

## **BOOSTING LEARNING INDEPENDENCE: THE ROLE OF YOUTUBE, CREATIVITY, AND PEER INFLUENCE IN VOCATIONAL EDUCATION**

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### **ABSTRACT**

In the era of an independent curriculum, students not only follow directions but are actively involved in learning which has a positive impact in facing changes and challenges in the future. This research aims to test the effect of YouTube social media, creativity, and peers on learning independence. This research design uses quantitative descriptive causal research methods. The population in this study were students department of Office Management and Business Services, Public Vocational High Schools 48 Jakarta. The sampling technique uses probability sampling techniques Stratified Sampling. The data used is primary data in the form of questionnaires distributed to respondents. The data analysis method is using SmartPLS 4.0. The results of this study indicate: (1) there is a positive and significant influence between YouTube social media on learning independence, (2) there is a positive and significant influence between creativity on learning independence, and (3) there is a positive and significant influence between peer on learning independence. It means that if YouTube social media, creativity, and peers are used well in learning, it can increase student learning independence.

**Keyword: Social media, YouTube, Creativity, Peers, Independent learning**

### **ABSTRAK**

Pada era kurikulum merdeka, siswa bukan hanya sekedar mengikuti arahan tetapi aktif terlibat dalam pembelajaran yang memberikan dampak positif dalam menghadapi perubahan dan tantangan di masa depan. Penelitian ini bertujuan untuk menguji pengaruh media sosial youtube, kreativitas, dan teman sebaya terhadap kemandirian belajar. Desain penelitian ini menggunakan metode penelitian kuantitatif deskriptif kausalitas. Populasi dalam penelitian ini adalah siswa/i SMK Negeri 48 Jakarta dengan program keahlian Manajemen Perkantoran dan Layanan Bisnis. Teknik pengambilan sampel menggunakan teknik sampling probabilitas Stratified Sampling. Data yang digunakan adalah data primer berupa kuesioner yang dibagikan kepada responden. Tehnik analisis data dilakukan dengan menggunakan SmartPLS 4.0. Hasil penelitian ini menunjukkan: (1) terdapat pengaruh positif dan signifikan antara variabel media sosial youtube terhadap kemandirian belajar, (2) terdapat pengaruh positif dan signifikan antara variabel kreativitas terhadap kemandirian belajar, dan (3) terdapat pengaruh positif dan signifikan antara variabel teman sebaya terhadap kemandirian belajar. Artinya apabila media sosial youtube, kreativitas, dan teman sebaya digunakan dengan baik dalam pembelajaran, maka dapat meningkatkan kemandirian belajar siswa.

**Kata kunci: Media sosial, YouTube, Kreativitas, Teman sebaya, Kemandirian belajar**

## INTRODUCTION

In the midst of an ever-evolving educational era, a new paradigm has emerged through the Merdeka Curriculum, which emphasizes empowering learning independence. This curriculum aims to equip students with skills and knowledge that are relevant to future needs, by providing greater space for creativity and self-exploration. One of the main pillars in the Merdeka Curriculum is the cultivation of a spirit of learning independence. Students are not only taught to receive information, but also empowered to become active learning agents who are able to explore their potential independently.

In other countries, an education system that is oriented towards independence in learning is successfully implemented and produces quality graduates. As in Finland, the Finnish education system has become the center of global attention because of its success in building students' independence and enthusiasm for learning. Finland practices a unique approach to education, focusing on holistic learning, student empowerment, and an emphasis on creativity rather than standardized evaluation (Cahyani, 2023). However, in Indonesia, one of the problems faced by students is low learning independence.

Asrori, (2020) revealed that adolescents' lack of independence is associated with poor study habits, such as studying only right before exams, skipping classes, cheating, and seeking leaked exam questions. Numerous factors contribute to this low level of learning independence among students. According to Kokan, (2023), these factors include students' indifference or ignorance towards their surroundings, a tendency to become easily bored and seek more engaging activities, laziness resulting in inactivity and a lack of enthusiasm for academic pursuits, and a general disinterest in learning.

Students at Public Vocational High Schools 48 Jakarta also experience things that cause low learning independence. To find out the level of learning independence possessed by students, a Pre-Research or initial observation of one class or 36 students at Public Vocational High Schools 48 Jakarta was conducted using google form as a measuring tool. The results of the Pre-research show that the level of learning independence of students is on average "sufficient" with a percentage of 41.7%, and "low" with a percentage of 30.6%, then "high" as much as 16.7%, and "very high" and "very low" as much as 5.6%. This means that the learning independence of students at Public Vocational High Schools 48 Jakarta is moderate and low.

The significance of independence among students is evident in the intricacies of life that impact them, both directly and indirectly. These influences manifest through diverse phenomena that demand attention within the realm of education. Therefore, identifying the factors that foster students' independent learning necessitated preliminary research among students. Pre-research results show that social media is the factor that most encourages students to learn independently with the acquisition of 33.3%. And creativity as much as 22.2%, peers as much as 13.9%, then the teacher's teaching style and learning outcomes as much as 11.1%, and learning facilities as much as 8.3%. This means that 3 factors that encourage students in learning independence are social media, creativity, and peers.

YouTube is a prominent social media platform extensively utilized in contemporary times. It stands as one of the foremost providers of video services, offering users the ability to upload, view, and distribute video clips at no cost. This makes it particularly appealing for individuals seeking information without the need to engage with written articles (Marselina, 2019). According to preliminary research findings, students predominantly favor YouTube over other social media platforms like TikTok and Twitter. YouTube hosts a plethora of educational videos ranging from elementary school topics to advanced academic lectures. YouTube social media can also support students in the concept of learning independence. Because students can review the material they are learning at school or find out more about the material individually or independently. With the social media they use, it will help them

increase their independence, creativity, and also their self-esteem as social beings (Windrati et al., 2023).

In learning independence, creativity is a key element that forms the foundation of self-development. Creativity is not only about art or technological innovation, but it is also a force that underlies independence in the learning process. Creativity is quite important today, the more individuals develop their creativity, the more new inventions that can be used as competitors (Fitri et al., 2021). Creativity opens doors for exploration, develops critical thinking, and provides the positive energy needed to overcome barriers to learning.

Teenage relationships are also very important to foster creativity in this regard. Because teenagers, especially students, will have more opportunities to convey their thoughts or opinions to their peers (Hockings et al., 2017). According to Olasehinde and Olatoye (2014) classmates or those who have similar characters will allow them to influence each other's beliefs and behavior. Therefore, students also need learning friends to review the material they have learned.

Research by Marselina (2019) indicates that the use of YouTube social media positively impacts student learning independence. The more frequently students utilize YouTube for educational purposes, the greater their independence becomes. This finding aligns with Windrati et al. (2023), who discovered that quality social media use positively influences learning independence, subsequently affecting students' ability to manage their daily time independently. Similarly, Wijaya (2019) found that creativity has a significant impact on learning independence. Higher levels of student creativity correlate with increased learning independence. Study by Febriyaneva (2022) supports this, demonstrating that as students' creativity levels rise, so does their learning independence.

Peers who support and exemplify independence in learning can inspire individuals to cultivate their own independence (Arista et al., 2022). This aligns with the findings of Mariani et al. (2022), which indicate a significant impact of peer influence on student learning independence, as peers play a crucial role in shaping students' behavioral patterns. Similarly, Amidah (2022) found that peers play a vital role in motivating and encouraging their friends to be more diligent in completing tasks and responsibilities, often through encouragement and enthusiasm.

Although there have been studies that identify the role of social media, creativity and peers on learning independence. However, there are still not many that explicitly mention that the social media used is the YouTube platform. As in study by Dedyerianto (2019); Windrati et al. (2023); and Marselina (2019). Based on previous research, this research aims to test the effect of YouTube social media, creativity, and peers on learning independence of students majoring in Office Management and Business Services at Public Vocational High Schools 48 Jakarta.

## **LITERATURE REVIEW**

### **Learning Independence**

According to Safitri (2021) learning Independence can be interpreted as the nature and ability of students to carry out active learning activities driven by the motive to master a competency that has been possessed. Students are expected to have learning independence driven by intentions and motives by mastering the competencies they already have, they will be confident in solving their problems and take responsibility for each learning process (Shafait et al., 2021). Independence is defined as the belief in one's ability to solve problems without relying on special assistance from others and rejecting external supervision (Asrori, 2020). Tirtarahardja and Sulo in (Asrori, 2020) learning independence refers to learning activities driven primarily by the individual's own will, choices, and responsibilities. Dedyerianto (2019) further explains that learning independence is characterized by students'

behavior in actualizing their desires or goals without depending on others. It can be concluded that learning independence is a person's ability to organize, manage, and control their learning process independently, including self-motivation, managing time, setting goals, seeking information, evaluating progress, and completing tasks without depending on external guidance.

### **Social Media**

Social media is a form of online media that facilitates communication and social interaction, by utilizing web technology to turn communication into interactive dialog (Cahyono, 2020). Putri et al. (2016) define social media as "a group of internet-based applications that build on the ideology and technology of Web 2.0, and that enable the creation and exchange of user-generated content". The main benefit of social media is access to a wide range of learning resources, diverse learning materials, social media provides access to video tutorials, online courses, articles, and e-books relevant to various topics. Social media invites anyone who is interested to participate by contributing and providing feedback openly, communicating through comments, and sharing information quickly and without time limits (Putri et al., 2016). It can be concluded that social media in learning is the use of platforms and tools to support and enhance the educational process that includes communication between students and teachers, access to learning resources, collaboration on projects, and development of digital skills. With social media, learning becomes more interactive, personalized, and connected with various information sources available online (Robiyansah, 2022).

### **Creativity**

In research by Safitri (2021) creativity is the modification of something that already exists into a new concept. In other words, there are old concepts combined with new concepts. The existence of ideas and creativity, students will take the initiative to find new things in learning, such as they will have curiosity if there are things that are unfamiliar or unknown to them in the lesson. Creativity often arises after discovering something new and the urge to create something different from what has existed before, which ultimately provides diverse benefits (Fitri et al., 2021).

McInerney and McInerney in (Dirlanudin, 2018), mention "Creativity is a child who seeks to produce various creations characterized by the properties of determinant, independent, individualistic, enthusiastic and produce something". Meanwhile, according to Dirlanudin (2018), creativity is defined as the ability to create a new product, or the ability to provide new ideas and apply them in problem solving. Creativity is the ability to change or modify something that already exists into new concepts or original ideas. The creativity process often comes after discovering something new, and encourages individuals to create something different and useful.

### **Peers**

A peer group is A group that forms social relationships based on shared bonds—such as similar age, hobbies, social status or position, as well as common needs and interests—tends to develop friendships and camaraderie due to these commonalities. According to Nasution (2018), peers are the initial environment where adolescents learn to interact with other individuals outside their family environment. The presence of peers has a significant role in the social life of adolescents, along with the increasing interest of individuals in establishing friendly relationships and joining social groups. Peers are individuals of the same age or maturity level (Pratiwi et al., 2020). Peers are peer individuals of similar age or maturity level and have an important role in the social life of adolescents. They form peer

groups based on similar ages, hobbies, and needs, forming social relationships that are influential in the formation of friendships.

**METHOD**

In this study, researchers used quantitative descriptive research methods. This study aims to examine the effect of the independent variables YouTube Social Media (X1), Creativity (X2), and Peers (X3) on the dependent variable, namely Learning Independence (Y). This research uses a quantitative approach with a survey method. The population in this study, is students of Public Vocational High Schools 48 East Jakarta with Office Management and Business Services or Office Management Automation expertise programs with a sample of 85 students.

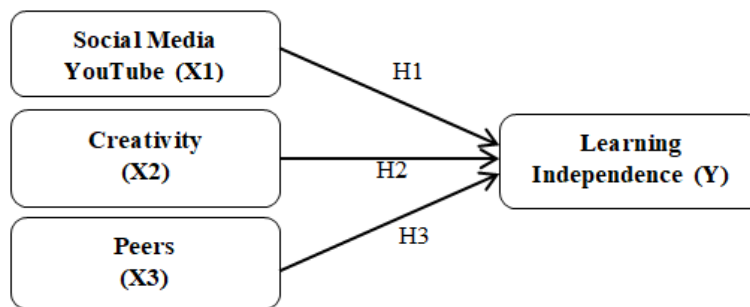


Figure 1. Theoretical Framework

The data used in this study are primary data obtained directly from the source by taking measurements, counting themselves in the form of a questionnaire. Research data were collected through questionnaire instruments and measured using a Likert scale. Social media variables (X1) are measured through 4 indicators (Putri et al., 2016), creativity variables (X2) are measured through 4 indicators (Dirlanudin, 2018), peer variables (X3) are measured through 4 indicators (Pratiwi et al., 2020), and learning independence variables (Y) are measured through 4 indicators Dedyerianto (2019). Data analysis uses Structural Equation Modeling (SEM) techniques using the SEM-PLS program, data analysis through several stages, namely evaluating the outer model, inner model, and hypothesis testing (Hair et al., 2013).

**RESULTS AND DISCUSSION**

**Profile Respondent**

The results of collecting research data from 85 respondents of Public Vocational High Schools 48 Jakarta students obtained a sample grouping based on gender. Based on Table 1, the female sample is 82 students or 96.5% and the male sample is 3 students or 3.5%. Based on Table 1, the sample of Phase E MPLB class is 29 students or 34.1%, the sample of Phase F MPLB class is 28 students or 32.9%, and the sample of class 12 OTKP is 28 students or 32.9%.

Table 1. Profile of Respondents based on Gender

Respondent Identity	Category	Amount	Percentage (%)
Gender	Man	3	3.5%
	Woman	82	96.5%
	Total	85	100.0%
Class	Phase E MPLB	29	34.1%
	Phase F MPLB	28	32.9%
	12 OTKP	28	32.9%
	Total	85	100.0%

**Outer Model**

The outer model test results can be seen from the assessment of Convergent Validity, Discriminant Validity, Internal Consistency Reliability and Multicollinearity (Ringle et al., 2020). Convergent validity is known through the outer loading value and the average variance extracted (AVE). The analysis of the data reveals that, out of the 37 items evaluated based on their outer loading values, each variable—namely social media, creativity, peers, and learning independence—exceeds the threshold of 0.7. Consequently, the items align with the standard loading factor criteria and are deemed to have achieved convergent validity.

Table 2. Results of AVE

Variables	Average variance extracted (AVE)
Social Media	0.703
Creativity	0.671
Peers	0.677
Learning Independence	0.697

Based on Table 2. the AVE value of each existing variable, namely social media, creativity, peers, and learning independence, is known to show an AVE value > 0.5, meaning that the measurement of each variable has met the criteria for good AVE measurement, the variable is declared to have convergent validity.

The cross loading value on each item has met the criteria where it is greater or can be highly correlated only with its construct rather than items on other constructs. As is the case with social media variables, the cross loading value is greater than the cross loading value of creativity, peers, and learning independence. So that through this the results of this test all items on each variable are declared to have discriminant validity.

Table 3. Results of Multicollinearity Test

Variables	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Social Media	0.912	0.915	0.932
Creativity	0.945	0.948	0.953
Peers	0.957	0.959	0.963
Learning Independence	0.947	0.951	0.954

Based on Table 3. it is known that for all constructs or variables studied it is good because the Cronbach's Alpha value and composite reliability > 0.70 so it can be concluded that each variable in this study has met the requirements because all variables have a high level of reliability and are declared reliable, accurate, consistent, and appropriate for measuring their variables. In this study, there is no Variance Inflation Factor (VIF) value > 10, so there is no multicollinearity problem in this study.

**Inner Model**

Upon the measurement model (outer model) meeting the necessary criteria or evaluation standards, the subsequent phase involves assessing the structural model (inner model) through the R-Square (R<sup>2</sup>) and Q-Square (Q<sup>2</sup>) tests. As stated by Ringle et al. (2020), the evaluation of R-Square (R<sup>2</sup>) is based on three criteria: an R-Square of 0.75 indicates a robust model, an R-Square of 0.50 denotes a moderate model, and an R-Square greater than 0.25 signifies a weak model. Based on Table 4. Learning Independence has an R-Square value of 0.753. it can be explained that the exogenous constructs (X1, X2, X3) simultaneously affect the endogenous construct (X) 0.753 x 100 = 75.3% (strong), then the influence of the exogenous constructs X1, X2, X3 on Y is considered strong.

Table 4. Results of R Square Test

Variables	R-square	R-square adjusted
Learning Independence	0.753	0.744

Table 5. Results of Q Square Test

Variables	Q-square
Learning Independence	0.506

Based on Table 5. it explains that the Q Square value obtained by the learning independence variable is 0.506. It can be seen that the learning independence variable has a Q Square value from the Blindfolding results  $> 0$ , it can be stated that the existing variables have good predictive relevance. Path Coefficient is carried out to see the strength and significance of the direct influence of exogenous variables on endogenous variables, where this process is carried out through the bootstrapping method procedure with Smart PLS 4.0 software. The following Table 6 are the results of the path coefficient that has been processed.

Table 6. Results of Hypothesis

Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
Social Media > Learning Independence	0.251	0.251	0.119	2.112	0.017
Creativity > Learning Independence	0.38	0.391	0.165	2.306	0.011
Peers > Learning Independence	0.264	0.257	0.127	2.075	0.019

## Discussion

### Influence of Social Media *YouTube* towards Learning Independence

The resulting hypothesis test shows that YouTube social media has a positive and significant direct influence on learning independence, therefore the first hypothesis is accepted. Social Media on Learning Independence has an original sample value of 0.251, and for t-statistics of  $2.112 > 1.66$ . Then for the p-value has a value of  $0.017 < 0.05$ . This explains that forming learning independence can be supported by using YouTube social media as a learning medium.

Students who actively utilize YouTube social media for learning show an increase in their ability to learn independently. They can organize their own time and study materials, seek additional explanations when needed, and explore deeper topics according to their interests. With nearly unlimited access to educational resources, YouTube helps students to develop critical thinking and problem-solving skills, ultimately increasing their learning independence. According to Pimdee et al. (2023), research indicates that both social media and peer interactions positively contribute to the development of learning independence. Their study found a statistically significant positive component weight ( $\beta$ ) at the 0.01 significance level, with 60.90% of students and educators affirming that social media enhances independent learning.

Similarly, Hana et al. (2022) asserts the efficacy of YouTube as a platform for fostering students' learning independence. Data analysis revealed significant increases in learning independence, with experimental and control group gain scores of 0.58 and 0.22 respectively. The study also observed a statistically significant difference in learning independence between experimental and control groups (sig value = 0.000). Marselina (2019) in her research underscores the impact of YouTube on the learning independence students. The study indicates that frequent educational use of YouTube correlates with higher levels of

independence among students. This can be interpreted as social media giving them the opportunity to learn at their own pace and style, which is very important in increasing the effectiveness and efficiency of learning. Thus, the use of YouTube as a learning medium can make a positive contribution to the development of student learning independence.

### **The Influence of Creativity on Learning Independence**

The resulting hypothesis test shows that creativity has a positive and significant direct influence on learning independence, therefore the second hypothesis is accepted. Creativity on Learning Independence has an original sample value of 0.38, and for t-statistics of  $2.306 > 1.66$ . Then for the p-value has a value of  $0.011 < 0.05$ . Creativity has a significant influence on students' learning independence because it makes it easier for them to find innovative and effective solutions in facing learning challenges.

Creative students tend to be able to think outside the box, generate new ideas, and look for various ways to understand subject matter (Kim, 2019). This ability makes them more independent because they do not always rely on external guidance to solve problems. Additionally, creativity encourages students to manage their time and resources efficiently, designing learning strategies that suit their own style and needs.

According to Febriyaneva (2022), research confirms a substantial positive relationship between creativity and learning independence, evidenced by a calculated t-value of 24.927, which surpasses the critical t-value of 1.669, with a significant p-value of  $0.000 < 0.05$ . These findings indicate that increased levels of student creativity are associated with higher levels of learning independence. Additionally, Morris (2020) highlights the significant role of teachers in fostering student creativity within the framework of self-directed learning. This research emphasizes the importance of the teacher's role not only as a deliverer of material, but also as a facilitator who supports the development of students' creative thinking skills and independence. Study by Sintiya (2018) also states that there is a significant influence of learning creativity on learning independence with a calculated t value  $> t$  table, namely  $4.489 > 1.98761$  and a significant  $0.000 < 0.05$ . Creativity in the learning process is very important because it plays a role in achieving clear and expected goals. With creativity, students also adapt more easily to new situations and the complexity of subject matter, which strengthens their ability to learn independently.

### **The Influence of Peers on Learning Independence**

The resulting hypothesis test shows that peers have a positive and significant direct influence on learning independence, therefore the third hypothesis is accepted. Peers on Learning Independence has an original sample value of 0.264, and for t-statistics of  $2.075 > 1.66$ . Then for the p-value has a value of  $0.019 < 0.05$ . In this research, peers carry out their role well through social interactions with fellow friends, individual involvement in interactions, support provided by peers, and their role as learning friends. Research conducted by Choi and Jie (2021) shows that the peer learning approach effectively empowers students and motivates them in learning, thereby enabling them to become independent learners. Peer groups also encourage healthy competition which can encourage students to study more actively and independently.

Peers have a significant influence on students' learning independence because they often serve as a source of support, motivation and inspiration in learning (Lim et al., 2020). Through interaction with peers, students can share information, exchange ideas, and help each other understand the subject matter. In line with research by Arista et al. (2022) which states that there is a positive and significant influence between peers on learning independence. With  $t_{count} > t_{table}$  or  $6,407 > 1,987$  and a significance value of  $0.000 < 0.05$ .



Students tend to feel more comfortable asking and discussing with peers than with teachers, so they more often look for solutions themselves before asking for help from adults. Peers can also be positive role models, demonstrating effective learning strategies and an independent attitude towards learning (Gamlath, 2021). This interaction not only improves academic skills but also develops social and emotional abilities that support independent learning (Destin et al., 2018). All of these factors make peers a key element in developing student learning independence.

This is also proven through interaction and communication between peers in Amidah (2022), which has been carried out to obtain results that there is a positive and significant influence between peers and learning independence. It is known from the analysis results that the value is 0.318 with a significance value of 0.005. The role of peers is very important in motivating and encouraging colleagues to be more enthusiastic about completing tasks and responsibilities through the support and encouragement they provide.

## CONCLUSION AND RECOMMENDATION

### Conclusion

Based on research that has been conducted on the influence of YouTube social media, creativity, and peers on the learning independence of vocational students, it can be concluded that: (1) There is a positive and significant influence between youtube social media variables on learning independence. If YouTube social media is used properly in learning, it can increase student learning independence. This means that students who actively utilize YouTube social media for learning show improvement in their ability to learn independently. (2) There is a positive and significant influence between creativity variables on learning independence. If students have high creativity, it can increase student learning independence. This means that creative students tend to be able to think outside the box, generate new ideas, and look for different ways of understanding the subject matter and encourage students to learn independently. (3) There is a positive and significant influence between peer variables on learning independence. If the role of peers supports students in learning, it can increase students' learning independence. This means that the role of peers is very important in motivating and encouraging their peers to be more enthusiastic about completing tasks and responsibilities and developing social and emotional abilities that support learning independence.

### Recommendation

This research was only conducted at one school, namely at Public Vocational High Schools 48 Jakarta. It is hoped that further research can use more than one (1) school or other schools other than Public Vocational High Schools 48 Jakarta as a population and research sample. Only using youtube social media variables, creativity and peers for independent variables while there are many other variables that affect learning independence. Future research can use other variables to measure things that affect learning independence. The study only measured the direct effect of each independent variable on the dependent variable, while the measurement could have measured the indirect or mediating effect. Can add more complex hypotheses to discuss things that affect student learning independence.

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