

Conference Paper

Instagram and *KBBI V* Application for Instructional Sources

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Abstract

Instructional source in learning Bahasa Indonesia is nowadays, not only limited to printed book but also to technology available installed in every student's smartphone such as Instagram and *KBBI V* applications. However, it is still found that the students only use printed book as a learning source. Instagram is a photo and video sharing application. Meanwhile, *KBBI V* is an official application issued by the Language Development and Development Agency, Ministry of Education and Culture. Accordingly, this study aims at describing the uses of Instagram and *KBBI V* as alternative learning sources. This study employs descriptive qualitative research method that focuses on the benefits of following *Badan Bahasa Kemendikbud*, an official Instagram account of *Badan Bahasa Kemendikbud*, as well as exploring the use of *KBBI V* application that each student already installed in their mobile phone. Students class XII AK of SMK T. Amir Hamzah, Indrapura were chosen as the sample of the study. Learning innovation must be sustainably upheld. One of the ways to sustainably innovate it is by using smartphone as learning media. *BPPB* also has its innovation to welcome industrial revolution 4.0 by providing on-line learning through on-line *KBBI*. In addition, the existence of social media is also optimized to deliver information about language and literature that can be accessed by everyone, everywhere, and every time easily and quickly. Instructional process is meaningful when it makes students think critically. The use of on-line *KBBI V* and Instagram, becomes an alternative innovation to learning language and literature to people living in this digital era, particularly to students.

Keywords: Instagram, *KBBI V* application, learning sources

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1. Introduction

The advance of technology should be perceived optimistically in this digital era. Rapid demand of various digital media is inherently a benefit to society. People who are ignorant to learning and using this digital advance will automatically be left behind. Particularly in education context, living in digital era demand dynamic thought and openness to face sustainable changes in industrial revolution 4.0 which is signified by the massive use and role of cyber and manufacture collaboration. These changes bring

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challenges and opportunities in education revolution 4.0 integrated and adapted in the 21st century (Irma, 2018).

The National Institute of Digital Marketing Research mentioned there were more than 100 million people in Indonesia who used mobile phone in 2018 (Felix, 2018). This finding shows that there are a huge number of great markets to smart phone including education practitioners such as teachers and students. It is supported by a study conducted by Global Education Census that the number of Indonesian students using smart phone is one of top numbers. This study indicates that the number of students using smart phone in Indonesia is higher than that in other countries including advanced countries (Awal, 2018).

The advance of technology in the 21st century holds significant role in embodying successful instructional process in terms of cognitive, affective, and motoric skills. Trilling and Fadel (2009) revealed that skills which students need to have to survive living in the 21st century are (1) innovative instruction which caters various skill and knowledge mastery, critical thinking, problem solving, communication and collaboration, media literacy, and ICT literacy; (2) digital literacy skill which includes information literacy, media literacy, and ICT literacy; (3) career and life skill which include flexibility, and adaptability, initiative, social and cultural interaction, productivity and accountability, leadership, and responsibility.

Smart phone users are evidently dominated by teenagers. This fact is, to *Badan Pengembangan dan Pembinaan Bahasa* (Language Development and Supervision Body) known with *BPPB*, an opportunity to introduce, ease, and share information related to language and literature via online in Indonesia such as *Kamus Besar Bahasa Indonesia (KBBI)*, Indonesia's Official Bahasa Indonesia Dictionary. In 2016, *KBBI* was rejuvenated by publishing its 5th edition. However, Danu in Dissemination of Guidance in Mastering Lexicography at Malang Muhammadiyah University stated that there is a major drawback of its printed version than on-line version in comparison. With its 20 centimetre in width, and 3 kilograms in weight, and more than 2.104 pages, users need longer time to figure out the word they are looking up (Putra, 2018).

In contrast, on-line *KBBI* has its few advantages; (1) it can be installed to all types of smart phones for free; (2) it needs only 6.5 MB to install, and (3) it can be used every time with no charge of quota. In addition, it is easy to operate. Users need to only type words they want to find, and it is automatically quickly filtered and appeared. When users are typing words they mean, even the dictionary will offer suggested words that perhaps fit their meant-words. Once they find the meant-word, the dictionary also provides link to some phrases, derivative words, or proverb which are related to the word. Further, *KBBI*

is also equipped to provide users with words by their part of speech, or by referring to specific vernacular language, language variety, professional field, derivational words, phrases, metaphor, and also proverbs.

On-line *KBBI* can ease users, particularly students to look up words they do not understand, specifically to words stated in their language materials. For example, students can look up language elements in opinion articles and scientific books that direct them to figure out elements such as adverb, conjunction, and vocabulary (Suryaman, Suherli, & Istiqomah, 2018).

Observation conducted at SMK (Vocational School) T. Amir Hamzah concludes that on-line *KBBI* helps students understand formal words, part of speech, language variety, vernacular language, and word-class. On the other hand, it was also found that as the school only had *KBBI V*, instruction process ran less effectively. Accordingly, on-line *KBBI* is necessarily needed and helpful to eradicating low-understanding of language effectively.

In order to improve the students' interest, social media are used. One of popular social media students mostly use is Instagram. Miles (2014) states that Instagram only needs less than 2 years to grab 100 million users all over the world. In August, 2012, Instagram's rapid growth continues where its users are even higher than Twitter in number. This is seen as an opportunity to implement Instagram in education context particularly by teachers of Bahasa Indonesia to students class XII of SMK T. Amir Hamzah Indrapura. The prime reason why that Instagram was chosen is that all students were active users of that platform. This is also seen by *BPPB* that on daily basis, posts things related to language and literature in their Instagram account which are displayed in interesting and intelligible outlook.

BPPB reveals that using on-line *KBBI* and social media are very effective in attracting students' interest in learning language and literature without any border to age, place, and time. On the other hand, teachers can also instruct their students to use the platforms in instructional process as relevant sources of materials to reach meaningful instruction in the 21st century. Engaging students to learning by using smart phone as source of materials need to be echoed by strong support of sustainable innovation by education practitioners in order that collaborative instruction with smart phone can be implemented.

This is in line with Nasution, Neviyarni, & Alizamar (2017) that the reason why smart-phone is used by students is for rational educational purpose where it offers quality and effectiveness in language learning. It means that students use smartphone for constructive and positive objective; assisting their learning activity, maintaining good

relationship among them, and imparting the value of being responsible in using smartphone without ignoring their priority and responsibility as a student. Accordingly, it is feasible to improve students' achievement by implementing the use and benefits of smartphone in teaching-learning process.

Based on the elaboration of background of the study, problems of the study can be formulated to three points; (1) how is the implementation of on-line *KBBI* as source of learning Bahasa Indonesia to students class XII of SMK T. Amir Hamzah Indrapura? (2) how is the implementation of Instagram as source of learning Bahasa Indonesia to students class XII of SMK T. Amir Hamzah Indrapura?; and (3) to what extent is the improvement of students' learning-motivation and achievement after the implementation of learning Bahasa Indonesia by using on-line *KBBI* and Instagram?

2. Literature Review

This study is relevant with a study conducted by Asmurti, Unde & Rahamma (2017), Yuni & Pierewan (2017), Trisna & Nasution (2018), Rubiyati, Muhammad, & Luhur (2018). A study by (Asmurti, Unde, & Rahamma, 2017) shows that (1) the number of smartphone users in school is high; (2) students' achievement in schools that allow students to use of smartphone is higher than that in schools that do not allow students to use smartphone; (3) there is a significant effect of using smartphone to students' achievement in the school.

However, Yuni and Pierewan (2017) found it different. Their study reveals that the higher the students' intensity in using smartphone, the lower their learning achievement will be. Vice versa, the lower the students' intensity in using smartphone, the better their achievement will be. The intensity of using smartphone influences students' learning discipline for 15.3%. Accordingly, to determine the students' intensity of using smartphone that effect their learning discipline and achievement, good cooperativeness among all education practitioners is necessarily needed. This is the reflection of synergic vision and mission to education which become the parameter of high-quality instructional process.

It is inevitable that the implementation of technology as a learning media be strengthened as a realization of instructional innovation. It is in line with Trisna & Nasution (2018) that one of technology product that can be used as learning media is macromedia flash. Their study concludes using Macromedia Flash is good and fulfilling the requirements of teaching-learning process and more importantly, it is evidently able to improve students' language skills. It is therefore concluded that the development of technology should be

seen not as a treatment but as an opportunity in developing meaningful and character-based instructional process.

The rapid trend of social media in digital era is the other opportunity for learning media if education practitioners can manage and control its use to students. A study conducted by Rubiyati, Asrori, & Wicaksono (2019) reveal that learning creativity of students grade 2 at SMP Negeri 23 of Pontianak was overall satisfying with 83,67% of them were classified to "Good." Its assessment is based on some indicators such as visual activities for 84,57%, oral activities for 85,57%, listening activities for 85,79%, writing activities for 82,88%, drawing activities for 83,93%, motor activities for 82,22%, and emotional activities for 80,47%.

The advance of technology should be optimized not only by students but also by all social layers including the writer who thank technology to publish this study to mass media such as newspaper. A study conducted by Nisa (2018) finds that there are many language mistakes contained in newspapers such as spelling, morphologic, sintactical, and semantic mistakes. This happens for the lack of knowledge and seriousness of the writers and editors to language components that can be actually avoided by using technology such as on-line *KBBI* or alike.

3. Research Method

This is a qualitative study by using descriptive method. This research method is used because this study aims at describing objects and facts systematically, factually, and accurately. Students class XII of AK of SMK T. Amir Hamzah Indrapura are the sample of the study. In collecting the data, interview, observation, questionnaire, and documentation are used as the instruments. In analyzing the data, interactive model of Miles and Huberman is used as well as triangulation data to validate the findings.

4. Result and Discussion

4.1. The implementation of on-line KBBI as a learning source to students class XII of SMK T. Amir Hamzah Indrapura

Kamus Besar Bahasa Indonesia (KBBI) is one of learning sources that is needed in learning Bahasa Indonesia for in every sub-chapter of any book, students are demanded to master linguistic units of the text of opinion essay, observation essay, explanation essay, and the other kinds of essay. Therefore, students need *KBBI* to learn all the

linguistic units of the text. However, observation shows that there are only 10 on-line *KBBI* IV, and 1 *KBBI* V in the school. This very limited number of dictionary available in the school hampers the students' access to learning success.

Fortunately, the advance of technology brings tangible solution through smartphone. Most of the students are the active users of smartphone and only 5% of them are not. To anticipate the lack of printed *KBBI*, students were then allowed to use smartphone to support instructional process with previously making an agreement among students and teacher that students were not allowed to access other sites than on-line *KBBI* which have nothing to do with learning process.

Out of 30 students, 10 of them did not know that the currently-used edition of *KBBI* is *KBBI* V. It was because usually, teachers only introduced them *KBBI* without its latest-released version. It made students not aware of what edition of *KBBI* they were looking up to. Not to mention, schools were also new to the latest edition and even the school's library did not have *KBBI* V. For the socialization of *KBBI* V was still low, it was found that students used Google for the same purpose instead of *KBBI* V. Accordingly, the teacher lead the students to download on-line *KBBI* V through their play store menu in the smartphone.

After successfully installing the application, teachers check all students around to find out whether they were on the right application or not. After that, the teacher explained the students how to use the application by demonstrating it in front of the class. It was found that using *KBBI* V via smartphone is very easy because users just need to type down words they want to look up in search menu. Then, the application directly comes up with the meant-word with its definition and other related things. For example, it can assist students in finding out linguistic unit in a text of opinion, such as adverbs, conjunction, and vocabulary.

The homepage of *KBBI* V serves language choices, field of language, word class, and types of words. Students were demanded to find out adverb, conjunction, and related vocabulary of the word that is being looked up. To make it clear, Figure 1 shows homepage of *KBBI* V and Figure 2 displays menu, Figure 3 displays typed-word and offer possible words which are relevant in case students type informal words. Figure 4 displays part of definition of the typed-word supported by its relevant words or phrases.



Figure 1

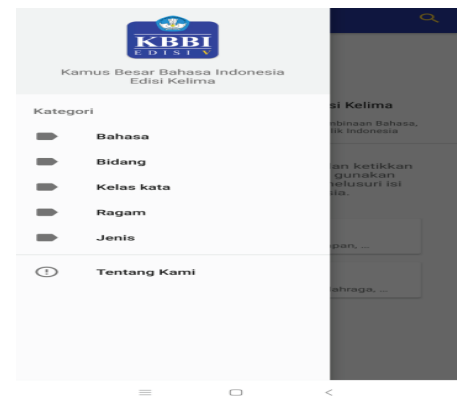
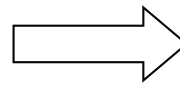


Figure 2

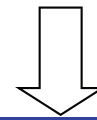


Figure 4

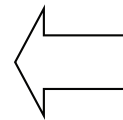


Figure 3

4.2. The implementation of instagram as learning sources to students class XII of SMK T. Amir Hamzah Indrapura

Badan Pengembangan dan Pembinaan Bahasa use some social media such as facebook, twitter, and instagram. These three social media are popular to students. Some of them even install three of them and are active users of each. However, among all the sample, it was found that only one student followed the Instagram account *BadanPengembangandanPembinaanBahasa*. Instagram was chosen because it serves interesting features that focus on large picture and short-duration video and its caption. The account of *BPPB* serves information about the development of Bahasa Indonesia under the theme: Today's Spelling, Today's Proverb, Our Words Today, Vernacular Vocabulary, and the others.

All of the students installed Instagram in their respective smartphone, and 20 of them were the active Instagram users. They were categorized as active users because they accessed their accounts, posted photos or videos of theirs. This made teachers find no difficulties in introducing the social media. Further, the students were instructed to

follow the teacher's account. Vice versa, the teachers followed the students' accounts to ease the instructional process and upcoming assignment given by the teacher. The next activity is that the students were directed to follow, read, and learn all posts by the Instagram account of *BPPB*. It is easily accessed by only typing "*badanbahasakemendikbud*" in search menu. During a week, the students were assigned to learn and share the new words in the account and check the definition in the on-line *KBBI* of theirs to validate the definition.

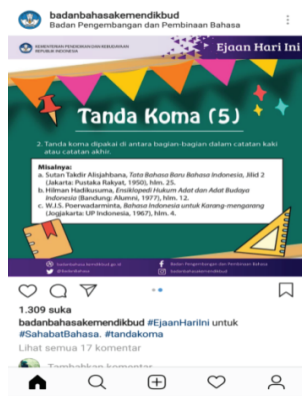


Figure 5



Figure 6



Figure 7

Figure 5 is the example of picture posted by *BPPB* in its Instagram account under the theme "Today's Spelling". It explains the use of comma and its example in a sentence. When this post appeared in the students' account, they will automatically learn and reflect to whether the use of comma in a sentence that they knew is correct or incorrect. Learning innovation was seen in Figure 6. By illustrative examples related to correct or incorrect spellings. Both posts help the students understand the information for its interesting, short, and clear display.

Figure 7 displays a post about proverb and its definition. The figure also displayed literature people and their biography, the meant-words in many languages, activities and articles related to language and literature. If these activities were sustainably done, students' vocabulary would improve. In addition to that, the teacher checked names of those who already accomplished their assignment. Students who did not accomplish their assignment were given educative punishment; that was to deliver the words assigned in oral form in front of the teacher other students in the upcoming meeting.

The next step is that the students instructed the students to post their photos, illustration or video of their own related to language or literature in their Instagram account. This activity aimed to make students take part in socializing language and literature in their platform. Having observed the instruction, it was found that there were 17 students who posted video about their interview with linguists, or in form of animation, or

joining some pictures. They also recorded themselves explaining the content right after that. Most of the contents were about famous people, spelling, proverb, terminology, and literary work. In addition, 6 of the students posted their work in form of pictures and 7 others posted in form of lexical pictures.

4.3. Learning-motivation and achievement improvement of students class XII of SMK T. Amir Hamzah Indrapura after implementing instructional process with on-line KBBI and instagram as learning media

After implementing instructional process by using the platform of on-line *KBBI* and Instagram account of *BPPB* as learning sources of Bahasa Indonesia, there was an improvement of the students' learning motivation. Before using both applications, students only waited the teacher's explanation to the materials and a turn to read definition of the words they did not understand after looking them up in the printed *KBBI* of the school. And it was evidently less effective.

Questionnaire showed that students agreed that (1) learning by using smartphone and social media help them understand the explanation of materials their teacher assigned to them more easily as well as any literature they need to know; (2) students were more active to take their part in accomplishing assignment given by the teacher. And (3) students found the instructional method was no longer boring, more interesting, exciting, and flexible in learning and enriching their knowledge about language and literature.

It is inevitable that students were very active in using smartphone. Therefore, teacher needs to control the use of smartphone in school to only positive purpose. One of the purposes of using smartphone in school is as learning media and learning sources. On the other hand, for the possible various uses of social media, it is also possible to use it to succeed instructional process as it provides updated information that can be acquired by everyone in every circumstance easily. One of the most popular social media is Instagram for its interesting display of picture or video.

Using social media as teaching approach is very effective in interpreting, analyzing, remembering, and using information about the world, society, and everything. Such approach is known with Scheme. It is in line with Mulawarman and Nurfitri (2017) that Scheme is basic components of social cognition which is defined as mental structure that helps people organize social information and lead its process in mind. Scheme has significant effect to three basic process of attention, encoding, and retrieval.

The three process are sustainably echoed to be use in instructional process by implementing the use of smartphone to mediate the use of Instagram and on-line *KBBI*. Further, the improvement of students' learning motivation has correlation with the students' learning achievement. It was found that 2 students scored 100, 21 students scored from 85 to 95, and 7 students scored from 77 to 80. Scoring was conducted through identification of readability, and ability in delivering the explanation of the assignment. Accordingly, it can be concluded that using on-line *KBBI* and Instagram in learning Bahasa Indonesia can improve learning motivation and achievement of students class XII of SMK T. Amir Hamzah Indrapura.

5. Conclusion

Learning innovation must be sustainably upheld. One of the ways to sustainably innovate it is by using smartphone as learning media. *BPPB* also has its innovation to welcome industrial revolution 4.0 by providing on-line learning through on-line *KBBI*. In addition, the existence of social media is also optimized to deliver information about language and literature that can be accessed by everyone, everywhere, and every time easily and quickly. Instructional process is meaningful when it makes students think critically. The use of on-line *KBBI* and Instagram, becomes an alternative innovation to learning language and literature to people living in this digital era, particularly to students.

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