

YOUTUBE- ASSISTED CCUI: A METHOD TO ENHANCE STUDENTS' SOCIAL CRITICAL THINKING IN SOCIOLINGUISTIC STUDIES

Sulistiyahadi¹, Caltira Rosiana²

¹ STKIP Muhammadiyah Manokwari

Email: sulistiyahadi@gmail.com

² Universitas PGRI MPU SINDOK

Email: caltirarosiana@upms.ac.id

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Abstract.

CCUI is a college learning approach designed to develop deep conceptual and critical social understanding. This approach not only improves academic achievement but also shapes analytical and critical thinking skills, preparing students to face real-world challenges. This study aims to determine the effectiveness of Critical-Conceptual Understanding Instruction (CCUI) in improving students' critical thinking skills in learning sociolinguistics. The quasi-experimental research study was conducted on English language education students who took sociolinguistics course. Data were collected using questionnaires, tests, and documentation, with parametric analysis used for data processing. Various activities were implemented to stimulate understanding, critical thinking process and learning outcomes of sociolinguistics by using YouTube as a learning tool. The results of observations, questionnaires, and tests showed that students' understanding of sociolinguistic material improved after the application of CCUI. The mean score of the pretest in the experimental class was 38.06, which increased experiment was 38.06, which increased to 82.06 in the post-test. Although some students made mistakes in answering the questions, their overall understanding showed a significant improvement. Students' social critical thinking skills were evident from their responses and ideas during the learning process, as well as from the comparison between pretest and post-test scores. Based on the analysis of the test results of learning outcomes, learning completeness, student activities, and critical thinking development, CCUI in sociolinguistic learning using YouTube effectively improves students' critical thinking skills.



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A. INTRODUCTION

The philosophy of Merdeka Belajar - Kampus Merdeka (MBKM) education is based on the need. The MBKM program

target to foster independent learning and holistic students development with students-centered learning by emphasizing critical thinking, students creativity and

collaboration in real world context (Jenderal et al., 2020). Even MBKM emphasis the critical thinking, studies reveal challenges in implementing MBKM effectively, especially in the humanities, where abstract concept like sociolinguistic require innovative teaching strategies to ensure deeper conceptual understanding. In Education, the curriculum must be designed based on social needs (Sampelolo et al., 2022), then elements of social life are made competencies, accommodated in courses, and the curriculum is linear with the student's needs. The implementation of sociolinguistic learning in higher education brings great benefits both in learning targets (Rosiana & Utami, 2023). In the context of learning targets, the students understand language not only for communication but also as a reflection of the social and cultural structure of society (Ilkhom Tursunovich & Professor Tashkent, 2022). Through the sociolinguistic subject, students can identify and analyze differences in language use related to social factors such as social class, ethnicity, gender, and geographical region (Irkinovich, 2022), provides a deeper understanding of the complexity of language in social contexts (Svendsen, 2018), and the implementation of sociolinguistic understanding also encourages students to develop cross-cultural communication skills which are important in the current era of globalization (Kustyarini, 2020).

Besides, the traditional sociolinguistic method that often rote memorization and text

book based learning without fostering deep engagement or critical reflection (Wardhaugh, 2011). In contrast, incorporating real life according to sociolinguistic aspect, the students should get analyzing authentic language use in social media or exploring sociolinguistic phenomena through YouTube. It make learning more relevant and engaging (Rymes & Leone, 2014). the implementation of sociolinguistic subjects has a significant impact on everyday life (Rosiana & Rahayu, 2022). The students trained insociolinguistics can be more sensitive to language dynamics in various communication contexts (Ureel et al., 2022). They can be more effective mediators in cross-cultural communication situations (Sperti, 2019), helping to overcome misinterpretations and conflicts that may arise due to language and cultural differences. In addition, an understanding of language variation also enables them to be more empathetic towards people with different cultural backgrounds (Abe & Shapiro, 2021), increasing tolerance and reducing prejudice in daily interactions (O'neill & Massini-Cagliari, 2019). Overall, the implementation of sociolinguistic learning in higher education not only helps students in achieving academic success but also prepares them to become more aware and inclusive members of society.

The main problems of this research found from the preliminary study. Related of the MBKM and instructional learning document, Sociolinguistic learning in higher education often faces several obstacles that

hinder the achievement of maximum learning targets in the Merdeka Belajar-Kampus Merdeka (MBKM). One of the main obstacles is the lack of adequate resources, both in terms of teaching staff who can facilitate the current learning style of students and relevant Sociolinguistic teaching materials (Iswandi et al., 2021). A curriculum that has not been thoroughly integrated can also be a hindrance, resulting in an imbalance between theory and practice (Khairi et al., 2023). The adoption of technology in sociolinguistic learning is still limited (Krishnapatria, 2021), so the potential to develop innovative and technology-based learning methods has not been fully utilized (Utami & Suswanto, 2022). Other factors include students' lack of understanding of the material (Mulyani et al., 2021), limited vocabulary in understanding the scientific book of sociolinguistics, lack of awareness of the importance of language in the socio-cultural context as well as students' lack of motivation to study Sociolinguistics. All these obstacles together create challenges that need to be overcome for sociolinguistic learning to achieve the maximum learning targets in the MBKM.

The main objective of this research is used the effectiveness learning method by using Critical-Conceptual Understanding Instruction (CCUI) as learning method with critical thinking instructions with combine with YouTube as the learning media. Yet, most existing studies in MBKM focus on STEM disciplines (Supriati et al., 2022).

Leaving a gap in understanding how this innovation can address critical thinking in sociolinguistic context under MBKM framework, this study fill gap by exploring the impact of CCUI to improve the social critical thinking toward sociolinguistic subject beside STEM discipline. Sociolinguistic learning in higher education requires an innovative approach and renewal of learning models by the Merdeka Belajar - Kampus Merdeka (MBKM) Curriculum to achieve optimal learning targets (Khamitova et al., 2023). This is important because MBKM emphasizes increasing student competence through learning that is more open, flexible, and relevant to the needs of the times. In the context of sociolinguistic learning (Pongsapan et al., 2024), this can be realized through the development of learning methods based on field practice (Wahyuningtyas et al., 2022), interdisciplinary collaboration, and the use of digital technology. In addition, holistic curriculum integration between sociolinguistic theory and practice with various socio-cultural contexts is crucial in creating interesting and meaningful learning experiences for students. With innovative approaches and renewal of learning models by the spirit of MBKM, sociolinguistic learning in higher education can be more effective in preparing students to face the challenges of an increasingly complex and diverse society.

Numerous studies in MBKM highlight the critical thinking frameworks. In fact,

most of sociolinguistic learning method still adopt traditional method (Karthikeyan et al., 2023), so it often fall short addressing the dynamic interplay between sociolinguistic theory and real world application to think with critical (Abe & Shapiro, 2021). Critical-Conceptual Understanding Instruction (CCUI) is a learning approach in higher education that aims to develop deep critical and conceptual understanding in students (Choudhuri et al., 2018). CCUI is the best alternative, because it adapt from Problem-Based Learning model as one of the learning models applied at Merdeka Belajar-Kampus Merdeka (MBKM). The CCUI approach combines elements of critical thinking with conceptual understanding to help students gain a deeper and holistic understanding of the material being studied. Through CCUI, students are not only taught to remember facts, but also invited to analyze, evaluate, and relate these concepts to a broader context. The main focus of CCUI is to develop students' ability to think critically, connect concepts, and apply their understanding in different situations. As such, CCUI seeks not only to improve academic achievement but also to mold analytical and critical thinking in students, preparing them for the challenges of the real world after graduation.

Critical-Conceptual Understanding Instruction (CCUI) in this study is a comprehensive approach to achieving optimal learning targets (Stojanović & Robinson, 2024). First, the teaching begins

with a comprehensive exposure the basic sociolinguistic concepts and contexts, including the interaction between language and social factors such as social class, ethnicity, and gender. Secondly, students are encouraged to critically analyze language phenomena in society presented through YouTube using relevant sociolinguistic theoretical frameworks. This involves the use of case studies, group discussions, and direct observation of language practices in different social contexts. Third, learning involves deep reflection on social implications and language variation. In this step, critical discussions on language acquisition from different regions are raised to enhance students' understanding of the role of language in building and strengthening sociolinguistic understanding. Finally, emphasis is placed on the development of sociolinguistic research skills, including empirical data collection, qualitative and quantitative data analysis, and presentation of findings in a clear and structured format in the form of a final project. CCUI-based sociolinguistic learning through YouTube media can provide an in-depth learning experience, stimulate critical thinking, and prepare students to participate actively in academic and community discourse about language and society.

Learning based on Critical-Conceptual Understanding Instruction (CCUI) using YouTube as a learning medium is very relevant in sociolinguistic materials to achieve optimal learning targets. First, video

content can present sociolinguistic concepts visually and audiovisual in a way that is interesting and easy for students to understand (Mazúr, 2021). This is very helpful for lecturers to use technology in sociolinguistic learning. The presentation of material through YouTube media is also interesting for students rather than just reading the sociolinguistic master book. Furthermore, videos can illustrate direct examples of language variation in everyday life, illustrating concepts such as dialect, accent, and register more realistically (Campbell-Kibler, 2021). Thus, students can immediately receive real and relevant examples in learning Sociolinguistics. The commenting and interaction feature of the YouTube platform allows students to participate in discussions if the learning is online, exchange opinions, and ask questions to the instructor or fellow students. This creates a collaborative learning environment that supports critical reflection and deeper conceptual understanding. Thirdly, YouTube also allows for the use of subtitles, a useful feature in expanding the accessibility of learning for students with special needs or students who have a different native language. This feature is beneficial for students who have a limited understanding of theory and language in sociolinguistic learning. By utilizing YouTube as a learning media, CCUI-based learning in sociolinguistic materials can be more interesting, inclusive, and effective in

achieving the learning targets that have been set.

B. RESEARCH METHOD

The approach chosen by the researcher is to use a quasi-experiment, purposive sampling technique with 36 who is taking sociolinguistic class in University PGRI MPU Sindok. The quasi-experimental research design has several relevant benefits in analyzing the Critical-Conceptual Understanding Instruction (CCUI) learning model through YouTube media on sociolinguistic material. First, this design serves to test the effectiveness of the CCUI learning model by comparing it directly with existing conditions, such as conventional learning. This makes it possible to identify more clearly whether CCUI has a significant impact on students' conceptual and critical understanding of sociolinguistic materials. Thus, this study can provide a deeper insight into the cause-and-effect relationship between the use of CCUI learning model through YouTube media and the improvement of students' understanding in the context of sociolinguistics. In addition, by using a quasi-experimental design, this study can consider contextual factors that might affect the results, such as students' background or their learning environment. This will provide a more comprehensive understanding of how the CCUI learning model can be effectively applied in real-world contexts.

Table 1. Questionnaire Score

Responses	Scoring
Strongly Degree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

Table. 2 Interpretation of Students Achievement

Interval	Interpretation
81-100%	Very good
61-80%	Good
41-60%	Poor
20-40%	Very poor

In this study, tests used to find the effect of CCUI on student learning outcomes by giving a pretest and Post-test. In conventional class, the researchers doing test before and after, it called as pretest activity. The function to figure out the students' condition in learning sociolinguistic. It was described in research introduction and student's problems. Besides, he researchers also doing tests before and after Experiment Class. The tests contains and forms of the test are the same but different topic. Every test consists of 5 questions.

C. RESULTS AND DISCUSSION

Critical-Conceptual Understanding Instruction (CCUI) method has proven effective to improve the students' social critical thinking skills in the context of sociolinguistic studies (Rymes & Leone-Pizzighella, 2018). This study uses YouTube videos as learning media which brought significant benefits to facilitate in-depth exploration of language varieties in different social contexts, allow the students to bring

their understanding of regional and social differences.

Next, the result of the research show YouTube assisted CCUI no only to enhances students' conceptual understanding of language structure, but also stimulate critical thinking reflection on how the language is reflected in culture and social identity (Susilo, 2022). Trough well-guided with CCUI discussion and independent reflation, students can develop sharper analytical skill of complex and varied language contexts.

Then, this learning method succeed in boarding students' horizons toward the importance of understanding language as a vital communication tool in the current context of globalization (Bouvier, 2015). Through the application of YouTube as a learning media, students not only gain practical knowledge but also hone their ability to criticize the social aspect of language use in everyday life.

Moreover, the implementation of CCUI toward YouTube video inspires productive and collaborative discussions among students, allowing them to exchange views and process their understanding of social dynamics of language (Rosiana & Rahayu, 2022). This is inclusive learning environment where students from different backgrounds can contribute meaningfully to their collective understanding of language and society.

As the result, the implementation of YouTube -Assisted CCUI as learning method to enhance Students' social Critical Thinking

in Sociolinguistic studies has positive result to simulate the students understanding and social critical thinking. Sociolinguistic material in the core book is difficult to study and understanding. But, learning Sociolinguistic with CCUI method and take real examples more effective (Kurt, 2022). Then, the project based learning which should doing by the students with togetherness is affect to stimulate the students' social critical thinking (Setiawan et al., 2018).

Result of Questionnaire in Pre Test and Post Test

Before conducting the research, the researchers conducted a preliminary study to find out the students' problems in detail and accurately in sociolinguistic subject. The researcher made a questionnaire in nine questions consisting of student motivation, student understanding, learning media used in sociolinguistics, the variation of learning activities, correlation of learning with real life, student confidence, assignments, sustainability of future learning and learning models used by lecturers. All questions made by the researcher in the questionnaire are important points in the sociolinguistic learning outcomes. This questionnaire was prepared to sharpen the objectivity of researchers in research introduction.

Table 1 is are capitulation of student answers on a Likert scale that has been compiled by the researcher in percentage form. Based on table 1, it can be seen that there are many changes related to sociolinguistic learning both before and after

using CCUI in teaching sociolinguistics by using YouTube.

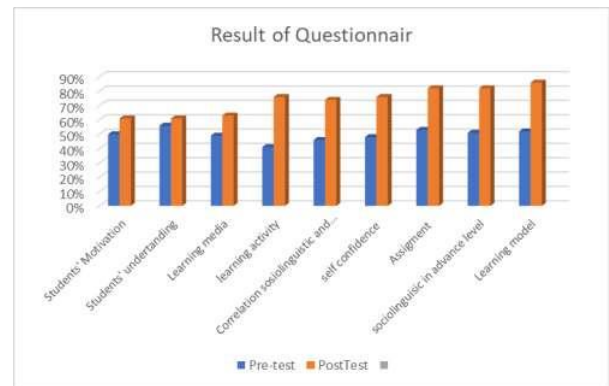


Figure 1. Result of questionnaire

Based on table 1, in terms of motivation, the students' motivated learning sociolinguistic by using CCUI with YouTube, in the pre-test only 50%, while in the post- test it increased to 61%. This is because the learning series in the experiment class is morelively, not monotonous and the series of activities are followed by giving appreciation with score. Next, the students' understanding of sociolinguistic material using the core book increased from 56% to 61%. Through the CCUI learning model, students are invited to think critically in groups but each student will get a score based on their efforts and understanding in the learning process. Thus, through individual tasks and responsibilities, the students competed in understanding the learning. The learning video which the lecturer uses as feedback makes the students understanding being increased. That is why, using CCUI is more effective to teach Sociolinguistic than conventional learning models. The variation of learning media is one of the efforts to improve understanding

of gen Z as the students who like technology. The use of YouTube, core books, smart class table and others technology in learning process increases student motivation from 49% to 63%.

Learning activity increased sharply to 76% which was previously only 41%. Variations of activities ranging from pre-activity, while-activity and post-activity are arranged by lecturers so that students remain focused, happy and follow sociolinguistic classes without learning pressure. In pre-activity, many activities are carried out by students either in groups or individually. At the time of pre-activity, students were divided into 4 small groups with different discussions. Students must consult with the lecturer 2 weeks before the lecture starts. Furthermore, in accordance with the Merdeka curriculum, the learning applied to students must be real file. After the implementation of CCUI on sociolinguistic learning by using YouTube Media increased from 46% to 74%. This is because the researcher adapted the core book of sociolinguistic by using Indonesia as the subject of sociolinguistic discussion. Thus, if in the core book students still encounter confusion in applying sociolinguistic theory, students will easily understand sociolinguistics through the CCUI learning model assisted by YouTube as a learning media.

The students' confidence in learning sociolinguistic by using YouTube as learning media increased from 48% to 76%.

Even not significant, but more than 60% students active in the learning process. Furthermore, if this atmosphere is maintained for a long time, the other students will also have the same confidence. The student's self-confidence increased, because each the students has their own tasks and responsibilities, even they work in small groups. Here, the students should be study about the sociolinguistic material before class begin. This situation more effective when more effective when the lecturer gives added score to students who are active both in asking questions, providing answers and also any additional information.

The percentage of students having motivation in doing assignments through conventional sociolinguistic learning is 53%, but with a variety of tasks and there is also the provision of transparent scores in every meeting, the motivation of students in doing assignments raised to 82%. Based on the observation resulted, most of the students are lazy to study and also did assignments, because what students did is not appreciated by their lecturers. Through this CCUI, students' grades are always announced by the researcher through the learning blog. The output of sociolinguistic learning is students had skills in conditioning themselves in society. Sociolinguistic learning through CCUI has a very significant impact from 51% to 82%. This self-conditioning is an important skill for students to work in a new environment. By knowing sociolinguistic theory and its various implementations,

students have critical thinking in social life which will have a positive impact on daily life.

In the last question on the questionnaires related to the learning model which applied in the experimental class, students gave 86% because sociolinguistic learning using CCUI is very effective in preparing students to be more motivated in learning and preparing students in social life.

Result Of Implementation Of CCUI

Students' critical thinking skills in learning Sociolinguistics through YouTube media can be known by using multiple choice test consist of 5 items and essay 5 items. The instruments used have been validated and tested before being used to collect data. The student critical thinking skills test was given before the environmental material was taught and after all environmental material learning was completed and followed by the students in experiment and control class around 36 students. The Data on critical thinking skills were obtained through tests given to students with question sheet media.

Table 3. The students' score in Pretest and Posttest

	N	Min	Maxi	Su m	Mean	Std. Dev
Pre-Test Experiment Class	36	20	70	1370	38.06	12.833
Post-Test Experiment Class	36	70	90	2955	82.08	6.478

Pre Test Control	36	25	60	1465	40.69	9.573
Post Test Control	36	25	75	1740	48.33	13.363
Valid N (listwise)	36					

The learning process lasted for 4 meetings. Based on observations and the results of questionnaires and tests in this study, the student's understanding of Sociolinguistic material was not good. It can be seen in the questionnaire result. Only a few students can answer questions during the learning process. Most of the students cannot answer the right questions in the learning activity. But, after learning for four meetings by using CCUI with YouTube in learning sociolinguistics, the students' achievements and learning outcomes increased. Indicators of learning outcomes based on critical thinking can be seen in the student's scores from the student's pretest and post-test scores. In the experimental class, the average pretest score was 38.06, then increased the posttest score to 82.06.

Based on the students' scores from the pretest to posttest in the experimental class, it can be identified that learning in the experimental class using CCUI with YouTube media is effective to improve the students' critical thinking skills both academically and also in social life. The effectiveness of Sociolinguistic learning is not only measured by the students' scores but also by the theory of learning

completeness. If all students can complete or achieve learning objectives of at least 65% and a maximum of 85% of the number of students in the class. The results of the analysis of learning completeness in the experimental class more than 60% than control class. Based on the results of the analysis, it can be concluded that learning in the experimental class using the CCUI with YouTube media learning method is effective for improving critical thinking skills in academics and social life.

The effectiveness of Sociolinguistic learning can be measured using student activity in the classroom. Students' activeness in the process of learning activities shows that learning is motivating and can be understood by students. Based on the results of the analysis of student activity, the students maximum score in pretest is 25 to 75, and in the experiment class the students' core from 70 to 90. The results of the analysis of student activity in the classroom can be identified that learning using the CCUI with YouTube learning model makes students active in asking questions because students are faced with problems that make them think about how to solve these problems.

The thinking process of students in this learning will continue and encourage them to ask questions to the teacher and their friends, so that in addition to thinking students will also try to express their opinions. Critical thinking is reflective thinking that makes sense with a focus on

deciding what to believe or do. In this case students who think critically will have a strong decision about what to do with a reflective attitude to questions that have been obtained both in education and real life. So it can be concluded that the lessons in the experimental class are effective for improving critical thinking skills. Based on the analysis of the research results that have been tested, analysis of learning outcomes improvement, analysis of student score completeness, and analysis of student activeness, this study concludes that the CCUI with YouTube learning method is effective for improving critical thinking skills in real life.

D. CONCLUSION

Learning before using the CCUI with YouTube strategy, namely using conventional learning, is less effective because learning uses traditional learning strategies or also known as lecture strategies, because this strategy has long been used as a means of oral communication between teachers and students in the learning process. As a result, students' critical thinking skills are reduced in Sociolinguistics learning. Learning after using CCUI with YouTube learning media is proven to be effective because the learning material is easily understood and understood by students, with the existence of CCUI with YouTube which is interesting and motivating, making students' critical thinking skills in Sociolinguistic learning increase. The effectiveness of students' critical thinking skills

in learning after using CCUI with YouTube learning media with an average value of 82.08 is higher and significant than learning before using CCUI with YouTube.

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