

## CHAPTER I

### INTRODUCTION

#### 1.1 Background

In the current era of digital education to use social media sites for electronic learning (e-learning) for continuing teaching education (Cheston, Flickinger, & Chisolm, 2013). Youtube, a website that was originally created for amusement videos but now boasts the largest collection of teaching media contents. The use of social media platforms for interactive self-learning is becoming more common. They're made to make internet engagement easier, share information instantly, and make complex concepts and procedures easier to understand. Youtube, the third most visited website on the internet, is the largest video-sharing platform, with over 300 hours of video posted per minute (Rabee et al., 2015). Youtube's usefulness as a practical teaching tool has been cemented by the practicality and ease of viewing videos on handheld mobile devices without regard to time, place, or access to books, lectures, or tutorials. The most of tertiary-level preservice teachers own a smartphone, which they can use for academic purposes both offline and online. Because it allows students to learn at any time and from any location, e-learning represents remote teaching approaches for teachers as well as learning strategies for students at the university level. It may also assist students in closing the study gap by providing an alternative learning style during COVID-19 pandemic (Naciri et al., 2020).

According to Elliot (2020) global education system has been severely impacted by the COVID-19 pandemic. Many countries throughout the world have shuttered their educational institutions in order to stem the spread of this virus, which has caused a slew of problems. The situation in Indonesia is similar. From 18 March 2020, all educational institutions in Indonesia, including higher education institutions, will be closed. As a result, the ministry of science and technology has decided to offer online teaching to all sector in universities.

According Segaren (2019) Youtube is a great media for communicating with students because it is something they are familiar with and use frequently in their daily lives. When it comes to reaching out to and connecting with students at a university, Youtube media can be helpful (Segaren, 2019). Youtube has gradually emerged as a new avenue of communication between teachers and students, primarily in higher education, becoming an important communicative tool (Akcaoglu & Bowman, 2016; Albayrak & Yildirim, 2015), generating a variety of questions about teacher–student communication and its impact on the teaching–learning process (Akcaoglu & Bowman, 2016; Albayrak & Yildirim, 2015). (Hershkovitz & Forkosh-Baruch, 2013).

## **1.2 Rationale**

Preservice Teachers' Perceptions of Teaching and Learning based on youtube Media, this thesis discusses during the covid-19 pandemic, regarding the views of private university students in the city of Cirebon on online learning using youtube. Youtube and other social media platforms are becoming more popular as resources for interactive self-learning. They're made to help with online interaction, information sharing, and simplifying complicated concepts and procedures. This thesis seeks to depict the experiences, problems, and lessons learned while teaching and learning. Explore how various social media platforms can be used in educational and training situations. The author chose youtube as the platform of choice to share his or her knowledge, experiences, and future perspectives in order to improve the position of video-based learning in science education. This allows global information broadcasting and increases global connectivity in ways never before possible (Hollinderbäumer, Hartz, & Uckert, 2013). According Boulos, Maramba, & Wheeler, 2006; Mather & Cummings, 2014, This paradigm change in information dissemination has allowed for the establishment of an online environment where globally linked users can participate in a participatory and collaborative information and knowledge-development model.

This study aims to examine the experiences experienced by preservice teachers when using youtube in learning media. This research can make it easier for preservice teachers to understand better in using youtube for teaching and learning.

The approach in this study is a descriptive quantitative approach used by researchers to explain facts in the field about preservice teachers' perceptions of teaching and learning using youtube media. In other words, the data obtained is in the form of a list of facts containing numbers, calculations, or symbols, and not data in the form of sentences that will be analyzed in depth.

### **1.3 Urgency of The Research**

In Indonesia, the use of e-learning is a new learning model, especially using youtube as a learning model. Many researchers have conducted research on the use of youtube-based e-learning as a learning model. E-Learning based on youtube can affect the level of achievement and skills of preservice teachers. Riaz and Reed (2012) explain youtube provides the opportunity to learn how to play an instrument by watching youtube video.

In particular, many researchers are interested in researching more about E-Learning based on youtube media because this learning model is very useful during the current pandemic, therefore researchers will examine preservice teachers' experiences and perceptions in the teaching and learning process using an E-learning model based on youtube media.

### **1.4 Research Question**

Based on the background of the research above, this study tries to find answers to the following questions:

1. How do preservice teachers' perceptions about youtube as teaching-learning media?

2. What are the strengths and weaknesses of using youtube as a learning media?

### **1.5 Purpose of the Study**

The main objective of this study is to examine preservice teacher perception use youtube in teaching and learning. The specific objectives of the study are:

1. Find out how Preservice Teachers perceptions about youtube as teaching-learning media.
2. To know strengths and weaknesses of youtube as a learning media.

This study aims to determine the perception of preservice teachers using youtube as an E-Learning media. In addition, investigate the challenges of using YouTube as a learning medium. In fact, Rosaen, Lundeberg, Terpstra, Cooper, Fu, and Niu (2010) claim that video-based reflection allows for more detailed remarks regarding pre-service teachers' practice and changes the focus away from management and toward content and instructions. from this fact active preservice teachers will make rapid learning progress. The data obtained is expected to provide useful input for preservice teachers so that later they can provide the right solution and motivate preservice teachers to use youtube as an e-learning model.