Understanding Adolescence's Experiences in Using "Study with Me" Content Video

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ABSTRACT

The rise of technology is constantly evolving rapidly. Changes in behaviour have emerged in society as a result of technology growth. For instance, it can be easily influenced by content consumed in daily life, such as concepts changes in independent learning. When entering the quarantine for a long period of time, the changes in self-study behaviour begin to appear. Furthermore, when viewers require high concentration at home as well as they need to search for a good ambience at the same time so they will seek encouragement to learn in quarantine. One of the content is study with me on YouTube platform, which entails recording yourself doing independent learning activities over an extended period of time. This type of content has become extremely popular among millennials and gen Z generations. The usage of background or ambience in this content also plays an important function in capturing viewers' interest in understanding the subject. as a "study friend" related to emotional attraction This phenomena encouraged us to investigate how viewers comprehend and interact with and comprehend "Study With Me".

This paper uses phenomenological research to examine how research participants understand information such as behaviour, perception, and motivation as an effective "study partner" By analysing the motivations and viewing habits of subject who watched "study with me." As a result, viewers watch *study with me*" videos to satisfy their needs on studying independently to gain motivation and emotional support. Our findings suggest opportunities of how people's understanding of the which improves people's study experience not just for a few highly motivated people but also the one who finds its struggle to create personalized ambience.

Keywords: *study with me, self-study, phenomenology, study vlogger, YouTube*

1. INTRODUCTION

Developments in the field of technology at this time have an impact on changes in every aspect, one of which is a change in communication patterns in producing information to the public and changes in the way people interact with information itself. It can be seen that there are differences in society about how people with urban social skills are more advanced in processing information appropriately in line with developments that occur rapidly. Each individual community in the city has at least one technology as a means of communication and a source of information in their daily lives, as is not commonly found, namely *smartphones.*

People in big cities, especially developing areas, almost always use the internet in their daily lives to establish communication interactions both personally and indirectly so that this communication rhythm can occur anywhere, anytime, and with anyone. People who in this case are not adrift in age, education, or certain economic status become very dependent on the existence of one of the results of this technological development which is said to be a communication tool without this substitute, so they will not be separated even in their daily lives to use this as a medium for a communication that can reach various information.

In its use from time to time, the Internet has become one thing that cannot be separated from life, not only as a means of communication but also affects other aspects of life. Therefore, the internet in its use forms interactions on online platforms with a lot of exchange of information and opinions related to culture, clothing, food, lifestyle, and others. Various types of content are uploaded to meet the needs of people who use the internet, one of which is YouTube.

In this case, this research takes a case study related to studies of phenomenology of society in using the YouTube platform as a medium that helps them to get an effective learning pattern system but still involves appropriate technology. YouTube is one part of the communication media that is widely used by people nowadays. The developments that occur on this platform occur significantly and regularly so that it brings new interest every day from the community. Based on the 2022 YouTube user statistics, more than 2.6 billion users access YouTube every month.

Public interest in accessing YouTube had been increasing. The increasing about the role of education in the sustainable development of human resources is very important in order to get quality. According to Ki Hajar Dewantara as the Father of Indonesian National Education, "Education is a demand in the development of children's growth." with the sense that education plays a role in guiding all the natures that exist in children so that they as humans can achieve safety and happiness. Education itself is an effort for students to gain

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knowledge through guidance, teaching, and or training activities for their future grip.

According to Law No. 20 of 2003 education is a conscious and planned form of effort as an effort to create a learning atmosphere and learning process to provoke active students in developing the potential that exists within them so that they have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Educational institutions are required to create alternative ways of learning that attract students to explore more effective, creative, and innovative learning processes. The education sector can use YouTube as an alternative learning media that is more friendly to students so that it can trigger the enthusiasm of students to learn in an efficient way. The existence of a platform that provides audio-visual opens opportunities for students to study independently which will later provide many new facilities related to learning methods. It is easier for students to get motivation presented through audio-visuals than conventional explanations in class. Through this new medium, students have increased in terms of interest and motivation to learn.

Interest has strong characteristics so that it can be a reference that someone raises a sense of interest in something,

- Students begin to bring up a positive attitude towards something.
- There is a pleasant feeling arising from the object of interest.
- Contains an expectation that can trigger the desire to do something, or what is called passion.

While motivation is generally defined as initiative and direction in behaviour as a driver of one's soul to do something which in this case is to learn. The loss of student motivation has an impact on the lack of interest and seriousness in the learning process. Through previous research conducted by students at KAIST with the title ***"Personalizing Ambience and Illusionary Presence: How People Use "Study with me" Videos to Create Effective Studying"*** that students expect enough concentration and extended study time to achieve a satisfying study experience. These effects are changed by two internal states, namely mitigating distraction and being motivated, and they are triggered by external ambience or by themselves. People had experiences in which the above effects were not satisfied mainly due to the difficulties of creating an external ambience. SWM viewers watched these videos to invoke internal states in a positive direction through external ambience, but also solve the difficulties in creating a well-suited ambience and reducing disturbance occurred in existing study sites. From watching "Study With Me" or SWM, viewers were motivated by the creators studying in SWM and emotionally supported by them, while freely controlling their desired ambience at a small cost.

To deepen our knowledge about SWM viewers understanding about motivation, behaviour, and practice of watching SWM Videos, we provide an interview study to the 4 SWM Viewers which experiencing SWM videos.

2. LITERATURE REVIEW
2.1 What is "Study with Me" Video
SWM is a type of video that is generally produced by a content creator related to education and lifestyle. SWM is a video in which the creator records themselves doing self-study activities over a long period of time which creates social presence formation and social learning. In our analysis, SWM has a variety of different videos, both in terms of concept and video background. Some videos use musical instruments and noise sounds to provide focus level for each person and some videos not. With this differences between each video, of course there is also a lot of difference behaviour or experience that people have based on their need.

Recently, YouTube videos of the genre "Study With Me" became popular among people especially adolescence. The views of SWM video on YouTube increased by 54% in 2020 from 2019 in the United States. By the Google Lists 5 Key Trends Shaping Consumer Behaviour Amid COVID-19 shows that the search amount of SWM videos and live streams query tripled over the past five years, it is concluded that this video increased its viewers time by time.

2.2 Symbolic Interactionist Theory

Definition of interaction according to (Effendy. 1989: 184) is a process that influences each other in behaviours or activities within community members, and the definition of symbolic according to (Effendy. 1989: 352) is symbolic of something. Symbolic interaction is an understanding which states that the essence of social interaction between individuals and between individuals and groups, then between groups and groups in society, is due to communication, a unity of thought where previously each of those involved took internalization or inn erization.

Effendy defines a symbolic interaction as something that is interconnected with each other by forming the meaning of an object, symbol, both from inanimate objects, and living things, through a communication process that is both verbal and non-verbal messages. also non-verbal behaviour, whose ultimate goal is to interpret a symbol or symbol (object) based on a mutual agreement that exists and applies in a particular area or community.

According to the interactional perspective, symbolic interactionism is one of the perspectives in communication studies, which is perhaps the most "humanist" (Ardianto, 2007: 40). Where, this perspective really emphasizes the majesty and masterpiece of individual values above the influence of values that have existed so far. This perspective assumes that each individual on himself has the essence of culture, interacts in the social midst of his community, and produces the meaning of "thoughts" that are collectively agreed upon. In the end, it can be said that every form of

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social interaction carried out by each individual, will consider the side of the individual, this is one of the characteristics of the interactional perspective with the wing of symbolic interactionism.

Symbolic interaction exists because the basic ideas in forming meaning come from the human mind (Mind) about the self (Self), and its relationship in the midst of social interaction, and the ultimate goal is to mediate, and interpret meaning in the society (Society) where the individual is. stay. As noted by Douglas (1970) in Ardianto (2007: 136), meaning comes from interaction, and there is no other way to form meaning, other than building relationships with other individuals through interaction.

2.3 Characteristics of learning

The initial characteristics that are very important and need to be identified by students are the characteristics of learning styles. According to Seels & Richey (Asri Budiningsih, 2004: 16), student characteristics are parts of student experience that affect the effectiveness of the learning process. Understanding of student characteristics aims to describe the parts of the student's personality that need to be considered for the sake of learning design.

According to Rita Dunn (DePorter & Hernarcki, 1999), there are many variables that affect a person's way of learning including physical, emotional, sociological, and environmental factors. In accordance with this opinion, Adi W. Gunawan (2003: 141) states that basically everyone's learning style is a combination of all the following five learning styles:

- Environment: sound, light, temperature, design.
- Emotions: motivation, tenacity, responsibility, structure.
- Sociology: alone, in pairs, groups, teams, adults, varied.
- Physical: perspective, income, time, mobility.
- Psychological: global / analytic, left brain-right brain, impulsive / reflective.

In the SWM content, this content is assumed to reflect the needs of adolescents' learning styles from environmental, emotional, and other aspects, which will be discussed in more detail later in this study.

3. METHOD

In this study, we use a qualitative research method which is a method that starts with assumptions, an interpretive/theoretical lens, and studies related to research problems that look at and examine how an individual or group interprets social or humanitarian problems (Creswell, 2014)

This study chose a qualitative research method because we will focus on how users interpret a phenomenon related to learning methods that are currently rife among adolescence

students who are also subscribers of an educational account that produces SWM content on YouTube. Defined as a phenomenon, of course, many of them have different experiences with each other regarding the content. We try to examine in more depth and detail about how the content of SWM is interpreted and followed by today's Adolescence through their experiences by conducting interviews with those who are related to the phenomenon by means of a study.

Because experience is something that cannot be measured with a number and each subject has their own experience. Therefore we use a qualitative research method by exploring the experiences and different meanings of each individual who is a subscriber of the creator who produces SWM related to the subjective experience of why today's teenage students watch and interpret learning with videos made by content creators with the aim of knowing how the content and their experiences can be interpreted and communicated in the lives of adolescent students where different experiences from each subject will produce a different meaning.

Next, we collect data from informants who follow or experience the phenomenon of watching SWM content and develop a composite description of the meaning of the experience for these individuals. Therefore, this phenomenological research will explain the interaction between the audience of SWM content and the creator, which can create a meaning for the user to a new learning style. It is from this meaning that later we want to research and examine how users create meanings of the content for their learning behaviours.

	Phases of Education	Studying Domain	Gen	Age
P1	College Student	Science of Nutrition	F	20
P2	College Student	Communication Science	F	19
P3	Postgraduate Student	International Relations and Public Affairs	F	26
P4	College Student	Communication Science	F	20

4. RESULT AND DISCUSSION

4.1 Adolescence 's Experience When Watching The SWM Videos

P1, P2, P3 and P4 said that watching SWM content make them more motivated to carry out independent learning activities and did not feel alone when doing independent activities in their own cubicles. SWM provides needs in the form of someone's learning activities that are recorded for hours which make the informant feel compelled and motivated to do the same, the fact that someone does independent learning activities makes the informant not feel

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alone when feeling tired or bored in doing learning activities independently and make him feel comfortable to carry out independent learning activities for a long time. The informant said that they searched for the SWM video according to personal preferences such as background noise or just noise that enhances their focus. Each of informant have a difference preference for SWM videos that they watch according to their personal preferences to gain their focus while doing independent learning activities.

This stage plays an important role in shaping the form of thought that forms an illusion and proves that Effendy's theory is right to say that, "symbolic interaction as something that is interconnected with each other by forming the meaning of an object, symbol, both from inanimate objects, and living things, through a communication process that is both verbal and non-verbal messages."

It is also revealed that all of the informant has preferences to study in pairs or group that support their preference for their characteristic study behaviours which SWM provide it through the illusion of someone's presence. Watching SWM videos helps them to virtually build satisfactory for their study experience when they doing independent learning activities in their room. This perspective assumes that each individual on himself has the essence of culture, interacts in the social midst of his community, and produces the meaning of "thoughts" that are collectively agreed upon. (Ardianto, 2007: 40).

We assume that many of them use SWM content to accompany their learning activities which gives the illusion of a study buddy. This personal need is the first to be conveyed by the audience of the content, where they watch this content to fulfil their personal needs by applying atmosphere preferences by creating the illusion of someone's presence as a study buddy. It helps them to get emotional support triggered by the sense of togetherness.

4.2 Adolescence's Experiences When Deciding to Become a Study Vlogger Subscriber

In following the creators of the SWM content, we found that the informants had different reasons depending on their individual preferences. P1 and P4 mentioned that he only saw how the learning style of a content creator in carrying out learning activities through their daily videos where the informant only created a personal atmosphere so that the informant preferred SWM content with the support of music as a back sound of SWM video which added to the impression of crowd as an atmosphere maker.

P2, P3, P4 said that they felt comfortable when doing independent learning activities when he was accompanied by someone. The informant revealed that he felt enough to just watch people's learning activities for hours. The informant admitted that he tends to look for the creators that have aesthetics and calming back sounds as his personal preferences, which makes the aesthetic arrangement of the study room a pretty interesting attraction in this context,

starting from the use of expensive learning tools to the eye-pleasing study table arrangement.

Branding of educational influencers cannot be separated from the form of trust and the construction of productive lives from people who increasingly support the role of SWM content as a learning activity that people need to participate in. They consider hours of learning activities to be implemented and become the standard of productivity.

4.3 The Experience of Adolescence When They Chose to Follow Study Vlogger Learning Style

P1 and P3 learning style did not experience a change in learning style according to the content of the creators they followed or according to the content of the SWM video they saw. Changes that appear in self-study activities that are felt are an increase in learning motivation or doing assignments.

P2 and P4 said that she felt a difference in learning, P2 experienced a change in the length of studying to be longer than usual using the SWM video. The informants also admitted that apart from changing the length of time they studied, P2 and P4 also gave more effort for their independent learning activities, such as paying more attention when taking notes and bought study kits like what the creator of SWM have and show on their videos.

In this case, 2 informants interpreted that SWM not only creating the illusion of someone's presence but also as a role model in independent learning activities. Not only habit formation but also lifestyle and spending their money to follow the life-style of the creator on study activity.

The formation of thoughts that occur in the Subject to follow the Vloggers way of learning which is an example of forming a thought about the illusion of having a study friend in his daily life. So that leads to the result that the subject is able to exceed the ability or desire that he never formed in his mind before becoming a connoisseur of this SWM content.

4.4 Adolescence Experience of SWM Influence on Academic Performance

P1 and P3 stated that by learning to use the SWM content, she did not feel any changes related to academic achievement. However, the content of SWM helps him to create the illusion of a study buddy when they feels a lack of motivation to carry out independent learning activities or just complete assignments.

P2 and P4 said that she experienced a change in academic performance from the motivation he got when learning to use the SWM video. The informant also mentioned that the informant became more frequent in self-study activities using the video "Study with Me" when the informant had free time, this boosted productivity and learning mood from increasing motivation to learn and wanting to learn again and again. This behaviour build the significant performance for her academic

achievement that increase after using SWM video for her learning activities.

P4 revealed that she also tries to make his note to be neater and aesthetic like the creator of SWM on their videos because she getting motivated to follows what creators do and copy the study mechanism of the SWM creator.

This result brings the real form of a theory described by (Ardianto, 2007: 40). Social interaction occurs from the basic thing, namely the formation of a meaning that is based on human thoughts about themselves. This results in the formation of self-confidence in the ability to get a good academic level from the influence of watching this "Study with Me" content consumption.

CONCLUSION AND RECOMMENDATION

This study illustrates that the presence of SWM content has succeeded in creating an alternative ambience that students cannot find in their learning environment to add motivation to study independently. This phenomenology explains that the relationship between the audience of SWM content is in the form of meanings created by content connoisseurs as "study friends" and also "illusions" that trigger them to complete tasks only with the help of audio-visual. This personal need is the first to be conveyed by the audience of the content, where they watch this content to fulfil their personal needs by applying atmosphere preferences by creating the illusion of someone's presence as a study buddy with SMW videos. The balance of the rapid development of technology produces visual quality that is able to adjust the field of education so that students are not only balanced in adjusting to changes but also get the influence of it.

This phenomenology explains that the relationship between the audience of "Study with Me" content is in the form of meanings created by content connoisseurs as "study friends" and also "illusions" that trigger them to complete tasks only with the help of audio-visuals which related to the Definition of interaction according to Effendy. The activity trigger motivation to the subject which mean that this activity builds symbolic interaction because this is an activity when the vlogger influences audience in behaviour which consider the side of the individual, this is one of the characteristics of the interactional perspective with the wing of symbolic interactionism.

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