

Social Media Usage by Higher Education Academics

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ABSTRACT

The use of social media among academics as a means of communication and information. This research is qualitative research with the aim of getting an overview of the use of social media among universities. In general, the use of social media as a medium of learning has been applied in almost all universities today. The method in this study using online observation and scoping review was used to collect information, and literature was collected from several databases such as the Proquest and Science Direct website, Google Scholar, and Mendeley. Furthermore, the material is divided into several sections so that relevant literature can be collected and used in conjunction with teaching and learning activities in higher education institutions. The results of this study indicate that learning ideas can be learned and implemented through the use of social media. It has the potential to increase teaching and learning effectiveness, as well as to promote group learning and collaborative learning opportunities. Learning tools such as e-books and online films can be accessed through social media platforms. Social media can help in developing innovative ideas in academics and education. The conclusion of this study is that the use of social media is very effective as a learning medium for universities

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1. INTRODUCTION

The way that people and families interact and socialise has significantly changed as a result of advances in digital technology. In actuality, the majority of those taking part in online social networking activities are students. There are 274 million people living in Indonesia, of whom 202 million use the internet and 170 million use social media. (We Are Social, 2021). Social media integration in higher education can be advantageous for both students and faculty. (Bartosik-Purgat et al., 2017; Cuesta et al., 2016; Merrill, 2011; Patrut & Patrut, 2013). By messaging or initiating conversations with particular

students outside of scheduled class time, instructors will be able to enhance their teaching methods and promote critical thinking in their pupils. To aid students in learning more effectively, they can design online social networking sites that are relevant to the subject matter. With the aid of technology, students can offer teachers and one another learning tips. They can also communicate with each other and share information widely among their colleagues. It is expected that close interaction and information sharing between teachers and students, as well as between different student groups, will enhance academic performance and learning. (Arifin et al., 2021; Bassell, 2010; Drigas, Ioannidou, Kokkalia, & Lytras, 2014; Salehudin, Zulherman, Arifin, & Napitupulu, 2021; Waller, Lemoine, & Richardson, 2019; Xie, Basham, Marino, & ..., 2018).

The use of media in universities has been the subject of numerous studies. According to research by (Wang & Meiselwitz, 2015) *The Use of Social Media in Higher Education to Increase Learning and Student Engagement* The findings of this study promote the use of social media for educational purposes, which improves student performance. The use of social media for educational purposes boosts student engagement. Another study was carried out by (Dumpit & Fernandez, 2017) With the title of "Analysis of the Use of Social Media in Universities Using Accepted Technology," the study's conclusion is that private institutions should begin using social media in the classroom or keep doing so because it serves the purpose of utilising translation for the real use of this technology. Government organisations need to use the internet more frequently and quickly, as well as reconsider how they use social media, in order to fully benefit from ICT. The research was carried out by (Saleem Basha et al., 2019) the title the impact of social media use on improved student conduct in Oman's Sultanate. The results also showed that single students used social media more frequently than married students, and that 40% of the sample had a wide range of friends, which may help people form strong bonds that facilitate the sharing of knowledge and ideas.

Concepts can be learned and applied using social media. The process of teaching and learning could be enhanced by this. It encourages group studies and collaborative learning. Today's best educational resources include electronic books and videos. (Cleary, Ferguson, Jackson, & Watson, 2013; Comer, 2018; Gadzekpo, 2005; Pulido, Redondo-Sama, Sordé-Martí, & Flecha, 2018). They proved to be extremely knowledgeable. Social media makes it easier for brilliant concepts in academia and education to spread. This makes it easier for like-minded people to get together and plan their study schedules. The fact that we can use social media whenever we want is the best thing. In their free time, people can access educational resources on social media. There aren't any limitations. Social media has also shown to be extremely helpful for students who are reluctant to speak in class. Social media can therefore be a very effective tool for raising public education standards. (Mastrodicasa & Metellus, 2013). Lectures, community silence in the classroom, and staring at books in the classroom will be replaced by hours of sporadic contact between students and instructors, as well as the development of a pleasant and knowledgeable environment. The website is accessible almost anywhere in the world, which is an advantage of incorporating social media into education. This can help students learn about technological excellence in schools as well as their own learning process. Even students who are uninterested in traditional academics can benefit from online education. Interaction among students will increase, and even the most reserved children will begin to emerge as extroverts. It is clear that the use of social media is very important (Yaşar & Karadeniz, 2011), However, it is clear that this is not the case widely or consistently, and the literature provides little insight into this emerging phenomenon. There is a growing body of scientific literature on student social media use, but little on academic social media use. (Bartosik-Purgat et al., 2017; Dabbagh & Kitsantas, 2012; Díaz-Lázaro et al., 2017; Li et al., 2012; Vandeyar, 2020; Waller et al., 2019). This article aims to add to the social media literature by exploring the various ways academics use social media in the classroom, as well as the proper considerations, difficulties, and challenges they encounter. Such reviews highlight a significant development in this field of study, especially given that the emphasis is on the use of social media by academics rather than students. An academician is anyone who works in a higher education institution in a teaching or research-based capacity for the purposes of this paper and for clarity.

2. METHODS

Various sources, including books, research journals, and online learning application modules created especially for educational institutions, are combined in this study's literature review methodology. This literature review methodology is used to locate, conduct, assess, and interpret all available research on the subject of fascinating phenomena with statements regarding pertinent research. (Triandini, Jayanatha, Indrawan, Werla Putra, & Iswara, 2019; Van Lange Paul, Liebrand, & AM, 2015; Wee & Banister, 2016). As well as serving as proof (scientific papers) of the use of online learning, open universities and home-schooling organisations that are trusted to provide distance learning use the science articles indexed in Google Scholar as reference sources. The reference document must have an ISSN, an h-index, and be at least ten years old. Depending on the source chosen, some of the learning constraints include the effective use of distance learning, the features that enable the successful implementation of online learning, and an effective and efficient service system in distance learning. The method of analysis in this work is content analysis. A concept map in the form of a comparison table is produced after the researcher analyses, correlates, and correlates the source tree. A comprehensive framework for distance learning services that encourage student learning autonomy is the result of studies.

3. FINDINGS AND DISCUSSION

Characteristics and Values of social media in Higher Education

Computer experts remind us that the majority of the social media's new features existed long before Facebook. Internet software has enabled users to send messages, make personal profiles, maintain lists of "friends," and keep diaries in the form of blogs. The current generation of social media applications undoubtedly differs in terms of the scope of usage of the older internet, even though the technological requirements for rebranding and bringing the web back to version 2.0 may be debatable. Social media platforms are currently used by hundreds of millions of people, unlike online tools that were available even ten years ago (in The Case of Facebook the figure surpasses 500 million.). The social media platforms of the 2010s now have a large user base and a variety of apps, which are necessary for having real social value and relevance. "As users of social networks, we transcend ourselves, whether for good or ill, and join something much larger."

What role does social media play in higher education? Despite the fact that most social media discussions tend to be mundane or in-depth (e.g., the role of social media in conducting individual narcissism or supporting popular uprisings in Iran and Egypt), an increasing number of educators are beginning to consider the potential significance and implications of social media for the practise and provision of education—particularly in higher education. There are at least three ways to characterise this problem.

Social media as a learning medium

Social media is becoming more and more integral to people's everyday lives. Of course, some detractors discuss "self-networking," which acknowledges the importance of social media as the primary setting for the outward manifestation of many people's identities and social selves. The fact that social media appears to alter students' personalities as a result has the biggest direct impact on higher education. In actuality, the app appears to reflect (and, to some extent, promote) social media skills that are closely related, collaborative, and creative as well as a more flexible, easy, and quick way of working. Social media is consequently linked to a higher propensity for young people to multitask, claims a study. 'Juggling' daily tasks and digital tasks. It flows much better now. Young people are becoming accustomed to having their own technology, which is associated with greater social independence. More freedom in terms of the content and format of their work, as well as the place, time, and method they use. Social media has a higher potential for self-regulation and generosity, according to reports. These young people "aren't content to take a backseat in the product design,

manufacturing, and distribution increasingly meeting customer expectations for variety, convenience, customization, and control."

Although this definition is applicable to users of all ages, social media trends are frequently discussed in terms of different generations. Commentators note an increase in students who have only ever experienced life online and who were "born into a world woven from wired, connected, or wireless connections." Therefore, if the institution wants to (re-)connect with these students, a growing social media presence in the higher education environment is crucial, according to many educators. For instance, colleges are increasingly allowing students to interact with classmates and professors online through social networking sites as a substitute location for acclimating to university life. On social networking sites like Facebook, many colleges now have profiles and groups where students and professors can interact, share resources, and express their "learner's voice." Communication between groups and shared community spaces are crucial elements of what motivates young people, which should support their tenacity and spirit of learning.

Of course, there could be a defence made that the top-down, mass institutions known as "universities" are ill-suited to have a significant impact on how students use extremely personalised social media. Some critics claim that there is a widening digital gap between students and the institutions where they receive their education. It claims that even the best-intentioned colleges can only provide their students with artificially restricted and limited connections to social media. Thus, universities are experiencing an increase in mistrust and lack of trust among the younger generation, just like other institutions like schools, libraries, and museums. The linear and hierarchical structures created by universities for communication, learning, and information access make this conflict particularly apparent.

Social Media as a New Culture of Learning

The fluidity of the learner's interaction with information and knowledge is indicated by the last statement. Social media does indeed make it possible to consume information and produce knowledge in ways other than through formal education and individualized instruction. Douglas Thomas and John Seely-Brown (Hess et al., 2014; Thomas & Seeley Brown, 2014) envisions a technology-enhanced "new learning culture" focused on innovation, gaming, and collaborative research rather than solitary teaching. Some educators have been forced to reevaluate the nature of learning due to changing interactions between social media users and information. According to the concept of connectivity, learning in the social media age depends on one's ability to take in and apply timely information. In this sense, the ability to connect to nodes and sources of specialised knowledge as required is defined as learning. Knowledge is the ability to create and sustain these bonds. These ideas are, of course, nothing new. In the 1700s, Samuel Johnson stated that "knowledge is of two kinds." We have knowledge of a subject or know where to find information on it. However, concepts like connectivism represent a growing perception among educators that in the social media age, fundamental learning skills are changing. Therefore, rather than passively storing knowledge, higher education institutions should focus more on assisting students in accessing and actively enhancing knowledge that has been stored elsewhere. Modern higher education is thought to be incompatible with ideas like collective intelligence or fluid-based technology and the "product" (production/use) of knowledge.

Social Media for Young Intellectuals

Many colleges are currently working on methods to use social media to promote new learning styles. Even though these changes are unquestionably positive, some observers are concerned about how they will affect student scholarship and intellectual talent. Social media use for academic purposes to learn and gain knowledge continues to raise concerns. Users of social media are shifting from being knowledge producers to foragers in the electronic data forest. In the process, we appear destined to lose a large portion of our intellectual curiosity. Today's social media presents a challenge for college learning because it serves as a source of information as well as a learning tool. Social media will therefore have a big impact on how higher education is delivered in the future. Media of any kind can

be put on the table. The concept emphasises that students should use social networking sites to become "active co-producers" rather than "passive users of knowledge." A "participatory social process," education seeks to enhance participants' quality of life. (Kurtz, 2011; Lee & McLoughlin, 2010; "Web 2.0-Based E-Learning," 2010). As a result, there is still a gulf between those who believe and those who do not. Using social media to improve and enhance institutions. Many academic circles use social media as a means of learning and learning. Currently in Indonesia, the total internet users reach 202 million people with the proportion of social media users reaching 170 million people.

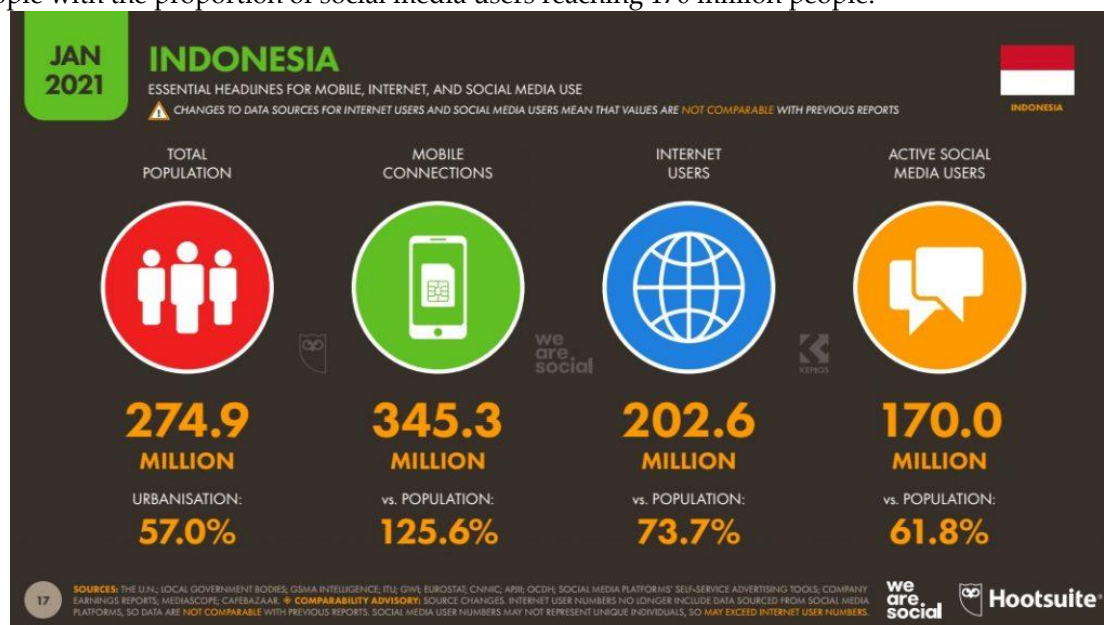


Figure 1. Indonesia No.6 Internet Users in Indonesia (We Are Social, 2021)

Many teachers believe that social media can help promote "actual student-centered learning," as defined by (Sleeman, Lang, & Lemon, 2016; Waller et al., 2019) Even the most well-planned use of social media in a classroom setting implies some form of "user-based" instruction, giving students more control over what they learn, how they learn it, and when they learn it. On the other hand, many higher education authorities believe that institutions can adapt to these changes in concentration and profit from them. According to some observers, 'pedagogy 2.0,' or "new pedagogy that uses this ability to enhance student choice and autonomy," is therefore required.

4. CONCLUSION

The focus of this essay is the rapidly growing phenomenon of social media. The lack of research into one specific demographic of social media users—academic lecturers in colleges—has led to criticism of the report. As there is little, but growing, literature exploring the use of social media by academics, the purpose of this paper is to present a scoping review to identify the use, benefits, and challenges/barriers of social media for academics. It is now necessary to focus on the currently published literature as a result.

This study explores the various tasks that academics can perform using social media, including research, learning, and teaching. The review also shows that instead of promoting teaching and learning activities, academics mainly use social media for networking and research purposes. Positively, these findings suggest that academics are beginning to leverage the capacity of social media to connect with people outside their academic circles as it allows them to share their research with a much wider audience than would normally consume academic publications. On the negative side, these findings suggest that academic use of social media appears to be driven more by personal reasons than related to student experience. Given that students use social media frequently and the idea of

“students as customers” becoming more important in the higher education sector, this is an omission that needs to be addressed, either by academics themselves or by university management more generally.

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