Analyzing Social Media As The Most Effective Learning Media For Gen Z

Fajrinur[1] *, Sri Novayanti[2], Ivvon Septina Bella[3] dan Rahmati[4]
[1,3]Economic and Business Department, Universitas Islam Kebangsaan Indonesia
[2]Physical Education Department, Universitas Islam Kebangsaan Indonesia
[4]Business and Accounting Department, Politeknik Negeri Lhokseumawe
Fajrinur14@gmail.com

ABSTRACT

Currently, education in Indonesia has learnt and implemented many effective social media to achieve success in the teaching and learning process in the classroom. The current era is closely related to Generation Z children. Regardless of the pros and cons, almost every Generation Z student in Indonesia already has access to the internet and social media. So this research used library research in obtaining data on social media as the most effective learning media for Gen Z from articles, books, and previous researches. Research on social media advantages shows that it provides numerous benefits for students as long as it use responsibly. In fact, it can encourage students to learn collaboratively, enhance student interaction, enable students to develop critical thinking and boost their creativity. This is in accordance with the four competencies that students must have in the 21st century proposed by the Ministry of Education, called 4C, namely critical thinking and problem solving, creativity, communication skills, and ability to work collaboratively.

Keyword: Social Media, Gen Z

INTRODUCTION

Nowadays, times are starting to shift from the conventional era to the internet era. The current era is closely related to Generation Z children. Regardless of the pros and cons, almost every Generation Z student in Indonesia already has access to the internet and social media. So like it or not, teachers also have to adapt to current developments because the learning patterns of this generation of students are different from previous generations.

The use of social media as a learning media is becoming more frequently used by teachers in Indonesia. Especially since the online learning system due to the Covid-19 pandemic has become increasingly widespread. In teaching teacher can incorporated social media such as Facebook, WhatsApp, Instagram, Tiktok etc. into teaching and learning process. Social media encapsulates digital tools and activities that enable communication and sharing across the net. This media has made it possible for one to create and easily transmit content in the form of pictures, videos, audios and word. The kind of services available with social media include blogs, wikis, social bookmarking, social networking sites, virtual world content (online gaming sites) and media sharing sites i.e. Youtube, Instagram etc.. There are also learning platform that are designed for educational purposes and known as educational sites such as Altissia, Kumon, etc. These social media provides various kinds of facilities for students to develop and work with

Research on social media advantages shows that it provides numerous benefits for students as long as it use responsibly. In fact, it can encourage students to learn collaboratively, enhance student interaction, enable students to develop critical thinking and boost their creativity (Kalia, 2013; Meena, 2013; Zheng, 2013). This is in accordance with the four competencies that students must have in the 21st century proposed by the Ministry of Education, called 4C, namely Critical Thinking and Problem Solving, Creativity, Communication Skills, and Ability to Work Collaboratively. Therefore, as an educator for Gen- Z students, teachers need to recalibrate and immediately take concrete steps into making these integrated social media-learning.

RESEARCH METHODS

This research used library research. In obtaining research data, the researcher collected, analyzed, and organized data from articles, books, previous research on social media as the most effective learning media for Gen Z. Then the researcher concluded and presented the data in the form of a description.

FINDING AND DISCUSSION

Currently, education in Indonesia has discovered and implemented many effective social media to achieve success in the teaching and learning process in the classroom. Research showed that there are significant differences in the learning outcomes of students who use social learning media and those who do not use learning media.

Firstly, using social media encourage students to learn collaboratively, since it provides tools to connect between student to student, between student and teacher and among the three of them. Collaboration skills according to Arnyana (2019) are the skills of working together, synergize with each other, adapt to various roles and responsibilities, and respect differences. Collaborating will bridge each other's gap in knowledge and differences that others have so that the problems faced can be resolved well in an atmosphere of togetherness. Slavin (1995) states that cooperative learning has many forms (types), but all of them involve students working in small groups or teams who help each other others in studying subject matter. So by using social media, when a teacher gave students an assignment to do, students can effortlessly collaborate and solve it together; suggest and comment on each other's assignments, access each other work and call the teacher with questions or to start a discussion (Kalia, 2013). Thus, geographical distance is no more constrain for attaining educational experience: With the use of social media, individuals can collaborate in class and doing homework at any place, at their own time.

Secondly, using social media enhance student interaction or communication. Communication skills are skills to convey thoughts, ideas, knowledge and new information that they have to other people through verbal, written, symbols, or numbers. Communication skills include listening, obtaining information by asking, and expressing ideas in front of many people. Communication goal is to achieve better mutual understanding on issues important to all parties involved. Communicating is said to be successful if other people understand or agree with the idea which was delivered. Zheng (2013) said that the integration of social media technology facilitates students' participation, interaction, and writing/literacy development. Williams (2012) added that this media can enhance teacher-student interaction and serve as a 'communication' forum in educational settings. Meena (2013) gives an example on how to develop communication skills: Through blogging students can be engaged in practical work which can enhance their skills. In this era of computing, social media usage helps the individual in developing computing and communication skills.

Thirdly using social media enable students to develop critical thinking. This skill is absolutely necessary for everyone to be able to solve problems and make decisions about the difficulties faced in real life. On the other hand, critical thinking skills are included the ability to distinguish between right and wrong, or fact and opinion. Critical thinking skills can be practiced in learning by challenging students with contextual problems in daily life. Liu (2013) added that this media can extend learning environment to real world and to enrich students learning experiences with real life experiences.

Finally using social media in learning also boost students' creativity. Creative thinking skills are the ability to create new ideas or objects. It can also refer to ability of problem solving by looking at the problem from various points of view. Students can be asked to come up with solution of a problem presented in social media or creating new stuff altogether. Using social media offered flexibility in learning. Social media adds an element of flexibility in learning and the educational sites allow learners to select learning material according to their interest and knowledge (Meena, 2013). So students can work on what they love the most and at the same time creatively turn the social media around for their advantages.

However, social media can have negative influence on teaching and learning as well as on students' behavior. Therefore it is important to choose the content, which would not intrude on ethical norms and would use polite language. This is especially true when using hashtags that the teacher must constantly observe and follow news on the hashtag in use, so that inappropriate content would not reach students. So as long as teacher and students use social media responsibly then it is acceptable, because the advantages of social media can outweigh its disadvantages.

CONCLUSION

As a teacher choosing and understanding the use the most effective types of learning media is important. By understanding this, it will be easier in the teaching process to provide a more conducive and interactive learning atmosphere. The rapid development of social media and the presence of the Emancipated Curriculum require Generation Z students to think much more critically, especially with the presence of the internet in their lives from an early age. Using social media in learning can encourage students to learn collaboratively, enhance student interaction, enable students to develop critical thinking and boost their creativity. This is in accordance with the four competencies that students must have in the 21st century proposed by the Ministry of Education, called 4C; critical thinking, creativity, communication skills, and ability to work collaboratively

REFERENCES

Aristanto, A., Maq, M. M., Iqbal, M., Prananda, G., & Efrina, G. (2024). New Learning Paradigm Through Kurikulum Merdeka in Primary Schools. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *9*(1), 5398-5408.

Arnyana, Ida Bagus Putu. (2019). Pembelajaran Untuk Meningkatkan Kompetensi 4c (Communication, Collaboration, Critical Thinking dan creative Thinking) Untuk menyongsong Era Abad 21. Vol. 1 No. 1 (2019): *Prosiding: Konferensi Nasional Matematika dan IPA Universitas PGRI Banyuwangi.*

Chidlir, Yandi. (2023). Mengenal Pentingnya Pengembangan Kompetensi 4C dalam Pembelajaran Era Digital. *Guru Inovative. Accessed 25 June 2023* from https://guruinovatif.id/.

Jankauskaitė, Dovilė. (2015). Social Media as a Tool for Improving Teaching and Learning Experience. *Signum Temporis*. 7(1): 54–59.

Kalia, G. (2013). A Research Paper on Social Media: an Innovative Educational Tool. *Issues and Ideas in Education*. Vol. 1, pp. 43–50.

Liu, Y. (2010). Social media Tools as a Learning Resource. *Journal of Educational Technology Development and Exchange*, 3(1), 101-114.

Meena, V, Kumar. (2013). Role of Social Media in Education. *International Journal of Creative Research Thought*. Volume 1, Issue 3.

Nurdin, Rinovian Rais, Bambang Sumadyo, Darilah Diharjo. (2023). The Influence of the Use of Learning Media and Learning Motivation on Social Science Learning Outcomes. *Journal of Educational Research and Evaluation.* Volume 7, Issue 4, 2023, pp. 629-635.

Rogahang, S. S., Paramansyah, A., Zaelani, K., Iqbal, M., & Judijanto, L. (2024). Inclusive Education Practices: Fostering Diversity and Equity in the Classroom. *Global International Journal of Innovative Research*, *1*(3), 260-266.

Williams, R, W. (2012). as cited in Piotrowski, C. (2015). Emerging research on social media use in education: A study of dissertations. *Research in Higher Education Journal.* Vol, 27, pp.1-12.

Zheng, B. (2013) as cited in Piotrowski, C. (2015). Emerging research on social media use in education: A study of dissertations. *Research in Higher Education Journal.* Vol, 27, pp.1-12.

Zubaidah, S. (2018). Mengenal 4C: Learning and Inovation skills untuk Menghadapi Revolusi Industri 4.0. *Makalah*: Disampaikan dalam seminar 2nd Science Education National Conference di Universitas Trunojoyo Madura 13 Oktober.