THE USE OF SOCIAL MEDIA AS AN ENGLISH LEARNING RESOURCE FOR THE STUDENTS OF ISLAMIC UNIVERSITY OF KADIRI KEDIRI

Adry Nurdina Fajriah[1], Irwan Sulistyanto[2], Wawan Herry Setyawan[3]
[1]adrynurdinafajriah95@gmail.com , [2]irwan@uniska-kediri.ac.id,
[3]wawansetyawan225@gmail.com
[1,2,3]Islamic University of Kadiri, Kediri (UNISKA)

ABSTRACT. The aim of this research was to describe the kinds of social media that are mostly used and how students use social media as English learning resources. This research used a quantitative descriptive method with the data collection technique of a survey and simple random sampling technique. The subjects of research were all semesters in class A, Faculty of English Education, students of the Islamic University of Kadiri Kediri. The result of statistical calculations showed that YouTube was the social media platform that students used the most frequently as a resource for learning English, with 91.9% of students admitting to utilizing the platform to get better at listening. Next, according to 81.8% of students, they utilized YouTube to hone their speaking abilities. Additionally, 79.8% of students claimed to have used YouTube to advance their reading comprehension, and 77.8% claimed to have used it to advance their English writing abilities. The majority of students (37.97%) in the English Education faculty chose watching English videos as a resource for learning the language. Then, 32.49% of students said that an effective way to study English was to follow an English learning account. Furthermore, 29.54% of students claimed that speaking with native speakers in person was a useful way to learn English. Based on this research, it can be stated that the research that has been carried out has obtained positive results in accordance with existing theory and has benefits for the faculty, students, readers, and future researchers to increase insight in choosing the use of social media that can be used as an English learning resource. Thus, it can be concluded that social media YouTube can be a useful and effective tool for students to learn English.

Keywords: English learning resource, social media

INTRODUCTION

Information technology as a learning resource has become more accessible and easier to understand. In the era of globalization and increasingly developing technology, this requires the world of education to continue to innovate, adapt, and open up opportunities to improve the quality and effectiveness of the learning process. According to Murtado et al.'s (2023) research, a strong foundation for a country's economic, social, and cultural development is able to be developed with excellent education. According to Kabilan et al. (2023), implementing technology into education may enhance student learning objectives while giving them more engaging and exciting experiences.

According to Kemendikbud (2023), in the 21st century, the most significant educational and knowledge-based technology is the internet. This provides a wealth of resources for education. This gives the opportunity to gather a lot of information by using various learning resources, one of which is social media. Social media is one type of technology whereby using social media as a learning resource has become a popular topic in education. In universities, students are increasingly using social media to obtain information and engage with other students and lecturers. According to Ayuningtyas (2018), students who use social media as a learning tool will find it easier because they can learn anywhere.

It is also a set of tools that allow people to engage in relationships or communicate online. People of all ages, from younger students to senior citizens, utilize social media more than any other technology. According to a study by We Are Social (as cited in DataReportal, 2023), social media use in Indonesia in January 2023 reached 167 million people, equivalent to 60.4% of the total population of Indonesia. Instantaneous information access is one advantage of social media usage. The students can easily improve their skills and knowledge by using a variety of social media platforms. According to Al Arif (2019) students use social media in a

variety of contexts as part of their regular activities, which lends credence to that. They are not only used to communicate and share personal experiences, but they also serve as sources of information and alternative learning resources.

Based on the researcher's initial survey of several students at Islamic University of Kadiri, faculty of teacher training and English education, all semesters in class A, the researcher found that social media can be a learning resource to improve English language skills but cannot be a complete and comprehensive learning resource because students have different reasons for using social media as a source of learning English. This research discusses the use of five social media platforms as student learning resources, namely Facebook, Instagram, YouTube, TikTok, and Twitter. Social media is a digital platform that has various functions, such as a tool for communication and a medium to explore various types of information. Social media is a technological product used for information and communication (Al Arif, 2019).

Previous research conducted by Al Arif (2019) related to the use of social media for English language learning: an exploratory study of EFL university students. From this study, it can be concluded that, firstly, social media has great potential to be used in English language learning. However, there needs to be the right strategy to overcome existing challenges and maximize the benefits. Secondly, 95.80% of respondents most used social media (Instagram) to learn English. Lastly, this study used mixed-methods research, and the instruments used to collect data were a questionnaire and an interview.

In this study, Thaariq (2020) explained the use of social media as learning resources to support the new normal. From this study, it can be concluded that YouTube, Instagram, and WhatsApp can be used as effective learning resources. Then, this study used qualitative descriptive research to collect data using a literature review. Next is the study by Savitri & Sukoyo (2023), entitled The Use of TikTok as a Learning Resource for Dialogue Text in Junior High School. From this study, it can be concluded that TikTok has the potential to be an effective and fun learning tool. Then, this study uses observation, interviews, and documentation to collect data for this qualitative descriptive design. The last study by Handayani et al. (2020) was entitled The Use of Social Media for Learning English. From this study, it can be concluded that there are many kinds of social media that students use to learn English. The social media sites that the students use are YouTube, Instagram, WhatsApp, Twitter, Facebook, and Line. but this study uses observation, interviews, and documentation to collect data for this qualitative descriptive design. Based on the problems above, the researchers want to conduct an in-depth study with the title "The Use of Social Media as An English Learning Resource for the Students of Islamic University of Kadiri Kediri." The purpose of this study is to describe the kinds of social media that are mostly used as an English learning resource and the use of social media as an English learning resource for students.

LITERATURE REVIEW
The Role of Social Media as An English Learning Resource

Social media is also a platform that enables users to interact in real time and share content such as photos, videos, and articles. This is supported by Ferine (as cited in Azzaakiyyah, 2023), who says that social media is a platform and digital media that facilitates its users to create and share content and interact online. Pangrazio (as cited in Purwanto et al., 2023) says that social media is a medium that makes it easy for its users to carry out various activities, such as sharing information and creating content. Whereas, English learning resources are all sources that can be used for learning materials even though they are outside the individual (Sujarwo et al., 2018). Social media as an English learning resource has several indicators, according to experts, as follows: Asmaya (2015) defines social media indicators, namely frequency and duration. Then, Batee (2019) says that indicators of good social media are ease, trust, and quality of information when using and accessing information. Next, social

media indicators, according to Sumerta et al. (2020), are participation, openness, dialogue, communication, interconnection, and dexterity in the use of social media. Meanwhile, according to Rasyidah (2017), the use of social media has four indicators, including the allocation of time used to access social media, the number of accounts owned, the usefulness of social media, and the impacts resulting from the use of social media.

Social media has become an important part of people's lives, including students. The rapid development of social media has had a significant impact on various aspects of life, including education. The role of social media as an English learning resource: social media can find information relevant to learning material. This is supported by Lipschultz (2020) in his book: social media has several advantages compared to traditional sources of information, so it can be a valuable source of information for students. This can make students easily search for information on social media, such as articles, videos, or podcasts that discuss the learning material they are studying. Next, social media can be a tool to discuss with classmates, teachers, or lecturers. This is supported by Lipschultz (2020), who explains that social media can be a valuable tool to support student learning, including providing opportunities for students to share ideas and get feedback when collaborating and discussing with their friends and teachers outside the classroom. Then, social media can be used for independent learning. Independent learning can be done anywhere and at any time. Driscoll (as cited in Bada & Olusegun, 2015) in their research on constructivism theory, which states that knowledge is built by students through their own experiences.

Characteristics of Social Media as An English Learning Resource

Rennie and Morrison (2013) in their book, explain that social media has several characteristics that make it a potential learning source, including: first, social media has high accessibility because students can access it from anywhere and at any time. Second, social media has high flexibility because students can choose learning materials that suit their interests, learning styles, and needs. Third, social media has high interactivity, so students can collaborate with classmates, teachers, or lecturers. Fourth, social media has high topicality, so students can get information up-to-date. This can help students learn about things that are happening; for example, students can learn about the latest news and developments in the field of science. Then, content-based social media helps students learn independently and according to their needs. So, students can access various learning materials, such as video tutorials, articles, e-books, etc.

Benefits of Using Social Media as An English Learning Resource

Social media has become an inseparable part of people's lives, including education. This online social network is increasingly being used for various reasons, not only by students but also by teachers or lecturers. Therefore, social media has contributed to providing opportunities to increase insight and knowledge. According to Thapliyal et al. (2024) in their book, social media can be used as a learning resource, which has various benefits, including: makes it easier to access information, social media has made information more accessible and shareable than ever before. By just clicking, users can learn about the latest trending events or news. Next, increase the creativity and independence of the students. Social media can be a valuable tool for increasing creativity and independence, such as for sharing ideas, collaborating with others, learning from other people's experiences, and improving critical thinking and problem-solving skills. Then, improve communication, collaboration, and learning motivation. Social media can be a powerful tool for improving communication, collaboration, and learning motivation because it provides a platform, helps people build relationships and communities, and provides a medium for sharing information, exchanging ideas, and getting support from other people. Students can follow learning accounts or communities that can inspire and motivate them to learn.

Challenges of Using Social Media as An English Learning Resource

Social media has various benefits as a learning resource, but it also has several challenges that need to be considered. The following are some of the challenges of using social media as a learning resource: first, the availability of diverse and unstructured content. According to Sabah (2023), social media can act as an effective learning resource, but efforts are needed to overcome the challenge of providing diverse but unstructured content, or they must select and filter relevant and quality content. Second, there is difficulty in verifying information. One of the biggest challenges faced by social media is the difficulty of verifying information. Because social media facilitates anyone to post information, their credibility is not guaranteed. As a result, misinformation can easily spread on social media (Tzur et al., 2023). Third, addiction and learning disorders. According to Tzur et al. (2023), social media can cause addiction, where social media addiction occurs when someone becomes too fixated on social media and cannot control its use. Then, educators' unpreparedness when using social media can be a challenge for education because social media can be a tool to improve learning, but only if educators understand how to use it effectively (Jay, 2022).

METHODS

This research used a quantitative approach with descriptive statistical analysis methods. According to Sugiyono (2017) states that quantitative descriptive research is research used to describe variables systematically and objectively. This research method is used to describe and explain the content of a variable under study, namely the use of social media as an English learning resource, and then draw conclusions from the phenomenon studied using numerical data. This research was conducted at the Islamic University of Kadiri Kediri, Jl. Sersan Suharmaji No. 38, Manisrenggo, Kota District, Kediri City, East Java. In this study, the sample used was the students at the Islamic University of Kadiri Kediri, which was intended for students of all semesters in class A, faculty of English education, with a total of 99 students. This research used a simple random sampling. The instrument used in this research is a questionnaire. This research used three validation instrument techniques, namely content validity, a type of instrument validity that measures the overall content of the instrument through expert validators to determine whether the instrument statements and questions reflect the target concept in accordance with the research objectives (Sugiyono, 2017). Next, empirical validity is a validity test that aims to determine the level of accuracy and correctness of the instrument in measuring what it should measure. To test the validity of each question item, the scores on the item in question are correlated with the total score (Arikunto, 2010), and reliability is a test to test the level of accuracy and consistency of measuring instruments and whether the measuring instruments used are reliable and consistent if the measurements are repeated (Sugiyono, 2017). In this research, the techniques used in collecting data were surveys. Then it will be measured using a Likert scale. This research was processed with Microsoft Excel and calculated via SPSS version 25 using descriptive statistics.

FINDINGS AND DISCUSSION

After distributing the questionnaire, processing the data via Microsoft Excel, and calculating the data using SPSS 25, the following results were found:

Table 4. 1 The Result of Descriptive Statistics on the Average Use of Social
Media as English Learning Resource

Statistics

N	Valid	99
	Missing	0
Mean		126.25
Std. Error of Mean		1.644
Median		127.00
Std. Deviation		16.357
Variance		267.538
Range		97
Minimum		66
Maximum		163
Sum		12499

The table shows that the mean of this variable was 126,25; std. error of mean was 1,644; the median was 127,00; std. deviation was 16,357; the variance was 267,538; the range was 97; the minimum was 66; the maximum was 163; and the sum was 12499.

Table 4. 2 The Result of Descriptive Statistics social media Mostly Used by students

		Instagram	Twitter
N	Valid	99	99
	Missing	0	0
Mode		5	2

Instagram

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat Tidak Setuju	2	2.0	2.0	2.0
	Tidak Setuju	8	8.1	8.1	10.1
	Ragu-Ragu	6	6.1	6.1	16.2
	Setuju	39	39.4	39.4	55.6
	Sangat Setuju	44	44.4	44.4	100.0
	Total	99	100.0	100.0	

Twitter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat Tidak Setuju	15	15.2	15.2	15.2
	Tidak Setuju	39	39.4	39.4	54.5
	Ragu-Ragu	15	15.2	15.2	69.7
	Setuju	15	15.2	15.2	84.8
	Sangat Setuju	15	15.2	15.2	100.0
	Total	99	100.0	100.0	

The tables showed that social media most often used by students was Instagram with many respondents (44.4%), where the mode of Instagram use was 5, which showed strongly agree, while the mode of use of Twitter was 2, which showed disagree with many respondents (39.4%).

Figure 1: The Result of Descriptive Statistics on The Kinds of social media That are Mostly Used as English Learning Resources
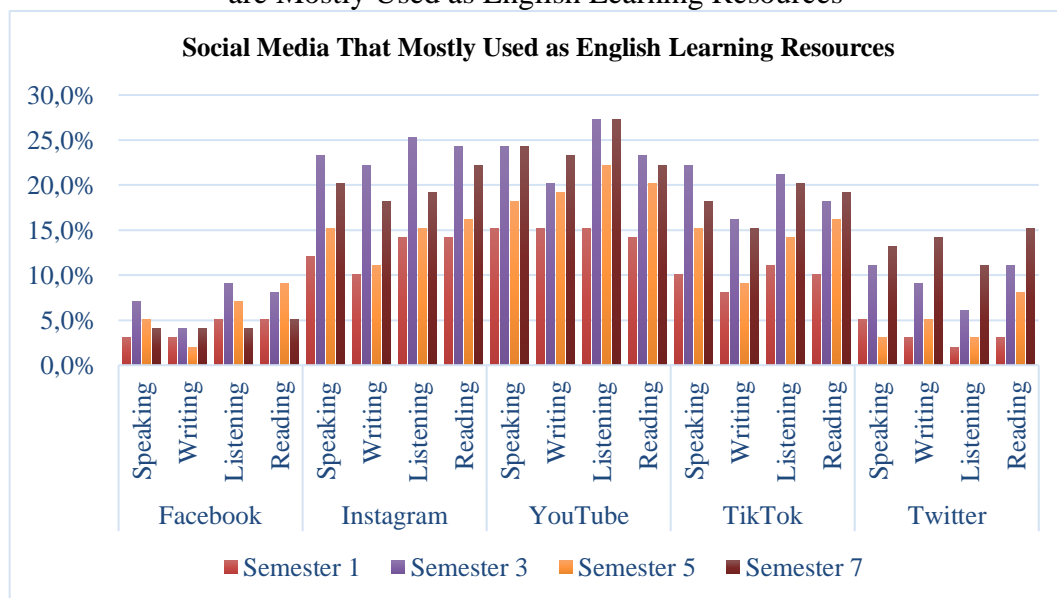
The frequency of use of social media as an English learning resource can be seen in Figure 4.1 above. Many respondents used Facebook for the purpose of improving their speaking skills, in semester 1 as many as (3%), in semester 3 as many as (7.1%), in semester 5 as many as (5.1%), and in semester 7 as many as (4%). Furthermore, many respondents used Facebook for the purpose of improving their writing skills, in semester 1 as many as (3%), in semester 3 as many as (4%), in semester 5 as many as (2%), and in semester 7 as many as (4%). Next, many respondents used Facebook for the purpose of improving their listening skills, in semester 1 as many as (5.1%), in semester 3 as many as (9.1%), in semester 5 as many as (7.1%), and in semester 7 as many as (4%). Then, many respondents used Facebook for the purpose of improving their reading skills, in semester 1 as many as (5.1%), in semester 3 as many as (8.1%), in semester 5 as many as (9.1%), and in semester 7 as many as (5.1%).

Many respondents used Instagram for the purpose of improving their speaking skills, in semester 1 as many as (12.1%), in semester 3 as many as (23.2%), in semester 5 as many as (15.2%), and in semester 7 as many as (20.2%). Furthermore, many respondents used Instagram for the purpose of improving their writing skills, in semester 1 as many as (10.1%), in semester 3 as many as (22.2%), in semester 5 as many as (11.1%), and in semester 7 as many as (18.2%). Next, many respondents used Instagram for the purpose of improving their listening skills, in semester 1 as many as (14.1%), in semester 3 as many as (25.3%), in semester 5 as many as (15.2%), and in semester 7 as many as (19.2%). Then, many respondents used Instagram for the purpose of improving their reading skills, in semester 1 as many as (14.1%), in semester 3 as many as (24.2%), in semester 5 as many as (16.2%), and in semester 7 as many as (22.2%).

Many respondents used YouTube for the purpose of improving their speaking skills, in semester 1 as many as (15.2%), in semester 3 as many as (24.2%), in semester 5 as many as (18.2%), and in semester 7 as many as (24.2%). Furthermore, many respondents used YouTube for the purpose of improving their writing skills, in semester 1 as many as (15.2%), in semester 3 as many as (20.2%), in semester 5 as many as (19.2%), and in semester 7 as many as (23.2%). Next, many respondents used YouTube for the purpose of improving their listening skills, in semester 1 as many as (15.2%), in semester 3 as many as (27.3%), in semester 5 as many as (22.2%), and in semester 7 as many as (27.3%). Then, many respondents used YouTube for the purpose of improving their reading skills, in semester 1 as many as (14.1%), in semester 3 as

many as (23.2%), in semester 5 as many as (20.2%), and in semester 7 as many as (22.2%).

Many respondents used TikTok for the purpose of improving their speaking skills, in semester 1 as many as (10.1%), in semester 3 as many as (22.2%), in semester 5 as many as (15.2%), and in semester 7 as many as (18.2%). Furthermore, many respondents used TikTok for the purpose of improving their writing skills, in semester 1 as many as (8.1%), in semester 3 as many as (16.2%), in semester 5 as many as (9.1%), and in semester 7 as many as (15.2%). Next, many respondents used TikTok for the purpose of improving their listening skills, in semester 1 as many as (11.1%), in semester 3 as many as (21.2%), in semester 5 as many as (14.1%), and in semester 7 as many as (20.2%). Then, many respondents used TikTok for the purpose of improving their reading skills, in semester 1 as many as (10.1%), in semester 3 as many as (18.2%), in semester 5 as many as (16.2%), and in semester 7 as many as (19.2%).
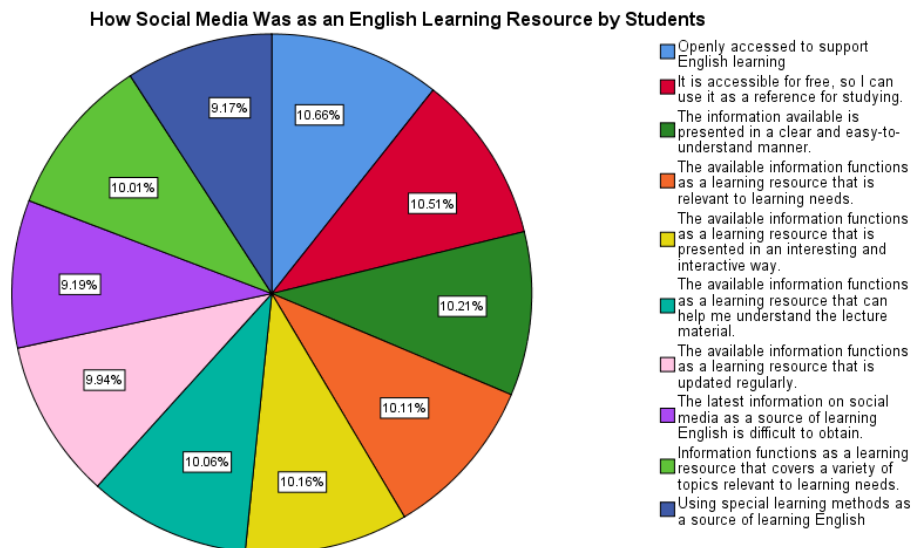
Many respondents used Twitter for the purpose of improving their speaking skills, in semester 1 as many as (5.1%), in semester 3 as many as (11.1%), in semester 5 as many as (3%), and in semester 7 as many as (13.1%). Furthermore, many respondents used Twitter for the purpose of improving their writing skills, in semester 1 as many as (3%), in semester 3 as many as (9.1%), in semester 5 as many as (5.1%), and in semester 7 as many as (14.1%). Next, many respondents used Twitter for the purpose of improving their listening skills, in semester 1 as many as (2%), in semester 3 as many as (6.1%), in semester 5 as many as (3%), and in semester 7 as many as (11.1%). Then, many respondents used Twitter for the purpose of improving their reading skills, in semester 1 as many as (3%), in semester 3 as many as (11.1%), in semester 5 as many as (8.1%), and in semester 7 as many as (15.2%).

Figure 4. 2 The Result of Descriptive Statistics on How Social Media Was Used as English Learning Resources
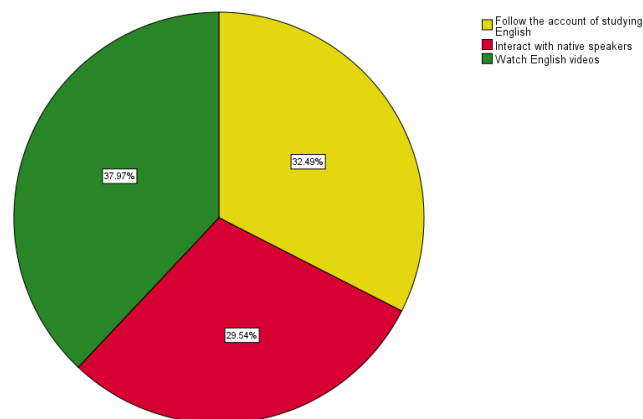
The result of the research in Figure 4.2 showed that social media was used as an English learning resource in three ways by students of the English education faculty at Kadiri Islamic University of Kediri in all semesters in class A as respondents in this research. Many respondents (37.97%) admitted to using social media as a source of learning English by watching English videos. Furthermore, 32.94% of respondents said they used social media as a source of learning English by following English learning accounts. Meanwhile, 29.54% of respondents thought they used social media as a source for learning English by interacting directly with native speakers.

Figure 4. 3 The Result of Descriptive Statistics on How Social Media Was as an English Learning Resource by Students

How Social Media Was as an English Learning Resource by Students

Legend:
- Openly accessed to support English learning
- It is accessible for free, so I can use it as a reference for studying.
- The information available is presented in a clear and easy-to-understand manner.
- The available information functions as a learning resource that is relevant to learning needs.
- The available information functions as a learning resource that is presented in an interesting and interactive way.
- The available information functions as a learning resource that can help me understand the lecture material.
- The available information functions as a learning resource that is updated regularly.
- The latest information on social media as a source of learning English is difficult to obtain.
- Information functions as a learning resource that covers a variety of topics relevant to learning needs.
- Using special learning methods as a source of learning English

Based on figure 4.3, it showed that many respondents (10.66%) stated the benefits of social media as an English learning resource, namely that it was easy to access openly to support English learning. Secondly, 10.51% of respondents stated that social media was easy to access for free so that it could be used as a reference for learning. Thirdly, 10.21% of respondents stated that information on social media was presented in a way that was clear and easy to understand. Fourthly, 10.16% of respondents stated that information on social media was presented in an interesting and interactive way. Fifth, 10.11% of respondents stated that social media was a learning resource that was relevant to their learning needs. Furthermore, 10.06% of respondents said that social media was a learning resource that could help them understand lecture material. Next, 10.01% of respondents believed that information on social media was a learning resource that covered various topics relevant to their learning needs. Then, 9.94% of respondents stated that social media was a learning source that was updated regularly. Meanwhile, 9.19% of respondents thought that they had experienced difficulty getting information on social media. Then, 9.17% of respondents thought that using social media required special learning methods as a source for their English learning.

This result of the discussion contains an explanation of the results of this research regarding "The use of social media as an English learning resource for the students of the Islamic University of Kadiri Kediri," as known from the presentation of survey data. This research described the types of social media that are most widely used as an English learning resource and how social media is used by students as an English learning resource.

The Kinds of social media That are Mostly Used as English Learning Resources for The Students

There were five types of social media discussed in this research, namely Facebook, Instagram, YouTube, TikTok, and Twitter. However, the results of the questionnaire show that the social media that is often used is Instagram, with 44.4% of respondents. Then, most of the respondents in this study used YouTube as a learning resource to improve their English skills. Then, only a small number of students use Facebook and Twitter to help improve their English skills. Based on the results of statistical calculations, it showed that the social media most often used as an English learning resource by English Education faculty students in class A was YouTube, where 91.9% of students admitted to using YouTube to improve their listening skills. Then, 81.8% of students stated that they used YouTube to improve speaking skills. Furthermore, 79.8% of students said they used YouTube to improve reading skills, and 77.8% of students said they used YouTube to improve writing skills in English. As we know, this research has one instrument, namely a questionnaire. The questionnaire shows that the majority

of students use YouTube for the purpose of improving their English skills. The findings from this questionnaire were in accordance with previous research by Handayani et al. (2020), entitled The Use of Social Media for Learning English. The research results show that the dominant social media used by students is YouTube, with 94% of respondents.

A different study from previous research was conducted by Al Arif (2019), entitled The Use of social media for English Language Learning: An Exploratory Study of EFL University Students. The research results show that the social media most used by students in learning English is Instagram, with 95.80% of respondents. However, from the results of this research, it was concluded that "Social media helps students improve their English skills because social media content is more varied, thus encouraging students to learn English using social media." This was also different from the study by Savitri and Sukoyo (2023), entitled The Use of TikTok as a Learning Resource for Dialogue Text in Junior High School. This research examines the use of TikTok as a learning resource for dialogue text.

The Use of Social Media as English Learning Resources for The Students

The use of social media provides several benefits for students to practice their English skills. Social media is very useful for students to improve their critical thinking skills. The majority of respondents stated that social media provides clear, interesting, and easy-to-understand information and supports them to access material more easily as a reference for learning English. The questionnaire results showed that the majority of respondents in this study used social media as an English learning resource to improve their skills by watching English videos. Based on the results of statistical calculations, it shows that the method used to use social media as an English learning resource by class A English Education faculty student was watching English videos, and 37.97% of students admitted to watching English videos as an English learning resource. Then, 32.49% of students stated that following an English learning account was an English learning resource. In addition, 29.54% of students said that interacting directly with native speakers is an effective English learning resource.

A different study from previous research was conducted by Thaariq, (2020), entitled The Use of Social Media as Learning Resources to Support the New Normal. This was also different with the study by Al Arif (2019), entitled The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students. The results of their research show that social media is used as a learning resource by creating and viewing interesting content on social media.

CONCLUSION

Based on the findings and discussion of this research, it can be concluded that social media can be an effective and interesting source of learning English for students. There are many kinds of social media used by students as a source for learning English, including Facebook, Instagram, YouTube, TikTok, and Twitter. The social media site most widely used by students to improve their English skills is YouTube. English education faculty students in class A use social media as a learning resource to improve their English skills by watching English videos, following English learning accounts, and interacting with native speakers. Social media helps students improve their English skills by providing social media information that is more accessible, easy to understand, and varied, which encourages students to study English.

This shows that this research will help students at Kadiri Islamic University continue to improve their English skills by maximizing the use of social media as an English learning resource. Then, this research has benefits for the faculty, students, readers, and future researchers to increase insight in choosing the use of social media that can be used as an English learning resource. This shows that social media can be recommended as a learning resource to support English learning.

REFERENCES

Al Arif, T. Z. Z. (2019). The use of social media for English language learning: An exploratory study of EFL university students. *Metathesis: Journal of English Language, Literature, and Teaching*, *3*(2), 224–233.

Arikunto, S. (2010). Prosedur penelitian pendekatan praktik edisi revisi VI. *Rineka Cipta*.

Asmaya, F. (2015). Pengaruh penggunaan media sosial facebook terhadap perilaku prososial remaja di kenagarian koto Bangun. *Jurnal Online Mahasiswa (JOM) Bidang Ilmu Sosial Dan Ilmu Politik*, *2*(2), 1–15.

Ayuningtyas, P. (2018). Whatsapp: Learning on the go. *Metathesis: Journal of English Language, Literature, and Teaching*, *2*(2), 159. https://doi.org/10.31002/metathesis.v2i2.629

Azzaakiyyah, H. K. (2023). The Impact of Social Media Use on Social Interaction in Contemporary Society. *Technology and Society Perspectives (TACIT)*, *1*(1), 1–9. https://doi.org/10.61100/tacit.v1i1.33

Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, *5*(6), 66–70.

Batee, M. M. (2019). Pengaruh Media Sosial Terhadap Keputusan Pembelian Di Toko Kaos Nias Gunungsitoli. *Jesya (Jurnal Ekonomi & Ekonomi Syariah)*, *2*(2), 313–324. https://doi.org/10.36778/jesya.v2i2.108

DataReportal. (2023). *Digital 2023: Global Overview Report*. DataReportal. https://datareportal.com/reports/digital-2023-global-overview-report

Handayani, R. D., Syafei, M., & Utari, A. R. P. (2020). The use of social media for learning English. *Prominent Journal*, *3*(2), 313–321.

Jay, L. (2022). The disciplinary and critical divide in social studies teacher education research: A review of the literature from 2009–2019. *Theory & Research in Social Education*, *50*(3), 339–374. https://doi.org/10.1080/00933104.2022.2077156

Kabilan, M. K., Annamalai, N., & Chuah, K.-M. (2023). Practices, purposes and challenges in integrating gamification using technology: A mixed-methods study on university academics. *Education and Information Technologies*, *28*(11), 14249–14281. https://doi.org/10.1007/s10639-023-11723-7

Kemendikbud. (2023). *Kontribusi Pengembangan Teknologi di Era Pendidikan Abad 21*. Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi Direktorat Jenderal Guru Dan Tenaga Kependidikan. Accessed on 18 February 2024. https://ppg.kemdikbud.go.id/news/kontribusi-pengembangan-teknologi-di-era-pendidikan-abad-21

Lipschultz, J. H. (2020). *Social Media Communication: Concepts, Practices, Data, Law and Ethics* (3rd ed.). Routledge. https://doi.org/10.4324/9780429202834

Murtado, D., Hita, I. P. A. D., Chusumastuti, D., Nuridah, S., Ma'mun, A. H., & Yahya, M. D. (2023). Optimalisasi Pemanfaatan Media Pembelajaran Online Sebagai Upaya Meningkatkan Hasil Belajar Siswa di Sekolah Menengah Atas. *Journal on Education*, *6*(1), 35–47. https://doi.org/10.31004/joe.v6i1.2911

Purwanto, A., Fahmi, K., & Cahyono, Y. (2023). *The Benefits of Using Social Media in the Learning Process of Students in the Digital Literacy Era and the Education 4.0 Era*. *02*.

Rasyidah, D. S. (2017). Pengaruh Penggunaan Media Sosial dan Jenis-jenis Media Sosial terhadap Intensitas Belajar PAI Siswa Kelas VIII DI SMP N 3 Karangdowo Klaten Tahun Pelajaran 2016/2017. *Jurnal Skripsi Tidak Diterbitkan. Yogyakarta: Fakultas Ilmu Tarbiyah Dan Keguruan*.

Rennie, F., & Morrison, T. (2013). *E-learning and social networking handbook: Resources for higher education*. Routledge.

Sabah, N. M. (2023). The impact of social media-based collaborative learning environments on students' use outcomes in higher education. *International Journal of Human–Computer Interaction*, *39*(3), 667–689.

Savitri, R. D., & Sukoyo, J. (2023). The Use of TikTok as a Learning Resource for Dialogue Text in Junior High School. *AL-ISHLAH: Jurnal Pendidikan*, *15*(3), 3631–3638.

Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D* (cet. 26.). Bandung: Alfabeta. https://inlislite.uin-suska.ac.id/opac/detail-opac?id=27259

Sujarwo, Santi, F. U., & Tristanti. (2018). Pengelolaan Sumber Belajar Masyarakat. Universitas Negeri Yogyakarta. https://staffnew.uny.ac.id/upload/198703282014042002/pendidikan/buku%20pengelolaan%20sumber%20belajar%202018.pdf

Sumerta, I. K., Redianingsih, N. K., Pranawa, I. M. B., & Indahyani, D. N. T. (2020). Pengaruh Tingkat Penggunaan Media Sosial Dan Motivasi Terhadap Minat Berwirausaha Pada Mahasiswa Program Studi Manajeman Perguruan Tinggi Di Kota Denpasar. *E-Jurnal Ekonomi Dan Bisnis Universitas Udayana*, 627. https://doi.org/10.24843/EEB.2020.v09.i07.p03

Thaariq, Z. Z. A. (2020). The use of social media as learning resources to support the new normal. *Teknodika*, *18*(2), 80–93.

Thapliyal, K., Thapliyal, M., & Thapliyal, D. (2024). Social Media and Health Communication: A Review of Advantages, Challenges, and Best Practices. *Emerging Technologies for Health Literacy and Medical Practice*, 364–384.

Tzur, S., Katz, A., & Davidovitch, N. (2023). The Impact of Social Networks on Student Motivation and Achievement. In *Discourses of Globalisation, Multiculturalism and Cultural Identity* (pp. 119–140). Springer.