

The Influence of Social Media on the Effectiveness of Online Learning among University Students

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ABSTRACT

Online learning has become a new norm in the educational ecosystem, especially in the post-pandemic era. In this context, social media has emerged as an alternative medium increasingly used to support teaching and learning processes in higher education institutions. This study based on the concept that social media, through its interactive, collaborative features and instant access to information, has the potential to influence the effectiveness of online learning. The study focuses on popular platforms among students such as *Facebook*, *WhatsApp*, *YouTube*, and *TikTok*. It explores how elements such as two-way communication, the building of learning communities, and the sharing of digital resources can impact student engagement and their understanding of learning content. Overall, the main concept highlighted in this study is the relationship between the use of social media and the effectiveness of online learning strategies. The implication is that students acquire information more quickly and creatively.

Keywords: Social media, online learning, learning effectiveness

INTRODUCTION

Development of information and communication technology (ICT) had a significant impact on various aspects of human life, including education. This transformation became more evident following the COVID-19 pandemic, which forced educational institutions worldwide shift to online learning methods to ensure the continuity of teaching and learning processes. In the post-pandemic context, online learning is no longer a temporary measure but has evolved into a new norm in the modern educational ecosystem.

This transition has created a need to explore new methods and strategies to enhance the effectiveness of online learning. The approach can increasing attention among educators with using the social media as a learning support tool. Social media designed for social and entertainment purposes, have great potential in supporting the teaching and learning process because its interactive, collaborative features and its ability to deliver information quickly and accessibly.

Therefore, this study aims about conceptually explore how social media can influence the effectiveness of online learning which is focuses on aspects such as two-way communication, the formation of learning communities, and sharing of digital resources among students. The challenges associated using social media and provide more comprehensive overview of the role of social media in effective online learning strategies.

LITERATURE REVIEW

Definition of Social Media

Its Latin word meaning "*middle*," "*intermediary*," or "*conduit*," the term "*media*" in Arabic also refers to a medium or channel for communication from sender to receiver. Therefore, media can be defined as a tool to

deliver or disseminate instructional messages. Social media is a type of media that enables users to interact, share information, and collaborate. In this context, social media defined as a form of electronic communication through which individuals can interact, obtain information, and exchange opinions on various matters. For examples of social media applications include *WhatsApp, YouTube, Instagram, Facebook, TikTok*, and others.

DISCUSSION

Challenges and Effectiveness of Social Media of Online Learning

Platforms such as Facebook, WhatsApp, Telegram, YouTube, and TikTok are frequently used by students not only for social interaction but also for academic purposes such as group discussions, sharing learning materials, and emotional support. Besides that, social media in educational contexts emphasizes knowledge construction through social interaction and collaborative experiences. On the other side, negative effects of social media on students focus and discipline, as well as issues related to the credibility of information and ethical usage.

Social media is a specific learning tool, especially in this era of globalization. As we know, had challenges to ensure the information shared to academic ethics. In teaching and learning processes, educators use social media to deliver content and information for encourage student participation in related activities. Besides that, educational media must be supervised and regulated to ensure that the information obtained is accurate and true, especially information and knowledge related to Islamic education. Platforms such as Google Classroom, Google Meet, Zoom, Facebook, YouTube, and others are among the social media tools that can be used for learning purposes.

Meanwhile, according to Putri Yulianti, Akmal Readhi et al. (2024), TikTok can also be used as a learning medium such as comments on posts, Reels, and Live videos can be used as spaces for discussion and communication between students and teachers. Hence, TikTok not only serves as a content delivery tool but also as an interactive platform that supports two-way communication. However, this interaction must be focused and limited to educational purposes, as TikTok is a global platform with very wide usage.

According to Yuliani, Kamal, and Sesmiarni (2022), Zoom Meetings, WhatsApp, and Google Classroom can be utilized as platforms to facilitate the teaching and learning process. WhatsApp is a widely used communication platform with features that make it very convenient. Besides its communication function, WhatsApp is extensively used in the field of education and significantly impacts teaching and learning processes. By using WhatsApp groups for learning, students and educators can easily access materials, share assignments, and discuss tasks related to the subject matter.

In addition, according to Hafizah, Hakim, and Zaini (2022), YouTube is also categorized as a interesting platform from students. This is because YouTube allow students to understand lesson more easily through visual and auditory elements. It facilitates comprehension of concepts and used for presentation their project.

Pedagogical Model

Connectivism Model (Siemens, 2005)

This theory is based on the idea that learning occurs through a network of connections among people and digital resources. Social media is suitable for this approach because it allows learners to connect, share, and construct knowledge collaboratively.

Application in the Study

Social media platforms such as YouTube, X/Twitter, Instagram, TikTok, Zoom, Facebook are viewed as learning network. Besides that, learners construct meaning collaboratively through comments, and discussion. Educators act as facilitators, guiding learners in evaluating the credibility of information shared within these digital spaces.

Phase	Activity	Example Platform
Exploration	Students search for and share digital resources related to the topic	YouTube / TikTok
Interaction	Discussion and reflection through comments or forums	Instagram / Discord
Evaluation	Critical review and assessment of information	Google Classroom / Padlet
Knowledge Construction	Final output presented as digital content	Blog, vlog, infographic

Cognitive Presence

Cognitive presence involves the ability of learners to construct meaning through sustained reflection and discourse, while social presence fosters a sense of community and open communication among participants. Teaching presence encompasses the design, facilitation, and direction of learning processes to achieve educational outcomes. Research has shown that balancing these three elements which is student engagement, satisfaction, and learning performance in online higher education (Garrison & Arbaugh, 2007).

CONCLUSION

Social media has evolved from being merely a platform for social communication into a learning tool that holds great potential to support online teaching and learning processes. Features such as two-way communication, fast information accessibility, and open collaborative spaces make it a suitable medium for the current digital education ecosystem. As a conclusion, using social media on online learning can have a positive impact on learning effectiveness, especially in terms of student engagement, academic social interaction, and support for self-directed learning.

However, this effectiveness greatly depends on how social media is used within a suitable pedagogical context. Furthermore, without proper monitoring and guidance, the use of social media can also pose various challenges such as distractions, dissemination of false information, and imbalance between social and academic interactions.

Further Research Recommendation

This study focused on the Influence of social media on the effectiveness of online learning among university students. Future research could include more model pedagogical in education and could critically comparing their strengths and weaknesses in pedagogical contexts while addressing concerns like distraction and misinformation.

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