

Optimizing Social Media as a Digital Learning Medium

Nitasari¹✉, Indriani Agustina¹, Rita Setyawati², and Bayu Erlangga³

Universitas Negeri Yogyakarta, Yogyakarta, Indonesia¹; Sekolah Tinggi Bahasa Asing LIA, Yogyakarta, Indonesia²; Universitas Negeri Malang, Malang, Indonesia³

ABSTRACT

The advancement of information technology has accelerated the transformation of education toward more flexible, interactive, and learner-centered learning environments. One significant aspect of this transformation is the use of social media as a learning medium that facilitates communication, collaboration, and rapid information sharing. This study aims to analyze the role of social media as a learning medium, identify its benefits and implementation challenges, and formulate strategies for optimizing its use in supporting digital learning. The study employed a library research method using a qualitative descriptive approach, analyzing scholarly literature published over the last five years. Data were examined using content analysis of academic journals, books, official reports, and relevant regulations. The findings indicate that social media enhances access to learning resources, strengthens academic communication, promotes collaborative learning, and increases students' motivation and engagement in the learning process. Nevertheless, its implementation also presents several challenges, including learning distractions, limited digital literacy, information credibility, digital ethics, and data security concerns. Therefore, optimizing the use of social media requires systematic instructional design, improved digital competencies, strengthened digital literacy, and institutional policy support to ensure that social media is utilized effectively, responsibly, and sustainably in improving the quality of digital learning.

Keywords: *Collaborative Learning, Digital Learning, Digital Literacy, Learning Media, Social Media.*

CORRESPONDING AUTHOR:

Nitasari
Universitas Negeri Yogyakarta, Yogyakarta, Indonesia
contact: nitisari76@gmail.com

ARTICLE HISTORY

Received : March 14, 2024
Final Revised : November 11, 2024
Accepted : December 09, 2024
Published : December 30, 2024

1. | INTRODUCTION

The development of information and communication technology has brought significant changes to various aspects of life, including in the field of education. Digital transformation encourages a change in the learning paradigm from being educator-centered to more student-oriented through the use of various digital technologies. One form of technological development that has a great influence on the learning process is social media. The presence of social media is no longer seen solely as a means of communication and entertainment, but has developed into a medium that is able to support the learning process in a more interactive, collaborative, and flexible way. This condition is in line with the increasing internet access and the use of digital devices that allow students to obtain information, discuss, and share knowledge without being limited by space and time.

The use of social media in the world of education is increasingly gaining attention because of its characteristics that allow two-way communication, rapid information exchange, and the formation of virtual learning communities. Various social media platforms provide features that can be used as a medium for delivering material, group discussions, providing feedback, and collaboration in completing learning tasks (Williyan, 2023). Through this utilization, the learning process is no longer limited to face-to-face activities in the classroom, but can take place continuously through more dynamic digital interactions. This condition shows that social media has the potential as one of the learning media that is able to increase the effectiveness of the learning process if used appropriately.

The transformation of digital learning is getting stronger as technology-based learning concepts develop, such as online learning, blended learning, mobile learning, and collaborative learning (Wang et al., 2023). In this context, social media plays a role as a means that is able to support the formation of a more participatory learning environment because students not only play the role of recipients of information, but also as producers of information through various forms of digital content. Activities such as sharing materials, providing comments, conducting discussions, and expressing opinions openly are part of the knowledge construction process that takes place continuously. Therefore, the use of social media in learning not only increases access to learning resources, but also strengthens critical thinking, creativity, communication, and collaboration skills which are important competencies in the 21st century (Pare & Sihotang, 2023).

However, the use of social media as a means of learning also faces various challenges. The high intensity of social media use has the potential to cause learning distractions if its use is not directed correctly. The various information available on social media also does not necessarily have an adequate level of validity so that students are required to have digital literacy skills to select, evaluate, and verify the information obtained. In addition, various problems such as the spread of incorrect information, digital ethics violations, cyberbullying, misuse of personal data, and plagiarism

tendencies are challenges that must be anticipated in the implementation of social media as part of the learning process (Rimayati, 2023). Therefore, the use of social media requires systematic management so that the benefits obtained outweigh the risks posed.

Various previous studies have shown that social media has a positive contribution to increasing student involvement, communication between educators and students, collaborative learning, and increasing learning motivation (Mashudi, 2021). However, most research still focuses on the implementation of social media in specific subjects, specific platforms, or in the context of specific educational institutions. In addition, the rapid development of digital technology requires a more comprehensive study of how social media can be optimized as a means of learning in the context of education in general without being limited by the characteristics of certain regions. Conceptual studies are important to provide an overview of the opportunities, challenges, and strategies for the use of social media that are relevant to the development of digital education.

Based on these conditions, this study aims to analyze the use of social media as a means of learning in the perspective of digital education. The study is focused on identifying the role of social media in supporting the learning process, the various benefits that can be produced, the challenges faced in its implementation, and strategies for optimizing its use in order to improve the quality of learning. The results of the research are expected to make an academic contribution to the development of studies on technology-based learning as well as a reference for educators, students, and education stakeholders in designing the use of social media effectively, responsibly, and sustainably as part of the transformation of education in the digital era.

2. | RESEARCH METHOD

This study uses a library research method with a qualitative descriptive approach to examine the use of social media as a means of learning in the context of digital education. The literature research method was chosen because this research is not oriented to collecting field data, but focuses on tracing, collecting, analyzing, and synthesizing various scientific sources relevant to the research topic. The qualitative descriptive approach is used to provide a systematic overview of the concepts, developments, benefits, challenges, and strategies for optimizing the use of social media in supporting the learning process. Through this approach, the research seeks to compile a comprehensive understanding based on various results of previous research so that conclusions are obtained that have a strong academic basis.

The data sources in this study consist of secondary data obtained from various scientific literature, including national and international journal articles, scientific books, proceedings, official institution reports, as well as various regulations related to education, information technology, digital transformation, and the use of social media in learning. All references used are limited to the publication year 2019–2023 to be in accordance with the latest scientific developments in the period before the year of

publication of the manuscript. In addition, the sources used are prioritized from indexed journals, both in national and international databases, so that they have sufficient credibility and academic quality as a basis for the preparation of the study.

Data collection is carried out through documentation study techniques, namely by identifying, selecting, and collecting various scientific documents that are related to the research theme. The literature search process is carried out using various academic databases, such as Google Scholar, ScienceDirect, SpringerLink, Taylor & Francis, Frontiers, and accredited national journal portals. Keywords used in the search process include social media, social media in education, digital learning, online learning, collaborative learning, learning media, social media, and digital learning. The literature obtained was then selected based on the suitability of the topic, year of publication, quality of the source, and relevance to the focus of the research so that only references that met the inclusion criteria were used in the analysis process.

Data analysis was carried out using content analysis techniques which aim to identify various concepts, findings, patterns, and trends that develop in research on the use of social media as a means of learning. The analysis stage begins with thoroughly reading each literature that has been selected, then grouping information based on the main themes, such as the concept of social media in education, the form of implementation of social media as a learning medium, the benefits of using social media, the challenges faced in its application, and strategies for optimizing its use. Furthermore, the interpretation process of the various research results is carried out to find the relationship between concepts and produce a synthesis that is able to explain the phenomenon more comprehensively.

To maintain the validity of the research results, source triangulation is carried out, namely by comparing information obtained from various scientific references that have different perspectives but discuss the same topic. This triangulation process aims to minimize subjectivity in data interpretation while increasing the level of confidence in the results of the analysis. In addition, the research also applies the principle of critical evaluation of each source used by paying attention to the reputation of the publisher, the quality of the journal, the research method used by the previous author, and the consistency of the research results between references. Thus, the results of the study are expected to be able to provide an objective picture of the use of social media as a means of learning based on available scientific evidence.

Through these stages of data collection and analysis, this research produces a conceptual study that describes the development of the use of social media in the world of education, the benefits that can be obtained in the learning process, the various challenges that arise in its implementation, and strategies that can be applied to optimize the use of social media as a means of learning. The results of the study are expected to be an academic reference for the development of further research and contribute to educators, students, educational institutions, and policy makers in developing learning

that is more innovative, adaptive, and in accordance with the demands of educational transformation in the digital era.

3. | RESULTS AND DISCUSSION

Digital transformation has changed the learning paradigm from an educator-centric system to more flexible, collaborative, and student-oriented learning. One form of transformation is shown through the increasing use of social media as a means of learning. Social media is no longer seen only as a medium of communication and entertainment, but also develops into a digital learning environment that allows for continuous interaction, collaboration, and exchange of information. The development of internet technology, the increasing ownership of mobile devices, and easy access to various social media platforms have provided opportunities for the world of education to integrate digital technology into the learning process. The results of various studies show that the use of social media is able to expand access to learning resources, improve academic communication, and support more active and participatory learning (Appel et al., 2020; Dwivedi et al., 2021).

Social media has characteristics that distinguish it from conventional learning media, namely the ability to generate two-way communication, real-time dissemination of information, the formation of learning communities, and collaboration without geographical boundaries. Platforms such as WhatsApp, YouTube, Instagram, Facebook, Telegram, and other video-based platforms allow educators to deliver learning materials in various formats, ranging from text, images, infographics, audio, to interactive videos. Students not only receive information passively, but can also provide responses, ask questions, discuss materials, and share learning experiences with fellow students. This condition creates a more dynamic learning environment compared to learning that relies only on lecture methods in the classroom (Ansari & Khan, 2020; Chugh, Grose, & Macht, 2021).

The use of social media is also in line with the development of the 21st century learning concept which emphasizes the mastery of critical thinking, creativity, communication, and collaboration competencies. Various studies show that discussion activities through social media are able to improve students' ability to convey arguments, provide feedback on other people's opinions, and build knowledge together. The process shows that social media can serve as a space for knowledge construction that supports the application of collaborative learning. In addition to increasing interaction between educators and learners, social media also expands opportunities for independent learning because learners can access materials anytime and anywhere according to their learning needs (Al-Rahmi et al., 2022; Yu et al., 2023).

In learning practice, social media has been utilized through various digital learning strategies. Educators use social media to distribute teaching materials, deliver academic announcements, assign assignments, hold group discussions, and reflect on learning. The use of short videos, infographics, and other visual content has been proven to

increase the attractiveness of learning materials so that they are easier for students to understand. In addition, the comment, instant messaging, and live *streaming* features allow communication to take place faster than conventional learning media. This flexibility makes social media one of the media that is able to support synchronous and asynchronous learning according to the needs of the learning process (Greenhow & Galvin, 2020; Martoredjo, 2023).

The use of social media in learning also has a positive impact on increasing learning motivation. An interactive learning environment encourages students to be more active in seeking information, sharing knowledge, and participating in various academic activities. Various studies show that students tend to feel more comfortable discussing through social media because communication takes place informally without reducing academic substance. This situation increases the courage of students in expressing opinions and asking questions that were previously reluctant to be conveyed in face-to-face learning. Thus, social media is able to build higher *student engagement* so that the learning process becomes more effective (Rahman & Watanobe, 2023; Limniou et al., 2021).

On the other hand, the use of social media as a means of learning cannot be separated from various challenges that need attention. The ease of obtaining information has the potential to cause *information overload*, which is a condition when students receive a very large amount of information so that they experience difficulty in determining information that is truly relevant to the learning objectives. In addition, not all information circulating on social media has an adequate level of validity, so digital literacy skills are needed to evaluate the sources of information used. Without these abilities, students run the risk of using inaccurate information that can affect the quality of the learning process and learning outcomes (Suyuti et al., 2023; Nuryadin et al., 2023).

Another problem that quite often arises is the increase in learning distractions due to uncontrolled use of social media. Various entertainment features available on social media platforms can distract students from academic activities to non-academic activities. This condition has the potential to reduce study concentration, reduce the effectiveness of completing tasks, and even give rise to a tendency to depend on social media. Therefore, the use of social media in learning not only requires the readiness of technological infrastructure, but also requires careful learning planning, systematic management of learning activities, and strengthening digital literacy so that students are able to use social media productively and responsibly (Nasution, 2020; Dewi & Rosyida, 2021).

Apart from these various challenges, the results of the study show that the effectiveness of the use of social media as a means of learning is greatly influenced by the learning design applied by educators. Social media cannot be positioned as a learning destination, but as an instrument that supports the achievement of learning outcomes. Therefore, every learning activity that utilizes social media needs to be

designed systematically, starting from determining learning objectives, selecting appropriate platforms, preparing learning activities, to evaluating learning outcomes. The use of different platforms must also consider the characteristics of the material, the competencies to be achieved, and the ability of students to operate digital technology. With good planning, social media can be a medium that is able to strengthen academic interaction while improving the quality of students' learning experience (Agustini & Indrianti, 2023; Wiranti et al., 2023).

The implementation of social media also supports the development of a *student-centered learning* approach. In this approach, students get a wider opportunity to explore various learning resources, produce digital content, conduct group discussions, and convey learning outcomes to the wider learning community. These activities not only improve conceptual understanding, but also develop digital communication skills, cooperative skills, creativity, and problem-solving skills. An open learning environment allows students to gain various perspectives from fellow social media users so that the learning process becomes more contextual and relevant to the development of science and the needs of today's digital society (Al-Rahmi et al., 2022; Chugh, Grose, & Macht, 2021).

In addition to providing benefits for students, social media also provides opportunities for educators to develop learning innovations. The various features available allow educators to present materials in the form of learning videos, infographics, podcasts, interactive quizzes, and forum-based discussions so that the learning process becomes more interesting and not monotonous. In addition, social media makes it easier for educators to provide quick feedback on students' assignments and questions. The speed of communication contributes to improving the quality of academic interactions, which were previously often constrained by limited learning time in the classroom. Thus, social media can be an effective complement in supporting face-to-face learning and integrated online learning (Greenhow & Galvin, 2020; Martoredjo, 2023).

Another aspect that is no less important is the strengthening of digital literacy as the main prerequisite for the use of social media. Digital literacy is not only related to the ability to use technological devices, but also includes the ability to search, select, analyze, evaluate, and utilize information critically and responsibly. Students need to have the ability to distinguish valid information from misleading information, understand ethics in communicating in the digital space, respect intellectual property rights, and maintain the security of personal data. On the other hand, educators are also required to have digital competence in order to be able to design innovative learning while guiding students in using social media safely and productively. Thus, increasing digital literacy is an important foundation in realizing the use of social media that has a positive impact on the quality of learning (Yu et al., 2023; Suyuti, 2023).

Optimizing the use of social media also requires policy support from educational institutions. Educational units need to develop guidelines for the use of social media

that contain aspects of ethics, digital security, personal data protection, and limits on the use of social media in academic activities. The existence of this policy can provide certainty for educators and students regarding their rights, obligations, and responsibilities in utilizing social media as part of the learning process. In addition, educational institutions need to provide various training programs that are oriented towards improving educators' digital competencies so that they are able to effectively integrate social media into the learning process in accordance with technological developments and student characteristics (Dwivedi et al., 2021; Appel et al., 2020).

Furthermore, the results of various studies show that the success of the use of social media in learning is not only determined by the technology used, but also influenced by the learning culture developed in the educational environment. Social media will provide optimal benefits when used to encourage collaboration, knowledge sharing, learning reflection, and the development of an active learning community. On the other hand, if its use is not accompanied by supervision, guidance, and strengthening digital ethics, social media has the potential to cause various negative impacts such as the spread of incorrect information, privacy violations, cyberbullying, and the misuse of technology for actions that are not in accordance with educational goals. Therefore, synergy is needed between educators, learners, educational institutions, and parents in building a culture of responsible and social-media use that is oriented towards improving the quality of learning (Ansari & Khan, 2020; Rahman & Watanobe, 2023).

The results of this study show that social media has enormous potential to support the transformation of digital education. Its use is able to increase access to learning resources, strengthen academic communication, encourage collaboration, and increase student motivation and involvement in the learning process. However, various challenges such as learning distractions, information validity, digital ethics, data security, and low digital literacy are still factors that need to be anticipated through planned management. Therefore, the success of using social media as a means of learning does not only depend on technological sophistication, but also on the readiness of human resources, the quality of learning design, institutional policy support, and the strengthening of digital literacy culture. By paying attention to these various aspects, social media can develop into an innovative, adaptive, and sustainable learning medium in supporting the improvement of the quality of education in the era of digital transformation.

4. | CONCLUSION

The use of social media as a means of learning shows enormous potential in supporting the transformation of education towards more innovative, flexible, and student-oriented learning. The characteristics of social media that allow two-way communication, collaboration, rapid information sharing, and access to learning without space and time limits make it one of the relevant media to be integrated in the learning process in the digital era. The use of social media not only expands access to various learning resources, but is also able to increase student involvement, encourage

collaborative learning, strengthen academic communication, and develop various 21st-century competencies, such as critical thinking skills, creativity, communication, and collaboration.

On the other hand, the implementation of social media in learning also faces various challenges that require serious attention, including learning distractions, the spread of invalid information, low digital literacy, violations of digital ethics, and risks to data security and privacy. Therefore, the use of social media cannot be done spontaneously, but must be designed through a systematic learning strategy, supported by the digital competence of educators and students, and accompanied by educational institution policies that regulate the responsible use of social media. Strengthening digital literacy is an important factor so that students are able to use social media critically, ethically, and productively in supporting the learning process.

Based on the results of the study, it can be concluded that the success of using social media as a means of learning is not solely determined by technological developments, but by the ability of all stakeholders to integrate the technology into a planned, adaptive, and sustainable learning process. Synergy between educators, students, educational institutions, and the right policy support will make social media an effective learning medium in improving the quality of education and answering the demands of digital transformation in the present and future.

Acknowledgment

We gratefully acknowledge the contributions of individuals who supported the completion of this article.

Funding Information

This research did not receive any funding.

Conflict of Interest Statement

The authors declare that there is no conflict of interest.

Ethical Approval and Originality Statement

Ethical approval was obtained for this study. The manuscript represents original work and has not been previously published, nor is it under consideration by another journal.

Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

REFERENCES

- Agustini, V. D., & Indrianti, I. (2023). Uses and Gratification Penggunaan Media Sosial untuk Media Pembelajaran Blended Learning (Studi pada Mahasiswa UHAMKA). *Media Komunikasi FPIPS*, 22(2), 123-130.
- Al-Rahmi, A. M., Al-Rahmi, W. M., Alturki, U., Aldraiweesh, A., Almutairy, S., & Al-Adwan, A. S. (2022). Acceptance of mobile technologies and M-learning by university students: An empirical investigation in higher education. *Education and Information Technologies*, 27(6), 7805-7826.
- Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments*, 7(1), 9.
- Appel, G., Grewal, L., Hadi, R., & Stephen, A. T. (2020). The future of social media in marketing. *Journal of the Academy of Marketing science*, 48(1), 79-95.
- Chugh, R., Grose, R., & Macht, S. A. (2021). Social media usage by higher education academics: A scoping review of the literature. *Education and information technologies*, 26(1), 983-999.
- Dewi, K., & Rosyida, F. (2021). Analisis mobile learning berbantuan media sosial dalam meningkatkan knowledge, creativity, dan innovation skill. *Jurnal Integrasi dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 1(10), 1138-1151.
- Dwivedi, Y. K., Hughes, L., Ismagilova, E., Aarts, G., Coombs, C., Crick, T., ... & Williams, M. D. (2021). Artificial Intelligence (AI): Multidisciplinary perspectives on emerging challenges, opportunities, and agenda for research, practice and policy. *International journal of information management*, 57, 101994.
- Greenhow, C., & Galvin, S. (2020). Teaching with social media: Evidence-based strategies for making remote higher education less remote. *Information and Learning Sciences*, 121(7/8), 513-524.
- Limniou, M., Varga-Atkins, T., Hands, C., & Elshamaa, M. (2021). Learning, student digital capabilities and academic performance over the COVID-19 pandemic. *Education Sciences*, 11(7), 361.
- Martoredjo, N. T. (2023). Social media as a learning tool in the digital age: A review. *Procedia Computer Science*, 227, 534-539.
- Mashudi, M. (2021). Pembelajaran modern: membekali peserta didik keterampilan abad ke-21. *Al-Mudarris (Jurnal Ilmiah Pendidikan Islam)*, 4(1), 93-114.
- Nasution, A. K. P. (2020). Integrasi media sosial dalam pembelajaran generasi z. *Jurnal Teknologi Informasi Dan Pendidikan*, 13(1), 80-86.
- Nuryadin, A., Rusmana, N., Lidinillah, D. A. M., Prehanto, A., & Desmawati, S. A. (2023). Kehadiran Sosial (Social Presence) dalam Pembelajaran Online: Analisis Bibliometrik terhadap Publikasi tahun 2012-2022. *Edukatif: Jurnal Ilmu Pendidikan*, 5(1), 335-347.
- Pare, A., & Sihotang, H. (2023). Pendidikan holistik untuk mengembangkan keterampilan abad 21 dalam menghadapi tantangan era digital. *Jurnal Pendidikan Tambusai*, 7(3), 27778-27778.
- Rahman, M. M., & Watanobe, Y. (2023). ChatGPT for education and research: Opportunities, threats, and strategies. *Applied sciences*, 13(9), 5783.

- Rimayati, E. (2023). *Cyber counseling: Inovasi layanan bimbingan dan konseling di era digital*. Kalimantan Tengah: Asadel Liamsindo Teknologi.
- Suyuti, S., Ekasari Wahyuningrum, P. M., Jamil, M. A., Nawawi, M. L., Aditia, D., & Ayu Lia Rusmayani, N. G. (2023). Analisis efektivitas penggunaan teknologi dalam pendidikan terhadap peningkatan hasil belajar. *Journal on Education*, 6(1), 1-11.
- Wang, C., Zhang, M., Sesunan, A., & Yolanda, L. (2023). Peran teknologi dalam transformasi pendidikan di Indonesia. *Kemdikbud*, 4(2), 1-7.
- Williyan, A. (2023). Peran Platform Media Sosial dalam Mendorong Pembelajaran Kolaboratif Di Perguruan Tinggi. *Indonesian Journal of Cyber Education*, 1(1), 1-12.
- Wiranti, F. D., Pravikandari, D., & Dewi, K. (2023). Adopsi Media Sosial: Problem-Based Learning Berbantuan Instagram dan Whatsapp Group dalam Pembelajaran Geografi. *JPIG (Jurnal Pendidikan dan Ilmu Geografi)*, 8(1), 20-30.
- Yu, Z., Xu, W., & Sukjairungwattana, P. (2023). Motivation, learning strategies, and outcomes in mobile English language learning. *The Asia-Pacific Education Researcher*, 32(4), 545-560.