

Teachers Perception of the Use of Social Media in the Learning Process

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ABSTRACT

Teachers perspectives on incorporating media into the learning process were explored in a study conducted in two schools in Makassar. The study involved 10 participants consisting of subject teachers, principals, technology officers, educators with expertise in social media, and those with knowledge in this area. Data was collected through interviews and group discussions. It was then analysed using the thematic analysis method. The research findings show that social media has the potential to increase student engagement and motivation by enabling interaction and wider access to learning materials. However, there are challenges such as varying levels of technology adoption, concerns over data privacy and student disruption that need to be addressed. To overcome these barriers, the study suggests training for educators to improve their confidence and skills, implementation of privacy protocols to protect student information, creation of relevant and engaging educational content, and establishment of effective monitoring mechanisms to ensure appropriate use of social media in educational settings. By addressing these issues head-on, the benefits of using media in education can be fully utilised.

Informasi Artikel

Kata Kunci:
Media Sosial;
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ABSTRAK

Perspektif guru dalam memasukkan media ke dalam proses pembelajaran dieksplorasi dalam sebuah penelitian yang dilakukan di dua sekolah di Makassar. Penelitian yang menggunakan pendekatan ini melibatkan 10 partisipan yang terdiri dari guru mata pelajaran, kepala sekolah, petugas teknologi, pendidik yang memiliki keahlian di bidang media sosial, dan mereka yang memiliki pengetahuan di bidang ini. Data dikumpulkan melalui wawancara dan diskusi kelompok. Kemudian dianalisis dengan menggunakan metode analisis tematik. Temuan penelitian menunjukkan bahwa media sosial memiliki potensi untuk meningkatkan keterlibatan dan motivasi siswa dengan memungkinkan interaksi dan akses yang lebih luas terhadap materi pembelajaran. Namun demikian, ada beberapa tantangan seperti tingkat adopsi teknologi yang berbeda-beda, kekhawatiran akan privasi data dan gangguan terhadap siswa yang harus diatasi. Untuk mengatasi hambatan-hambatan ini, studi ini menyarankan pelatihan bagi para pendidik untuk meningkatkan kepercayaan diri dan keterampilan mereka, penerapan protokol privasi untuk melindungi informasi siswa, pembuatan konten pendidikan yang relevan dan menarik, serta pembentukan mekanisme pemantauan yang efektif untuk memastikan penggunaan media sosial yang tepat di lingkungan pendidikan. Dengan mengatasi masalah-masalah ini secara langsung, keuntungan dari penggunaan media dalam pendidikan dapat dimanfaatkan sepenuhnya..

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1. INTRODUCTION

In recent decades, technological progress has undergone significant rapid development (Mowery & Rosenberg, 1999; Yeh & Rubin, 2007). These changes have had a major impact in various aspects of human life, including in the field of education. Information and communication technology (ICT) is now one of the main foundations in supporting the teaching and learning process in a more interactive way and providing wider access to learning resources (Heeks, 2017; Lim, Yan, & Xiong, 2015; Njoku, 2015).

In Indonesia, the use of social media has become an integral part of daily life (Arsanti & Setiana, 2020; Prihatiningsih, 2017). Based on recent data, the number of social media users in Indonesia reaches more than 150 million people, with platforms such as Facebook, Instagram, TikTok and WhatsApp being the most popular (Madjid & Do Subuh, 2019; Rosdiana & Nurnazmi, 2021). Social media is not only used to communicate and share information, but also as a supporting tool for various activities including in the field of education (Eid & Al-Jabri, 2016; Manca & Ranieri, 2016; Sobaih, Moustafa, Ghandforoush, & Khan, 2016).

The utilisation of social media in education offers new potentials that can improve the quality of the learning process. Through platforms such as Facebook and WhatsApp, for example, students can form online learning groups where they can interact directly and exchange information in real-time. Meanwhile, Instagram, TikTok and YouTube allow students to access learning materials in the form of interesting videos so as to deepen their understanding of the teaching materials. A clear example of the application of social media in the learning system in Indonesia is through educational programmes that use this platform as the main tool for teaching and learning activities. For example, some teachers have started using WhatsApp groups to send assignments and supplementary materials to students. Facebook is also utilised to hold online classes where students can ask questions and get explanations directly from the teacher. Additionally, YouTube has become an abundant source of educational videos that students can access to deepen their understanding of various topics.

While there are many benefits to be gained, the use of social media in education also faces certain challenges. One of the main barriers is the different levels of technology acceptance and capability among teachers (Mirzajani, Mahmud, Fauzi Mohd Ayub, & Wong, 2016; Siyam, 2019; Wingo, Ivankova, & Moss, 2017). Some teachers lack confidence in using the technology, while others experience technical difficulties or lack adequate infrastructure support. In addition, concerns about distractions and inappropriate use of social media by students are significant barriers to the adoption of these technologies in educational settings.

A version to social media use among teachers can be due to a variety of factors, including concerns about privacy and data security, and a lack of training and technical support. Many teachers feel that they do not have sufficient skills to utilise social media effectively in the teaching-learning process, while others may feel that the use of social media is incompatible with their pedagogical approach. These challenges highlight the importance of providing ongoing training and support for teachers to help them overcome these barriers and improve their ability to use social media as a learning tool.

Although there have been many studies on the use of social media in education, there are still significant gaps in the existing literature, especially from a qualitative perspective.

There is a dearth of research that explores the views of teachers in specific areas such as Makassar. Most previous studies tend to use quantitative methods, which may not capture the complexity and specific context of teachers' experiences with social media.

Certain aspects, such as how local and cultural conditions affect the way teachers perceive and use technology, still need further research. This research will focus on two schools in Makassar to gain a deeper understanding of teachers' views in the region. Makassar, as one of the major cities in Indonesia with diverse cultural and social backgrounds, provides a unique context for exploring the use of social media in education. It is hoped that the results of the research in this location can provide specific insights relevant to improving educational practices in areas with similar characteristics. The main objective of this study is to explore teachers' views on the use of social media in the teaching and learning process in two schools in Makassar. This research aims to identify the benefits, challenges and contextual factors that influence teachers' attitudes towards social media. The research method used was qualitative, with interviews and group discussions to gain in-depth understanding from the participants.

2. METHOD

This study applied qualitative methods to investigate teachers' views on the utilisation of social media in the teaching and learning process in two schools in Makassar. There were 10 informants involved, including 4 subject teachers, 2 principals, 2 technology staff, 1 teacher experienced in the use of social media, and 1 novice teacher. Data were collected through in-depth interviews and guided group discussions. Data validity was confirmed through the member check method, where the interview results or summarised findings were returned to the informants for verification. Data were analysed using thematic analysis techniques to identify key themes that emerged from the interviews. This approach aims to provide a comprehensive understanding of teachers' views and experiences in using social media as a learning tool..

3. RESULT AND DISCUSSION

A. Benefits of Using Social Media in Learning

In education, social media is used to enhance individual learning by involving others as learning subjects. Social media not only affects communication and information technology, but also how users use it. Social media is particularly important in distance education or e-learning, where students are no longer dependent on classrooms, distance or time . Social media allows teachers and students to interact directly and share information, which makes the learning environment more flexible and dynamic.

One of the main benefits of using social media is the ability to adapt and co-operate. Students can use social media to form study groups with their classmates, even friends from other countries or schools, and learn more in collaboration with others. They can talk to each other and exchange information about lessons using platforms such as Google Classroom, WhatsApp and Facebook. (Al-Azawei, 2019; Sobaih, Palla, & Baquee, 2022) They can also invite teachers to join their study groups, which allows teachers to provide direct guidance and feedback. Students have the opportunity to work with students from diverse cultural backgrounds as these study groups are not limited to the same school environment. This

helps them become better at using the internet, not just to communicate, but also to learn to use social media wisely.

Secondly, students may be more motivated to learn if they engage in social media. Personal development related to lessons can be well fuelled by friendships and interactions on social media platforms (Manca & Ranieri, 2017; Zachos, Paraskevopoulou-Kollia, & Anagnostopoulos, 2018). Students who previously had difficulty understanding learning materials may be more easily understood by their peers. Social media also allows students to share educational resources such as articles, videos and class notes anytime and anywhere. In addition, students do not need to physically gather to talk, starting a study group online can also save time and effort. They can use free video conferencing apps such as Zoom or Google Meet to work together while studying in groups. Students who want to ask questions to teachers or other sources can utilise social media to communicate through exchanging questions or answers with other users, which speeds up the learning process and improves their understanding.

Social media has great potential to boost students' learning spirit. By engaging in social media platforms, students can feel a stronger motivational boost in their learning process. The development of subject matter understanding can be well encouraged through interactions and friendships on social media. Students who previously had difficulties in understanding the material may find it easier to understand with the help of their friends on the platform. Social media also allows students to share educational resources such as articles, videos and class notes with each other anytime and anywhere.

According to one teacher interviewed "Social interaction and support from friends through social media makes students more interested and engaged in the learning process". In addition, students do not need to meet in person to discuss, so they can save time and energy by forming online study groups. They can use free video conferencing apps such as Zoom or Google Meet to work together when studying in groups. "Apps like Zoom and Google Meet are very helpful in group learning, allowing students to have live discussions, share screens and work together in real-time, which can improve the quality of their learning" said a teacher named Mr. Burhan (pseudonym) who actively uses these technologies in his teaching.

Students who want to ask questions to teachers or other resource persons can use social media to communicate with other users through exchanging questions or answers, which will speed up the learning process and improve their understanding. Social media also facilitates faster and more effective communication between students and teachers. An experienced teacher named Mrs. Ira (pseudonym) in utilising social media for learning explain "Students can easily ask questions and get answers quickly, helping them understand the material better".

Third, social media helps students learn by giving them access to a wider range of learning resources (Chawinga, 2017; Dron & Anderson, 2014a; Poore, 2015). Students can learn more interactively and enjoyably through the provision of videos and audios by platforms such as YouTube. In addition, instant messaging apps such as WhatsApp and Telegram allow students to share documents such as pictures, voice notes, time reminders, videos and other data that can be used as additional learning materials.

Students can interact with each other directly, which allows them to share advice, techniques and information that is beneficial to learning. Their ability to continue to access,

examine and share data over time is a long-term benefit. In addition, it is important to teach them how to use social media wisely so that they can make good use of it while considering privacy and ethics.

B. Teacher Challenges In Using Social Media

The use of social media in the learning process brings various challenges for educators (Chen & Bryer, 2012; Dron & Anderson, 2014b; Williams, 2020). One of the main issues is the variation in the level of technology acceptance and capability among teachers. Some teachers may feel less confident in adopting these technologies and experience technical difficulties or lack adequate infrastructure. A teacher named Mr Jamal (pseudonym) interviewed stated "I often find it difficult to keep up with the ever-changing social media technology. Sometimes, I don't get adequate technical support from the school either."

Other challenges include concerns about data privacy and security. Social media often collects and stores personal data, which has the potential to be misused by third parties. An experienced teacher named Mr Aris (pseudonym) in using social media expressed his concern, "I am concerned about the privacy of student data. Their personal information can be used without their knowledge." These concerns include the risk of privacy breaches as well as the use of student data for unethical commercial purposes

In addition, social media can be a source of distraction for students. Many of them use the platform for things outside the academic context during study hours, which can disrupt their learning focus. "I often see students distracted by notifications from social media when they should be focusing on the subject matter. It is a big challenge for me to keep them concentrated," said another teacher named Ibu Indah (pseudonym) who teaches at the secondary school level.

Teachers also find it difficult to align the use of social media with the existing learning curriculum. Adapting educational content to social media platforms requires extra effort and imagination. A teacher named Ibu Tita (pseudonym) revealed "I have to think creatively to incorporate social media into my teaching, which requires additional time and effort. Sometimes, it is difficult to find the right balance".

Despite the challenges, some teachers still try to utilise social media for its significant benefits in improving student engagement and motivation. "Although there are many obstacles, I still use social media in learning because it can make students more interested and motivated. They are more actively engaged when learning through the platform they prefer," said a teacher named Mrs Fira (pseudonym) who successfully integrated social media in her teaching methods.

These challenges point to the importance of getting better support from education institutions, including adequate training for teachers and policies that ensure student data security. With the right support, teachers can more effectively use social media as a useful learning tool.

4. CONCLUSION

The utilisation of social media in education has great potential to improve the quality of learning in a more interactive and flexible way. However, barriers such as varying levels of technology acceptance, concerns about data privacy and potential distractions for students must be overcome. Teachers feel that they need further support in the form of training and

adequate infrastructure. Therefore, educational institutions need to provide continuous training for teachers so that they become more confident and competent in using social media for learning purposes. Schools also need to implement strict privacy policies to protect student data from misuse. In addition, teachers should be encouraged to develop creative and relevant educational content by utilising social media platforms. Finally, effective monitoring systems should be implemented to reduce distractions and ensure that social media is used appropriately in an educational context.

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