Learning Without a Teacher: Knowledge Sharing Through Social Media in the Adobe Premiere Indonesia Community

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Abstract: Currently, social media has become an inseparable part of social interaction. The use of social media has penetrated various aspects of life, including economic, political, social, educational, and entertainment. One of the biggest challenges in using social media is its use in the education sector, especially in the process of knowledge sharing, which is one of the processes in education. Therefore, this article aims to reveal the form of interaction and knowledge-sharing through social media by the Adobe Premier Indonesian virtual community (API). API is a community of video editing practitioners and learners in Indonesia formed in 2011. Through social media, the API community facilitates the process of knowledge sharing among its very heterogeneous members, ranging from beginners to professionals. Through virtual communities on social media, community members interact, discuss, exchange experiences, and share information even though they do not know each other or have met directly before. This research applies the netnography method, with data collection through searching social media pages. The data types collected are archival, elicited, and field note data. The research results show that knowledge sharing through social media occurs through an egalitarian interaction pattern and the openness of information to share. The knowledge-sharing process can occur effectively because of the supporting aspects: common interest, praxis, and archive availability.

1 INTRODUCTION

The internet network has changed various aspects of life (Patmanthara, 2018). The most noticeable change is the presence of human living space in two worlds, namely the reality world and the virtual world, which are connected (Piliang, 2012). The real world is a physical space that human senses can feel as a space for direct interaction between individuals. Meanwhile, the virtual world is a space for social interaction mediated by computer devices supported by an internet network.

Interaction in the social world is realized through virtual communities on social media such as Facebook, WhatsApp, Telegram, TikTok, and so on. Various underlying interests, such as similar hobbies, work, goals, or interests in specific things such as football, pets, games, etc, form virtual communities. Each virtual community has characteristics that differentiate one community from another. (Prasetyo, 2010)

Virtual interactions increased during the COVID-19 pandemic with the implementation of social distancing to reduce the spread of the Coronavirus due to direct physical contact when interacting. During the pandemic, virtual interactions have become more massive, such as buying and selling activities, health services, education, etc.

The education sector has experienced quite severe shocks. Implementing social distancing limits conventional learning activities, and virtual/online learning is replacing the face-to-face system. According to reports from UNESCO, UNICEF, and the World Bank, virtual learning during the pandemic resulted in learning loss. The report "The State of the Global Education Crisis: A Path to Recovery" (2021) shows that there has been a decline in students' academic abilities in various countries, especially in developing countries, so efforts are needed to overcome learning loss due to virtual learning. Based on this report, virtual learning is not taking place optimally. In online learning, students' ability to understand the material and their character has decreased due to changes in interaction patterns during the learning process. (Massie, 2021), (Dewi 2021).

However, the virtual learning process can also take place effectively through the learning process

carried out by the virtual community. One of the virtual communities that is a learning space for its members is the Adobe Premiere Indonesia (API) community. The API Community is a virtual community that accommodates people interested in learning video editing using Adobe Premier software. This community was initially formed on the social media Facebook and then developed using other social media platforms such as Instagram, WhatsApp Groups, and Telegram Groups. The members of the API virtual community consist of various levels, from beginner video editors to professional video editors, multiple ages, educational backgrounds, social statuses and genders, even among the members who do not know each other directly. Despite this, the API virtual community has an effective learning process that allows knowledge sharing between its members.

Based on the knowledge-sharing process in the API virtual community, this paper assumes that online interaction can be an adequate knowledge-sharing space when learners interact under certain situations and conditions. Therefore, this paper will describe how interaction and knowledge sharing occur in the API virtual community. This paper aims to explore what kind of interaction that makes online learning can be optimal.

2 VIRTUAL COMMUNITY

The virtual community is a place to gather and share a sense of togetherness, even if they don't know each other. The virtual community occurs on social media, such as Facebook, WhatsApp, Instagram, Telegram, Line, and other social media. Rulli Nasrullah (2016; 13) concluded that social media is a medium on the internet that allows users to present themselves and interact, collaborate, share, communicate with other users, and form virtual social bonds.

In this case, the virtual community referred to by the researcher is a virtual space where individuals with the same interests gather, discuss, exchange ideas, and complement each other with information about their own culture, thus establishing a social bond between its members.

Virtual communities have fundamental differences from physical communities because their members are not geographically close. Virtual communities are generally formed and developed through various forms of interaction carried out through CMC (Computer-Mediated Communication) on various social media platforms (Nurhaliza & Fauziah, 2020). According to Cantoni and Tardini (2006), CMC is an interaction between individuals via computers. Virtual communities develop as a medium for group communication formed from various motives such as interests, work, skills, hobbies, study groups, and sources of information. This uniformity of interest drives individuals to form groups "virtually" to develop information, knowledge, and joint mobility.

On the other hand, virtual communities also have enormous potential, especially in building social networks. Its nature of being able to cross regional boundaries and move in its own time and space makes virtual communities a breakthrough in interaction. Therefore, virtual communities form a culture that applies to each different community.

3 KNOWLEDGE SHARING

Knowledge sharing is a process of sharing, disseminating, and exchanging information and knowledge between person to other person, persons to communities, and between communities to implement something better and create new knowledge. Knowledge sharing is done through social interaction and communication processes between those who provide knowledge and those who receive knowledge. Meylasari & Qamari (2017) define knowledge sharing as a systematic process for distributing knowledge through communication or virtual media to develop, improve, and create new knowledge to obtain added value for a particular organization/community. In general, knowledge sharing is an activity of sharing knowledge, ideas, experiences, or skills between individuals or groups, which is one of the essential dimensions of knowledge management.

4 SOCIAL INTERACTION IN VIRTUAL SPACE

Social interaction is a relationship between individuals or groups where the behavior of individuals or groups can influence, change, or improve the behavior of other individuals or groups and vice versa. (Ahmadi, 2008). Social interaction today is heavily influenced by the pace of innovation in technology and information, which has given rise to virtual interaction spaces or cyberspace. In its development, this new space has been able to divert activities in real life, such as political, social, economic, and even sexual activities, to this virtual world, which is known as a world without borders, so

that any form of activity that can be carried out in the real world, theory can be adapted in artificial form to virtual space (Piliang, 2012). This virtual space allows people to form and develop their own new lives on a massive virtual basis so that a virtual society is formed without realizing it.

The interaction process in virtual space has specific communication patterns formed through social media. Interaction takes place using text, sound, images, and symbols that are specific and rich in meaning (Rohayati, 2017). The communication behavior patterns formed in this virtual space are norms and values maintained through continuous interaction and become a map of social meaning (Prasetyo, 2010).

5 METHOD

This paper was written based on research using qualitative methods with a netnography approach. The qualitative approach tries to explore and understand the perspective of the research subject and how meaning is constructed in social interactions. The netnographic perspective is an ethnographic approach carried out online. Netnography adopts ethnographic procedures to the unique contingency of social interactions mediated by computer devices (Kozinets, 2014). The data in this paper were obtained from interviews, screenshots from various posts, and comments from admins and community members through the Facebook Group, Instagram, WhatsApp Group, and Telegram Group platforms.

Netnography research recognizes three types of data, namely archival data, elicited data, and fieldnote data. Archival data is data obtained by researchers from virtual spaces. This data is in the form of posts, comments, photos, and videos. Elicited data is data generated through direct interaction between researchers and informants. This data is obtained through interviews, discussions, and surveys. In this study, researchers conducted interviews via WhatsApp with the admin and founder of the API virtual community and members of the API virtual community. Fieldnote data is in the form of researcher notes based on observation, participation, and reflection during netnographic observations. Fieldnote data is in the form of field notes, analyses, and interpretations of a phenomenon that appears in the virtual community being observed.

6 RESULT AND DISCUSSION

The Adobe Premiere Indonesia (API) virtual community has members who are video editing enthusiasts. Discussions in the API virtual community discuss video production, starting from the creative process of finding ideas, appropriate computer equipment specifications, equipment for taking pictures, editing applications, and supporting plug-ins to tips and tricks in the video editing process.

The API virtual community was first formed through the social media Facebook in 2011. Facebook is a very popular social media platform with many users and features that support the needs of interaction between community members. Facebook has a group feature that supports discussions and data sharing in text, files, photos, and videos to make the interactions built into it more lively and effective.

When it was first formed, the number of active members was still less than 100 people, and most of its members were involved in video production, both as professionals and beginners. Initially, the API virtual community was formed on the initiative of young people from Tangerang City, whose aim was to learn the Adobe Premiere Pro editing application. In 2011, access to learning editing software was difficult. Learning video editing is only affordable for certain people because it is expensive.

The number of API virtual community members continues to grow. Along with the emergence of new social media platforms, the API virtual community utilizes other social media platforms, namely Instagram, WhatsApp, and Telegram. Community members use Instagram to post their work, and share merchandise, and various webinar information.

The API virtual community also uses social media such as WhatsApp and Telegram Group. WhatsApp and Telegram offer different interfaces from other social media, with instant messenger being faster and safer. This platform makes it easy to interact by sending text messages, images, audio, and video.

The number of WhatsApp Group members reaches around 2,810 accounts divided into eleven batches of WhatsApp Groups. The number of API virtual community members on Telegram social media has reached 13,000 accounts and 151,000 Instagram followers.

The social media platforms WhatsApp Group and Telegram Group are used to discuss the video production process. Instagram is used to share the work. By considering the interaction patterns of community members using social media platforms, this paper focuses on the interaction on Telegram

social media. Telegram Group is a media platform that is crowded for discussion by members of the API virtual community, has a large member capacity, has a database and supporting channels,

6.1 Kind of Interactions

API virtual community interaction takes place through private chat between members, discussions in community groups, or responses in the comments column to posts from community members. Interactions in the API virtual community are very diverse. The topics discussed in community groups also vary and continue to change following developments in innovation and information in cinematography, especially in video editing.

The theme of discussion between members of the API virtual community always changes following developments in innovation and information in the world of cinematography. In the virtual spaces of the API community, questions become a form of interaction. Interactions usually begin with a question asked by a member of the API community. In general, questions that arise regarding:

6.1.1 Software

The software that is the theme of community discussion includes discussions about presets, templates, and supporting plug-ins when using editing software.

6.1.2 Device and Gear Specifications

Device and gear specifications are a topic of community discussion to gain knowledge about the technical specifications of computer equipment to support the editing process and cameras suitable for taking video.

6.1.3 Editing Problems

Discussion of problems in the editing process was the theme that emerged most often. Community members will raise difficulties they face when editing videos in the hope of getting solutions from community members.

6.1.4 Appreciation

The theme of interaction between members of the API virtual community is related to appreciation of the work of its members. API community members can also share their editing results to get criticism, suggestions, and support from other members.

6.1.5 Intermezzo

Community members also provide entertainment as a form of interaction. Intermezzo is the uploading of parody content regarding video editing activities. Parody content, which is sometimes satire, provides entertainment for community members.

6.1.6 Job Vacancy

Apart from being a discussion space, the API virtual community is also a space to exchange information, one of which is related to job vacancies. The API virtual community members consist of various groups, so details regarding work and projects related to video production often appear.

6.2 Knowledge Sharing in the API Virtual Community

Knowledge sharing is a method for "sharing" information and knowledge effectively and efficiently. Viewed from an andragogical perspective, sharing knowledge in the API virtual community is following Malcolm Knowless's andragogy principles in his book The Adult Learners, where basically andragogy or adult learning theory sees that adults learn closer to what is needed in everyday life, and adults learn to solve the problems faced today.

The knowledge-sharing process in the API virtual community begins with a question or information closely related to video production, especially video editing. The question/information develops into a topic of discussion. Every post in the virtual spaces of the API virtual community will be received and responded to by members of the API community with different perceptions based on the interests, background, and experience of each community member.

Next, the knowledge-sharing process takes place with conversations in API virtual spaces. These conversations become databases and can be accessed and studied by members. In this case, a database system in virtual space is similar to the workings of Long Term Memory (LTM) in cybernetic theory, which can store all the knowledge an individual has, has unlimited capacity, and can be recalled when needed.

In the current era of information abundance, everyone can easily obtain information, especially in the virtual world. The abundance of information is a challenge in the validity and management of the information itself because the side effects of information abundance become a danger that is

difficult to avoid. Therefore, a suitable digital learning method, model, or style is needed to support learning effectiveness.

The knowledge-sharing process built in the API virtual community runs effectively through the community's virtual space. Three main aspects support the effectiveness of knowledge sharing in the API virtual community, namely:

6.2.1 Personal Interest

The personal interest factor refers to a strong desire within a person, which is why someone is motivated to know, explore, or do something. The existence of an interest in the world of production is the basis for the desire to learn, explore, add to a broader network, and find answers to problems facing to support work.

The same personal interest encourages someone to join and become a member of the API community. This aligns with the Learner's Need to Know principle, which Knowless carries out in his book The Adult Learners. Knowless explains that adults will think about the benefits of learning about it, why they should learn about it, and what they have to lose if they don't know about it.

6.2.2 Praxis

Praxis refers to practicing the knowledge obtained in the API community's virtual spaces. By practicing the various expertise that has been received, the knowledge will become an experience, which in this case is able to make a person understand more deeply about the knowledge, not limited to being information, but turning into skills that will be useful for the individual.

In the API virtual community, the praxis aspect usually occurs when someone directly practices what community members suggest or upload, whether about problem-solving or tips and tricks related to shooting or editing. This principle explains that adult learning prioritizes the practical, which leads to something that can be put into practice immediately.

6.2.3 Archive Database

To support the praxis aspect, the API virtual community has a 'virtual archive' storage space that all API community members can access. With the virtual archive space API, community members can adjust and download what they need and learn and practice various archives that can be accessed anytime.

Knowledge sharing among API virtual community members occurs in three ways: sharing, questioning, and discussing.

Through social media platforms, community members share the results of their videos. This video will be appreciated by community members so that it can add insight, knowledge, motivation, support the learning process about video production, and improve skills in video production.

Questioning allows members to ask other members who have more knowledge about something. Questions submitted were technical questions such as exploration of interesting story ideas, appropriate music illustrations, and device specifications.

Discussing allows members to discuss certain issues. Discussions can last a long time if the topic of discussion is considered interesting to its members. Community members will provide their views and experiences regarding solutions when facing problems in the editing process.

In general, what is shared and what is question in the API community discussion will spark discussion. The answers and questions will become new knowledge for community members. API virtual community members, in general, will get tools, relationships, information, experience, and knowledge useful for adding insights, skills, and the ability to overcome obstacles to support their work.

7 CONCLUSION

Interaction in the API virtual community supports a learning atmosphere for its members. The discussion themes in API community spaces are closely related to software themes, device and gear specifications, editing problems, appreciation, and job vacancies.

Regarding knowledge sharing, the API community takes place in virtual spaces. This knowledge-sharing process in the API virtual community takes place in an egalitarian manner. Through the discussion process in these virtual spaces, members of the API community learn from each other, complement each other's information, and collaborate to increase their knowledge, experience, and improve their editing skills. The knowledge-sharing process of the API virtual community occurs because of the supporting aspects, including the interesting aspect, practical aspect, and archive aspect, all three of which complement each other and support the effectiveness of the knowledge-sharing process from members of the API virtual community. In the realm of learning, the supporting aspect of

knowledge sharing in the API virtual community can indirectly be an illustration of the virtual learning process.

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