline, so it needs to be developed with examples of social media that will be used. The use of social media Instagram is a development of this research. The positive impact given from the use of social media in learning is to train students to learn independently. This requires students to be able to produce interesting videos or pictures.

Research conducted by (Ulfah 2020) has found media use in learning, utilization plans, and the challenges of using social media as a learning medium. The plan to use social media as a learning medium is carried out in stages, namely (a) determining learning objectives, (b) preparing learning materials, and (c) planning assessment instruments. Meanwhile, using social media as a learning medium is through several activities, namely (a) producing videos, images, or infographics and (b) journaling, writing and reading. In addition, Ulfa's research reveals the challenges faced when deciding to use social media as a learning medium; namely, educators must be open or 'literate' technology and must improve creative and innovative abilities and skills—increased knowledge and skills that are adapted to the development of science and technology to provide learning that is in accordance with the characteristics of students. In this regard, this study has found a way to grow learning motivation through the use of Instagram social media, which has been developed from Ulfa's research. Ulfa's research only mentions several social media that can be used as learning media, so this research focuses on Instagram social media as a medium for learning exposition texts for class X.

The problem with class X students of Muhammadiyah 1 Prambanan Senior High School is that their learning motivation has decreased. Learning motivation will result in students not doing the assignments given by the teacher so that the acquisition of material and the assessment process is not optimal. In addition, the impact felt due to the COVID-19 pandemic is that students have more attention to their respective devices than learning. In addition, electronic devices are not used properly, so students have a sense of addiction to their devices and their enthusiasm for learning decreases drastically. Therefore, gadgets that have a negative impact have turned into an alternative tool for learning Indonesian.

The author uses social media as an Indonesian language learning innovation aimed at facilitating online learning amidst the COVID-19 pandemic. Renewal of learning using Instagram social media makes it easier for students to access as well as provide new energy because, amidst the COVID-19 pandemic, Indonesian people have more dependence on social media. Learning to use social media is practical to use so that it becomes an added value in the use of Instagram social media. In this study, the author has given assignments in the form of exposition text uploaded by students on Instagram. The benefit of using Instagram social

media in learning Indonesian is that it makes it easier to access, unlike other platforms. In addition, to see all the results of students who collect using a hashtag (#) that has been agreed upon and include a description of the upload with each student's creativity.

2. Literature Review

a Learning Media

Learning activities continue to develop along with the times. Learning before the digitization era prioritized physical form in the use of learning media. Unlike today, learning media has switched to using digital. One of the media that can be used in the learning process is online media. Online media is software-based media (Jannah, 2009). Learning media has an important meaning in the learning process. Using learning media can better turn the classroom atmosphere into a more conducive one.

According to Jannah (2009), the presence of learning media can replace the teacher's task as a facilitator. The position of learning media is not only as a tool but part of the learning process. In addition, the presence of learning media can help solve learning problems. Today, entering the era of digitalization, most people use online media as communication—means of long-distance-based communication between teachers and students and students with students.

b Learning Media Function

According to (Rowntree in Jannah, 2009: 20) argues that learning media have functions, namely:

- 1) Can generate student motivation in receiving learning materials.
- 2) Generate student responses in response to the stimuli contained in the media
- 3) It makes it easier for students to repeat the messages contained in the media.
- 4) Can provide faster feedback.
- 5) Can stimulate students to hold exercises.

c Online Media

Online media-based learning is often found during the COVID-19 pandemic. This could be due to distance-based learning. Learning using online media is a new style for educators. The online media used is social media in the form of Instagram. Learning materials can be included in social media. In addition, learning materials will be more interesting for students. Social media can support the teaching and learning process that can be applied to online learning systems (Mangkulo, 2010: 49). The application functions in online learning systems are as follows.

1) Functions For Submission Of Study Materials

The way that Instagram offers to convey material related to a topic is in the form of photos and videos. Features in the form of photos and videos can be classified by type, such as using a hash sign (#). In addition, Instagram provides a photo and video storage service that can be viewed by any private user that is stored.

2) Functions For Schedule Of Lessons and Exams

Teachers can schedule lessons or exams using Instagram with a live broadcast service. Students can turn on notification alerts on their teacher accounts so that when teachers upload photos, videos, or do live broadcasts, students will get notifications.

3) Functions To Conduct Discussion

Instagram can be a means for conducting discussions between teachers and students or students with students. Instagram provides services in the form of questions and answers in the short story section, which lasts 1 x 24 hours. This feature can be used as a quiz in learning. It can be concluded that social media can be an alternative for teachers in the teaching and learning process. Instagram is a new learning style that can follow student developments, making learning more interesting.

3. Methodology

According to Sugiyono (2015: 2), the research method is a scientific way to obtain data with predetermined uses and objectives. The method used in this research is the qualitative method. A qualitative method is a tool used to measure or assess development in research.

The data source used in this study was a sample of student videos on Instagram due to the exposition text learning task. The data collection techniques used in this study were listening to students' videos uploaded on Instagram, reading responses, the number of video likes, the number of viewers, and the delivery method in the video. In addition, the data collection results carried out data processing research by listening, selecting data, analyzing data, and concluding the final results. Thus, the sample data was

obtained in the form of factual data obtained from students so that in this study using descriptive data presentation. The researcher analyzed the exposition text learning in grade X at SMA Muhammadiyah 1 Prambanan.

4. Results and Discussion

4.1 Results

4.1.1 Step to Use Instagram as an Assignment Media

The research findings on learning to write and read exposition texts using Instagram media, namely by analyzing the results of learning to write and reading exposition text activities for students of grade X SMA Muhammadiyah 1 Prambanan. The steps that students must take in learning to write and read student work are as follows.

- 1) Students downloaded the Instagram application.
- 2) Students created Instagram accounts.
- 3) Students observed the material presented by the teacher at the previous meeting.
- 4) Students uploaded videos with creative descriptions and used hashtags such as #TeksEksposisiMosha Text and #TugasMosha.
- 5) The agreed theme was Learning during a Pandemic.

Table 1: Assessment Rubric

No.	Indicator	Score	Score				
			5	4	3	2	1
1.	Completeness of the main aspects of the exposition text, such as: a. Theme b. Title c. Writer's name d. Narrative	4	If there is completeness of the main aspects of the exposition text.	If the exposition text contains all three indicators.	If the exposition text contains two indicators.	If the exposition text contains one indicator with mutual cohesion.	If the exposition text contains one of the indicators by selecting a title and theme that is not in accordance with the narrative or content.
2.	Completeness of the characteristics of the exposition text: a. Explain the problem b. Using an informational style that invites c. Using facts as evidence d. Using opinion as a form of statement of attitude towards the topic e. Delivering straightforwardly	4	If there is completeness of the characteristics of the exposition text.	If the exposition text contains four indicators.	If the short story contains three indicators.	If the short story contains two indicators.	If the short story contains one indicator.
3.	Completeness of exposition text structure, such as: a. Statement of opinion (thesis) b. Argument c. Reaffirmation of opinion d. Conclusion	6	If there is completeness of the structure of the exposition text.	If the exposition text contains three indicators.	If the exposition text contains two indicators.	If the exposition text contains one indicator with clear content.	If the exposition text contains one of the theses, arguments, affirmations, and conclusions with unclear content.
4.	Appearance accuracy, such as: a. Intonation b. Gesture c. Audio d. Language e. Creativity	6	If the video contains accuracy in its appearance.	If the video contains four indicators.	When the video contains three indicators.	When the video contains two indicators	When the video contains one indicator.

Assessment in Writing and Reading Exposition Text Using Instagram:

- a. Type of assessment : written and video.
- b. Assessment form : description
- c. The formula for calculating the results of writing and reading exposition text:
- d. Final score $\frac{score}{100} \times 100\%$
- e. Determine the score predicate that is gotten by students.

Table 2: Predicate Indicator

No.	Points	Predicate
1.	1	Very less
2.	2	Not enough
3.	3	Enough
4.	4	Good
5.	5	Very good

The indicator predicate serves as a reference for determining students to enter the predicate generated in the assignment.

Table 3 : Score Predicate Interval

After that, the Determination of Reference Criteria was applied to the results of the scores of students, so it can be concluded that the final results of the grade XI students of SMA Muhammadiyah 1 Prambanan are as follows:

Mastery Level Percentage Interval	Four-Scale Modified Value		Keterangan
	1-4	D-4	
86-100	4	A	86-100
76-85	3	B	76-85
56-74	2	C	56-74
10-55	1	D	10-55

Table 4 : List of Grade XI Students of SMA Muhammadiyah 1 Prambanan

No.	Student Code	Score	Category
1.	KS 01	81	B/3
2.	KS 02	88	A/4
3.	KS 03	78	B/3
4.	KS 04	92	A/4
5.	KS 05	68	C/2
6.	KS 06	90	A/4
7.	KS 07	80	B/3
8.	KS 08	80	B/3
9.	KS 09	88	A/4
10.	KS 10	86	A/4
11.	KS 11	96	A/4
12.	KS 12	78	B/3
13.	KS 13	78	B/3
14.	KS 14	88	A/4
15.	KS 15	90	A/4
16.	KS 16	90	A/4
17.	KS 17	88	A/4
18.	KS 18	80	B/3
19.	KS 19	80	B/3
20.	KS 20	82	B/3
21.	KS 21	78	B/3
22.	KS 22	86	A/4
23.	KS 23	81	B/3
24.	KS 24	84	B/3
25.	KS 25	88	A/4
Total		2104	
Average Score		84, 1	

Based on the results of the data that has been obtained, there are 12 students who get very good predicates, 12 students who get good predicates and 1 student who get enough predicates. The total score obtained is 2108, with the highest score of 96, the lowest score of 78, and the overall average score of 84, 1

4.2 Discussions

4.2.1 Result of Utilizing Instagram as an Exposition Text Assignment Media

The advantage of using Instagram lies in the wide interaction. Through Instagram, students can reach information from various points of view. The use of social media as a substitute for student assignments can train various skills. Less than optimal speaking skills of students will require students to learn to dare to appear in public places such as Instagram. In addition, the boredom felt during the current pandemic affects the enthusiasm of each student in doing assignments, so educators must make updates, one of which is using Instagram social media.

Social media platforms such as Instagram can allow students to practice speaking. The material chosen was writing and reading exposition text. Students were asked to write exposition text with agreed themes. The specified theme must have been experienced by students because they talked about studying during a pandemic. After that, students could practice the results of their writing through social media. Learners told stories about studying during a pandemic where later followers would respond, for example, liking uploads, commenting, or re-uploading.

Students with code KS 11 (https://www.instagram.com/tv/CUSWFjbAQkN/?utm_medium=copy_link) obtained the highest score of 94. The first aspect, namely the formal completeness of the exposition text, obtained a score of 4 with a very good predicate. The following predicate explains that students write a complete exposition text on the main aspects. The main indicator has a score of 4 points, so the calculation is $4 \times 4 = 16$. That way, students get a score of 16 on the completeness aspect of the main aspects.

The second aspect is the characteristics of the exposition text. Students get a score of 5 with a very good predicate, which means that there is completeness in the characteristics of the exposition text in writing. The characteristics of the exposition text have a weight of 4, so the calculation is $4 \times 5 = 20$. That way, students get a score of 20 on the characteristic aspect of the exposition text.

The third aspect is the structure of the exposition text. Students get a score of 4 with a very good predicate. Very good predicate indicates that students in writing include the entire structure completely and clearly. In the aspect of the structure of the exposition, the text has a weight of 6; then the calculation is $6 \times 4 = 24$. Thus, students get a score of 24 on the aspect of the structure of the exposition text.

The fourth aspect is appearance. Students get a score of 5 with a good predicate. The good predicate explains that students in their appearance only contain four aspects. The appearance aspect has a weight of 6, so the assessment is $6 \times 5 = 30$. Thus, students have 30 points in the appearance aspect through Instagram videos.

The results of the next data have found students with the code KS 05 (https://www.instagram.com/tv/CUSVJm8so3A/?utm_medium=copy_link) obtained the lowest score with a total of 68 in the aspect of formal completeness with a predicate enough. The predicate is sufficient to explain the main aspect of the exposition text. The predicate is sufficient to explain that students only contain three components in the exposition text. The formal aspect has a weight of 4, so the assessment is $4 \times 3 = 12$. Thus, students get 12 points in the main exposition text.

The second aspect is the building blocks of the characteristics of the exposition text. Students get 5 points with a very good predicate. The predicate very well explains that the exposition text is complete in the elements of exposition text building. The weight on the aspect of the building blocks is 4, so the assessment is $4 \times 5 = 20$. Thus, students get 20 points on the characteristic aspect of the exposition text.

The third aspect is the structure of the exposition text. Students get 3 points with a good predicate. The good predicate explains that there are only 3 indicators for students in this aspect. The weight on the third aspect is 6, so the assessment is $6 \times 3 = 18$. Thus, students get 18 on the structural aspect of the expository text.

The fourth aspect is appearance. Students with code KS 05 get 3 points with enough predicate. The predicate is sufficient to explain that students only include three aspects in their appearance on Instagram videos. The weight of the fourth aspect is 6; then, the assessment is $6 \times 3 = 18$. Thus, students get 18 points on that aspect.

It can be concluded that the use of social media as an innovation in giving assignments is one alternative. Instagram has proven to be effective. In addition, Instagram is easy to operate. The success of using Instagram can be seen from the average obtained by students of 84,1.

5. Conclusion

The conclusion that can be drawn from the following research is that the assignment of learning Indonesian in the form of writing and reading exposition texts can be done using Instagram as a social media update. This can be proven by research that has been carried out by producing an average of 84.1 students so that it is proven to be effective as a renewal in the assignment of Indonesian subjects.

Instagram is a social media favoured by the public; it is proven that Instagram is ranked number 1 with the most users, so this kind of assignment will positively impact the image of the Indonesian language, which seems boring. Instagram is a social media that has complete facilities in it, such as sending pictures or photos and sending videos equipped with various filters to increase students' creativity. In addition, uploaded photos or videos can be saved in search easily using a hash mark that serves to limit. The restriction in question is a collection of uploads with a certain hash mark. Therefore, the use of Instagram as a renewal medium in appropriate and effective assignments is used while supporting the learning style situation during the pandemic. In addition, further research can be carried out on this study because there is a weakness in the form of freedom of students to archive videos so that readers can only view limited information.

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