

Social Media as a New Channel Learning For Higher Education (A Survey Approach)

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Abstract—Social media are becoming popular channel for communication. The tremendous exposure of social media today has changed a new communication channel for all business process. Although it is for better support or worse, social media is very powerful because many organizations begin to initiate strategies and allocate resources to engage effectively with social media platform. Higher education as organizational learning is expected to concern with this situation because the orientation of education today exposed to students centered learning mechanism to provide them with a holistic learning experience. Social media was realized as an innovative and effective tool to provide innovative ways of involving and motivating students in the learning process. Therefore, there is a need to investigate how students perceive and use social media in providing a pedagogically virtual learning environment that could enhance their learning experience. To achieve the goals of infusing social media into traditional pedagogical approach, the research investigates the preferences channel of social media for collaborative learning in the context of higher education as educational platform. A descriptive survey method used in this evaluation to show the trend in higher education. The result clearly describes social media preferences in the community of higher education so that learners can be actively engaged with learning process and flexible environments for global communication sharing.

Keywords—component: *Social media, preferences, social learning, higher education*

I. INTRODUCTION

The early 21st century began the age of education in globalization era [1]. Education has become a very important aspect of human activity. It is marked by great achievements in the field of education, which formed the basis of a huge social change, scientific, and technology progress [2]. Individuals learn by chit-chatting with others through online or offline activities. Social media are an example of the online context to collaborate information from friends, peer, or even a stranger on a web page [3]. The growth of social media is

unprecedented, social media has become an important part of personal life as users generate content, share moment, playing game, etc. Even today, electronic technologies accelerate the pace of their functionality into social media based [4]. The ubiquity of social media is no more apparent than at the University where the technology is transforming the ways students communicate, collaborate, and learn [5]. In this era of fundamental changes of the educational landscape by virtual worlds, it is necessary to rethink the social academic work environments based on web 2.0 [6]. Meanwhile, a big portion of the social media users are youth who are mostly university student [7]. According to this trend, some of higher education had adopted this technology to support their academic activity between student and lecturer. The social learning theory by Albert Bandura highlights how learning occurs in the social media platform, which learners and instructor can collaborate with external party to support learning process. Therefore, it follows that when social networking sites are used as foundation of learning platform, it means the behavior of a student is influenced by observing the action of other students in their community[8].

The push to collaborate learning process using social media has been a clear theme of higher education to improve student engagement and interaction between the instructor and the student that will contribute to the learner to share knowledge and opinions [9]. The use social media in higher education varies [10]. Despite the rapid growth and current popularity of social media, it is still undefined the most preferences social media in student environment. Moreover, popular learning management systems now adopt this type of learning mechanism so learner can connect in virtual space borderless. From an educational perspective, this shifting is highly possible, as it may have an impact on how people learn from other[11]. According to this fact, this research describes the priority channel of social media used in higher education as additional opportunities for educational communication and

sharing. In any case, study results indicate a trend worth of social media for higher education.

II. LITERATURE REVIEW

The following are some theories in E-learning 2.0, social media, social learning to enlarge the concept of this research background

A. E-Learning 2.0

Today most of student in higher education are the digital generation. They have been cradled in technologies, communications, and an abundance of information. As a result, the design of learning technologies needs to focus on supporting social learning context[12]. E-Learning can be defined generally as the use of electronic technologies to deliver, interact, or facilitate learning process [13]. According to Horton, e-Learning is defined in many various forms, the following are some varieties of e-learning [14]:

1. Standalone courses
This model course is taken by individual (solo) learner without interaction and collaboration with an instructor or classmates.
2. Learning games and simulations learning
The learning process is doing by demonstrating simulated learning process.
3. Mobile learning
Learning process from wide sources globally is mediated by technology mobile platform devices, such as smart phones and tablet devices. Learners can participate in learning classroom and standalone electronic learning platform.
4. Social learning
Learning process is done by build interaction between communities of practice. Communication among participants mediated using social networking media, such as forum discussions, text messaging, and blogging
5. Virtual classroom courses
This virtual classes much like a conventional classroom, with course, presentations, assignments, discussions via forum and other social media activities and homework.

In e-learning 2.0, learning process has used web 2.0 technology to enhance the learning communities[15]. Web 2.0 websites depend on the collaborative idea of many content creators from different background to stimulate the new idea. It includes social media, such as LINE, Facebook, Twitter, You Tube, and interactive websites, such as blogs and wikis [16]. With the use of web 2.0 technology, it changed the style of learning into a Personal Learning Environment which allows a learner more active to configure and develop a learning environment that suitable with their preference [17]. Personal Learning Environment may include a combination of tools, such as blogs, social media, media sharing, etc. For this

environment, integration and connection are largely dependent on individual [18].

B. Social Media

The use of new technologies, especially social media, is becoming increasingly ubiquitous in students' daily lives. The terminology of "social media" has been used interchangeably with web 2.0 tools and social networking software. It allows users to create and participate in various communities through function, such as communicating, sharing, collaborating, publishing, managing, and interacting [19]. The variety of social media channel grouped into four zones, there are [20]:

1. Zone 1 Social community: This zone focus on relationships and the gathering of participant that have the same interest of identification. The examples are social networking sites (SNS), wikis, and forum
2. Zone 2 Social publishing: This zone supports the distribution of content to the object. The examples are blogs, wikis, media sharing sites, etc.
3. Zone 3 Social Entertainment: This channel objective is to offer opportunities for fun and enjoyment. The examples are social games, and entertainment communities.
4. Zone 4 Social Commerce: This channel is the function to transaction online buying and selling of physical goods and services. The channel in this zone also covers review sites, deal sites, social shopping markets, and social storefronts.

C. Social Learning

Recently, many researchers have researched about the value of social constructivism to gain effective learning environment [21]. Many theories have been identified over the years to explain new tendency of behavior that can be obtained through user experience or by observing the behavior of others[22]. Humans are social beings. People grow up through the social interactions in various communities. According to this phenomenon, higher education has been realized the model to support teaching and learning process and to meet the requirements of a generation of learners who seek greater autonomy and connectivity. In contrast to earlier concept of e-learning approaches that simply replicated traditional models, the web 2.0 era with social software tools offers opportunities to move away all the boundary from previous model, such as the lack of ability to stimulate student participation during learning process [23]. With social learning, the concept of community, relationship, and interaction among users are used to overcome the limitations. Social learning advanced the learning process, not just putting information into the brain for later recall, but adding capabilities through social interaction to accomplish the learning outcome. The interaction can be through the direct exchange or using media, such as social media.

III. METHODOLOGY

This research investigates the channel preferences of social media to support collaboration between students and lecturer in higher education. Due to the ordinal nature of data from the survey responses, various descriptive analyses were performed to compare the channel preferences for social media in higher education environment. The quantitative data collected through open and close ended question. The questionnaire included the following categories of questions:

- a. Demographic and background information related to social media use

The question about respondents is, such as gender, university, study program, enrollment year.

- b. Social media affordances

This question focused on what social media preferences, and priority of the preferences social media channel.

Data from this survey were limited as to the percentage of the total population. The population of the study included students in higher education. A stratified random sampling technique was used to select the sample from each stratum. We use online questionnaire to collect data from respondents. There are 1152 respondents that participate in this research, both from public universities and private universities.

Social media included in this research are 18 social media which are ASK FM, Badoo, Facebook, Flickr, Foursquare, Google +, Instagram, LINE, LinkedIn, MySpace, Path, Periscope, Pinterest, Snapchat, Tumblr, Twitter, WhatsApp, and YouTube. These social media were chosen by the trend of social media in Indonesia. Most of the user in Indonesia uses this social media to communicate with each other.

From the quantitative data survey, descriptive statistics were generated to describe students' preferences and priority channel for social media. Then the result will obtain to analyze the social learning model in future research as new channel for support learning process in higher education.

IV. RESULT AND DISCUSSION

Students in digital era have grown up within a high of technology platform, including electronic and mobile technology. In such era, with full connectivity and ubiquitous, there is a need to enlarge pedagogy concept, so that learners can be active participants rather than content consumers because they can absorb information quickly through images and video as well as text, from multiple sources simultaneously [24]. According to this fact, it's important to build student's engagement in learning process. There are several factor that can be used, some are by increasing pedagogical aspect that can help student as long as learning process or the other method using web 2.0 technology, which utilizes social function through social media to help motivate students in learning [17]. Higher education needs to define what the factor that can be used to engage with students. By using social media, we can combine and implement learning process with Web 2.0 technology.

In this survey, we take a concern in social media preferences that can be used for student in higher education to support social learning in context and systems. The result section is organized by the view on current uses of social media for learning and expectations for social media use in higher education. From the survey, this research tries to capture the data from the questionnaire to build conceptual understanding of social media for learning and to identify the preferences social media channel for student in higher education.

The following is the result of the social media preferences survey from higher education in Jakarta. The survey illustrates the affordance of social media preferences in higher education using simple random sampling method, which statistical population in each member of the group has an equal probability of being included in survey to support learner choice.

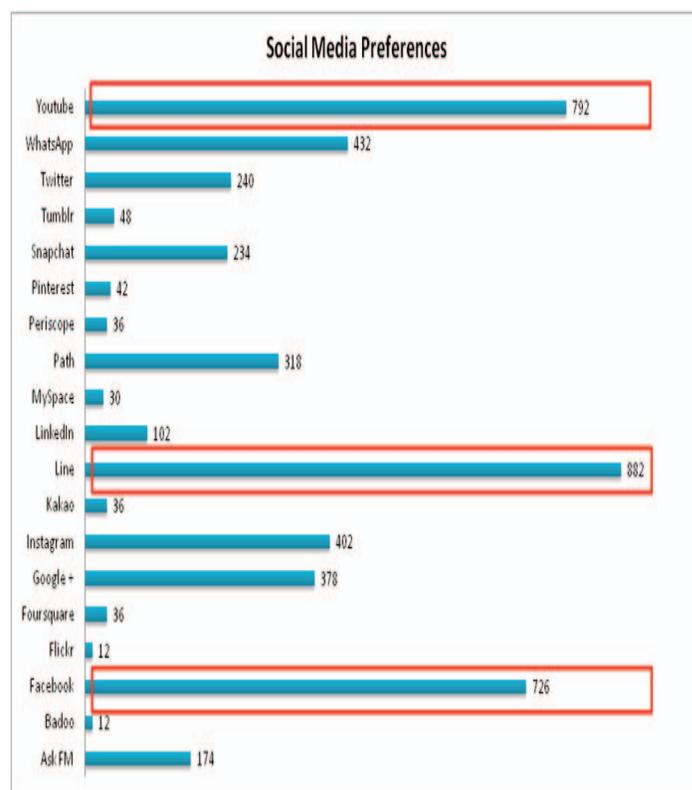


Figure 1. Social Media Preferences Result

According to the result there, we can conclude that the top 3 (three) preferences of social media used by students in higher education are LINE (18%), YouTube (16%), and Facebook (15%). With this proliferation of interaction social media, we can use these media to support social learning platform because one of the important guidelines for the design of social learning is to use the right functionality based on sophisticated social media platform. Social media channels are becoming more and more important in digital generation. The following are descriptive of respondents in this study :

Table 1. Descriptive Year of Respondents

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid 2008 | 6 | .5 | .5 | .5 |
| 2011 | 54 | 4.7 | 4.7 | 5.2 |
| 2012 | 114 | 9.9 | 9.9 | 15.1 |
| 2013 | 294 | 25.5 | 25.5 | 40.6 |
| 2014 | 516 | 44.8 | 44.8 | 85.4 |
| 2015 | 168 | 14.6 | 14.6 | 100.0 |
| Total | 1152 | 100.0 | 100.0 | |

Table 2. Descriptive Gender of Respondents

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid Male | 774 | 67.2 | 67.2 | 67.2 |
| Female | 378 | 32.8 | 32.8 | 100.0 |
| Total | 1152 | 100.0 | 100.0 | |

Table 3. Descriptive Educational Level

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid S1 | 1146 | 99.5 | 99.5 | 99.5 |
| S2 | 6 | .5 | .5 | 100.0 |
| Total | 1152 | 100.0 | 100.0 | |

Table 4. Descriptive Subject of Respondents

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------------------|-----------|---------|---------------|--------------------|
| Valid Accounting&Information System | 60 | 5.2 | 5.2 | 5.2 |
| Computer Science | 360 | 31.3 | 31.3 | 36.5 |
| Computerized Accounting | 12 | 1.0 | 1.0 | 37.5 |
| Game Application & Technology | 6 | .5 | .5 | 38.0 |
| Information System | 660 | 57.3 | 57.3 | 95.3 |
| Information Systems and Management | 54 | 4.7 | 4.7 | 100.0 |
| Total | 1152 | 100.0 | 100.0 | |

Table 1. Descriptive Social Media Preferences

| Social Media | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid Ask FM | 174 | 3.5 | 3.5 | 3.5 |
| Badoo | 12 | .2 | .2 | 3.8 |
| Facebook | 726 | 14.7 | 14.7 | 18.5 |
| Flickr | 12 | .2 | .2 | 18.7 |
| Foursquare | 36 | .7 | .7 | 19.5 |
| Google + | 378 | 7.7 | 7.7 | 27.1 |
| Instagram | 402 | 8.2 | 8.2 | 35.3 |
| Kakao | 36 | .7 | .7 | 36.0 |
| LINE | 882 | 17.9 | 17.9 | 53.9 |
| LinkedIn | 102 | 2.1 | 2.1 | 56.0 |
| MySpace | 30 | .6 | .6 | 56.6 |
| Path | 318 | 6.4 | 6.4 | 63.0 |
| Periscope | 36 | .7 | .7 | 63.7 |
| Pinterest | 42 | .9 | .9 | 64.6 |
| Snapchat | 234 | 4.7 | 4.7 | 69.3 |
| Tumblr | 48 | 1.0 | 1.0 | 70.3 |
| Twitter | 240 | 4.9 | 4.9 | 75.2 |
| WhatsApp | 432 | 8.8 | 8.8 | 83.9 |
| YouTube | 792 | 16.1 | 16.1 | 100.0 |
| Total | 4932 | 100.0 | 100.0 | |

Based on the top 3, we try to explore this social media preferences channel to identify the possible feature that can be collaborated in learning process by using in depth interview with some respondents.

Table 5. The description of Top 3 Social Media Preferences

| Type | Description |
|---|--|
|  | Most of student has the preferences to use LINE as communication channel. LINE is a communication channel which provides feature to allow you make free voice calls and send free messages whenever and wherever you are. There are many attractive features that can be used by user, such as media sharing, messaging, chatting, groups, friends, profile pages, file sharing, and the most attractive feature of LINE is the interactive sticker that can be used to represent the user feeling and free call |

| | |
|---|--|
| | feature between user LINE. |
|  | A video is one of the most interesting content because it can create a complete description about a product, practice, advertisement, etc, so it is not impossible thing, if Youtube has the second place of the user. The feature that Youtube provides, such as forum, media sharing, messaging, tagging, real-time activity stream, groups, friends, profile pages. Most of the content on YouTube is uploaded by individual. All users can watch video and only registered users are permitted to upload a video and give the comment to videos. |
|  | Facebook is an online social networking service that has many features. Moreover, there are many types of research on social learning that used Facebook as media for support learning process [4][25][8]. The feature that Facebook provides, including messaging, forum, media sharing, tagging, chatting, calendar, own brand & visual design, profile pages, real time activity stream, groups, friends, and file sharing. |

Based on the above social media preferences, we try to identify social media by the priority. For the first priority, most of students choose YouTube as media channel to be implemented in learning process. The second place is Facebook and the last one is LINE to be collaborated in the learning process. All of the respondent perspective is based on their experiences using these social media channel and feature. They believe the entire supportive feature can have collaborated into learning process and it can positively impact pedagogy by using a desire to reconnect with the world. With this function, it can be a potential value adding of social learning mechanism for learners [26].

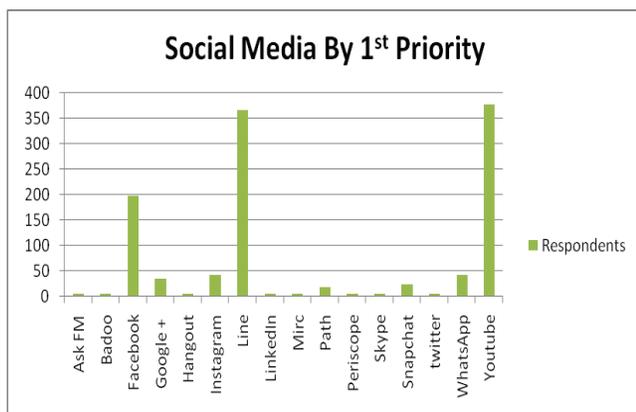


Figure 2. Social Media 1st Priority

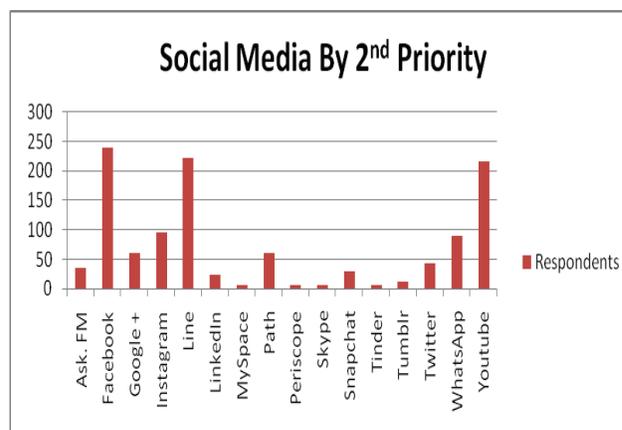


Figure 3. Social Media 2nd Priority

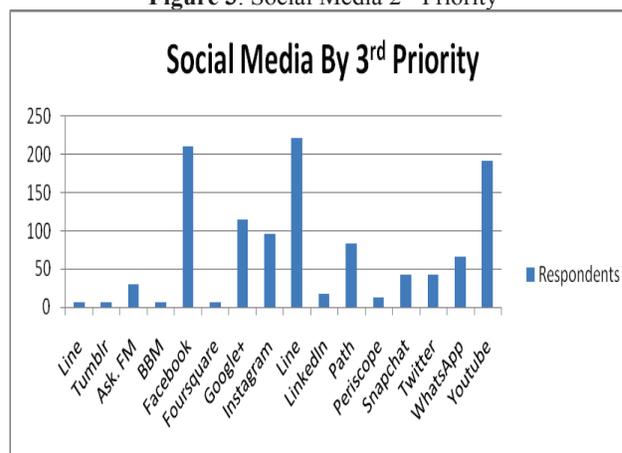


Figure 4. Social Media 3rd Priority

V. CONCLUSION

According to the above analysis, this research has some fact finding and potential implications. The finding showed that the students of higher education were concerned about virtual interaction because most of them have more than one account of social media to interact with others. Currently, users enlarge connections and relation from unknown people, because they want to increase their list of friends, but most of them do not have more interaction with those people.

This shows that a vital role social media in assisting the student to communicate and collaborate in learning process. Most of them prefer to use LINE, YouTube, and Facebook because these social media are reliable to implement in the learning process according to the feature.

VI. FUTURE RESEARCH

This study set out only to check the preferences of social media channel from student in higher education to support communication and collaboration in learning process. For future work could be include the feature of social media to be map into pedagogical aspect that can be closely summarize the engagement process for social learning and to support collaborative learning.

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