Utilization of YouTube Channels as a Learning Resource in the Sociology of Sport Material

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This study aims to determine the use of YouTube Channels as a source of learning for sport students on sociology of sport material. The purpose of this study is to identify the YouTube Channel as a technological innovation designed as a learning resource for the sociology of sport material, applying YouTube Channels and knowing user opinions on YouTube Channels. This research used explanatory sequential mixed method. Data is collected through two stages. In the first stage the researcher used a quantitative method. The population and sample in this study was 156 students in 2017 and year 2018; Faculty of Sports Science, Universitas Negeri Jakarta, Indonesia. Data is taken through instruments in the form of questionnaires, and tests. The second stage is a qualitative method through interviews with 12 students and two lecturers. The results of this study suggest that generally students have positive opinions regarding the use of YouTube channels as a source of learning in video media development courses. YouTube channels improved students learning motivation and creativity. The implementation of learning media can be used as a source of learning on increased pedagogical aspects and students' knowledge to create innovative media learning.

Key words: *sociology of sport, learning resource, YouTube Channel, TPACK.*

Introduction

The development of information technology today has a very close relationship with human life. One of the relationship is the sociological approach on sports ethics in a context of social change (Marivoet, 2010). According to Sekot (2009) on his research, sociology is very helpful when it comes to studying sports as a social phenomenon. Because sociology has always had a voice in public affairs and sociological research (Slepi, 2015). The sociology of sport is very important and is at a crossroads in its development (Andrews, 2015). Technologies are being used in the daily lives of students and some people are developing a dependence on it. Various information systems are available and can play a very important role in Sport Management (Barneva & Hite, 2017). Various kinds of technology and communication developed rapidly without being prevented; this happened because of the influence of the increasingly advanced mindset, science and human expertise in creating a tool from the traditional to the modern. Crocket (2017) argues that technology has been used by sociological scholars of sport for nearly two decades. As we know technology might be seen as shifting (Enright & Gard, 2016). This can be indicated through Galily's (2014) research about sport, television and technology in the 21st century.

By using the latest technology such as combination of watching TV and simultaneously using a smartphone for social interaction, has in many cases become a better option. This shows that anyone can watch sports or participate in sport through a smartphone. People can access digital content and internet based services across a vast array of public and private spaces (Hutchins, 2018). Users can access various types of sites according to the information needed. The internet is now vital to meet the modern needs in communicating and obtaining data.

The Internet has changed experiential learning of driving theory in leisure studies (Mccormick, Holland, & Szydlo, 2010). However, learning activities in higher education should use information technology such as social media, internet, and others well to effectively relate to the digital culture. Students at this time can be said to be a generation that is internet literate and very dependent on social media.

Bharucha (2018) argues that several tertiary institutions in India had embedded social media into their pedagogy, but the challenges are in adjusting to the curriculum. Social media will continue to play an important role in the Indian education sector. Social media technology is a unit of the routine of modern society in a variety of ways, including the support and even replacement of software specifically designed to acquire and share knowledge. However, virtual learning environments and learning platforms may also be sensitive to circumstances (Garcia & Silva, 2017). Overall, the results show a positive attitude on the part of teachers and students to use mobile devices and social media applications for teaching and learning purposes (Ada, Stansfield, & Baxter, 2017).

One of the most common social media sites that can be accessed is YouTube. YouTube is a video sharing website, where different video content is presented on the Internet (Quennerstedt, Flintoff, & Webb, 2013). Generally, videos on YouTube are music clips (video clips), movies, TV shows, and videos made by the users themselves. YouTube is the

most popular video streaming platform in this era. According to Yang, et.al.(2017) YouTube is a large platform for online video advertisement. The research shows that there is a significant impact of YouTube on the advertising economy. On the other side, Sanchez (2017) claims that YouTube plays an important role in Business Communication. Meanwhile, Barriocanal et.al. (2011) found that YouTube is heavily used in teaching biology and bioinformatics. Moller, et.al (2018) explored user responses to entertainment and political videos on YouTube. The results show that the type of video influences the amount and valence of social information the video receives. Further, Almobarraz (2018) argues that YouTube can influences student engagement in University courses as an information resource.

Based on previous research, this paper seeks to explore the practice of utilizing YouTube for a learning resource for sociology of sports material in universities, specifically at the Faculty of Sport Sciences, Universitas Negeri Jakarta.

A YouTube channel is used in universities as a technique to obtain aspects of individual technical knowledge so that insights, experiences, social networks, and learning can be shared to reduce the loss of student knowledge of sociology of sport material. Sociology of sports material will be difficult to understand if institutions only use media, text or images in learning. The observation result of 20 students who have studied sociology of sport material, said that the lecture often used PowerPoint slides as the primary delivery media. 15 of 20 students didn't understand the material when it was delivered through this method. As we know the learning process in college is different from other education levels (Triyanto, 2019). The Three main activities in the university are teaching, research and community service. Therefore, we need learning resources such as YouTube that can provide a concrete picture of the material. This may help to meet the needs of students to study and improve the teaching aspect of the university.

Based on Bruce (2015) research about assessing the sociology of sport, a key challenge for sociology of sport research is the use of media specifically, and how it has been to gain traction and exposure beyond the boundaries of the field. The most shared content provided is in the form of videos, where this type of media is more interactive than text media. Also, the use of a YouTube Channel as a learning resource is also very suitable with the characteristics of digital natives. According to Mardina (2011) digital natives are a generation born in the digital era, while digital immigrants are a generation born before the digital age and then interested, adopting new things from the technology. Therefore, in this research the authors are concerned with How to Utilize a YouTube Channel as a Learning Resource in the Sociology of Sport Material?

Method

In this research, authors used an explanatory sequential mixed method. It is neither a quick fix for paradigmatic shortcomings nor necessarily a bridge between paradigms, disciplines or researchers (Gibson, 2016). Mixed methods research is a research design with philosophical

assumptions as methods of inquiry (Creswell, J.,W., Plano Clark.,V.L., 2011). Robert J. Brustad (2011) used qualitative and quantitative research for a research study in sport and exercise psychology. According to Gill (2011), mixed methods are likely to work best when those particular mixed method are addressing the same research questions and when the underlying assumptions are consistent. Hagger and Chatzisarantis (2011) have written on their use of quantitative and qualitative approaches to understand phenomena in sport. Mc Gannon and Schweinbenz (2011) researched sport and exercise psychology using mixed methods. In this research, the authors are using a survey approach to obtain information relating to the use of YouTube Channels as a learning resource for the sociology of sports material. The technique used to support this survey method is to use instruments in the form of questionnaires, conduct tests, and observations that refer to the TPACK model. Data is collected by mixed methods through two stages. In the first stage the researcher used a quantitative method. The population and sample in this study was 156 students in 2017 and 2018; Faculty of Sports Science, Universitas Negeri Jakarta, Indonesia. Data is taken through instruments in the form of questionnaires, and tests. The second stage is a qualitative method through interviews with 12 students and two lecturers by purposive sampling. TPACK is used to articulate among three classes of knowledge that is technological knowledge (TK), pedagogical knowledge (PK), and subject content knowledge (CK) (López-vargas, Duarte-suárez, & Ibáñez-ibáñez, 2017). In this section, TPACK model emphasizes the interactions between and among technology, pedagogy and content (Bustamante, 2017):

1.   Technology

This aspect refers to the specific goal of identifying the YouTube Channel as a learning resource. This is also used to see whether the YouTube Channel is the right technology to be used as a learning resource.

2.   Pedagogic

This aspect refers to specific objectives; namely implementing the YouTube Channel as a learning resource. It is also used to see the use of YouTube Channels; whether by the characteristics of students, it can motivate learning, and also achieve goals in the sociology of sports material.

3.   Content

This aspect also refers to the specific objective of identifying learning outcomes as reference material. This is used to see the suitability of the material on the YouTube Channel, ease of understanding, and quality of the video.

In this research, the authors collected data through observation before introduction of the YouTube Channel and after utilization of the YouTube Channel. After that, 156 students answered the questionnaire. Six students from the year 2017 is S1-S6 and six students from the year 2018 is S7-S12. Two lectures on the Sociology of Sport is L1-L2.

Results and Discussion

The purpose of this study, in general, is to describe the use of YouTube Channels as a source of learning in the sociology of sport material. The description in this study intends to find out the opinions of users regarding the use of YouTube Channels as a learning resource. The data obtained in this study used a questionnaire, test, and observation instruments.

Positive opinions regarding the use of YouTube channels

The instrument is based on the indicators contained in the grid that refer to aspects of the model used, namely TPACK (Technology, Pedagogic, Content Knowledge). The following is a description of the data that has been obtained based on the aspects and indicators to be achieved:

1.   Technology

Table 1: Questionnaire Results in Technology Aspects

Instrument's Shape	Scoring scale		total
	Yes	No	
total	198	10	208
Percentage	95,19%	4,81%	100%

Based on the results of the questionnaire available on this technological aspect, it can be seen that almost all (95.19%) students answered "Yes", which means that almost all students have a positive opinion regarding the use of YouTube Channels as a learning resource in technological aspects.

2.   Pedagogic

Table 2: Questionnaire Results Based on Pedagogic Aspects

Instrument's Shape	Scoring scale		total
	Yes	No	
total	143	13	156
Percentage	91,67%	8,33%	100%

Based on the results of the questionnaire in this pedagogic aspect, it can be seen that almost all (91.67%) students answered "Yes", which means that almost all students positively assessed the use of YouTube Channels as a learning resource in pedagogic aspects.

3.   Content

Table 3: Questionnaire Results Based on Content Aspects

Instrument's Shape	Scoring scale		total
	Yes	No	
total	146	10	156
Percentage	93,59%	6,41%	100%

Based on the results of the questionnaire in this content aspect, it can be seen that almost all (93.59%) students answered 'Yes' which means that almost all students positively assessed the use of YouTube Channel as a learning resource in the content aspect.

Below are the findings of the interviews conducted on 12 students and two lecturers related to the use of YouTube Channels as a learning resource, with aspects of TPACK:

"In my opinion, in terms of technology, YouTube has developed into a social media that can be used as learning resource besides books and e-books" (S1, 2019).

"I thought, YouTube provides convenience in learning sociology of sport material. As a sports science student more practice learned than reading in the classroom. So we need some examples of movements "(S2, 2019).

"The reason I answered yes on the questionnaire because students facilitate learning with the presence of the YouTube Channel as a learning resources" (S4, 2019).
"The learning process that uses YouTube Channel as learning resources becomes helpful. Makes it easy for me to understand sports-related steps" (S7, 2019).

"The level of student learning motivation increases in sociology of sport learning. This is due to the presence of YouTube Channel as learning resources" (L1, 2019).

"Millennial students and development of technology challenge me as a lecture. So, using YouTube motivates me and students to continue learning related to sociology of sport material with technology" (L2, 2019).

"Before learning process in the class, I used YouTube as a reference material other than books. This provides its own motivation in the learning process "(S6, 2019).

"In my opinion, almost all content on YouTube Channels is interesting. We can also know about sports in other countries"(S8, 2019).

"Although there are some content on YouTube Channel that have quality below average, but there is a YouTube Channel that makes it easy for me to understand the sociology of sport material" (S3, 2019).

"Lecture should have one YouTube Channel about sociology of sport with good content. Because I though it helped students to find official content." (S11, 2019)

Based on the interviewed by participants, students give positive statements about using YouTube Channel as a learning resource. Because objective usage of YouTube as an educational tool is gaining attention in academic research (Aykut, Senel, Bugra, & Yeliz, 2018).

Discussion

From the finding above, the results of the YouTube Channel related questionnaire and interviews with students showed that YouTube is a video sharing website, where different video content is presented on the Internet which increases student motivation. This is inline with the research findings of Quennersted. The participant statement S11 is related to research performed by Checchinato, Disegna and Gazzola (2015) which suggests that Youtube content is preferred by the users. The results of the questionnaire and statements from participants also showed that the opinion of Mardina (2011) regarding digital natives was true. So that the use of YouTube Channels as a learning resource is very influential on the learning sociology of sport in the classroom.

Therefore, the sociology of sport literature is now sufficiently broad to allow general analysis of research patterns in the field (Ciomaga 2014). The findings show that research related to the YouTube Channel utilization increases student knowledge. In general, this study aims to describe the use of YouTube Channels as a source of learning in the sociology of sport material.

Conclusion

The conclusion of this study is based on the results of the instruments used, namely the results of questionnaire data and supported by test data, and observation. The following are research conclusions in more detail based on the specific objectives of this study:

1.   Identify learning outcomes as material references on YouTube Channel
The conclusion of this specific goal refers to the results of the content aspect data. Based on the results of the data available in this aspect, almost all students have a positive opinion on the content aspect. Which is assessed based on the suitability of the video, the ease of which video content can be understood, and the quality of the video presented.

2.   Identify YouTube Channel PMV as a learning resource.
The conclusion of this specific goal refers to the results of data on technological aspects. Based on the results of the data available in this aspect, most students have a positive opinion on aspects of technology. It is considered based on indicators, namely determining that a YouTube Channel is the right learning source, easy access to YouTube Channels, and students' knowledge in using YouTube Channels.

3.   Implement YouTube Channel as a learning resource.
The conclusion of this specific objective refers to the results of the pedagogical aspects of data. Based on the results of the data available in this aspect, almost all students have positive opinions regarding the use of YouTube Channels as a source of learning. This was assessed based on the suitability of learning resources with student learning styles, motivating learning, and in understanding material and skills in practice.

Based on the conclusions of each specific goal to be achieved, it can be concluded that almost all students have positive opinions regarding the use of YouTube Channels as a source of learning in the sociology of sports. This conclusion is also supported by the results of the test and observation instruments.

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