

IMPROVEMENT OF STUDENTS' DISCIPLINE IN ENGLISH DISTANCE LEARNING THROUGH YOUTUBE AT JUNIOR HIGH SCHOOL

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Abstract

Discipline character is one of the many aspects of character education that needs to be developed. As an education institution, Madrasahs are expected to be able to provide learning that can shape the character of students. Problems at MTs N 1 Pati regarding character emerge when students participate in Distance Learning or (Pendidikan Jarak Jauh). In practice, teachers during PJJ only used modules and PowerPoints sent via the WA group. However, the longer the child gets bored with learning, the lower the level of discipline. In addition, many assignments have not been submitted. When learning, many students are late and do not even attend for various reasons. Students were increasingly motivated

to learn after the author made learning videos using YouTube media and discussion forums on the WA group. Almost all students were active in opening material on YouTube. Discipline shows significant improvement in the first week at 75%. In the fifth week, it can increase to 97%. An increase followed the increase in student discipline in the collection of student assignments. Many assignments were collected on time. The collection of assignments in August and September 2020 showed a significant change from the first task, which was initially 78%. In the fifth task, it had reached 98%. Apart from YouTube media, which can improve children's discipline, the role of a student guardian and homeroom teacher is no less influential in shaping the character of discipline.

Keywords

Distance Learning; English learning; YouTube

Introduction

Since the spread of COVID-19, education has faced a critical condition. The implementation of education needs to adapt quickly and precisely to ensure effective learning. Schools and all components within them must prepare strategies, methods, and media suitable for learning during COVID-19 (Rahmani & Abduh, 2022). Educators must be able to present learning that is relevant to the conditions and educational needs of the pandemic era. Apart from that, teachers must also be able to provide meaningful learning for children, teachers, and parents.

Distance learning (PJJ) is used as a solution for carrying out education during the pandemic as an alternative for children to continue learning. According to Ammy & Wahyuni (2020), Distance Learning is a method in which teachers' teaching and students' learning processes are spatially separated so that

communication or interaction between teachers and students is carried out using electronic media, printed materials, or other media. Teachers chose Distance Learning as a method that can support the implementation of learning during the pandemic by utilizing various technologies (Lestari 2020). According to Prawitasari, Sriwati, and Susanto (2021), teachers, especially those who use digital technology for communication, must use it in learning. The technology chosen must be appropriate to facilitate learning (Tutiasri et al., 2020). The Covid-19 pandemic has become a challenge for teachers to present meaningful learning. According to Hutamy et al. (2023), teachers can increase their enthusiasm for studying technology and utilizing it in teaching and learning.

However, the actual condition experienced by teachers in the field during the COVID-19 pandemic was that students took too long to receive Distance Learning. Ultimately, students lack the discipline to participate in learning and feel bored. Even though teachers have provided various methods to achieve learning objectives, many students still do not participate optimally, characterized by absenteeism and indiscipline in carrying out or completing assignments. Sometimes, with the delivery of material in a long-distance system, many students still experience difficulties. The emergence of boredom and loss of discipline in students ultimately results in learning objectives not being achieved.

At the pandemic's start, researchers implementing PJJ provided only modules and PowerPoint presentations via WA groups. After completing the discussion in the WA group, assignments were continued individually and in groups. After that, it is collected in a Google form. This learning model lasts almost one semester. The results were very disappointing. Many children do not do their assignments for several reasons, including limited signal at the

student's location, running out of quota, and parents borrowing cell phones.

As time goes by, students do not show enthusiasm for learning. This also affects decreasing student discipline. Every time the teacher fills out the attendance list, each class has around 10 children who do not take part in the lesson out of 32 students. When collecting assignments, many students are late submitting assignments before the specified time limit, and some do not even submit assignments at all. This shows that student discipline is increasingly decreasing.

On the other hand, the government has promoted the importance of character education for school students. The government has launched various programs to implement character education. There are 18 (eighteen) values in character education, according to the Indonesian Ministry of Education (2013), namely religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect to achievement, friendly/communicative, love of peace, likes to read, cares about the environment, social care and responsibility.

The eighteen character values above can be a focus for teachers to instill character values in every subject in the madrasa. Of the 18 (eighteen) character education values, the researcher took one of the discipline character values in connection with the decreasing disciplinary attitude of students. This is important to pay attention to, especially when implementing Distance Learning. According to (Prastitasari, 2021), it is known that character education during the implementation of PJJ is only limited to knowledge but is still lacking in implementation. This can be seen from students' responses to participating in learning, for example, lacking

discipline in collecting assignments and following the lessons given.

Discipline is consistent habits and actions that show orderly behavior and compliance with all applicable provisions and regulations (Lajim, 2022). Children's emotional intelligence will increase through the implementation of character education. This is in accordance with Daniel's (2007) opinion that 80% of a person's success in society is influenced by emotional intelligence (EQ). In contrast, the rest is determined by brain intelligence (IQ). Discipline in students is individual awareness to follow moral provisions and rules that need to be accustomed to through a supportive environment (Melati et al., 2021). Therefore, the discipline character needs to be improved by students through learning.

Meanwhile, to support student discipline during the pandemic, implementing teaching and learning activities requires teachers to present relevant learning. Learning is fun and can arouse enthusiasm according to the students' conditions. By selecting appropriate learning strategies, it is hoped that students' learning achievements will be achieved optimally and that the learning objectives will be achieved well. Using various learning media is one way to provide fun and meaningful learning. This media can be audio-visual, which is interesting because the eyes and ears can capture the message (Dwianti et al., 2021). Audio-visual media that has been created can be uploaded via the YouTube platform. According to Haryadi (2019), as one of the most popular social media platforms, and many people enjoy it, YouTube should be an opportunity in the world of education. As mentioned by Pratiwi & Puspito Hapsari (2020), the advantage of YouTube is that it is a platform close to students' daily lives and can be accessed for free just by activating the internet network and can be viewed repeatedly. Meanwhile, according to Amelia Susanti (2021),

YouTube can help students understand various complex materials and make it easier to follow the lesson.

English is a foreign language that must be learned. It has four skills that students must master. These are reading, writing, speaking, and listening (Celce-Mursia, 2001). To master English, the four elements are interconnected, but these four essential elements have different characteristics and methods. According to Qadafi (2020), English learning requires unique strategies that contain steps implemented by teachers to help students understand the material. During the pandemic, the author, as an English teacher, tried to find good strategies, always prioritizing innovation, creativity, and fun in conveying these four skills. According to research by Handayani (2020), using YouTube media to learn English can improve students' vocabulary.

A study by Aqila Ardina (2021) shows that learning with the help of YouTube media can increase students' motivation to participate in lessons. It can also encourage students to develop responsible and adaptive attitudes during online learning during the pandemic. A similar study was also conducted by Rasman (2021) regarding the impact of using YouTube as an English learning medium during the pandemic. It is known that using YouTube to teach students English can increase students' learning motivation and make online learning more focused for students. This has an impact on students' responses when collecting assignments. They are more enthusiastic because they can view the material repeatedly via YouTube when doing their assignments. Then, research by Fitriya et al. (2022) shows that YouTube-based learning for English lessons can increase students' vocabulary, making it easier for teachers to teach material according to existing competency standards. A study by Rahmasari (2021) regarding Distance Learning using YouTube media shows that this learning is effective during the pandemic. Students can save material offline

and view learning videos anytime using a device. The effectiveness of using YouTube as a learning medium during the pandemic was also proven by a study by Utami Zanah (2021). It was concluded that utilizing YouTube helped students become more responsive during learning and helped them do their assignments better. It was also found that the use of YouTube media prevented students from getting bored quickly because many real examples were presented as illustrations of the material presented by the teacher.

The researcher's efforts in this research were by making learning videos via YouTube. This aims to make learning fun and increase students' discipline in Distance Learning (PJJ). Researchers assume that learning English by making videos on YouTube successfully solves problems in Distance Learning, especially in English learning.

Method

The research method is classroom action research (PTK) with a quantitative model. This research was conducted in August-September 2020 at MTs N Pati. The Distance Learning action during this pandemic involved students in class 9 (nine) of MTsN 1 Pati, namely in English subject in class 9. Class action research was carried out to see the effect of using YouTube media in learning on students' discipline.

The stages that the research goes through in each cycle are 1) the planning stage, 2) the action stage, 3) observation stage, and 4) reflection stage. These four stages are interrelated and are carried out in each cycle, continuously repeated until the desired achievement is obtained.

The stage in learning is the planning stage, which is carried out by making initial observations to identify problems and analyze the curriculum and essential competencies that will be taught. Then, in the implementation stage, learning is carried out using YouTube media. Next, at the observation stage, researchers saw the enthusiasm and involvement of students in attending Distance Learning and completing assignments. Then, in the reflection stage, researchers looked at the percentage of attendance and student attendance after Distance Learning using YouTube. These stages were repeated five times in five weeks, with one weekly assignment.

In cycle 1, learning was carried out in two meetings. The first meeting is for implementing collaborative learning, and the second is for the assessment and evaluation process. The processes carried out during learning will determine student learning outcomes. Deficiencies in cycle 1 are noted for improvement in cycle 2.

In cycle 2, learning was also carried out in two meetings, as in cycle 1, with improvements based on notes in cycle 1. In cycle 3, learning was also carried out in two meetings, like cycles 1 and 2, with improvements based on notes in cycle 2. In cycle 4, stages were carried out, the same as improvements based on notes in cycle 3. In cycle 5, the same stages are carried out as improvements based on notes in cycle 4.

Result and Discussion

Implementation of Learning Using YouTube Media

Based on the problems found in Distance Learning, a solution is needed so that students in PJJ feel happy and disciplined in

learning and no longer feel bored so that passion or motivation for learning arises higher. The learning strategy given to students is to make learning videos on YouTube. So, four skills in learning English will be achieved.

With YouTube media, students can repeat all the explanations quickly and clearly because they can be played and listened to repeatedly. Apart from that, students can increase their interest in reading and listening. The implementation of YouTube media learning was carried out at five meetings for five weeks. Students are given material in the form of videos made by researchers and uploaded on YouTube. After being provided with learning videos on YouTube, teachers can monitor attendance during online learning. Attendance for each lesson is immediately recorded and sent to the homeroom teacher. Then, the homeroom teacher sends a report to the student's parent group. With information provided routinely during each lesson, guardians of students who feel that their child is listed in the absence report immediately remind their child. The concern of the class teacher and student guardians shows a significant increase in discipline.

Apart from attendance recap results, researchers can easily monitor when students fill in the comments column on YouTube. Before learning on YouTube, researchers always remind students that they can only fill out the attendance list if they have opened the YouTube video material provided, marked likes, and written comments in the comments column. One indication that students can be said to be active in participating in learning can be seen from the number of likes and comments.

Apart from that, students do not experience difficulties in carrying out assignments. This is because students can play learning

material over and over again. After all, it has been uploaded to YouTube. The learning media provided helps students work on the exercises and questions on the LKPD (Student Worksheet). The results of the LKPD were very satisfying. All the questions were answered correctly.

Every student receives assistance from the BOS Madrasah budget regarding the internet quota issue. This can reduce the burden on parents whose homes do not have WiFi installed. Besides, online learning is hoped to run smoothly without problems caused by internet quota packages running out. Children who experience internet network problems can join at a friend's house.

Increasing Student Discipline in Learning Using YouTube

Learning media using YouTube media has brought significant results. Students' character, especially discipline, has improved in a positive direction. Increased student discipline is calculated based on the formula:

$$\text{Discipline Percentage} = \frac{\text{Number of Attendees}}{\text{Total of Students}} \times 100\%$$

Based on data on improving discipline from attendance recapitulation records and collecting student assignments in August 2020, it shows a significant change from the increase that occurred in the first week (cycle 1), which was originally 75%, in the fifth week (cycle 5) it had increased to 97%. %. This can be shown in the following table.

Table 1. Data on Increasing Student Discipline in August 2020

Sunday to	Number of Attendees	Percentage
1	65	75%
2	68	78%
3	74	85%
4	80	92%
5	84	97%

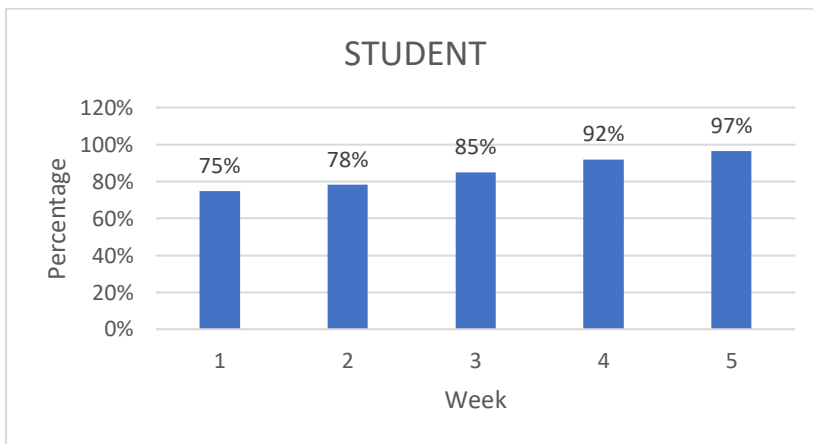


Figure 1. Graph of Increased Student Discipline in August 2020

In learning using YouTube media, increasing student discipline is followed by increasing student assignments. The increase in student assignment collection is calculated based on the formula:

$$\text{Persentase kedisiplinan} = \frac{\text{Jumlah peserta didik yang mengumpulkan tugas}}{\text{Jumlah peserta didik}}$$

The task collection data from August and September 2020 shows a significant change from the increase in the first task, which was

initially 78%. In the fifth task, it has increased to 98%. This can be shown in the following table.

Table 2. Data on Increased Collection of Student Assignments August - September 2020

Task to	Amount Collection Task	Percentage
1	68	78%
2	73	84%
3	76	87%
4	78	90%
5	85	98%

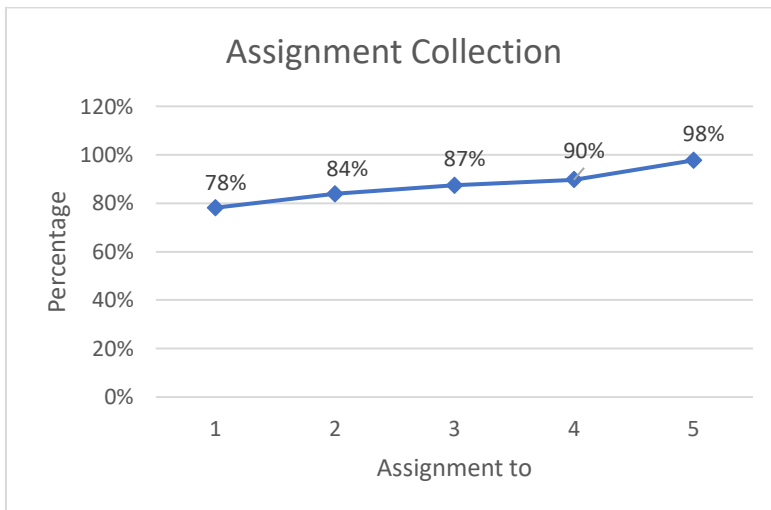


Figure 2. Graph of Increase in Student Assignment Collection August - September 2020

Based on the data above, this increase occurred not only because learning using YouTube media was also supported by the collaboration of the class teacher and the student's guardians. In this way, the disciplined character can show a personality that can be formed by having fun learning collaboration between the students' guardians and the class teacher.

This good character development also shows a good relationship between students, guardians of students, homeroom teachers, and teachers. The impact in detail can be explained as follows:

1. Students have high discipline
2. Students have independence in learning
3. Students feel embarrassed when they are late doing assignments
4. Students have good character
5. Teachers are fully responsible for the character of students
6. Teachers provide examples or role models for students

As presented in the student learning outcomes above, this impact gradually increases. It can be said that the increase in students' discipline is directly proportional to their enthusiasm during the learning process. If they are interested in the presentation of the material, they will become more disciplined in submitting assignments.

A previous study by Aqila and Ardina (2021) is relevant to the research. This research showed that students' motivation to participate in learning increased after teachers uploaded video learning media on YouTube. Students also show a responsible and adaptive attitude during learning. Some of these things are in accordance with the research results. Students' motivation increases so that they are more disciplined and responsible during the learning process during the pandemic.

The research by Rasman (2021) also shows similarities with the research conducted. This study shows that using YouTube as an English learning medium during the pandemic effectively increases students' learning motivation during online learning. They can repeat material while doing assignments or studying. This has an impact on students' enthusiasm and punctuality in submitting assignments. As in this research, students' discipline in

attendance and completing assignments increased after learning using YouTube.

Research by Wahyuningsih et al. (2022) has similar results to the research conducted. This research shows that YouTube-mediated learning in English subjects helps teachers deliver the material. Teacher supervision becomes more manageable, and students understand the material provided better. According to the research results, teachers and students were greatly helped by learning media in the form of YouTube videos, as seen from the increase in students' enthusiasm and discipline.

Furthermore, a study by Rahmasari (2021) regarding YouTube learning media used for Distance Learning has similarities with the research conducted. As a learning medium, YouTube was effectively used during the pandemic because students can download videos and play them whenever they want to repeat the material. This is in accordance with research conducted that during observations by the teacher, students can do their assignments well and on time. One of the reasons is that they can repeat the material by watching learning videos on YouTube.

Apart from that, the study by Utami and Zanah (2021) also has relevance to the research conducted. This research showed that students became more responsive after being presented with video material via YouTube. This helps students to do assignments better. Students do not get bored quickly and do not act apathetic during learning. Some of these indicators are the same as the research results regarding increasing student discipline in participating in learning and carrying out assignments.

Conclusions

YouTube media used in PJJ learning English is appropriate for motivating students, especially when learning reading, speaking, and listening skills. Moreover, learning English is related to pronunciation (how to pronounce words). The material on YouTube helps students master the four skills. YouTube can be a learning resource and learning media that can meet the demands of students' needs. The videos that the author makes on YouTube can improve discipline and motivate students to generate enthusiasm appropriate to the conditions of students during the pandemic. Apart from that, increasing student discipline has an impact on obtaining learning outcomes and completion in achieving learning goals.

Therefore, teachers must be innovative and present relevant learning in the pandemic era, fun learning that can generate enthusiasm appropriate to the students' conditions. By selecting appropriate learning strategies, it is hoped that students' learning achievements will be achieved optimally. So that the learning objectives can be achieved well, teachers need to include character targets in each subject so that in the learning process, teachers do not only focus on cognitive material but also on the character values that must be instilled in students. Apart from that, student guardians are critical in accompanying and motivating children to be more disciplined while participating in online learning and completing assignments.

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