

# Create Effective Differential Learning through the Utilization of Youtube Social Media in Pandemic Time Covid-19

Ulin yudhawati

SMAN 15 Surabaya City

e-mail : [ulinzahra17@gmail.com](mailto:ulinzahra17@gmail.com)

Indonesia

*Abstract: Describes the best experience in implementing youtube social media appropriately to create effective differentiated learning during the Covid-19 pandemic. With the accumulated benefits of social media youtube in terms of student understanding level of 93.9%, student motivation 98.3% and continued usefulness 97% and able to map the diversity of student abilities. So that effective differentiated learning with the application of youtube social media can be used as an alternative in learning meaning.*

**Keywords :** differentiated learning, youtube, learning meaning

## Introduction

In Law Number 20 of 2003 concerning the national education system states that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential. So that advancing the interests of students is an important component in learning. Every student is entitled to educational services according to their potential. The diverse conditions of students require teachers to create complete services in learning. Among them are providing differentiated learning services for each student according to their learning speed. This service is available in the Semester Credit System (SKS) at SMA Negeri 15 Surabaya.

Since the pandemic hit, a distance learning policy has been in place, which requires students to study from home. The learning atmosphere changes to a new atmosphere with online media. The survey data that has been conducted by SMA Negeri 15 Surabaya regarding the readiness of students to learn from home illustrates some of the difficulties experienced by students during March to June as many as 73.2% of students have difficulty understanding the material, 70.6% feel bored or bored, 70% expect the willingness of teachers to help students in learning according to their abilities and 71.1% want the appreciation of the assignments that have been carried out.

The survey results indicated that students had difficulty understanding the material and felt bored or bored in the learning process from home. Meanwhile, students who have more learning speed feel that they have not received accommodation from this diversity of potential. And students want assignments to be appreciated by the teacher. The picture requires further handling, considering SMA Negeri 15 Surabaya has been programmed based on the Semester Credit System (SKS). Based on these conditions, teachers are required to be creative in developing the management of the plurality of student abilities and suppressing student burnout in distance learning. Among them are by using

social media youtube to create effective differentiated learning as follows study and analyze by looking at problems and adjusting to the learning conditions that are running so that they can be used as planning for YouTube learning media, designing products that will be used in YouTube content including materials, learning challenges, structured assignments, ice breaking, checking understanding and deepening of the material according to differentiated learning, process the youtube video product, re-check the results of YouTube social media products, product content is available and ready to be accessed by students and applied in differentiated learning and differentiated learning runs up to the determination of students based on their learning speed

## Problem Formulation

The problems faced during the pandemic in differentiated learning at SMA Negeri 15 Surabaya were less effective, marked by students experiencing boredom, difficulty understanding the material, expecting the willingness of teachers to help learn according to their abilities. So that the main problem formulation is how to use YouTube social media appropriately to create effective differentiated learning in this pandemic, where learning is carried out online.

## Purpose

Provides an overview of the best experiences in implementing YouTube social media appropriately to create effective differentiated learning during the Covid-19 pandemic

## Problem Solving Strategy

The strategy for solving the problem is by making social media youtube which is packaged appropriately in differentiated learning with the following stages among others study and analyze by looking at problems and adjusting to the learning conditions that are running so that they can be used as planning for YouTube learning media, designing products that will be used in YouTube content including materials, learning challenges, structured assignments, ice breaking, checking understanding and deepening of the

material according to differentiated learning, process the youtube video product, re-check the results of YouTube social media products, product content is available and ready to be accessed by students and applied in differentiated learning, differentiated learning runs up to the determination of students based.

**Reasons for Choosing a Problem Solving Strategy**

Differentiated learning was less effective during the Covid-19 pandemic with students feeling boredom in the online learning process, lacking understanding of the material and feeling the accumulated load of tasks. Meanwhile, students who have more learning speed feel that they have not received accommodation from this diversity of potential. So that the teacher must be able to develop alternative solutions in order to generate enthusiasm for learning and be able to accommodate the diverse abilities of students.

Students of SMAN 15 Surabaya have differentiation of learning speed so that the teacher serves the differentiation as a whole at the same learning time. The management of differentiation learning in networks requires more thinking to be effective.

Differentiated learning conditions require media that is able to be effective, namely by using the right social media YouTube so as to provide convenience, allowing students to learn whenever and wherever needed and can be played repeatedly. Youtube also attracts students' attention because it is friendly in use, has analysis features, and there are facilities for discussion and question and answer.

**Implementation of Problem Solving Strategies**

The implementation of the chosen problem-solving strategy to create differentiated learning effectively is to follow the steps as follows stimulus, provide a link to YouTube learning videos to be observed and understood then record the results of understanding in a notebook, design with prepare a plan for solving the learning challenges found on YouTube, analysis the depth of learning challenges and solve them, consult with teachers and practice mutual discussion skills with fellow students, deepening of the material from various learning sources, check understanding if the stages for checking understanding by solving several questions quickly and correctly, evaluation students take academic assessments, reflection if the results are not fulfilled then remedy with material reinforcement first and if the results are fulfilled then continue the next basic competence with several further stages including psychological tests and the final determination of the differentiated students according to the level of readiness, interest and academic results

**Results Achieved**

The results achieved from the proper use of YouTube social media in differentiation learning are:

Material readiness and learning challenges are as follows:

<https://www.youtube.com/watch?v=4PavQxwQJCY>

Furthermore, the readiness for the assignment is as follows:

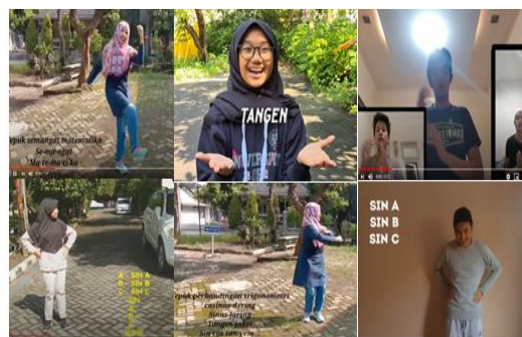
<https://www.youtube.com/watch?v=k9ILHJ1Wjpm>

The results of the student's Daily Chart assignments. Readiness and results of ice breaking so that differentiated learning remains effective in the nuances of mutual

cooperation <https://www.youtube.com/watch?v=4eaZa3UjWY>. And readiness for deepening learning as follows

<https://www.youtube.com/watch?v=7cxE3RaTyp0>

Image 1 : Ice Breaking Learning Differentiate with social media youtube



Students in implementing differentiated learning using social media youtube are following differentiated learning in the diagram analysis as follows:

Image 2 : Diagram of Students Following Learning Differentiated with social media youtube



It shows that students learn with access to YouTube by 51.4% because they are located in the 13-17 age range. And then appreciation for the students' work is displayed on the YouTube social media in the following link:

[https://www.youtube.com/watch?v=ttjULv2j\\_U](https://www.youtube.com/watch?v=ttjULv2j_U)

Student responses in differentiated learning through the use of YouTube social media are as follows according to the level of student understanding, it shows that 52.2% of students strongly agree, 41.7% of students agree and 6.1% disagree as in the following :

Table 1 : respons category level of understanding student

Category level of understanding student	Percentage
students strongly agree	52.20
students agree	41.70
student disagree	6.10

Students are also excited about participating in differentiated learning with social media youtube based on the following :

Table 2 : respons Category the enthusiasm for participating in differentiated learning

Category the enthusiasm for participating in differentiated learning	Percentage
students strongly agree	47.20
students agree	51.10
student disagree	1.70

Thus, for continued useful content from social media, YouTube shows that 47.1% strongly agree and 49.9% agree and 3% disagree.

Table 3 : respons category the enthusiasm for participating in differentiated learning

Category for continued useful content from social media	Percentage
students strongly agree	47.10
students agree	49.90
student disagree	3.00

Based on the results of the assessment, it shows that 309 students achieved the Minimum Completion Competency with a mean of 82.80. There are 30 students who have not met the minimum completeness criteria, 216 students have met and 64 students have met the very good criteria as in the following :

Table 4 : students achieved Minimum Completion Competency

Category	Percentage
Fast student	20.65
Normal student	69.65
Low Student	9.7

#### Constraints faced

Some of the obstacles to implementing differentiated learning with the proper use of YouTube social media are use a lot of time to make YouTube social media suitable for differentiated learning, teachers' lack of ability in developing social media for YouTube and difficulty following lessons if the internet network has problems or the power is cut off

#### Supporting Factors

Some of the supporting factors in problem solving strategies include clear lesson planning, complete school facilities regarding the availability of learning tools so that the use of learning media can be optimized, almost all students have cell phones that can access YouTube, and support from the principal to implement, encourage and motivate the development of instructional media in schools

#### Value Added

Social media youtube in this differentiated learning has newness / added value as follows the compiled media

contains basic competencies from class X to class XII so that it has a sustainable impact (the youtube social media link is in attachment) media is able to bring about changes both from qualitative (questionnaire) and quantitative (product / value) results, media is able to be a model and inspire peers, namely being used by follow teaching teachers at SMAN 15 Surabaya, the media are able to be a model and inspire fellow teachers in Indonesia (Indarti, S.Pd from SMAN tulakan Pacitan, Anisah Nikmah, S.Pd SMAN 1 Prambon Nganjuk, Adelia Mutia Noor SMAS Bogor, Rahmi Nuraini, S.Si SMAS Kalimantan Timur, Fitriani, S.Pd SMA Ar Razak Pekanbaru), youtube social media has sustainable benefits because up to 22 February, 2021 it has been followed by 3400 subscribers and media is able to solve problems in differentiated learning during the Covid-19 pandemic with the final result of mapping students based on their abilities

#### Conclusion

The proper application of youtube social media through nine stages, namely stimulus, design, analysis, monitoring, deepening of material, checking understanding, evaluation, reflection and finalization, can create effective differentiation learning during the Covid pandemic -19 in SMA Negeri 15 Surabaya

#### Suggestions

Based on the results achieved in this best experience it is suggested for teachers to develop themselves and innovate to develop practical learning media to support learning that can accommodate a variety of student abilities and to the school management in order to be able to apply the flow or steps at least the same as what has been done or with more development in order to make decisions on the diversity of student abilities

#### REFERENCES

- [1] Heacox, Diane (2002). Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades (pages 3-12). Minneapolis : Free Spirit Publishing.
- [2] Ibrahim, Muslimin (2000). Cooperatif learning. Surabaya State University.
- [3] Johnson, E (2008). Contextual teaching and learning. Bandung:Mizan Learning center
- [4] Rustiyah, N.K (1991). Teaching and learning strategies. Jakarta:Literacy