



## STUDENTS AND TEACHER USE OF FACEBOOK: A LITERATURE REVIEW

Sukri Sukri<sup>1</sup>, Elihami Elihami<sup>2</sup>

<sup>1,2</sup> Nonformal Education Department, Muhammadiyah University of Enrekang

✉ Corresponding email: [sukrialling306@gmail.com](mailto:sukrialling306@gmail.com).

Article info	Abstract
<p><i>Article History</i></p> <p><i>Received :</i> 25/03/2021</p> <p><i>Accepted :</i> 29/03/2021</p> <p><i>Published :</i> 02/04/2021</p>	<p>The goal of this post is to go over some of the most recent research findings that have been released. The goal of this article is to analyze recent published research papers on students' and teachers' use of Facebook. The goal of the review is to offer a detailed account of the participants' Facebook usage profile or the amount to which users are involved in Facebook activities, rather than only discussing Facebook in relation to teaching or learning purposes or its educational value per se. The focus of this review will be on empirical facts rather than opinion or theoretical explanations on students' and teachers' use of Facebook. This review is divided into three sections that cover the major research topics: students' Facebook usage profile or extent of use, the effects of Facebook use and effects of Facebook use on student social presence and discussion, and effects of Facebook on students' academic performance), and students' attitudes toward Facebook. Overall, the findings imply that Facebook has had little educational utility, that students primarily use Facebook to keep in touch with known individuals, and that students are more likely to divulge personal information.</p> <p><b>Keywords:</b> <i>facebook; students; teachers; learning; review</i></p>

## INTRODUCTION

Humans are social creatures. That's why communication is an absolute necessity for people (Syaparuddin, et.al., 2020). While there are several traditional communication channels, new ones are emerging that have an impact on how people communicate. One of them is the dawn of social networking. It was not Facebook which was the first social network, but it was only when Facebook was launched that the social network gained worldwide popularity. Since its launch in 2004, Facebook has attracted more and more users every year. What is the reason for its success? First of all, it gave us a new understanding of communication over the internet (Agusriandi, et.al., 2021).

People are now becoming closer to each other, having the opportunity to stay in touch no matter how far they are from each other. This has made Facebook one of the symbols of globalization (Djafar, S., Nadar, N., Arwan, A., & Elihami, E., 2019). Not only does it give people the opportunity to communicate, it also becomes an independent source of information that people can share independently, when compared to other mass media (Asrianti, et.al., 2021).

Facebook is becoming an increasingly important element of modern life, serving as a social support network for people who use it (Thorson, K., Cotter, K., Medeiros, M., & Pak, C., 2021). People are increasingly joining such sites and spending more time on them. While research into the psychological impact of social media is still in its early

stages, several studies have found detrimental psychological effects (Musdalifah, et.al., 2021). Using Facebook, for example, has been linked to a negative relationship with happiness and a good relationship with sadness. People who spend more time on Facebook and those who use Facebook passively (e.g. scrolling through the news feed) have been proven to have higher levels of social anxiety, .

However, the evidence for a relation between social media use and loneliness is mixed (Jabri, et.al., 2019). Some research have found that using social media increases emotions of social isolation and loneliness, while other research have found that using social media increases feelings of social isolation and loneliness (Hami, E., & Idris, M. , 2015). These mixed results fuel the debate over whether lonely people utilize social media or whether social media causes loneliness. In support of the former, it has been discovered that lonely people utilize Facebook since their face-to-face social network is limited (Hasnidar, H., & Elihami, E. , 2020).

## RESEARCH METHOD

A cross-sectional survey with a qualitative research was done to address the study objectives. A pilot study on gratification was undertaken to develop the gratification assessment scale, which was gathered from Facebook by college teachers. We used eight different levels of pleasure from prior Facebook posts to create the scale. Affection seeking, attention seeking, disclosure, entertainment, escape, knowledge seeking, social engagement, and social

influence were among the dimensions. Open-ended questions were also included in the survey questionnaire, allowing respondents to write about their motivations for using Facebook for both academic and non-academic purposes.

## DISCUSSION

Although the current study has several limitations, these constraints give up fresh possibilities for future research on the same subject (Kaso, N., Nurjihad, A., Ilham, D., & Aswar, N, 2021). First, while this study tackles a lack of research on Facebook usage among Indonesian instructors, the findings may have some culturally specific tendencies when seen globally. Second, because the data in this study was self-reported, the data may not accurately reflect college teachers' genuine motivations for using Facebook. The degree of the respondent's honesty may have an impact on this subjective measurement. In the future, more methodologies should be used to investigate the many elements of Facebook in order to capture a wider range of motives.

According to the qualitative data, most college teachers consider Facebook to be a part of their daily routine. The use of Facebook has become a habit for many instructors (n1414). "I use Facebook practically every time I get the chance," one teacher wrote. I can access Facebook at any time, anywhere with the help of my smartphone." Another teacher said, "I spend at least 2-3 minutes checking

Facebook anytime I connect to the internet for any reason."



Figure 1. Network Vizualitation

The figure showed that Bibliometric analysis of publication output. Totally 110 publications on the topic of facebook were identified in google scholar database between 2005 and 2020 which citation 54211, h-indeks 93, included (77.1%) original research articles, (8.5%) review articles, (13.5%) editorials and 1,819 other forms of publications including letters, case reports, etc. Among them, 15,619 (98.8%) papers were published in 2005-2020 (till 3<sup>th</sup> June) and the other 186 were published in 2020. Almost all the publications (93%) were written in English, followed by 96 Indonesia publications

and (72%) papers were open access. In all the published papers, 110 could be indexed in the Google scholar core database.

## CONCLUSION

Lifelong education provides opportunities for people to learn flexible and broadly according to their interests, ages and needs. With lifelong education, humans can continue to develop their potential wherever and according to their portion. The implementation of lifelong education in every country cannot be the same. The aim aimed at industrial and developing countries in general is to increase human resources. However, the interests of a country of course different. Industrial countries focus on maintaining the progress of the nation and improving human resources. While developing countries aim to improve welfare and improve the quality of life of their people.

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