

IMPLEMENTATION OF INSTAGRAM MEDIA: INFOGRAPHICS AS A POWERFUL FOR STUDENT EXPRESSION OF ART BASED ON HYDROCARBON MATERIALS

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Abstract

This study aims to determine the effectiveness of the implementation of Instagram media, especially on art-based infographics on Hydrocarbons learning using a mixed-method in the form of quantitative and qualitative data collection on the results of students' scores and responses. The research population is SMA Negeri 3 Sidoarjo students with a sample of 120 students who answer questions about art-based Hydrocarbons on the researcher's Instagram feed infographic. Quantitative data were obtained from tests with optional answers, while qualitative data was obtained from the analysis of descriptive questions. The results showed the learning outcomes of students' Hydrocarbons material using an art-based Instagram feed infographic. The advantages of using this Instagram feed infographic media are that it is flexible, it can be accessed anytime and anywhere, the media is liked and often used by students as the millennial generation and reduces the use of paper. However, what this media lacks is the infographic which is still simple.

Keywords: Feed, Hydrocarbon, Student Expression, Instagram

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INTRODUCTION

The Industrial Era 4.0 has an impact on all fields, one of which is in the field of education. The era of the 4.0 generation revolution is marked by increased connectivity, interaction, and development of digital systems, artificial intelligence, and virtual (Lase, 2019). In the previous era, education was only limited to face-to-face and learning reference sources were only teachers and books. However, along with the development of the era, the implementation of education is also increasingly sophisticated, not only depending on face-to-face offline, teachers, and books. But now they are getting used to involving technology, this is reinforced by the condition of the spread of COVID-19 which has not subsided, especially in Indonesia, making education inevitably have to go hand in hand with technology (Atsani, 2020). Moreover, the government had set regulations for schools to be closed and the implementation of fully online learning (Basar, 2021). The increasing impact of technology on its use, of course, has a negative and positive impact. One of the negative impacts that can be caused is that it can create an addiction to applications offered by technological sophistication such as online games and social media, especially social media such as Instagram (Utami, 2019), where Indonesia is ranked the 4th highest Instagram user in the world, namely 91.77 million people as of July 2021 whose users are dominated by the young generation of school-age (36.4%) (Databoks, 2021).

This attitude of addiction to Instagram can have an impact on decreasing student learning outcomes if what is accessed on Instagram is not useful and does not add knowledge. In addition to having a negative impact, Instagram also has a positive impact, namely, it can be used as a fun learning medium that has not been applied often because so far, the low student learning outcomes are due to the lack of learning media that students enjoy being able to facilitate students in learning without a burden (Putra, 2019). In fact, with easy access and available features, Instagram can be used as an attractive learning media with various advantages, such as the infographics section of Instagram feeds that can provide an appearance in the form of images, videos, and data graphics that are integrated and not owned by other social media. (Veygid, 2020). This can support learning, especially in learning that is abstract and is considered difficult by students, such as in Hydrocarbon material. The characteristics of hydrocarbon material have a high level of abstraction because it involves the invisible form, nature, and character of the carbon atom (which cannot be observed directly), requiring a high representative power to visualize it virtually in the mind (Septyanesti, 2019).

So, it is very potential to implement Instagram media research (infographic feeds) as a media for empowering game-based learning exercises on Hydrocarbon material. The purpose of the study was to determine the level of effectiveness of the application of Instagram feed infographic media on learning

Hydrocarbon material, with the hope that the level of effectiveness obtained can be used as a reference for developing game-based Feed learning media.

RESEARCH METHODS

This research method uses qualitative methods (Sugiyono, 2014). The research population is students at SMAN 3 Sidoarjo. The sample is 120 respondents who make infographics on Hydrocarbon material on the researcher's feed. Qualitative data was obtained by respondents' responses to the results of making infographics made by students. This data contains student feedback, responses, and appreciation. The data obtained were analyzed using descriptive statistical techniques. Descriptive statistical techniques are used to analyze research results without being used to make broader conclusions or generalizations

RESULTS AND DISCUSSION

In the process of implementing an Instagram feed infographic based on Hydrocarbons material applied through the researcher's Instagram, quantitative and qualitative data were obtained from 120 respondents consisting of 4 classes namely XI MIPA 1, XI MIPA 2, XI MIPA 3, and XI MIPA 4. The main display Instagram @pameran_kimia in figure 1 is as follows.



Figure 1. Poster Display on Instagram Account

The display of posters and infographics uploaded to the feed for respondents to work on is XI MIPA 1 in Figure 2 below.

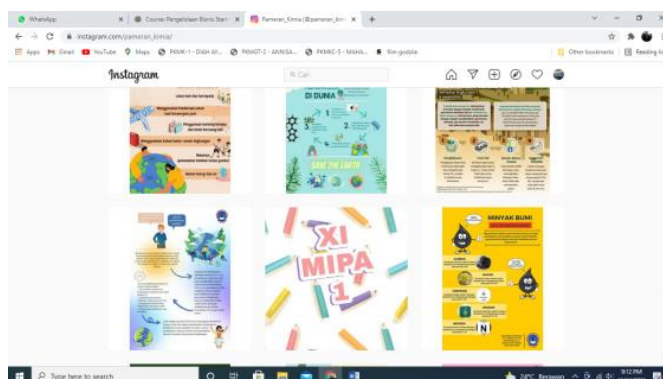


Figure 2. XI MIPA 1 Infographic Display

The display of posters and infographics uploaded to the feed for respondents to work on is XI MIPA 2 in Figure 3 below.

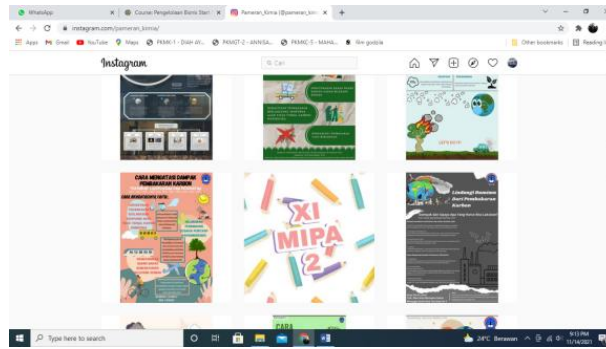


Figure 3. XI MIPA 2 Infographic Display

The display of posters and infographics uploaded to the feed for respondents to work on is XI MIPA 3 in Figure 4 below.

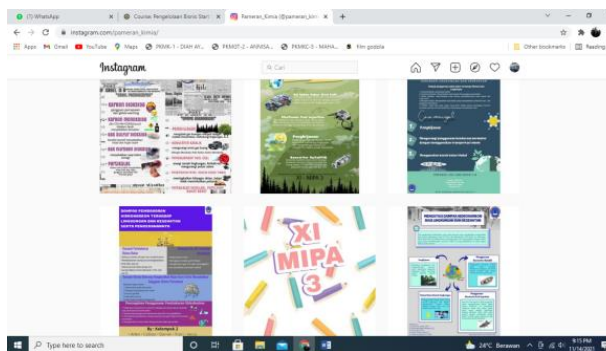


Figure 4. XI MIPA 3 Infographic Display

The display of posters and infographics uploaded to the feed for respondents to work on is XI MIPA 4 in Figure 5 below.

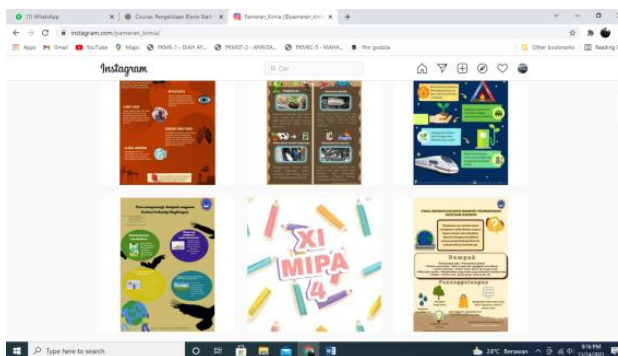


Figure 5. XI MIPA 4 Infographic Display



Figure 6. Teacher Response Display

The results of the data are described descriptively regarding the process of making infographics in the form of posters for hydrocarbon materials. The teacher divides the students into several groups. The teacher gives a task in the form of making a summary of the impact and prevention of hydrocarbon combustion. Each group is given a task in the form of 1 infographic. The teacher gives free time to do the assignment. In addition, the teacher provides opportunities for students to consult about their work. The teacher provides feedback regarding the work that has been made. Common mistakes made by students are wrong concepts, less coherent material, too over text, and unattractive pictures.

The teacher provides space for students to express themselves by making infographics according to the creations of each group. Before making an infographic, students in the same group will discuss the content that will be included in the infographic. After that, character selection and infographic coloring of hydrocarbon materials.

Students can submit their work to the teacher to upload to the Instagram account @pameran_kimia. Students can share the poster link with their other friends so that the information that has been created can educate all levels of society. Other students can give appreciation and ask questions related to infographics that have been made by other groups. The following is an example of interaction and appreciation that has been done by students in Figure 7 as follows.



Figure 7. Appreciation and Discussions Conducted by Students

The implementation of the use of infographics for learning game-based Hydrocarbons material has received various responses from students of SMAN 3 Sidoarjo who became respondents in the study. As for the details of the response stating that Instagram media is good for use in the process of practicing questions and learning Hydrocarbon material the @revalinapm account gave a response "Very cool", and the @acacamj account gave a response, "it's really fun, sir, it's more interesting in learning, and of course, it's exciting, sir. because the picture is good", the account @callistaputriaa gave the response "you can be creative as you like".

Through the same descriptive question, the @yardan.ass_ account responded "it's easy and simple because we just need to use the Canva or PPT application to edit it", the @dwynti account responded "the infographic is very interesting to read", and the @divaliyaah account gave the response "I think It's quite exciting, sir, because it's like being able to train sensitivity to the designer's talents."

The results of qualitative data that have been obtained and analyzed indicate that infographics can potentially be used as interesting game-based learning media to increase students' expression of assignments, especially on Hydrocarbon material which is famous for its difficulty and abstraction because media feeds are packaged lightly and use social media. One of the media that is currently being loved by the younger generation of school-age is because of its interesting and art-based visualization

Instagram media in the form of a feed feature as a media for empowering infographic creativity can improve learning outcomes reinforced by the results of research conducted by Fenandasyah, et al in 2019 which proved that the implementation of learning media in the form of a feed feature on Instagram can improve the learning outcomes of Biology students. This can also apply to Hydrocarbon material, which is known to be difficult for students, because through media feeds students can make infographics summarizing the material in a fun way so that they can deepen student's understanding.

Hydrocarbon material is one of the chemical materials that are a prerequisite concept for the next chemical concept. Hydrocarbon material is considered difficult by students due to several reasons including the following: (1) hydrocarbon material contains many and varied facts of terms that must be memorized, and (2) terms in hydrocarbon material are generally in the form of compound names. , very foreign to students

because it is not found in everyday life, (3) hydrocarbon material is a solid material, so it takes a longer time in delivering material in a class by the teacher (Pratiwi, 2013).

One of the factors to reduce the perception that hydrocarbon material is complex, of which is the role of learning media, in the learning process a teacher should be skilled in choosing, using, and adjusting the media used, because learning media is one of the infrastructure facilities that support the process. learning media (Karo-karo, 2018), many types of learning media are currently developing, one of which is Instagram media in the form of the Feed feature as an additional learning medium that has advantages and disadvantages. The feed has advantages in the form of an attractive visualization display, and a variety of integrated features, so that it can be made as a simple game-based learning media. In addition to having obtained many positive benefits in implementing the feed feature on Instagram.

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of research data obtained from analysis of value calculations and descriptive, it can be seen that Instagram media in the form of Monday-based infographics as an expression of art-based student assignments is quite effective and can increase students' interest in learning about Hydrocarbon material which is considered difficult.

B. Suggestion

This research still refers to Hydrocarbon material only, so it can be developed again on other materials and can be modified by integrating other media.

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