

The Role of Social Media in Increasing Social Interaction in Language Learning in Indonesian Higher Education

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ABSTRACT

Background. Student inactivity in social interaction is a serious problem in Indonesian higher education, it can affect the quality of language learning. The learning structure tends to be one-way from lecturer to student, creating a dynamic like an inverted pyramid, with limited social interaction. Therefore, this research aims to explore the role of social media in enriching social interactions and improving language learning in higher education environments.

Purpose. The purpose of this research is to investigate and understand in depth the role of social media in increasing students' social interactions during the language learning process in Indonesian higher education. By achieving this goal, this research seeks to provide practical recommendations for increasing the effectiveness of language learning and creating a foundation for the development of more adaptive social media-based learning strategies.

Method. This research uses a quantitative approach with survey methods. The questionnaire was designed using Google Form and distributed to 30 students who were studying Arabic and English at various universities in Indonesia. The data analysis technique adopts the Miles Huberman technique with a focus on students' understanding of the contribution of social media to increasing social interaction in language learning.

Results. The research results show that students actively use social media such as Facebook, Twitter, Instagram, and WhatsApp to discuss, share learning resources, and collaborate on learning projects. Evaluation of the integration of social media in learning materials shows that the majority of students think that lecturers have integrated social media well.

Conclusion. This research provides a comprehensive picture of the positive impact of social media in language learning in higher education. By involving increased interaction, collaboration, and understanding of language material, this research creates a foundation for the development of learning strategies that are more focused on social media integration.

KEYWORDS

Higher Education, Language Learning, Social Media

INTRODUCTION

Student inactivity in social interaction in higher education is a serious problem (Clabaugh et al., 2021). A learning structure that focuses more on one-way

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communication from lecturer to student creates an inverted pyramid. This learning model has been proven to hinder the development of language skills and student motivation to learn (I. Aizawa et al., 2020).

As society and technology develop, it is necessary to renew learning methods to respond to the increasingly diverse needs of students (Y. Aizawa et al., 2021).

The importance of renewing language learning arises because language skills are not only understood as individual abilities, but are the result of social interaction (Richards, 2022). The quality of this interaction can enrich the learning experience, increase understanding of concepts, and motivate students. On the other hand, inactivity in social interactions becomes an obstacle in achieving holistic language learning goals (Salvador-García et al., 2020).

Success in designing effective learning strategies requires a deep understanding of the problem (Gunning & Aha, 2019). Therefore, this research aims to explore and overcome students' inactive social interactions through the use of social media in language learning in higher education. Along with advances in technology and changes in society's social interaction patterns, social media can become an innovative tool that can enrich students' learning experiences.

This research was initiated by the urgent need to find innovative solutions to increase social interaction in the classroom, especially in language learning (Wang & Chen, 2020). Students' inactivity in social interaction in class not only has an impact on the development of language skills, but also on their learning motivation. Therefore, it is hoped that this research can provide insights and practical solutions to respond to the needs of more dynamic and adaptive higher education (Hofer et al., 2021).

In overcoming existing gaps, this research will use a quantitative approach with survey methods. A questionnaire distributed to 30 students who are studying languages (Arabic and English) via Google Form will be the main instrument for data collection. With data analysis techniques that refer to the Miles Huberman model, this research will provide an in-depth picture of the contribution of social media in increasing students' social interactions.

This previous research discusses the benefits of social media in supporting the teaching process at higher education institutions in Indonesia (Purwanti, 2021). The research focus includes the use of social media such as Facebook, Twitter, and WeChat. With the continued growth of social platforms, students and faculty in higher education are now increasingly interacting via social media. This paper shows that the use of social media has a positive impact on teaching and learning. However, it was also revealed that social media has several challenges that can limit its effectiveness. Therefore, this research also presents potential solutions to maximize the benefits of social media in teaching and learning contexts (Martunis, 2020).

Further research aims to evaluate the effectiveness of the social media 'Facebook' as a learning tool for elementary school students during the Covid-19 pandemic. Through qualitative methods with a descriptive approach, data was obtained from the activities of teachers and students who used 'Facebook' for learning Indonesian. The results show that the use of social media is considered very effective, improving students' critical and creative thinking skills, self-confidence, and speaking skills. Additionally, 'Facebook' helps students understand material better, engages them in practical learning, and facilitates social interaction (Niu, 2019). This research provides a positive picture of the potential of social media as a learning tool during distance learning situations, opening up opportunities for the development of better learning strategies (Rahmatullah & Ghufro, 2021).

Next, research explored the use of social media by English teachers in junior high schools in Cirebon. Carried out using an exploratory method, the research involved 10 teachers selected from

43 teachers using purposive sampling. The results show that Whatsapp, Facebook, Instagram, Tiktok, and YouTube are the most popular platforms, with Whatsapp being the most dominant (Çelik et al., 2023). The interview results identified five main themes: 1) Type of social media, 2) Activities, 3) Motivation, 4) Improving students' English skills, and 5) Effectiveness. This research provides insight into the views and use of social media by English teachers, providing a basis for the development of better learning strategies in the future (Ubaedillah et al., 2021).

Three previous studies highlight various aspects of the language learning context. The first research focused on developing a HOTS-based reading test for students, showing the quality of the test was good, but needed improvement based on empirical results. The second study explored the role of social media in language learning, with the majority of students actively using the platform to share learning resources, showing its potential in increasing interaction and collaboration (Ramzan et al., 2023). Meanwhile, a third study highlights the effectiveness of using Facebook as a medium for learning Indonesian during the COVID-19 pandemic, showing that this platform is effective in improving various students' skills and providing a comfortable and authentic learning experience. Overall, the three studies provide important insights into the development of innovative and adaptive language learning strategies.

This research includes a review of the latest literature regarding the role of social media in education and language learning. Detailing practical findings and relevant theoretical concepts, this research will build a strong theoretical foundation. The proposed innovation is to utilize social media as an effective tool in designing a more inclusive and dynamic learning environment.

The research question answered in this study is to what extent social media can increase social interaction in language learning in Indonesian higher education. By answering these questions, it is hoped that this research can provide practical guidance for lecturers and policy makers to increase the effectiveness of language learning in higher education (Hoi & Mu, 2021).

The aim of this research is to investigate and understand the role of social media in increasing students' social interactions during the language learning process in higher education. Indonesia. Through achieving this goal, it is hoped that this research can provide practical recommendations for increasing the effectiveness of language learning. Furthermore, it is hoped that this research can become a basis for developing more adaptive social media-based learning strategies. This is not only useful for this research but also for future researchers in dealing with the dynamics of change in language learning in Indonesian higher education.

RESEARCH METHODOLOGY

This research aims to explore the role of social media in increasing social interaction in language learning in Indonesian universities (Al Arif, 2019). The research design applied is a quantitative approach with survey methods, which allows data collection on a large scale to obtain a broader and more representative picture.

The research procedure begins with designing a questionnaire using the Google Form platform. This questionnaire is designed to evaluate the frequency and type of social interactions that occur via social media during the language learning process. The respondents of this research were 30 students who were taking part in a language study program, covering both Arabic and English subjects at various universities in Indonesia. The questionnaire link was then distributed to respondents to collect relevant data (Carpino et al., 2019).

This data collection technique was designed to gain in-depth insight into the role of social media in increasing students' social interactions during language learning. The questionnaire

includes questions regarding the frequency of use of social media, the most dominant type of interaction, and the extent to which this interaction has a positive impact on language learning.

Next, data analysis was carried out using the Miles Huberman model data analysis technique (Asipi et al., 2022). This analysis will involve classifying and interpreting data to identify significant patterns of social interaction (Braun & Clarke, 2021). The focus of the analysis will be primarily on students' understanding of the contribution of social media to improving their social interactions in the context of language learning.

Through this approach, it is hoped that this research can provide in-depth insight into the dynamics of social interactions through social media in language learning in higher education. The findings from the analysis will contribute to our understanding of the extent to which the role of social media can enrich students' learning experiences, as well as provide a basis for developing more effective learning strategies in the future (Shahbaznezhad et al., 2021).

RESULT AND DISCUSSION

The use of social media in language learning

The use of social media in language learning has become a significant aspect in the current era of digital education (Malik & Asnur, 2019). Social media, such as Facebook, Twitter, Instagram, and WhatsApp, provide interactive platforms that allow students to engage in collaborative learning activities (Patmanthara et al., 2019). Students can share learning resources, participate in group discussions, and even organize learning projects together. In this way, social media is not just a tool for socializing, but also an effective means of creating a dynamic and inclusive learning environment. This approach recognizes the potential of social media as a facilitator in developing students' language skills through more intensive social interaction (Reinhardt, 2019).

However, it should be noted that the use of social media in language learning also requires appropriate monitoring and guidance. Lecturers or instructors need to ensure that social media platforms are used effectively and ethically to support learning objectives (Kara et al., 2020). Apart from that, there needs to be an understanding that preferences and habits of using social media can vary among students, so learning planning must take this diversity into account to achieve optimal results in language learning (Cheng et al., 2020).

After the researchers conducted a survey study of 30 students regarding the use of social media in language learning with the question How often do you use social media for language learning purposes (such as discussions, assignments, etc.) with the answer options Very often, Frequently, Sometimes, Rarely and Very rarely the following results are obtained:

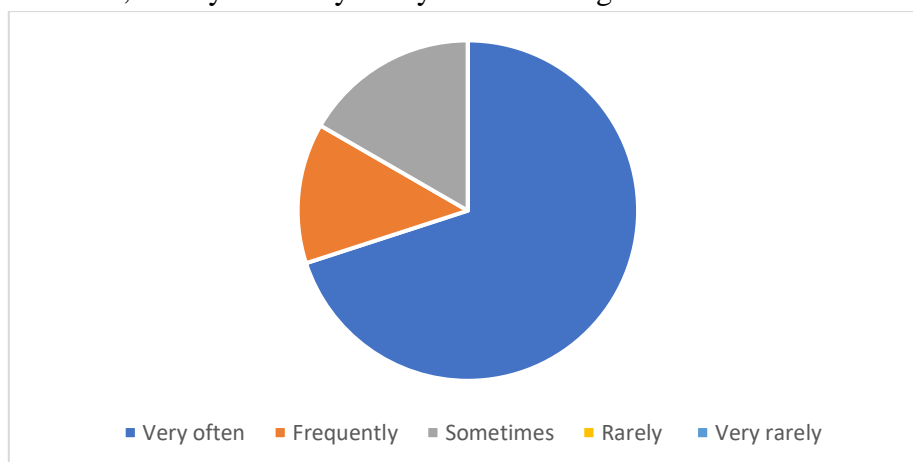


Figure 1. How often do you use social media for language learning purposes (such as discussions, assignments, etc.) ?

Of the 30 respondents, the majority, namely 21 people or 70%, stated that they used social media for language learning with an active level of 'Very Often'. This indicates that the majority of students are very active in using social media platforms as supporting tools in the language learning process, including for discussions, assignments and other learning purposes. Meanwhile, 5 people (16.67%) said 'Often' and 4 people (13.33%) said 'Sometimes'.

These results indicate that social media has a significant role in supporting language learning among students. The high number of respondents who use social media intensively shows the great potential in integrating these platforms into learning strategies to increase social interaction and collaboration among students. Thus, the results of this survey can be a strong basis for designing further learning strategies that incorporate the effectiveness of social media in language learning contexts.

The next question is related to the Use of Social Media in Language Learning with the question What type of interaction do you usually do on social media to language learning? With answer options: Group discussions, sharing learning resources, collaborating on learning projects and asking questions and answers with lecturers or friends. The following results were obtained:

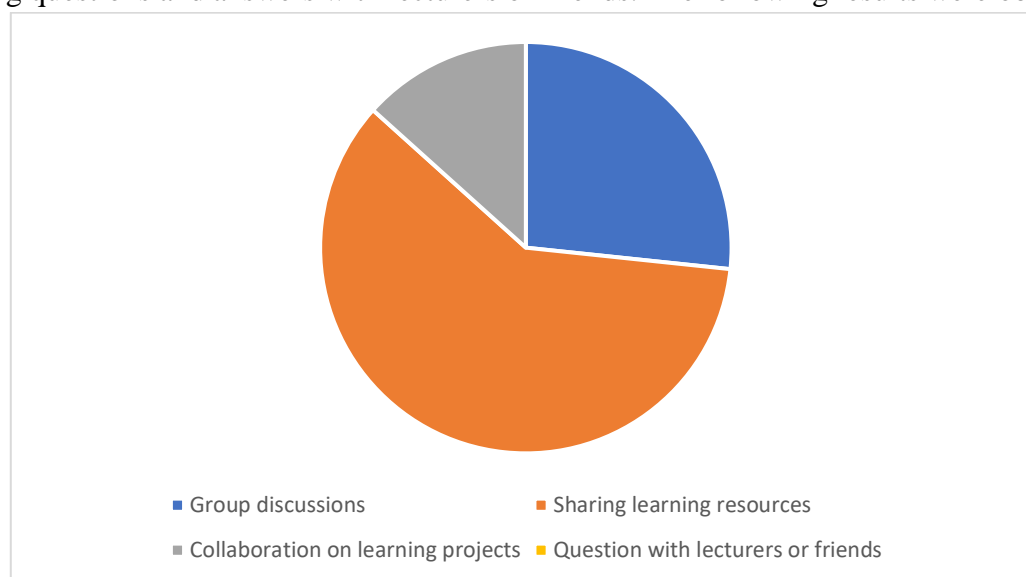


Figure 2. What type of interaction do you usually do on social media to language learning?

Of the 30 respondents, 18 people or 60% chose the 'Share Learning Resources' option as their main type of interaction on social media for language learning. This shows that the majority of students use social media as a means to share references, articles or relevant learning materials with each other. A total of 8 people (26.67%) chose the 'Group Discussion' option, indicating that some students were actively involved in group discussions to discuss certain language topics. Meanwhile, 4 people (13.33%) chose the option 'Collaboration in Learning Projects,' indicating that a number of students use social media to collaborate on certain language learning projects.

These results provide a more detailed picture of how students interact on social media for language learning. The focus on sharing learning resources indicates students' need for exchange of information and references to support language understanding. By knowing the preferences for this type of interaction, teachers and educational institutions can be more focused in developing social media-based learning strategies that suit student needs.

Perception of the influence of social media and collective learning

Students' perceptions of the influence of social media in language learning and involvement in collaborative activities are important elements in seeing its impact on learning (Barus & Simanjuntak, 2020). Studies show that college students often have positive perceptions of social media use, viewing it as a tool that facilitates interaction and collaboration (Ansari & Khan, 2020). They see social media as a forum for sharing knowledge, expanding social networks, and increasing motivation to learn (Ahmed et al., 2019). This positive perception is in line with the view that social media can create a more open, dynamic, and community-oriented learning environment, promoting collaborative learning among students.

However, it is important to remember that this perception can be influenced by various factors, including previous experiences, personal preferences, and student learning culture (Aguilera-Hermida, 2020). Therefore, understanding these perceptions can help teachers adapt learning strategies to suit students' needs and expectations. The integration of social media in language learning can provide opportunities for students to experience the benefits of collaboration and contribute to a dynamic and supportive learning environment (Saykili, 2019).

After distributing the form to 30 language students, researchers have an analysis regarding Perceptions of the Influence of Social Media and Collaborative Learning. With the first question How do you see the influence of social media on increasing social interaction in language learning? With the answer options Very Positive, Positive, Neutral, Negative and Very Negative, the following results were obtained:

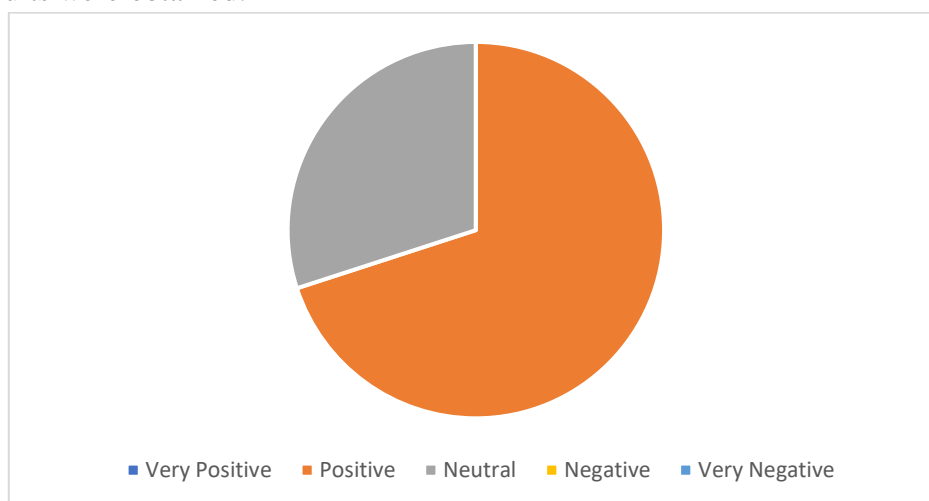


Figure 3. How do you see the influence of social media on increasing social interaction in language learning?

The results show that the majority of respondents, namely 21 people or 70%, have a positive perception of the influence of social media on increasing social interaction in language learning. This reflects the belief that social media plays a positive role in increasing interaction between students in the context of language learning. Meanwhile, 9 people or 30% chose the 'Neutral' option, indicating that a small portion of respondents did not have a very positive or negative view of the role of social media in the aspect of social interaction in language learning.

Thus, it can be concluded that the majority of students view media social media as a tool that facilitates increased social interaction in the language learning process. These results can open up opportunities for the development of learning strategies that focus more on collaboration through social media to enrich learning experiences and build more active learning communities.

The next question is related to Perceptions of the Influence of Social Media and collaborative learning with the second question How often are you involved in activities collaborative learning using social media? With answer options Very rarely, Rarely, Sometimes, Often and Very often. The survey results were obtained as follows:

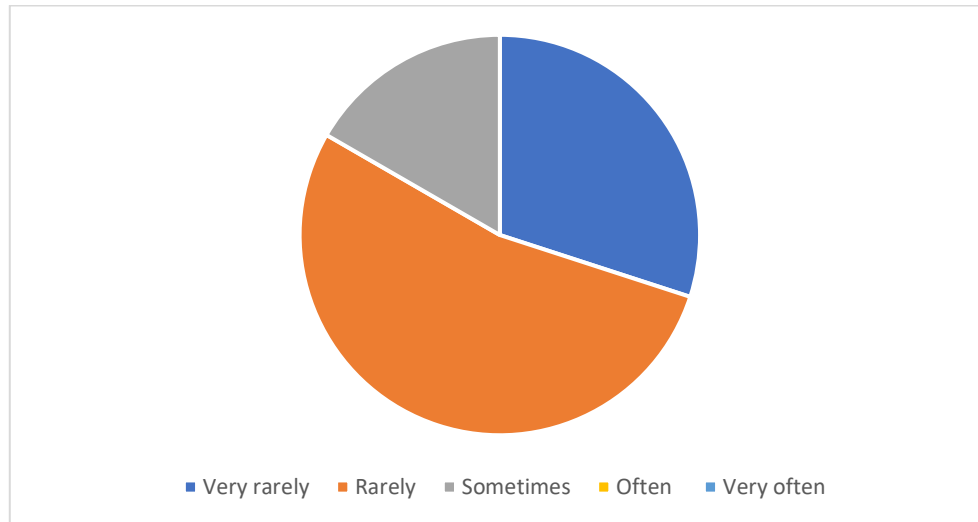


Figure 4. How often are you involved in activities collaborative learning using social media?

The survey results show that the majority of respondents are actively involved in collaborative learning activities via social media. A total of 9 people or 30% of respondents chose the option 'Very Often,' while 16 people or 53.33% chose the option 'Often.' These results show that more than 80% of respondents are consistently involved in collaborative activities using social media. In contrast, 5 people or 16.67% chose the option 'Sometimes,' indicating a small portion of respondents engage in collaborative activities sporadically.

Interpretation of these results indicates that the majority of students actively use social media as a collaborative tool in the language learning process. The high frequency of engagement reflects that social media is not only used as a learning resource, but also as a platform for collaborating on discussions, projects and other collaborative learning activities. This opens up the potential to improve learning strategies that focus more on developing collaborative skills and social interaction through social media platforms in language learning environments. The next question is related to Perceptions of the Influence of Social Media and collaborative learning with the second question Do you feel that collaborative learning through media social media improve your understanding of language material? With the answer options Yes, No and Not sure, the following results were obtained:

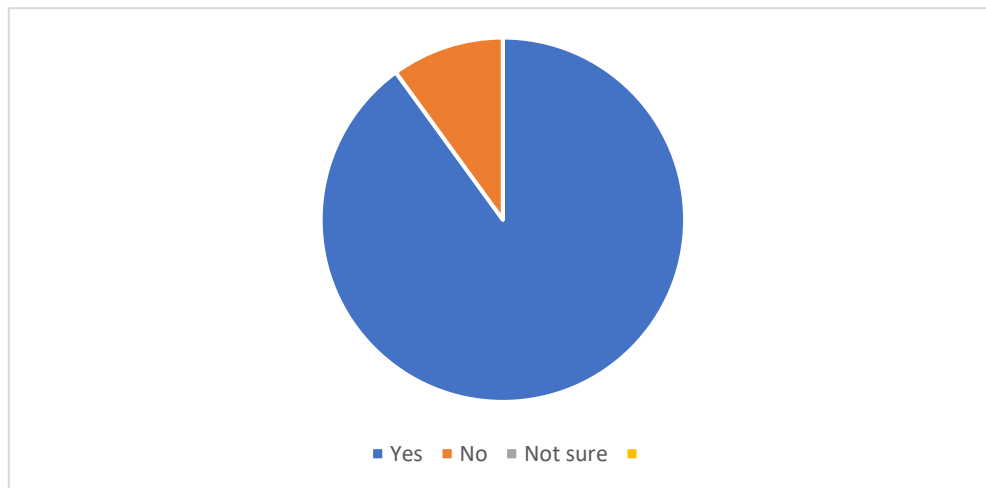


Figure 5. Do you feel that collaborative learning through media social media improve your understanding of language material?

The survey results showed that the majority of respondents, namely 27 people or 90%, felt that collaborative learning via social media improved their understanding of language material. In contrast, only 3 people or 10% chose the option 'No.' Uncertainty regarding the impact of collaborative learning via social media is indicated by no respondents selecting the option 'Not sure.' Interpretation of these results illustrates that the majority of students believe that involvement in collaborative activities via social media has a positive impact on their understanding of language material. By using social media as a collaborative tool, students may benefit from diverse perspectives, sharing experiences, and discussing language concepts with peers (Sarwar et al., 2019). This positive impact provides additional support for the potential effectiveness of social media in improving the quality of language learning in higher education environments.

Social media integration in learning material

Social media integration in learning materials is an approach that includes incorporating social media platforms into curriculum design and learning materials (Manca, 2020). Involving social media features such as discussion forums, live sessions and learning groups, this integration aims to create a more dynamic, interactive and relevant learning experience for students in the context of language learning (Nisar et al., 2019). In research by Junco, Heiberger, and Loken (2011), entitled 'The Effect of Twitter on College Student Engagement and Grades,' research results show that the use of social media, such as Twitter, can increase students' interaction with the material, helping them feel more engaged. , and provide opportunities to participate in collaborative learning (Qureshi et al., 2023).

It is important to note that the integration of social media in learning materials is also closely related to policies and guidelines for the use of technology in education (Caena & Redecker, 2019). Roblyer, McDaniel, Webb, Herman, and Witty in their research, entitled 'Findings on Facebook in Higher Education: A Comparison of College Faculty and Student Uses and Perceptions of Social Networking Sites,' highlighted the need to ensure that the use of social media in educational contexts comply with ethical standards and minimize potential risks (Awidi et al., 2019). By paying attention to proper integration, social media can be an effective tool in supporting the language learning process and improving the quality of teaching in higher education.

After conducting a survey of 30 language students in Indonesia with questions regarding the integration of social media in learning materials with the question, to what extent do lecturers

integrate social media into language learning materials? With answer options Very good, Good, Fair, Poor and Very poor. The following results were obtained:

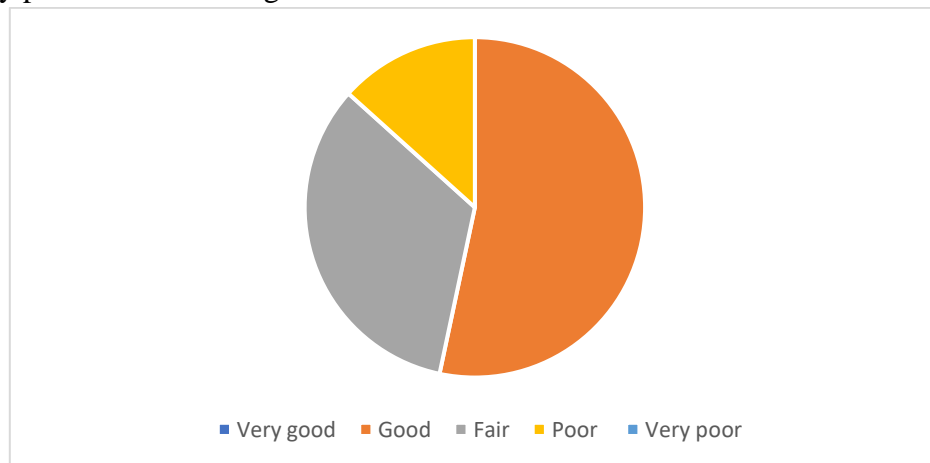


Figure 6. What extent do lecturers integrate social media into language learning materials?

The survey results showed that the majority of respondents, namely 16 people or 53.33%, stated that lecturers integrated social media into language learning materials at a good level. Meanwhile, 10 people or 33.33% chose the 'Enough' option, indicating that some respondents saw that social media integration by lecturers still needed improvement. A total of 4 people or 13.33% chose the 'Less' option, indicating that a small number of respondents felt that the integration of social media in language learning materials by lecturers was inadequate. integrate social media in language learning materials as well.

However, there were varying perceptions, with some respondents feeling that the integration still needed to be improved. These results can be used as a basis for discussing and identifying areas that need to be improved in an effort to increase the integration of social media in the context of language learning by lecturers. The next question is related to the Integration of Social Media in Learning Materials with the question Do you think that the integration of social media in language learning should be further improved? Yes, No and Not sure the following results were obtained:

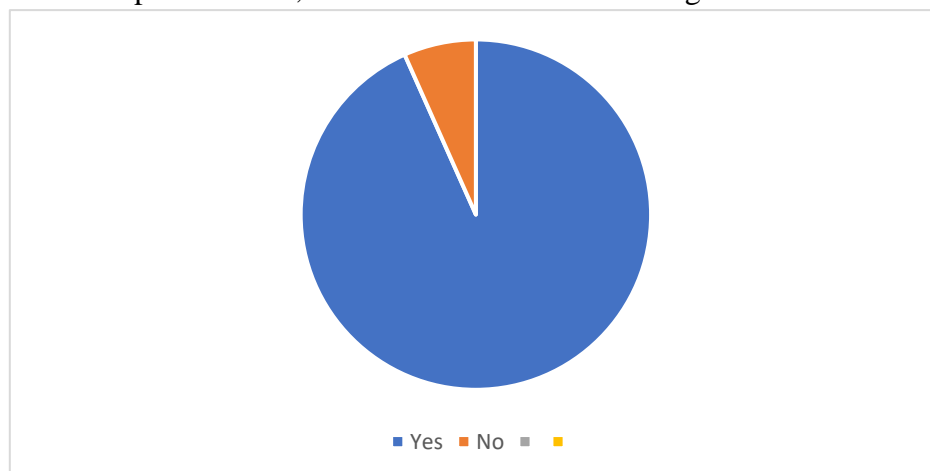


Figure 7. Do you think that the integration of social media in language learning should be further improved?

From the survey results, 28 people or 93.33% chose the 'Yes' option, indicating the majority of students believe that the integration of social media in language learning should be increased. Only 2 people or 6.67% chose the option 'No.' No respondents chose the option 'Not sure.' Interpretation of these results indicates that the majority of students have a positive view of the

increasing integration of social media in language learning. This can be an important indicator that students see great potential in using social media as a tool that can improve the quality of language learning. These results can be a spur for educational institutions and lecturers to consider changes or developments in their teaching strategies, in line with student expectations and needs.

CONCLUSION

This article details the positive impact of using social media in language learning. First, social media such as Facebook, Twitter, Instagram, and WhatsApp are actively used by students for discussions, sharing learning resources, and collaborating on learning projects. The importance of guidance and monitoring in social media use is also emphasized. Second, the survey results show students' positive perceptions of the role of social media in increasing social interaction and collaborative learning. The majority of students are actively involved in collaborative activities via social media, considering it as a positive factor in increasing understanding of language material. Third, evaluation of the integration of social media in learning material shows that the majority of students think that lecturers have integrated social media well.

Although a small percentage of respondents wanted improvements, overall, students believed that social media integration should be improved. This reflects enthusiasm for the potential of social media as a tool to improve the quality of language learning. So this research provides a brief overview of the positive impact of social media in the context of language learning. Students not only see social media as a communication tool, but also as an effective means of increasing interaction, collaboration and understanding of language material. Thus, this article provides a foundation for the development of learning strategies that are more focused on social media integration, potentially making a positive contribution to the student learning experience.

AUTHORS' CONTRIBUTION

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

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