

YOUTUBE USAGE PATTERN AMONG COMMUNICATION SCIENCE STUDENTS

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Abstract-- This study aims to determine the motives and patterns of using youtube among Communication science students. This research was conducted using quantitative methods. Data was collected online using a questionnaire created on Google Form. The questionnaire link was distributed using the crowdsourcing method using Whatsapp. The population of this study were students majoring in Communication Science, Faculty of Social and Political Sciences (FISIP), Makassar Islamic University. We have described both the cognitive motive and the affective motive. Second, we have calculated the value of the motive for both and found that the value of cognitive motive is slightly higher than the value of affective motive. This means that the cognitive motives and affective motives of students in using Youtube are quite balanced.

Keywords: Affective motives; Cognitive motives; Usage patterns, Youtube.

I. INTRODUCTION

The development of information and communication technology has been growing recently. This has brought changes in various sects of people's lives. Starting from finding information, education, finance, and so on. For example, the impact of the presence of the internet, which was discovered in 1969 through an ARPA project called ARPANET, succeeded in converting various previous media so that they could be accessed from one multitasking device. Currently, the development of smartphone technology and Android-based applications has led to many types of applications. One of them is social media.

Until the current era of the Industrial Revolution 4.0, we know a social media that is popular among millennials. Youtube is a site that allows users to share videos that contain information, education, entertainment, etc. A study states that the use of Youtube as a means of communication for the Makassar Vidgram Community is quite helpful. This study also found the characteristics of YouTube based on the perceived utilization by its users. The responses from the informants regarding the advantages and disadvantages of YouTube as a means of communication that are more inclined towards its advantages, make YouTube very effective and efficient as a means of communication for this community [1].

Other studies have even discussed the income that can be obtained from video monetization on a YouTube account. In this study, several advertising platforms are ready to collaborate with YouTubers such as Google AdSense and the Multi Channel Network (MCN) [2].

The use of video content on YouTube is also done to support skills. A study states that the Gram stain learning method by utilizing online videos and combination methods gives the same results as the direct demonstration method in terms of mastery of skills and the quality of the coloring results [3].

There are still many other studies that discuss patterns or motives for using Youtube [4], [5], [6], [7]. William J. McGuire, a motivational psychologist, said that there are 16 motives for using media which are summarized into two main motives, namely cognitive motives and affective motives. Cognitive motives emphasize the human need for information. Affective motives focus on the aspects of feelings and needs to reach a certain emotional level [8].

Research on the use of social media, especially YouTube for various positive purposes, is very interesting. On this basis, we conducted research on the patterns of using Youtube among Communication Science students. Communication Studies tends to touch on media issues so that students in the Communication Science study program are considered to be more responsive to the presence of new media. Therefore, the aim of this research is to find out the motives of Communication Science students in accessing the YouTube application. Second, to find out the intensity of Communication Science students in accessing YouTube videos.

II. METHOD

This research was conducted using quantitative methods. Data was collected online using a questionnaire created on Google Form. The questionnaire link was distributed using the crowdsourcing method using Whatsapp. The population of this study were students majoring in Communication Science, Faculty of Social and Political Sciences (FISIP), Makassar Islamic University. This study selects several students as samples. The minimum sample size is 30 people. This number has been used for various types of research (Roscoe, 1975) cited by [9].

This research questionnaire was structured as simple as possible to find out the motives and patterns of using Youtube

among communication science students. The questionnaire was structured based on the conceptual framework shown in Figure 1.

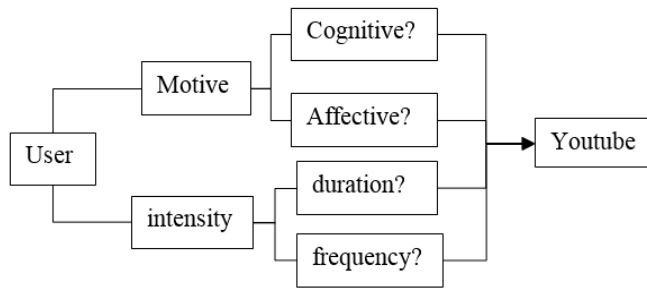


Fig 1. Conceptual Framework

The research question is divided into 2 parts, including:

1. Motive

As mentioned earlier, that the use of media is summarized into two main motives, namely cognitive motives and affective motives. Cognitive motives focus on the human need for information and reach a certain ideational level. Affective motives focus on the aspects of feelings and needs to reach a certain emotional level. This research question is directed at several cognitive motives and several affective motives.

2. Intensity

The YouTube usage pattern also referred to the intensity of accessing Youtube. Intensity means a state of level or measure of intensity towards something. While intense itself means great or very strong (strength, effect), high, passionate, full of enthusiasm, fiery (about feelings), very emotional (about people). Or in other words, it can be interpreted as being serious and continuously working on something to get optimal results. Intensity can also be interpreted as a strength that supports an opinion or attitude [10]. Meanwhile, according to Arthur S. Reber and Emily S. Reber, intensity is the power of the emitted behavior. This understanding is common in behaviorist studies of learning and conditioning [11]. Andarwati and Sankarto suggest that the intensity aspects of accessing the internet are duration and frequency [12]. Duration is a description of how long individuals access the internet with various purposes. The duration of use is expressed in units of time such as per minute, or per hour. Meanwhile, frequency is a description of how often individuals access the internet for various purposes. The frequency of use is expressed in units of a certain time period, for example per day, per week, or per month.

III. RESULT AND DISCUSSION

We have distributed questionnaires and received 68 responses from Communication Science students of FISIP UIM. Respondents consisted of 66% women and 34% men. The majority of respondents were students in semester 7 as much as 51.5%. Next are the 3rd semester students (23.5%) and the 5th semester students 16.2%. the rest are students from other semesters.

Seven of the 68 people are not YouTube users. They never access Youtube for any motive. Thus, the number of YouTube

user respondents analyzed was 61 people. We have asked a number of questions about whether they are accessing Youtube with cognitive or affective motives. We also ask about their habit of accessing Youtube. How many times and how long do they use each time they access Youtube. Pattern also referred to the intensity of accessing Youtube. Respondents' answers to each question are described below.

A. Cognitive motives

We asked five cognitive motives regarding whether they use YouTube for each of these purposes. The cognitive motives that we ask about include: 1) Searching information; 2) Increase knowledge; 3) Improve skills; 4) Help with college assignments; and 5) As a learning media in the classroom.

1. Searching/Update Information

One of the purposes of people accessing the internet is to find certain information or the latest information. Likewise with Youtube, there is a lot of information that we can get from Youtube media, regardless of whether the information is important, useful, up-to-date, true or not.

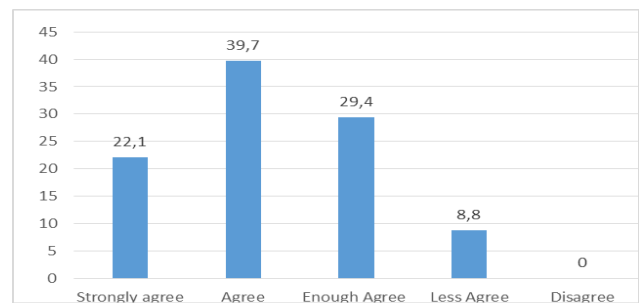


Fig 2. Using Youtube for searching information

Figure 2 shows the respondent's answer to the statement that they use Youtube to find information. From this chart, we know that almost 40% student say that they are strongly agree, 22% agree and 29 % enough agree. No student disagree about that. It means that all students have used Youtube to find information.

2. Increase knowledge

Youtube also has many channels that discuss scientific issues. Many Youtube content providers choose this field. There are many kinds of knowledge available on Youtube, from general knowledge, natural knowledge, social knowledge to religious knowledge.

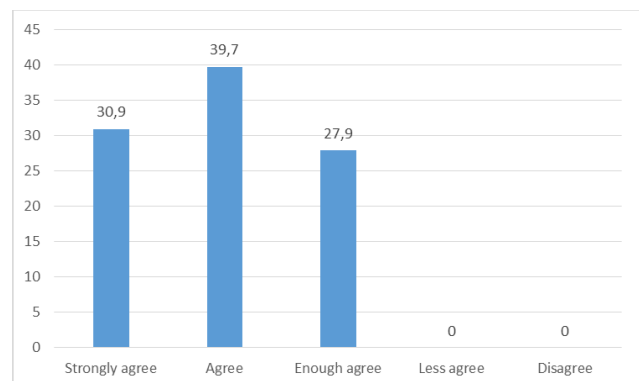


Fig 3. Using Youtube to increase knowledge

We also asked about the statement that they use Youtube to increase their knowledge. Figure 3 shows the respondent's answer to this statement. 39,7 % student agree and 30,9% agree about that, and only 27,9% student enough agree. No one student less agree and disagree. It means, all student ever using Youtube to increase their knowledge.

3. Improve skills

Youtube can also be used to improve our skills. There are many channels on Youtube that contain content about skills such as English language skills, craft-making skills, coloring skills and many other video tutorials. In general, all students have also used Youtube to improve their skills. Not a single student disagrees or disagrees that they access YouTube to improve their skills.

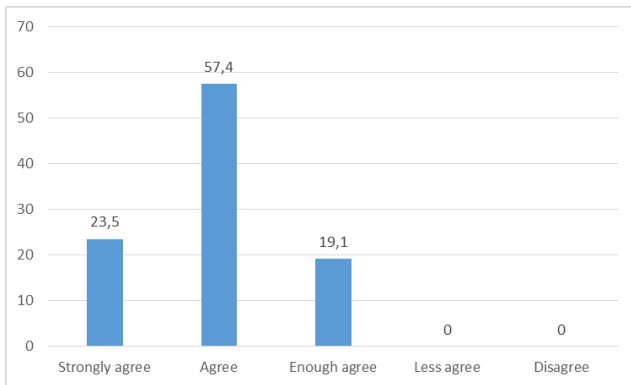


Fig 4. Using Youtube to improve skills

In general, all students have also used Youtube to improve their skills. Not a single student disagrees or disagrees that they access YouTube to improve their skills. Respondents' answers regarding this statement are shown in detail in Figure 4.

4. Help with college assignments

As students, sometimes we get various assignments from our lecturers. In the past, when working on the assignment given, many students visited the library to find the materials needed. The existence of the internet today has reduced the habit of students doing assignments in the library. the easier it is to find information as material for doing assignments on the internet can be done from anywhere. Sometimes, the materials needed can be obtained from videos on Youtube.

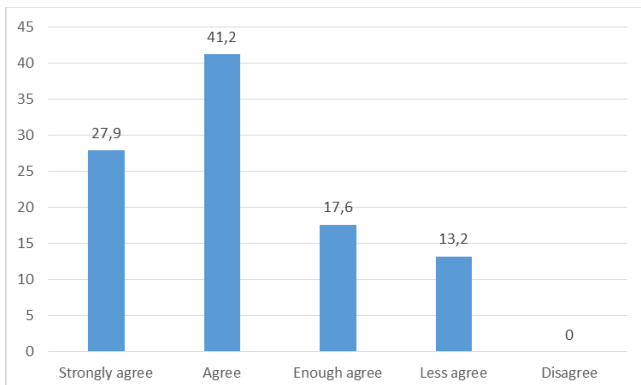


Fig 5. Using Youtube to do coursework

In contrast to some of the motives for using Youtube that have been discussed previously. A small proportion of students felt that they did not agree with the motive for using Youtube to help with college assignments. It is possible that they have never used Youtube as a source to find material to do their college assignments. Figure 5 shows in detail the respondent's answer to this motivation.

5. As a learning media in the classroom

Recently, YouTube has been widely used by teachers and lecturers as a medium for additional learning in class) [13], [14], [15]. Even since the Covid-19 pandemic, Youtube has been used as an online learning medium [16].

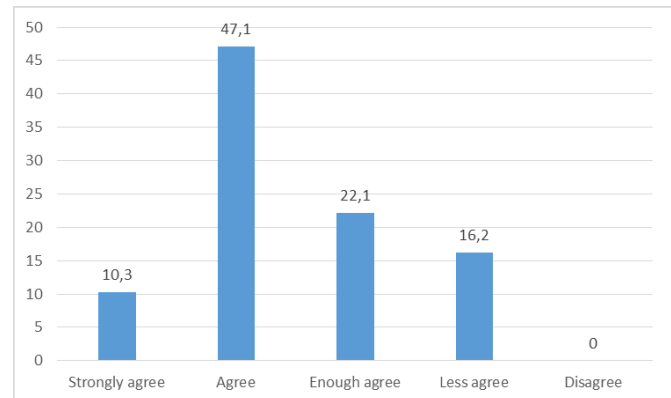


Fig 6. Using Youtube as a learning medium

This study also asks whether students access Youtube as a learning medium related to their courses. 16,2% students less agree about this statement. However, most students agreed to this statement. Possibly, they are using Youtube as a learning medium on their own accord without waiting for instructions from their teacher or lecturer. They can just look for the same learning material that is being taught on their campus, even if from other sources.

B. Affective Motives

This study also asked five examples of activities to access Youtube that fall into the category of affective motives. As in activities with cognitive motives, respondents' answers are divided into five Likert scales to calculate the level of motivation. Respondents' answers related to activities including affective motives are described below.

1. Fill the free time

Youtube is actually a social media that contains video content created by people who have a hobby of creating video content. This video maker on Youtube is called Youtuber or content creator. One of the most famous Youtubers in Indonesia is Raditya Dika. A study investigating the motives of YouTube users to watch Raditya Dika's videos found that the highest motives were entertainment and relaxation indicators [17]. According to the study, one of the reasons users enjoy Raditya Dika's YouTube is to spend their spare time. Raditya Dika's subscriber is included in the heavy internet user category.

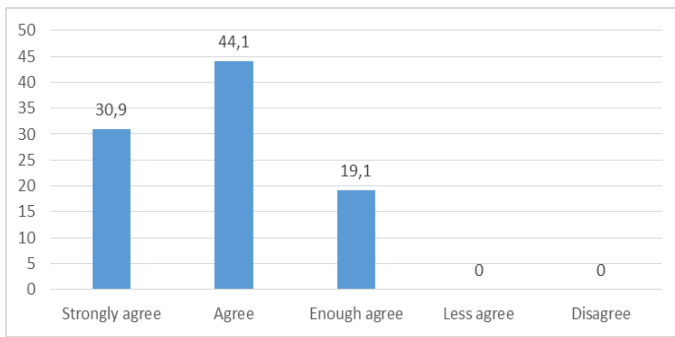


Fig 7. Using Youtube to spent lesure time

This study also asked whether students use Youtube to spend their spare time. The survey results show (Fig. 7) that this is one of the motives of all students. Approximately 41% of students agreed, 18% strongly agreed and the rest quite agreed. None of the students said they disagreed with the statement

2. *Play music videos*

One of the activities to find entertainment on Youtube is watching music videos. All UIM communication students have also accessed music video clips on Youtube. Based on Figure 8, the survey results show that 29.7% of students agree, 28.9% strongly agree and 22% of students quite agree with this statement.

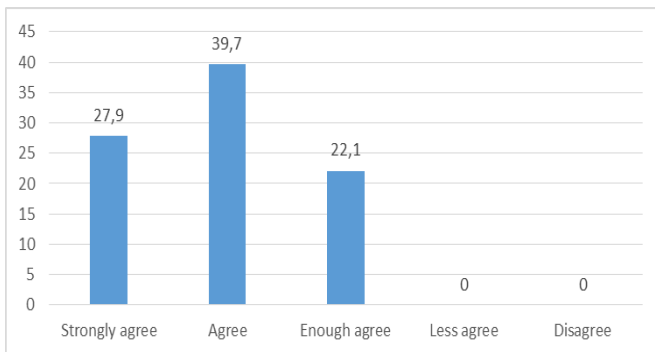


Fig 8. Using Youtube to play music video

3. *Watching film*

One other entertainment that can be accessed on Youtube is movies. Many Youtube users access Youtube to watch movies. The results showed that all UIM communication science students had watched films on Youtube. The survey results shown in Figure 8 explain that 41% of respondents agree with this statement.

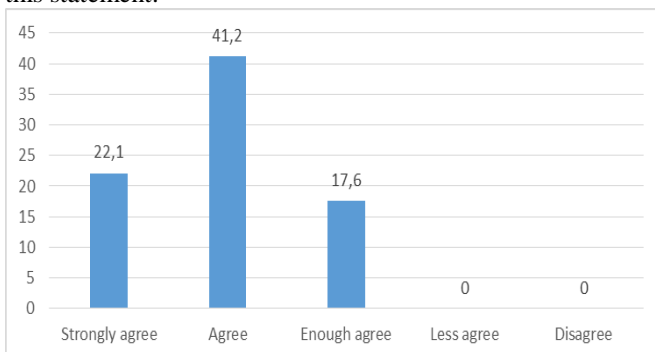


Fig 9. Using Youtube to watching movie

4. *Watching video streaming*

Youtube also provides a lot of live video broadcasts, such as live broadcasts of football or other sports events, live music events, seminars and others. The results showed that not all students agreed with this statement. Based on the survey results shown in Figure 10, there are 22% of respondents who disagree even though no one disagrees.

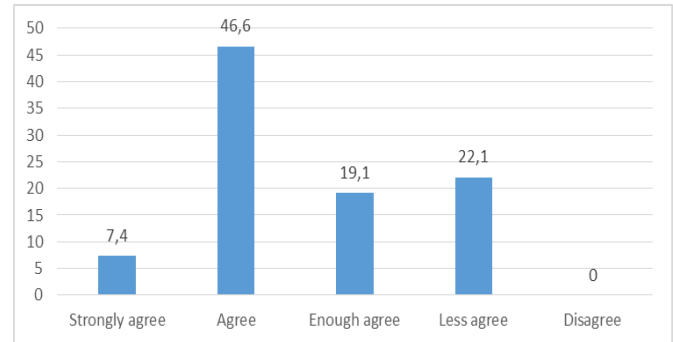


Fig 10. Using Youtube to watch video streaming

5. *Watching replays of favorite shows*

Other entertainment-seeking activities that are asked in this study are about watching replays of favorite shows. The results showed that not all students have a favorite program that they want to watch the replay. The survey results as shown in Figure 11 show that there are 7.4% of respondents who disagree or in other words never watch replay of their favorite shows on Youtube.

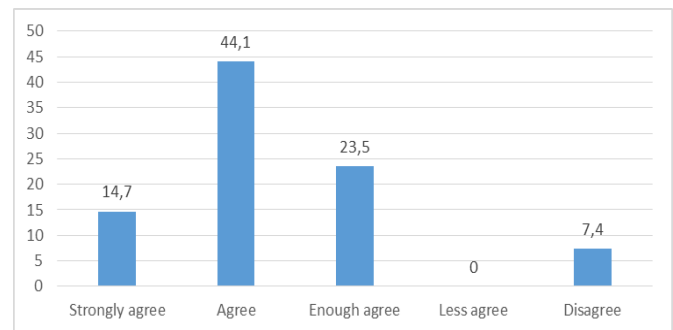


Fig 11. Using Youtube to watch replays of favorite shows

C. *Frequency*

A study shows that there are three categories based on the intensity of the internet used, namely heavy users (spending more than 40 hours / month or about 1.5 hours / day accessing the internet), medium users (between 10 to 40 hours / month or about 1 hour/day), and light users (less than 10 hours / month or less than 1 hour day [18].

TABLE I
Crosstabulation YouTube Access / Week and YouTube Access / Day

| YouTube Access / Week | YouTube Access / Day | | | | Total |
|-----------------------|----------------------|------------|------------|----------|-------|
| | < 1 hour | 1 - 2 hour | 3 - 4 hour | > 4 hour | |
| Every day | 11 | 12 | 6 | 9 | 38 |
| 4 - 5 days | 1 | 3 | 2 | 0 | 6 |
| 2 - 3 days | 4 | 6 | 2 | 0 | 12 |
| 1 - 2 days | 4 | 0 | 0 | 1 | 5 |

Based on the crosstab in Table 1 between YouTube access/week and Youtube access/day, it can be seen that respondents who visit the site every day spend 1-2 hours every day on YouTube. So, UIM communication science students access Youtube every day with a duration of 1-2 hours. It can be concluded that UIM communication science students are mostly YouTube heavy users where 11 people access Youtube every day for 1-2 hours, 12 people for 2-3 hours, 6 people for 3-4 hours and 9 people for more than 4 hours.

D. Calculation

We have calculated the level of motives for using Youtube, both cognitive and affective motives. We calculate the value of the motive based on the Likert scale. Based on the respondent's answer to the purpose of accessing Youtube, the answer strongly agrees is 4, agree is worth 3, just agrees is worth 2, does not agree is worth 1 and disagrees is worth 0. The motive value is the average of all values for each activity. If the average value is 3.5 - 4, then the motive level is Very High, if the average value is 2.5 - 3.4 then the motive level is High, If 1.5 - 2.4 then the motive level is Medium, if it is less than 1.5, the motivation level is low.

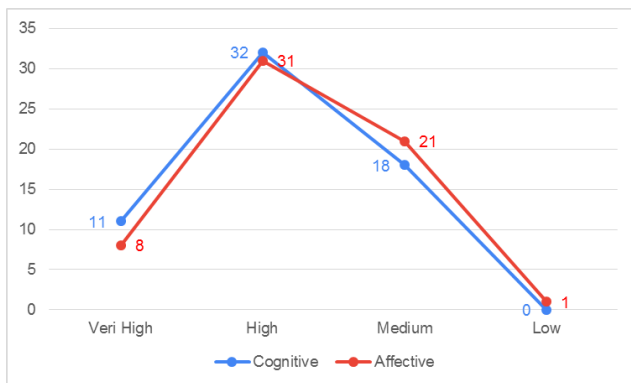


Fig 12. Number of respondent with cognitive and affective motive level

Figure 12 is a graph of the number of students who have cognitive motive levels (blue lines) and affective motive levels (red lines). The graph shows that students have high levels of cognitive and affective motives.

TABLE II
Value and level of cognitive and affective motive on Access Youtube

| Motive | Value | Level |
|-----------|-------|-------|
| Cognitive | 2,86 | High |
| Affective | 2,68 | High |

The number of students with a high cognitive level is more than students with a high affective level. Likewise, the number of students who have very high cognitive motives is more than the number of students who have very high affective motives. This means that more students have cognitive motives that are higher than their affective motives.

Table II shows that the cognitive motive value of UIM communication science students in accessing Youtube is slightly higher (2.86) than the value of affective motive (2.68).

IV. CONCLUSION

We have conducted a survey and shown the motives of Communication Science students, Islamic University of Makassar in using Youtube. We have described both the cognitive motive and the affective motive. Second, we have calculated the value of the motive for both and found that the value of cognitive motive is slightly higher than the value of affective motive. This means that the cognitive motives and affective motives of students in using Youtube are quite balanced.

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