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Effect on educational content creators on student motivation and learning outcomes in the pandemic COVID-19

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ABSTRACT

The limitations that exist during the COVID-19 pandemic, it requires all people to connect to the internet. As well as in distance learning, students have to look for learning material from other sources. This research is motivated by the fact that students often watch learning videos from educational content creators to look for subject matter that is not yet understood. The purpose of this study is to determine the effect of educational content creators on learning methods, motivation and student learning outcomes. The method used in this research is qualitative and quantitative methods and data collection techniques by distributing questionnaires to target participants, namely junior high school students, high school students and university students. From the research results, it can be seen that the development of instructional video media carried out by educational content creators can increase student motivation and learning outcomes during the COVID-19 pandemic.

ABSTRAK

Keterbatasan yang ada di masa pandemi COVID-19 mengharuskan semua kalangan masyarakat berhubungan dengan internet. Serta dalam pembelajaran jarak jauh membuat siswa harus mencari materi pembelajaran dari sumber lain. Penelitian ini dilatarbelakangi oleh adanya fakta bahwa siswa sering menonton video pembelajaran dari content creator edukasi untuk mencari materi pelajaran yang belum dipahami. Tujuan dari penelitian ini yaitu untuk mengetahui pengaruh content creator edukasi terhadap cara belajar, motivasi dan hasil belajar siswa. Metode yang digunakan pada penelitian ini ialah dengan metode kualitatif dan kuantitatif dan teknik pengumpulan data dengan menyebarkan kuesioner kepada target partisipan yaitu siswa SMP, SMP dan Mahasiswa. Dari hasil penelitian dapat diketahui bahwa pengembangan media video pembelajaran yang dilakukan oleh content creator edukasi dapat meningkatkan motivasi dan hasil belajar siswa di masa pandemi COVID-19.

Kata Kunci: *COVID-19; hasil belajar siswa; konten kreator edukasi; motivasi belajar; sumber belajar.*

INTRODUCTION

The COVID-19 pandemic in Indonesia is increasing day by day and is still a concern for countries in the world today. So, it causes all our activities to be hampered, and the learning process is carried out online at home. The purpose of implementing distance learning is to stop the spread of the COVID-19 virus (Choiri et al., 2021). The use of technology is increasingly developing, and the ease of accessing all information from various applications or social media is widely used among children or adolescents (Rahardaya, 2021; Schuchard et al., 2019; Udin, 2020). Because distance learning must be traveled by students, students must look for other sources that they do not understand (Pajriah, 2020; Lestariwati et al., 2021; Shalihah, 2018). Therefore, many educational platforms have emerged.

In the beginning, learners could only find the information they needed from a few articles containing educational content from Google, where the articles only displayed text, sometimes confusing learners. Over time, especially during the COVID-19 pandemic, many educational applications have emerged in the community that offer a better learning experience, such as providing video explanations of the material so that it allows students to understand the material more easily. Most of these apps are paid apps, so not everyone can enjoy the features of these apps. In addition, due to the COVID-19 pandemic, educational platforms are starting to be recognized by the public because of their usefulness, which is needed at this time when all aspects must be related to technology (Suparjan et al., 2021).

Nowadays, the use of social media in the community is not only about interacting but also about doing business, promoting, building images, and even learning. There are several platforms that are often used for learning purposes, one of which is the YouTube platform. Currently, YouTube is one of the most frequently used information providers, especially for video content. YouTube is the most widely used user-generated video content platform worldwide (Beautemps & Bresges, 2021; Sari, 2020; Susmiati, 2020). In the realm of education, media functions and plays a role in improving students' learning abilities (Miftah, 2013). Content creators also contribute by presenting quality content that can broaden the audience's horizons. In the current pandemic era, it turns out that students are looking for information related to lessons that they do not understand through videos made by educational content creators who make educational content often referred to as educational content creators. The use of video media affects students' learning motivation and learning outcomes (Iwantara, 2014; Lubis, 2017; Novianti, 2011; Puteri et al., 2020; Ribawati, 2015). Apart from this, students must become creators, of course, in line with studies on Personal Learning Environments (PLE) (Scherer & Barbosa, 2018).

An educational content creator is someone who disseminates information about learning that is transformed into images, videos, and writings that are made interesting. Over time, content creators are growing and rampant. The task of the content creator himself is to collect ideas, data, and create concepts to be used as content. With this educational content creator, students who need help understanding the learning material taught by their teachers can be helped by the content created.

This study aims to discover what educational content creators are and the role of educational content creators as media developers to increase student motivation and learning outcomes during the COVID-19 pandemic. Learning motivation affects learning achievement (Cleopatra, 2015; Febriani, 2017; Masni, 2017). Motivation can also be carried out by teachers who strive to be able to increase students' learning motivation (Suprihatin, 2015). With this research, it is hoped that teachers can understand the use of appropriate media to be applied in learning by using the concepts carried out by educational content creators. With this understanding, it is hoped that it can further increase student motivation and learning outcomes during the COVID-19 pandemic. In addition, students are expected to be able to understand the effects caused by watching learning videos from educational content creators and understand the material presented to the maximum. Content creators have an influence on audiences, apart from limited marketing (Makeenko & Vyrkovski, 2021).

Thus, based on these objectives, the problem formulations that will be answered in this study are as follows What is meant by content creator and educational content creator. What are the factors that affect student motivation and learning outcomes, and what is the role of educational content creators as media developers in increasing student motivation and learning outcomes, and what is the impact of educational content creators on student learning during the COVID-19 pandemic.

LITERATURE REVIEW

Educational Content Creator

Content creator is a term for someone who produces various content materials in the form of writing, images, videos, sounds, or a combination of two or more materials (Sa'diyah & Wasisto, 2019; Kencana & Djamal, 2021; Valiant, 2021). The content created by content creators is usually posted on digital platforms, such as YouTube, Instagram, Snapchat, WordPress, and so on.

The topics chosen by content creators are also very diverse, ranging from fashion, beauty, culinary, education, to daily vlogs. The existence of the content creator profession certainly cannot be separated from technological advances (Hidayah, 2021; Purwadi & Irwansyah, 2019; Sani et al., 2020), especially with the increasingly open access to information, the wider the opportunity to become a content creator.

The roles and responsibilities of content creators are (1) Creating original and interesting content and then publishing it on various social media. (2) Creating meaningful content for a group of people or a community that has great power. (3) Creating persuasive messages, especially if working with advertisers (endorsement). (4) Creating a personal blog and sharing thoughts and ideas (Sapada & Ikbal, 2020; Putri et al., 2019).

An educational content creator is a content creator who has content focused on education or learning. The target of this content is usually for students, both from elementary to college levels. At this time, educational content creators are more likely to create their content in the form of learning videos. Content created by educational content creators is usually loaded on applications related to learning and on the YouTube platform. YouTube has the potential to be an education for young people (Rahmawan et al., 2018; Tanjung, 2021; Arifudin & Sulistiyaningsih, 2021).

Learning Motivation

Motivation comes from Latin, namely the word *movere* which means encouragement within a person to be able to act to achieve certain goals (Arianti, 2019; Prisiska & Furqany, 2021; Suharni, 2021; Hidayat & Sa'diyah, 2020; Zaifullah, 2021). Motivation is a person's desire, drive and need to be able to carry out certain activities. So, motivation is defined as the force that drives action towards a goal. Motivation to learn in a person will create passion or increase enthusiasm for learning. Learning motivation contains efforts to achieve learning goals, namely understanding material and learning development. In addition, learning motivation is a driver or driver that makes someone interested in learning so that they will learn continuously (Simatupang & Wulandari, 2020; Prisiska & Furqany, 2021; Ernata, 2017).

There are several factors that can affect learning motivation (Moslem et al., 2019; Naibaho, 2021; Emda, 2018), namely: (1) Students' goals or aspirations. Ideals can last a very long time, even throughout life. Students' aspirations to "become someone" will strengthen the spirit of learning and direct learning actors. Ideals will strengthen intrinsic and extrinsic learning motivation because achieving an ideal will realize self-actualization. (2) Learning ability. Learning requires various abilities. This ability includes several psychological aspects contained in students. For example, observation, attention, memory, thinking power, and fantasy. In this learning ability, the development of student thinking becomes a measure. Students whose level of thinking development is concrete (real) are not the same as students who think operationally (based on observations associated with their reasoning abilities). So, students who have high learning abilities are usually more motivated to learn because such students more often obtain success because success strengthens their motivation. (3) The physical and spiritual condition of students. Students are creatures consisting of psychophysical unity. So, the conditions of students that affect learning motivation here are related to physical conditions and psychological conditions, but usually, teachers see physical conditions more quickly because they show the symptoms more clearly than psychological conditions. For example, students who look lethargic, sleepy may also be due to staying up late the night before or being sick. (4) Classroom environmental conditions. Environmental conditions are elements that come from outside the student. The student's environment, as well as the individual environment in general, are three, namely the family, school, and community environment. So, the elements that support or hinder environmental conditions come from these three environments. This can be done, for example, by the way, the teacher must try to manage the class, create a pleasant learning atmosphere, and present himself attractively in order to help students be motivated to learn. (5) Dynamic Elements of Learning. Dynamic elements in learning are elements whose existence in the learning process is unstable, sometimes weak, and even completely lost. (6) Teacher's Efforts to Teach Students. The effort referred to here is how the teacher prepares himself in teaching students, starting from mastering the material, how to convey it, and attracting students' attention.

Learning motivation has three components: (1) Expectation component; expectations with students' self-confidence regarding students' ability to understand learning materials and do assignments. (2) Value component; includes students' learning goals and beliefs about the meaning of learning and doing assignments. (3) Affective component; related to students'

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emotional reactions when students face tasks and learning (Febrita & Ulfah, 2019; Yunas & Rachmawati, 2018; Ricardo & Meilani, 2017).

Learning Outcomes

Learning outcomes are changes in behavior that occur after participating in the teaching and learning process following educational objectives. Learning outcomes are measured to determine the achievement of educational goals so that learning must be in accordance with educational goals (Noor, 2018; Julyanti, 2021; Ricardo & Meilani, 2017; Ruziana et al., 2017). Learning outcomes are a culmination of learning in the form of teaching impacts that are beneficial to teachers and students. Students who learn mean improving cognitive, affective, and psychomotor abilities. By improving these abilities, the desire and attention to the surrounding environment will increase (Apriyani, 2017; Junaidah, 2018).

Bloom explained that the classification of changes in learning outcomes includes three domains: cognitive, affective, and psychomotor (Yukentin, 2018; Oktaviana & Prihatin, 2018; Ricardo & Meilani, 2017; Ruwaida, 2019). Each of these domains is further broken down into levels of competence. These details can be mentioned as follows: (1) Cognitive aspects. Cognitive aspects consist of a. Remembering; being able to recognize, remember, and produce knowledge or learning materials that have been given. b. Understanding; understanding the material or ideas without needing to relate it to other materials. c. Applying; using abstract things in special and concrete situations. d. Analyzing (decomposing, determining relationships); decomposing a given material or material into elements or parts so that the position or relationship between the parts revealed becomes clear. e. Evaluating (assessing); giving consideration to the value of materials and methods for certain purposes. Usually, by using assessment benchmarks. f. Creating. (2) Affective aspects. Affective aspects consist of a. Receiving phenomena; sensitivity (desire to accept or pay attention) to stimulus phenomena, or showing controlled and selected attention. b. Responding to phenomena; showing active attention about a certain phenomenon. c. Valuing; showing consistency of behavior that contains value, motivated to behave in accordance with definite values. d. Organizing or conceptualizing values. Organizing or conceptualizing values; organizing relevant values into a system, determining the relationship between values, and establishing a dominant and acceptable value. e. Internalizing values; A value or value system has become a character. Certain values have a place in the hierarchy of individual values, are consistently organized, and have been able to control individual behavior. (3) Psychomotor Aspect. The psychomotor aspect consists of a. Perception; the ability to use sensory cues to guide physical activity. b. Guided responses; the early stages of complex learning, including imitation, being able to complete the steps involved in the skill as directed. c. Set; readiness to act, requiring the learner to demonstrate an awareness or knowledge of the behavior needed to use the skill. d. Mechanism ; the ability to use the skill as directed. Mechanism; the ability to perform a complex motor skill, the advanced stages of learning a skill. e. Origination as initially of skill; the ability to develop an original skill that is owned as initial knowledge. f. Adaptation; being able to modify a motor skill to fit a new situation. g. Complex Overt response; the ability to use complete psychomotor skills correctly.

Factors that influence the learning process and outcomes are as follows: (1) environmental factors include the natural environment and the socio-cultural environment. (2) Instrumental factors include curriculum, programs, facilities, and teachers. (3) physiological conditions, (4) psychological conditions include interest, intelligence, talent, motivation, and cognitive abilities (Ardiansah, 2019; Syafi'i et al., 2018; Kurniawan et al., 2017; Yuzarion, 2017).

METHODS

This research uses descriptive quantitative research with survey techniques to collect data in the field. While the research instrument used is the questionnaire method. The questionnaire used in this study uses open and closed questions. For the questionnaire in this study, researchers used a Likert scale and short answers with a total of 9 questions. The sample consisted of 33 people consisting of 22 students, five high school / vocational school students, and six general people. The target of this research was distributed to junior high school children to college level and people who always use the internet for the learning process through educational content creators.

In this study, the authors used an instrument in the form of an online questionnaire utilizing Google Forms. The contents of this online questionnaire are opinions from respondents regarding the effect of educational content creators on student motivation and learning outcomes during the COVID-19 pandemic.

RESULT AND DISCUSSION

The results of the research used a questionnaire distributed through Google Form, with 66.7% of respondents who are students. From the questions asked by researchers regarding how often respondents watch video content creators about learning. And the results of this question were 14 people, or 42.4%, answered that they often watched educational content creator videos. Nine people, or 27.3%, answered that they rarely watched videos, seven people, or 21.2%, answered that they always watched educational content creator videos, and there were three people, or 9.1%, who answered never. And no respondents chose never to watch educational content creator videos.

Respondents who had used online learning through educational content creators for a long time before the COVID-19 pandemic reached 25 people or 75.8%. Meanwhile, those who answered watching during the pandemic were eight people or 24.2%. The answers from respondents on the influence of educational content creators on student motivation and learning outcomes during the COVID-19 Pandemic can be explained as follows:
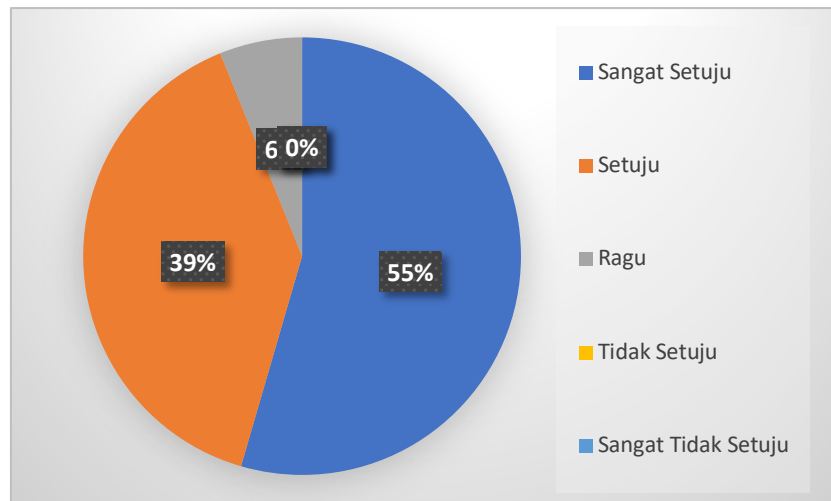
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Figure 1. Response graph to the statement watching educational content creator videos can add insight
Source: Data Processing Results

Based on the results of data analysis in **Figure.1** above in the first question, the response from respondents to watching video content creators regarding education/learning can add insight, namely as many as 18 people, or 55% who strongly agree that educational video content creators can add insight, 13 people or 39% who say agree and two people or 6% who say doubt. No respondents chose the statement "disagree" or "strongly disagree".
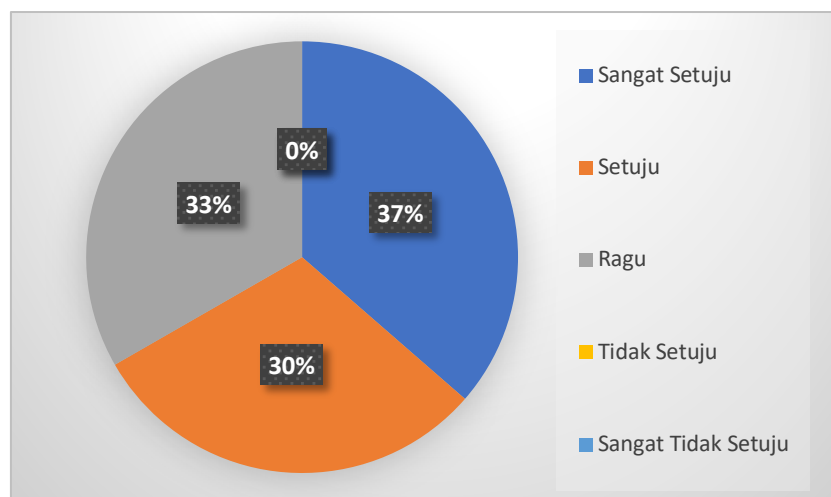

Figure 2. Response graph to the statement that watching educational content creator videos can increase learning motivation
Source: Data Processing Results

Based on the results of data analysis in **Figure.2** in the second question, namely about watching educational content creator videos can increase learning motivation. A total of 12 people, or 37% who stated strongly agree, ten people, or 30%, agreed, and 11 people, or 33% who expressed doubt. No respondents chose "disagree" or "strongly disagree".
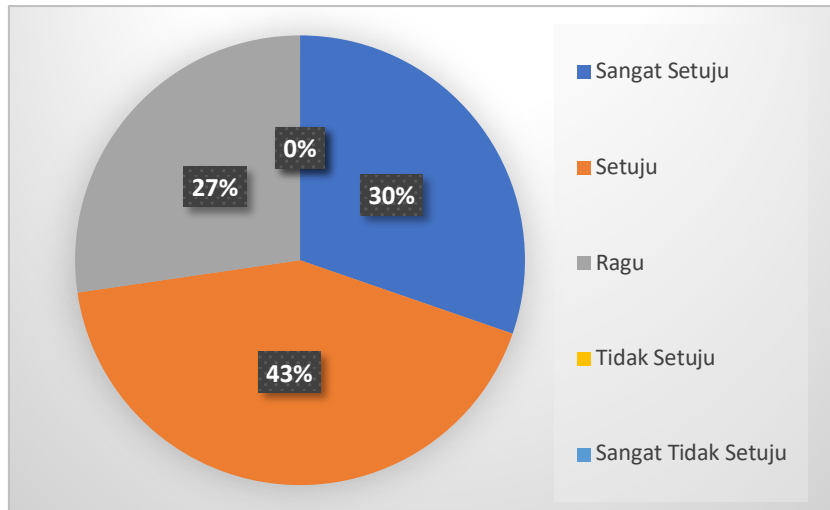
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Figure 3. Response to the statement watching educational content creator videos can improve understanding of the material
Source: Data Processing Results

Based on the results of data analysis in **Figure.3** above, understanding the material when watching educational content creator videos, namely as many as ten people, or 30%, stated strongly agree, 14 people, or 43% who stated agree, nine people or 27% who stated doubt. And no respondents chose "disagree" or "strongly disagree".
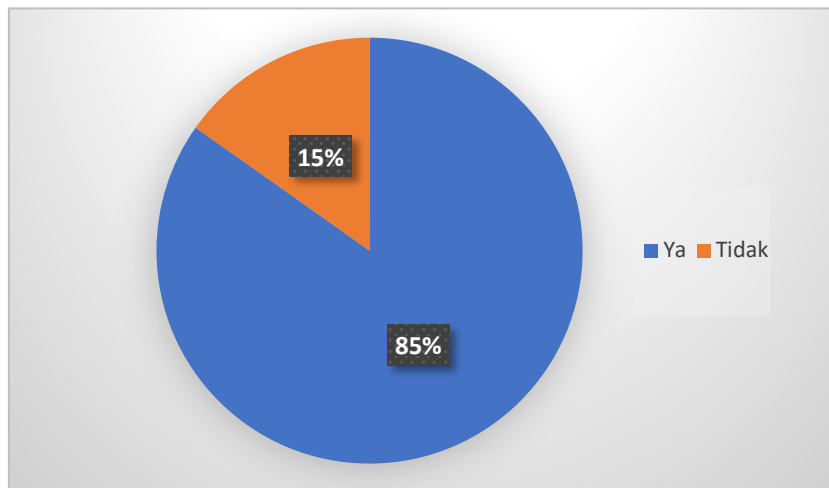

Figure 4. Response graph to the statement that watching educational content creator videos can improve learning outcomes
Source: Data Processing Results

Based on the results of the data analysis in **Figure.4** above, video content creators can improve respondents' learning outcomes. A total of 28 people, or 85%, stated "Yes" and five people, or 15%, stated "No". Of the 33 respondents who filled in the reasons for the answers above, the researcher will list several reasons from the respondents, including:

1. Because there are many creative content creators who make innovations, the content delivered is easy to accept and not boring. Even though the main purpose is for learning, content creators already know how to make people understand education / learning

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uniquely and fun. In the end, the main goal is conveyed to the audience so that people can apply the education/learning easily.

2. Watching learning content creator videos or not depends on each person. Does he watch just to watch or while learning? Watching is not enough if you don't practice it, so it still comes back to what is done to support learning that is not only from one side.

3. If the content of the learning material is on target, easy to understand, objective, and meets most of the factors that affect a person's understanding, then it is clear that the learning video can help and improve learning outcomes.

4. Because the video format can be easier to understand than just text or audio, for example, 3D animation video

5. Because there may be some content creators who can explain or convey a lesson briefly and easily understood, or the way of delivery makes it easy for us to understand.

Based on the results of data analysis from researchers' questions regarding the obstacles/shortcomings that occur when watching educational content creator videos. Of the 33 respondents who filled out the question, the researcher will list several answers regarding the obstacles to watching video content creators, including:

1. Generally, it is due to signal issues, video quality, and different delivery methods. There is also no interaction between the educator (in the video) and the learners.

2. There are many obstacles, the first of which requires quota and network. Although there is a Ministry of Education and Culture quota, sometimes it is not enough, and the material is also not included because it may be unusual learning and cannot be asked directly.

3. The material presented is not structured (or the audience does not follow the stages that should be / the origin of the video click), the creator's ability to deliver is not good (it could be because of the boring atmosphere, not conveying in detail so that there is a "void of material" that cannot be directly understood by the audience, etc.), delivery is not accompanied by written documents (sometimes influential for heavy material), does not include references to the material presented (so that it cannot learn more deeply), and so on.

4. Sometimes, there are long videos, but the explanation is repeated, so the audience is bored. It's better to have a short duration but go straight to the point on what's important and needs to be known.

5. Sometimes, there are videos with short explanations (not detailed enough or too concise). And sometimes, there is also material that cannot be fully understood from what has been conveyed.

Disscusion

From the results of the data analysis above, it can be seen that many students from various levels are looking for material that they do not understand through learning videos made by educational content creators. In fact, 75.8% or 25 out of 33 people had done this before the COVID-19 pandemic. The existence of educational content creators is considered enough to help students in learning compared to having to continue listening to explanations from teachers, which ultimately causes boredom and laziness in attention. Learning videos made by educational content creators can also be played back so that students who do not understand the material can watch it again. Apart from being able to help students,

educational content creators can also help teachers by adding references. This proves the opinion of respondents who agree that watching content creator videos about education/learning can add insight.

Based on the data analysis above, 12 people, or 36.4%, strongly agreed, and ten people, or 30.3%, agreed with the statement that watching educational content creator videos can increase learning motivation. This is because learning videos made by educational content creators are often accompanied by learning instructions and animations to arouse great curiosity in students to delve deeper. Curiosity and a pleasant learning atmosphere are aspects of creating high learning motivation.

In addition, animations accompanied by learning instructions presented can visualize abstract concepts more accurately so that students are motivated to learn. With motivation, students will be encouraged to learn to achieve goals and objectives because they are convinced and aware of the goodness of the importance and benefits of learning. Motivation is very important for students because it can move student behavior in a positive direction so that they can face all demands and difficulties and bear the risks in their studies. The presence of animation also causes the senses involved by students to be not limited to the visual senses but also the auditory senses. The more senses that are involved in learning, the more information is obtained, so that it affects the higher understanding of student concepts. This can be seen in the response images of Figures 2 and 3.

If you look back at the relationship between motivation and learning outcomes, if a student's learning motivation is high, then the learning outcomes he gets will also be good. It can be directly concluded that watching videos made by educational content creators can also improve student learning outcomes. However, based on the data analysis above, 5 out of 33 people, or 15.2%, stated that watching videos from educational content creators could not improve learning outcomes. This is based on the conditions or reasons for students watching the video, whether they intend to add insight or are just interested in watching it. Another reason underlying this opinion is also influenced by the quality and content of the videos that students watch, whether they are right on target or not. In addition, 28 other people, or 84.8%, agreed with the statement that watching videos from educational content creators can improve learning outcomes. They argue that many educational content creators have begun to innovate in providing interesting teaching materials or videos accompanied by good packaging and delivery of material so that the material can be more easily understood by students, which will certainly affect student learning outcomes.

CONCLUSION

Based on the results of the study, it can be concluded that the existence of educational content creators is very helpful for students and teachers in the learning process, especially during the COVID-19 pandemic. Students can better understand the material explained in the learning videos made by educational content creators compared to the explanations they got before. The ease of students in understanding this material is supported by the animation accompanied by the learning instructions presented. This can certainly visualize abstract concepts to be more real so that students are motivated to learn. With motivation, students will be encouraged to learn to achieve goals and objectives because they are convinced and

aware of the goodness of the importance and benefits of learning. For students, motivation is very important because it can move student behavior towards a positive direction so that they are able to face all demands, difficulties and are able to bear the risks in their studies. So, the greater the motivation possessed by a student, the greater the likelihood that he will get good learning results.

To create content that helps students learn with video media so that it is not boring, it is hoped that a content creator will also be able to know the factors that influence learning motivation. This will certainly make the content he creates more useful and fulfill its purpose as a creative medium in delivering material to students interactively and creatively.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors emphasize that the data and content of the article are free from plagiarism.

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