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Analysis of Humanitarian Skills Learning Using the Demonstration Method by Uploading Assignments on YouTube

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Abstract: This research is based on the practice of learning Civilization Techniques for Indonesian Language and Literature Education Study Program students. As a speaking skills course, the Civil Service Engineering lectures carried out need to be evaluated to get a comprehensive picture of the success of the learning. In line with that, this research aims to implement a demonstration method by uploading assignments on YouTube for humanities learning. Researchers used document study techniques and questionnaires to collect data. Researchers distinguish two types of data in data analysis: qualitative and quantitative. Qualitative data obtained from document studies were analyzed using the Miles and Huberman analysis model: collection, reduction, verification and conclusion of analysis results. Quantitative data was obtained from questionnaires and analyzed using descriptive statistical analysis techniques. The results of this research are described as follows. First, in evaluating context and process aspects based on indicators that researchers had determined, it was found that there was conformity between the RPS, teaching materials and other supporting documents and the results of the questionnaire analysis. Second, in the aspect of process and product evaluation, there are parallels between the results of the document study and the questionnaire. It means that the indicators evaluated in the document are by the results of the student questionnaire. Improving documents such as the RPS and teaching materials and attachments is an important thing to consider in the future through adapting context, input, processes and products.

Keywords: Personality skills, demonstration methods, assignments, You Tube

1. Introduction

The current issue in education is towards mastering 21st century skills. The issue of mastering 21st-century skills is also going viral in Indonesia. Students need to master 21st-century skills such as personality. In essence, personality is related to rhetoric (the art of speaking) in communication. As a form of rhetoric, personality is a type of 21st-century skill. In line with the opinion of Darmuki & Hidayati (2019) that citizenship is currently a global phenomenon. In other words, citizenship is no longer considered just an innate talent that can only be exercised by certain people but is instead a skill that must be mastered by anyone in carrying out their role on the global stage (Darmuki et al. 2018; Darmuki et al., 2017). Fridayanthi (2021) stated that in this regard, human beings should be studied academically so that the various existing findings can contribute to the civilization of science, technology and the arts.

Learning human skills is important in individual development in formal and non-formal education. One effective learning method is the demonstration method, which involves using media as a tool. In this case, uploading assignments on YouTube can be an interesting option. A demonstration method is a learning approach that involves staging or using real examples to show how a skill is practised. In personality skills, this method can show various important aspects of leading and becoming effective. One of the advantages of using assignment upload media on YouTube is its ability to reach a wider audience. In today's digital world, many people access and upload videos on YouTube. This platform allows educational skills learning to reach more people, not limited by geographic or time boundaries. For example, a teacher or trainer can upload a video demonstration of leading an effective meeting, and students or trainees can access it anytime and anywhere.

Additionally, uploading assignments on YouTube allows more interaction between students and learning materials. In video demonstrations, learners can see first-hand how a skill is performed and observe best practices demonstrated by

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the teacher or practitioner. They can also repeat the video as often as they want to understand better. Besides being a demonstration tool, YouTube can also be a platform for sharing knowledge and experience. For example, an experienced anchor can upload videos about effective hosting strategies based on their experiences. This video can inspire and learn for other people who want to develop their personality skills.

Several researchers have conducted research related to language learning or speaking, such as Kehing & Yunus (2021), who made an evaluation report on English language learning strategies based on speaking skills for EFL learners in Indonesia to determine differences in students' speaking abilities based on gender. Furthermore, Noho et al. (2023) researched personality training for students using the goal-free evaluation model. Based on the results of data analysis obtained from tests and interviews, researchers suggest that the evaluation of civics training programs for students continues to be improved and developed more creatively and innovatively so that this has an impact on the formation of a soul of civics in students. Based on the description above, this research aims to evaluate learning in the Civil Service Engineering course using a demonstration model and uploading assignments on YouTube. The results of this research can provide theoretical and practical benefits. Theoretically, this research provides a new perspective on the implementation of demonstration model evaluation by uploading assignments on YouTube in Human Resource Engineering learning, and practically, the results of this research can be utilized by instructors or lecturers in Human Resource Engineering courses to perfect and improve their performance in preparing and implementing learning Civil Service Techniques.

2. Literature Review

The Humanities course is one of the professional courses in the Indonesian Language Education Study Program. As a professional course, the Civil Service Engineering course has achievements, including students can analyze various concepts, synthesize and diagnose various mental problems and determine the causal factors, determine possible ways to overcome them, and identify and diagnose difficulties in mental health. Through course achievements, students are expected to have adequate competencies and skills regarding human beings. Because the achievements of this course require student skills, the humanities learning practices that have been implemented should be evaluated. Holding evaluations, especially in learning, aims to perfect and improve the learning system (Darmuki et al., 2017). In this research, the researcher evaluated the lecture practice of the humanities course using evaluation.

One interesting learning model is learning that shows the class a process or way of doing something in real life or the demonstration method (Bevan & Michalchik, 2013). According to Ramadhan & Surya (2017), the demonstration method is a method of presenting lessons by demonstrating and demonstrating to students a particular process, situation or object, either actually or just an imitation. The demonstration method is a way of teaching where an instrument or teacher shows a process so that all students in the class can see, observe, hear, perhaps touch and feel the process demonstrated by the teacher. According to Pangaribuan et al. (2022) the demonstration method is a way of presenting learning material by demonstrating or demonstrating to students a particular process, situation or object being studied, either actually or imitation accompanied by an explanation. Based on the opinion above, the demonstration method presents lessons by demonstrating and showing students about a particular process, situation or object, either actually or just an imitation. The way of presenting the demonstration method is that the lesson demonstrates to students a particular process, situation or object being studied, either actually or imitation, accompanied by an oral explanation (Riswari et al., 2018). With the demonstration method, student acceptance of the lesson will be more deeply impressive, thus forming a good and in-depth understanding (Ravichandar et al., 2020). Students can also observe and pay attention to what is demonstrated during the lesson.

3. Methodology

This research is a type of qualitative descriptive research. The subjects of this research were 30 (thirty) students participating in the Humanities course in the Indonesian Language Education Study Program. The data sources for this research are Semester Learning Plan (RPS) documents, Human Resource Engineering teaching materials, and student products in the form of Human Resource Practice videos. Apart from data sources in documents, researchers also used questionnaires distributed to students via Google Forms. This research uses a case study approach based on subject characteristics and data sources. The case study approach in this research is intended to provide a more specific evaluation related to the research focus.

In line with the subject and data source, the researcher used document study and questionnaire methods (Mogalakwe, 2006). These two methods align with the research model used in this research, namely the demonstration model by uploading assignments on YouTube. In language learning evaluation studies, the implementation of a demonstration model by uploading assignments on YouTube has been carried out by several researchers because it is considered relevant for collecting evaluative data and has an impact on improving the quality of learning (Entwistle, 2015). In collecting data, researchers created indicators for each aspect that was evaluated based on a demonstration model by uploading tasks on YouTube, namely context, input, process and product aspects, in collecting data from documents and questionnaires. In the document study aspect, indicators for evaluating the context aspect include: a) suitability of learning outcomes (CPL) Department with course learning outcomes (CPMK), suitability of CPMK with

basic competency (KD), c) suitability of basic competency (KD) with indicators/learning objectives, and d) suitability of learning objectives with material/teaching materials.

Meanwhile, in evaluating input aspects, researchers use indicators: a) learning platform, b) learning approach, c) facilities and learning support infrastructure, and d) learning media for each basic competency (KD). In evaluating the process aspect, researchers used indicators: a) learning achievement in the first half of the semester, b) material completeness at the end of the semester, c) writing papers and presentations, and d) performance of the lecturers' practical performances. For the product aspect, the researchers formulated indicators including two things, namely: a) the final paper for the final exams (UAS) and b) an educational video that was uploaded to the YouTube channel.

Meanwhile, for the questionnaire, each aspect was evaluated using five indicators. Context is evaluated using indicators: a) learning objectives, b) learning environment, c) student needs, d) suitability of teaching materials to learning objectives, and e) online learning platform. Input evaluation indicators include: a) lecture contracts, b) student attitudes c) learning resources, d) facilities and infrastructure, and e) approaches/methods. The process evaluation indicators include: a) conformity of plan with implementation, b) ongoing online teaching and learning process, c) suitability of material with semester learning plan (RPS), d) student participation/activity, and e) assignments and feedback. Meanwhile, in product evaluation, the indicators used are: a) mastery of the presentation topic, b) mastery of the presenter's techniques, c) performance test results, d) video product role as a presenter, and d) satisfaction of the lecturer.

This research data analysis consists of two parts, namely qualitative data analysis and quantitative data analysis. In qualitative data analysis, researchers analyze data using a content analysis model, which consists of three steps: data reduction, data presentation, and data verification (Bergin, 2018). The data analyzed using this analysis model is document study data. Meanwhile, for quantitative data analysis, researchers used descriptive statistical analysis techniques. Descriptive statistical data analysis is intended to explain the data as it is without intending to draw general conclusions or generalizations (Mishra et al., 2019). Using descriptive statistical analysis techniques, the researcher exported the questionnaire results from Google Forms in Excel, counted the number of indicator respondents in each aspect, and converted them into percentage form to determine respondents' averages regarding the indicators evaluated. In this research, quantitative data is used as supporting data to confirm the findings of the document study.

4. Results

The forms of documents studied in this research are RPS, teaching materials, and learning video products. These three documents are supported by other attachments such as lecturer lecture journals, assessment instruments and assessment results, presentation attendance lists, and student score lists. The RPS document for the Civil Engineering course was prepared by a team of lecturers in charge of professional skills courses, teaching materials were prepared by lecturers in charge of the course and video products were created by students, which can be browsed via the YouTube channel account link. Regarding its elements, the RPS for the Civil Service Engineering course refers to the National Qualifications Framework (KKNI). Analysis of RPS elements in the context aspect for learning the Civil Engineering course also refers to KKNI elements, especially regarding specific descriptions of study programs, learning outcomes of study program graduates, study program curricula, semester learning plans, and lecture program units. Based on the context evaluation indicators, in the RPS the CPL achievements of the Department/Prodi and CPMK are listed. RPS compilers present three points in the CPL Study Program. Next, these three points are detailed in the CPMK. CPL 1 is explained in CPMK numbers 1, 2, and 3, CPL 2 is explained in CP MK numbers 4 and 5, and point 3 of the CPL Study Program is explained in CP MK 6. The same thing can also be seen in the indicators of conformity of CPMK with sub-CPMK or KD. Of the 6 (six) existing CPMKs, the lecturer of the Civil Service Engineering course broke it down into 9 (nine) sub-CPMKs (KD) which were allocated to 14 (fourteen) meetings.

This research found that the CPMK translated into sub-CPMK was considered appropriate or in harmony because the explanation was more specific and detailed. Furthermore, the data analysis table shows that each sub-CPMK (KD) is translated into learning indicators. The existing indicators use Kratwall and Anderson's taxonomy, starting from C1 to C6. Learning indicators are aligned with learning objectives, and later, based on existing indicators, course instructors develop teaching materials or materials.

5. Discussion

Based on the results analysis, it can be concluded that CPL, CPMK, sub-CPMK (KD), indicators and learning objectives are in one "straight line" or linear. That means there is a logical relationship between aspects. This suitability allows a learning program to run well and students can achieve the expected competencies and skills optimally (Swestyani et al., 2018). In this regard, learning indicators and teaching materials are the two most important elements in learning tools. Indicators in learning planning can be interpreted as markers of achieving basic competencies. These markers must contain indications of behavioural changes that can be measured, including knowledge, attitudes and skills. In formulating learning indicators in planning, teachers need to consider the level of competency which can later be developed into teaching materials (Satinem et al., 2020).

This research also utilised a questionnaire to get an overview of context aspects. The questionnaire results in this research were used to analyze aspects of the situation, place, needs and learning objectives. In line with Ramos (2020)

notes, preparation is required as a speaking skill in preparing learning tools, which not only concerns situational aspects but must also include an analysis of the learner's needs. Thus, in this study, the results of the questionnaire distribution are needed to confirm the findings of the document study.

Four indicators, namely learning objectives, student needs, suitability of learning objectives with the material, and the online learning platform, support students taking Civil Engineering courses. From the graph, It can be seen that the problem is the learning environment factor. Of the total students, 26 (86.66%) stated that the learning environment was conducive to online lectures. In comparison, 4 (Four) students (13.33%) admitted that their home or accommodation environment still needed to be more supportive of online lectures. In reality, during the Covid-19 pandemic, students attended lectures from home and their respective environments through various learning platforms provided by the campus. It has an impact on the learning process itself, regarding the support of parents and the surrounding environment, the affordability of group collaboration, and direct face-to-face consultations can be less effective. These factors are certainly a note for improvement. The solution offered can be through the use of ICT, such as blended learning or class conferences, which must be scheduled and systemized through an e-learning platform that can be controlled (Artal-Sevil et al., 2015). In reality, online learning through various learning platforms has become a way that can be taken and therefore is needed and therefore, one thing that is worth noting is the need for ICT literacy skills for both lecturers as well as students.

In the Semester Program Plan, the lecturer plans to have paper writing assignments and group presentations at each meeting. Regarding writing a paper, there needs to be a writing attachment for the systematics (environment) of the paper as a guide to writing the paper. As part of scientific writing that must be presented, papers must consider technical matters, including surrounding style and essence or content. Technical matters need to be made in a structured format (for example, a template) to make it easier for students to write their papers and get them used to writing according to their style. Regarding content, apart from needing to elaborate on the topic in depth by utilizing various collections of literature, it is also necessary to consider the construction of arguments by combining critical literacy and technological literacy (Whiteside, 2017; Love, 2016; Wohlwend & Lewis, 2011). About the practical performance indicators of presenters, it seems that instruments are needed that students can use in completing video making tasks, starting from the topic, shooting, editing, to uploading. The instrument contains indicators for student success related to the final learning goal.

In Humanity Techniques, there is conformity between the learning plan and its implementation. In the second indicator, 93% of students stated that the online lecture process at each meeting was effective, efficient and meaningful. The percentage of students who chose that there was a match between the material and the RPS reached 100%. The percentage of students who stated they were active/participated in lectures was 93%. Likewise, with the third indicator, students who stated that they received assignments and feedback from lecturers reached 100%. In total, the level of student satisfaction with the evaluation aspect of this process reached 97%. One thing that needs to be noted is related to task feedback. Molloy & Boud (2014) noted that feedback can be defined as "information that can be given to students about the assignments given to them, as well as information that can be conveyed while learning occurs in the classroom. Feedback aims to improve or perfect performance. The idea of feedback is a concern to consolidate learning with the learner's mastery of the content. The power of feedback primarily lies in the influence of useful input to influence maximum output.

The results of the document study for evaluating product aspects include two types of output, namely final papers and video presentations. These two outputs are determined based on the consideration that in the evaluation, the things that need to be emphasized are testing the impact of the program on the target audience, the quality and importance of the results, as well as the extent to which the program is disseminated so that other people can utilize it. In other words, product evaluation is more concerned with the results of processes and results or products (Zhang et al., 2011). The final stage of a learning evaluation, from which a conclusion can be drawn regarding the achievement of the course. The final product is the estuary of the entire process of high-level thinking skills, including the levels of analysis, evaluation and creation (Nappi, 2017), in line with the opinion of Walid et al. (2019), who stated that product evaluation includes the results of the product learning process which are ready for teachers to assess. The product focuses not on achieving value but on skills, attitudes and knowledge. The product in question can be of a broad nature that can benefit society. In simple terms, it can be said that the result of a learning process is that teachers can help students be productive and live independently in society.

Based on research findings, student mastery of the material/topics presented reaches 90%. In addition, 93% is achieved through mastery of techniques anchor. There was an increase in the percentage of student performance test results, namely 97%. Even student satisfaction with the video product of their role as presenters and their appreciation has reached 100%. The final indicator is the usefulness for students' self-development as lecturers, which reflects lecturer satisfaction, which is 90%. In total, student satisfaction in the product evaluation aspect reached 94%.

6. Conclusion

Implementation of the demonstration model by uploading assignments on YouTube for humanities learning in the Indonesian Language Education Study Program at University Muria Kudus by reviewing documents and processing questionnaire data. The results of evaluating context aspects through document study show an appropriate, logical and linear relationship between Learning Outcomes, course achievements, sub-course achievements, indicators and learning

objectives, and teaching materials/materials. The questionnaire supports the results of this document study so that the context supports the implementation of Civil Engineering learning. Learning methods are by the characteristics of basic competencies, and the learning sources and media are rich and varied. The results of the input aspect questionnaire show that students' optimistic attitudes need to be built continuously through appreciation and feedback in learning. The results of the review of process aspect evaluation documents suggest the need for a systematic attachment for writing scientific papers as a guide for writing scientific papers and as an instrument for video creation assignments. The results of the document study for evaluating product aspects include two indicators, namely the final paper and presentation video. There is a compatibility between the semester program plan data and the product evaluation results. Based on the findings, researchers suggest the following two things. First, learning environment factors, learning approaches, taxonomic levels in the semester program plan, and variations in learning methods are important things that lecturers need to pay attention to in designing the Civil Engineering semester program plan. Second, there needs to be an elaboration of the semester program plan into lecture event units. If the semester program plan is made for one semester, then the lecture unit can be made for one lecture per basic competency. Thus, the planning and implementation of learning will be more specifically designed to focus on one basic competency or sub-achievement of the course.

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Conflict of Interest

The authors declare no conflicts of interest.

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