Learning in social media for developing of nonformal education program

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Article info	Abstract
	The emergence of social media has altered the landscape of human contact. Through the use of social media from the nonformal education department at Universitas Muhammadiyah Enrekang, educators have a rare opportunity to put the principles of social learning into practice. theory for improved learning and student engagement in a social media environment. This article synthesizes recent research on social learning theory and social media technology with an emphasis on how social media applications in the classroom could be utilized to boost students' motivation, memory, and attention as they relate to learning new information. Discussion of implications for practitioners is done in terms of the student, lesson, and faculty contexts.

Introduction

Since the middle of March 2020, the government of the Republic of Indonesia has established a policy encouraging learning and employment from home through the ministries of education, culture, and religion. The growth of information and communication technology (ICT) has compelled campuses to innovate and adapt their approaches to education, one of which is the use of distance learning. Online education is a different learning method that can be used in the Covid-19 emergency. Online learning is instruction delivered using internet networks that are open, flexible, and allow for a range of possible learning interactions. The delivery of knowledge can be completely changed by the use of the internet and multimedia technology, which also offers a more flexible learning environment (Bosman & Zagenczyk, 2011).

Mobile devices that can be used to access information anywhere and anytime, such as smartphones, tablets, and laptops, are required for online learning in its implementation. In the field of education, the usage of mobile technology plays a significant role in achieving distance learning objectives. Additionally, a variety of media can be employed to help incorporate online learning. For instance, online classes employ the platforms Google Classroom, Edmodo, and Schoology as well as instant messaging programmers like WhatsApp. Online education is even possible through social media platforms like Facebook and Instagram (Ellison et al., 2007).

Many universities, notably the Universitas Muhammadiyah Enrekang (UNIMEN) in Indonesia, are compelled to switch from face-to-face lectures to online distance learning because of the country's inadequate infrastructure. On the other hand, today's pupils use the internet extensively throughout the day. They use Facebook, Instagram, YouTube, online games, and other platforms to blog, download, and post files that are in the form of text, sound, photographs, or movies. To put it another way, pupils coexist with this technology. In parallel, tertiary institutions' learning practices have shifted towards a student-centered and community-based learning model. As a result, many professors are now using digital technology, particularly social media, into the teaching and learning process to improve the quality of learning and student satisfaction (Ellison et al., 2007).

Recently, there has been a lot of discussion about social networking sites like Facebook, Instagram, and Youtube in the academic world. While an increasing number of educators applaud social networking's potential to (re)engage students with their studies, others worry that such tools could jeopardize and disrupt their participation in "traditional" educational opportunities. The curriculum for higher education stipulates that courses come in a variety of forms, including theoretical courses, practicum courses, theoretical and practical courses, and practical work subjects. The extent to which the established learning objectives can be fulfilled as envisaged must be taken into account when evaluating the efficacy of learning activities (Mulrennan, 2018).

Effectiveness in general demonstrates how well-established learning objectives were attained. In order

for a learning programmed to be effective, it must be able to successfully deliver students to achieve predetermined instructional goals, offer an engaging learning environment, actively engage students in the learning process, and have facilities that facilitate both teaching and learning. Students' enthusiasm in learning activities can be used to gauge effectiveness. A measurement of the degree of success of a learning process is the efficacy of teaching strategies. The methods and auxiliary resources must also be considered while evaluating the learning program's efficacy, in addition to the student achievement level. Its efficiency in online learning is expected to be equivalent to learning through face-to-face delivery mode (Mulrennan, 2018).

Students and instructors are required to undertake teaching and learning activities using online tools including video conferencing software, email, and online social media during online learning. WHO advises preventing activities that could result in large gatherings in order to stop the spread of Covid-19. This necessitates a reassessment of traditional classroom instruction before it can be put into practice. The scenarios used to teach must be able to reduce physical contact between students and lecturers or between students and other students. During the learning process, students and lecturers might be in different locations thanks to the usage of digital technology.

In order to stop the spread of Covid-19, online learning has been developed at UNIMEN in Indonesia. Learning software and virtual class services have been used, which can be accessible through social media using the internet network. Students are generally happy with the flexibility of how lectures are conducted. Because they can choose their own schedule and location for lectures, students are not under time pressure. Through online education, instructors deliver lectures via virtual courses that can be viewed from any location at any time. This enables students to pick whichever (Pettigrew & Tropp, 2008).

Social media-based online distance education can help students become more independent learners. Students who learn without the direct supervision of professors must independently research the course materials and assignments they are assigned. Reading encyclopedias, articles from the internet, scientific journals, and having conversations with peers via instant messaging programmed are some of the activities done. Online instruction is more student-centered in order to foster a sense of responsibility and independence among its users. Students must organize, assess, and plan their own learning for online courses while also keeping their learning motivation high. In conclusions, Online learning has its own set of difficulties. Since lecturers and students are at different places while studying, lecturers are unable to directly observe what students are doing during lectures. There is no assurance that the pupils would actually pay attention to the lecturer's explanation. Compared to in-person lectures, students fantasy more often in online courses (Valenzuela, 2013).

Purpose Study

The following objectives guided the conduct of this study: 1. To better comprehend how social learning theory can be used in the classroom using social

media. 2. To provide recommendations for classroom practice by synthesizing the most recent research on social media and the social learning theory. Reasons for Study Social media and social learning theory are connected, but there are no links between them in the literature currently available, and neither has it been examined how one might benefit from the other in a social learning setting. This study aimed to integrate the two ideas to better understand how social media can enhance student achievement in the classroom by reviewing existing literature on both social learning theory and social media (Amichai-Hamburger & McKenna, 2006).

Literature Review

Modern social structures have been redefined over the world, and the platforms that support those structures have grown. Social media disrupts long-held beliefs that have traditionally characterized how all students learn in an educational setting. In the era of social media, communication is a two-way, three-way, and 100-way tool that is interactive, immersive, and omnipresent, thus the days of one-way communication similar to broadcasting are long gone (Bardach et al., 2019). Due to social media's encouragement of attention, memory, and motivational concepts, the application of social learning theory offers a chance to boost student accomplishment in today's dynamic world of social media. The prevalence of these characteristics is also widely sustained by social media, boosting the cognitive functions related to learning and knowledge acquisition.
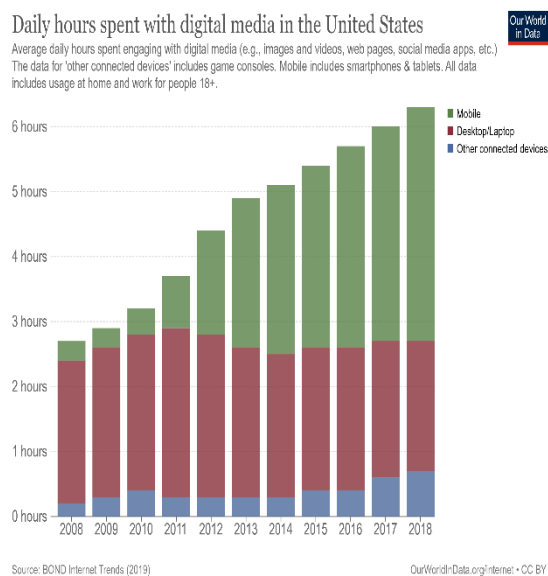

Figure 1. Digital Media

The factors of sensory capacity, arousal level, perceptual set, and prior reinforcement are those that have the biggest impact on whether a student internalizes a perceived learning feature or body of knowledge. A social learning activity must take into account one or more of a student's internal perception qualities if it is to be successful. For instance, in a regular classroom, teachers frequently follow protocols for keeping track of attendance. It can be found that if a student's perceptual set, or perceptual expectancy, is tuned in such a way that hearing his or her name causes them to sit up straight, a specific degree of attention is fostered when participation is expected. Think about the potential that the student could be contacted by many voices in a single shared digital environment. Social media succeeds in maintaining a concentrated engagement between the student and the body of knowledge that is readily available in this fashion, bringing the student back into the context of social learning with each like and tweet. Social media offers a toolkit where participation and attention are intertwined. Students

who comment, read an article, like a post, or retweet a message are actively using social media because it involves a certain amount of concentration. Due to the very nature of online social interaction, sustained attention is necessary in order to participate in the material (Baudoin & Galand, 2020, p. media). Social media platforms like Facebook and Twitter enable a participatory approach that makes it easier to share user-generated knowledge strands by offering a venue for continuous attention in this way. This frequent reminder to pay attention enhances learning processes and helps the student stay focused for the entire learning session.
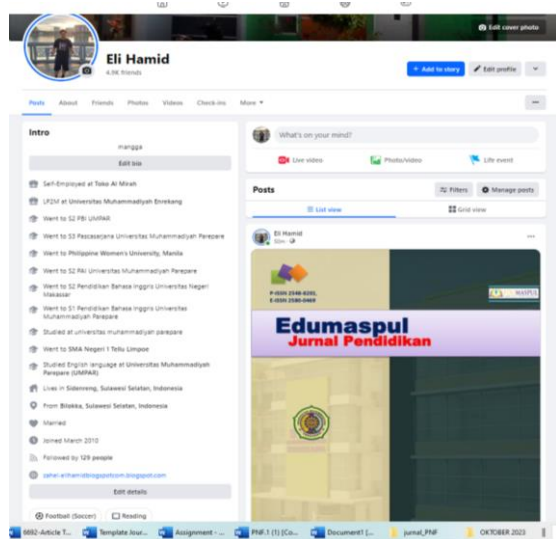

Figure 2. Facebook

The behaviorist and cognitive approaches to learning theory are connected by social learning theory. Simply paying attention to the social context of learning is insufficient due to the constant flow of information. True learning necessitates the encoding of information and external stimuli into the student's memory so they may be retrieved and applied to real-world situations. Social contact is a complex system of interdependent components, each of which serves a distinct purpose that may or may not have an impact on long-term memory

(Ekanayake & Wishart, 2014). Social media improves student prospects for memory generation and memory retention by offering reinforcing stimuli in the form of graphical representations, annotations via peer comments, and the capacity to engage with knowledge in a live situation. In According to the social learning theory, symbolization is the capacity for a person to conjure up mental pictures and memories from fleeting sensory encounters (Ellison et al., 2007). As various learning styles are engaged through contact with the social media platform, these transient sensory experiences are reinforced in the social media environment. Through the use of graphics, movies, charts, and graphs, social media provides visual, aural, and tactile stimuli (Jannah et al., 2020). It also gives tactile sensations through the actual physical process of engaging with electronic input devices. Through the use of a multimodal approach to knowledge sharing, social learning encounters offer improved opportunity for symbolization and Self-efficacy is a key component of Bandura's theory for social learning. Realizing one's potential impact on the world is critically dependent on one's views about it. In terms of social learning, students are more likely to devote all of their efforts to reaching a social objective if they have confidence in their ability to do so (Handayani et al., 2023). Two high school seniors, one with high self-efficacy and the other with poor self-efficacy, are attending a senior prom. Despite the fact that both may have a desire to dance, overriding sociological self-efficacy elements force each to take into account the projected effects that dancing may have on social standing. The same comparison may be made between student achievement and engagement in the

classroom. When sociological components are present, learning is more likely to take place if it is largely a social activity.
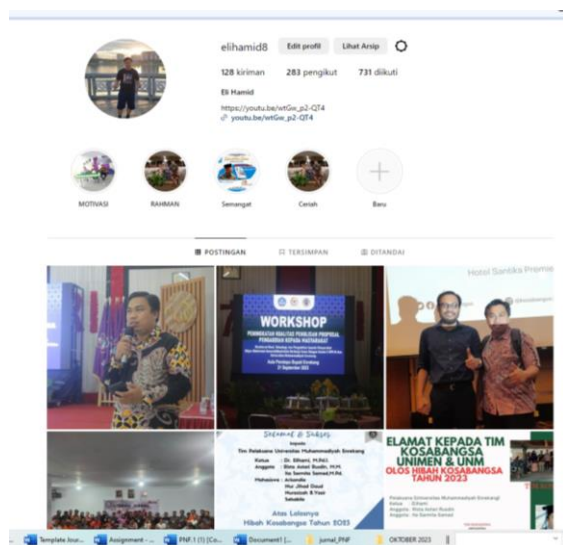

Figure 3. Instagram

The dictate that using all available resources will produce a successful solution. Students must share knowledge in an interactive setting for social learning to take place. But in a traditional classroom, pupils are still cut off from teachers, experts, parents, and the outside world. Given that social learning necessitates interaction, this kind of limitation undermines self-efficacy (Jannah et al., 2020). Without a forum for discussion, students are forced to weigh the pros and cons of participating in class. Traditional classroom experiences put up hurdles to the social learning context since classroom participation affects overall performance and learning. Students find it challenging to mimic learning when major role groups communicate either sometimes or not at all both inside and outside of the classroom. Social media offers a platform for interaction with a range of role groups in a low-risk environment, in contrast to traditional classroom interaction (Pettigrew & Tropp, 2008). Social learning theory-recommended interactions are promoted in the social media environment, and as digital interactions are often free of many social fears, users frequently show a higher level of self-efficacy with regard to the experience. Increased self-efficacy may lead to more engagement, which may lead to improved student learning. Consequences and Discussion The use of social media by educators at all levels offers a singular chance to involve students in a new paradigm of interpersonal communication and social learning. Social media applications have been utilized in the classroom to encourage reflection and critical thinking, as well as different levels of student involvement. enhanced student involvement and engagement, understanding of racial and ethnic diversity issues, and a sense of community among students (Mulrennan, 2018). The usage of social media and its development of learning applications through social learning theory cannot be avoided by educators any more. There is a wealth of material that discusses the advantages social media provides for educating children at all levels (Praherdhiono et al., 2018). Teachers must weigh the advantages and disadvantages of each social media platform to decide which is best for completing a particular work. Although most social media platforms encourage active participation from students, some may be better suited to the particular demands of the class. Twitter, for instance, enables students to chat and exchange information in a social setting, however the limitations on the number of characters allowed in a single tweet might not be conducive to projects requiring in-depth research. On the other hand, when a task requires it, Twitter's succinctness may be perfect for teaching clarity and conciseness. It is advisable to use

professional judgment when determining which social media site is most appropriate for a particular course. The relationship between the assignment and Bloom's Taxonomy should also be taken into account by educators when choosing which social media site best suits the needs of a given class (Elihami, 2022). Environments that review, challenge, and develop new knowledge foster higher-order cognitive abilities. Educators should take into account the following if a task requires a greater level of taxonomical engagement or knowledge.
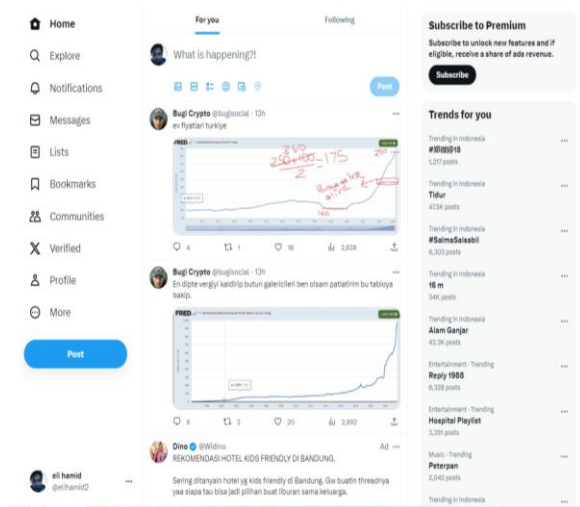

Figure 4. Twitter

Each social media platform's weaknesses are listed with its advantages. Social media platforms' widespread accessibility does not necessarily equate to their widespread applicability to a particular learning purpose. Teachers need to be aware of the platforms that offer the highest chances for student success and the settings that let each platform perform to its fullest. Growing pains are related to widespread adoption and deployment of emergent technologies, as with any emerging technologies. The design of social media deployment in the classroom should take into account the diverse levels of faculty technical proficiency and propensity to use technology. Some academic staff members might easily adopt social media technology while others won't. When planning training, educational staff should account for differences in teacher motivation and proficiency with technology.
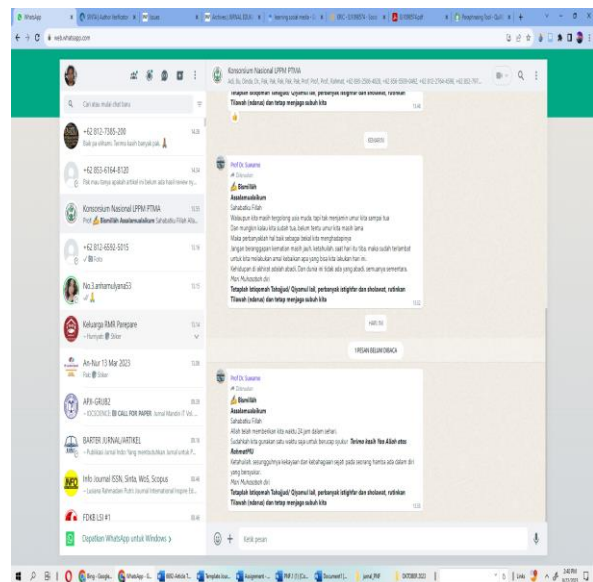

Figure 5. WhatsApp

When it comes to technological proficiency and the use of media in the social learning process, the research acknowledges a considerable gap between educators in urban areas and those in rural environments. According to research, educators in rural settings are less computer literate than those in urban settings. Additionally, rural educators place less value on using social media to connect with stakeholders than their urban counterparts. When deciding on institution-specific faculty training protocols and differentiation with regard to technology proficiency and the use of social media in the classroom, these factors should be taken into account.

Conclusion

The research admits a sizable divide between educators in urban and rural settings in terms of technological competence and the use of media in the social learning process. Researchers have found that teachers in rural areas are less computer proficient than those in urban areas. Additionally, compared to their urban colleagues, rural educators place less significance on connecting with stakeholders via social media. These elements should be taken into consideration when deciding on institution-specific faculty training procedures and distinctions with relation to digital proficiency and the usage of social media in the classroom.

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