

# The utilization of social media as learning media for students of pre-service teacher education in the pandemic of covid 19

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## Abstract

The study aims to: 1) identify the types of social media used in the learning of pre-service teacher education's students, 2) describe student perception on the use of social media in online learning. This is a descriptive research. The number of respondents was 270 students from bachelors of fashion education study program Universitas Negeri Surabaya. Data collection was carried out in July-December 2020. Method of data collection is online questionnaires and analyzed by descriptive analysis. The results of the study stated: 1) social media used in learning for pre-service teacher education's students: Whats app (100%), Youtube (80%), Pinterest (32%), Instagram (25%), and Facebook (12%); 2) Student perception on the use of social media covers how the function of social media in facilitating communication, obtaining information and academic discussion processes, generating motivation, increasing academic achievement, ease of access and use, cheap from an economic point of view, clarity and hardware support, with varying compositions of perception. The recommendation of this study is that social media as a learning media for pre-service teacher education's students is very supportive and it is recommended to use it both during the pandemic of covid-19 and after normality. It needs to be anticipated for users who are in zones that are far from the reach of electricity network and internet facilities.

## Keywords:

Education, Teacher Education, Social Media

## 1 Introduction

The COVID-19 pandemic which has hit almost two years around the world, has a real impact on all lines of life, including education. It has brought changes in the teaching and learning process in universities and affected the interaction between teachers and students. Due to the pandemic, universities are constrained to carry out their activities with students exclusively online (Sobaih, Hasanein, & Abu Elnasr, 2020). In this regard, many governments are taking steps to avoid the spread of the virus and to ensure the continuity of the educational process, and universities around the world are adopting online learning (Ali, 2020). Indonesia as one of countries with high infected population has also implemented a new regulation in teaching and learning system. The teaching and learning process from face-to-face mode is instructed to change to online (Ministry of Education and Culture of the Republic of Indonesia, 2020). e-learning is a form of the use of the internet that can increase the role of students in the learning process. Various services e-learning is managed independently by the institution by using Learning Management System (LMS) or freely provided by third party (Shank, 2008). This regulation applies to all educational institutions, learning from traditional face-to-face approaches to remote digital platforms (Gustiani, 2020).

## 2 Literature Review

During the period before the COVID-19 pandemic, online learning had become part of the learning process at Universitas Negeri Surabaya (Unesa), in the form of blended learning through its Learning Management System: Vi-Learn, as evidence of active participation in the Industry 4.0 era. Education 4.0 uses an experience-based system, where digital technology pedagogy replaces traditional face-to-face approaches. This system is to train and prepare technology literate students as a global generation to meet the needs of Industry 4.0. This strategy is like a preparation for universities when the COVID-19 pandemic hits the world. The academic community no longer uses blended learning but must be fully online by utilizing more platforms outside the LMS owned by the university. One of them is by optimizing social media as a learning tool for students and lecturers.

Social media has become a very familiar facility for the people of Indonesia. Based on GWI statistical data, Indonesia as of January 2021 has 202.6 million internet users. The number increased by 27 million or 16% compared to the previous year. Internet penetration reached 73.7%. YouTube is still the most popular social media. The number of YouTube users reached 94% in the age range of 16 to 64. In the second place is WhatsApp, Instagram in the third position, and Facebook in the fourth position (beritasatu.com).

The use of social media is generally free for any purpose so it has the potential to be used as a learning resource. The impact of its use makes teachers more creative in learning and students are more comfortable in learning. The use of Youtube as a learning resource goes through the following stages: 1) Create interesting content. In this case, boring content can be produced in more interesting content. 2) The maximum video

duration is 3 minutes and is delivered briefly, concisely, and clearly. 3) Using a scientific approach in the learning process. 4) In taking pictures, the teacher needs to imagine the arrangement of words or pictures because when editing the words or pictures are inserted into the video to provide an explanation.

Instagram as a learning resource can be done through the following stages: 1) Creating interesting content, both images and short videos. 2) Content in the form of images must clearly describe what is written. 3) Producing video content similar to Youtube; we recommend a maximum duration of 3 minutes 4) In writing content, use signals for clarity of description in particular. 5) In making videos, use a scientific approach 6) Similar to Youtube, teachers need to imagine the layout when recording videos.

Several stages of learning through WhatsApp as a learning resource, can be done as follows: 1) Create a comfortable learning environment in general 2) Share learning resources, such as ebooks, e-modules, and so on through private or group chats. 3) Convey the material briefly, concisely, and clearly. 4) Invite students to discuss through chat. 5) Give time for students to respond in a private message. 6) Give time until 60 percent of students respond in group chats (At Thariq, 2020). Facebook is not only a social and networking application, but also a medium of communication and learning. Understanding is socially constructed and shared by connectivity and sharing of information and knowledge towards student-centred learning, with the guidance of lecturers as facilitators to prepare the knowledge community of the 21st century workforce (Yeo, 2014).

The positive effect of using social media for learning media is that it allows students to easily contact each other regarding their projects and assignments. Students can also work on group assignments from home. Students learn the skill set required for successful social networking. It also brings freedom for students to connect and collaborate beyond institutional boundaries and to gain practical experience for the workforce. In the other hand, there are negative aspects of using social media in learning include students being vulnerable to frequent fluctuations in mood and self-control. It can produce stress, anxiety or fear for them. Student neglect study by spending time on social networking sites instead of studying or interacting with people face to face. Students prefer to chat with friends for hours and this leads to a waste of time that could be used to study or learn new skills. Students who use social media regularly may lose their ability to engage in face-to-face communication. Even if students spend a lot of time socializing in an effective way, it should not hinder their studies and academic credentials. social networks create a virtual world, which is very different from reality (Devi, Gouthami & Lakshmi, 2019).

Social media is chosen as an addition or substitute for traditional curriculum materials to improve communication, share knowledge and collaborative learning, and even improve interpersonal relationships between teachers and students. However, positive results on these aspects are highly correlated with teachers' actual behavior on social media and their attitudes towards these media and ICT in general (Van Den

Beemt , Thurlings, & Willems, 2019). Technical problems that can cause online learning to be less than optimal are the lack of technical skills of teachers and their teaching styles that are not well adapted to the online environment. lack of interaction and even poor communication between students and teachers (Coman, et al, 2020)

Previous studies show social media used to get information, communicate virtually, explore hobbies, get entertainment, support college assignments, make online purchases, and adopt fashion and lifestyle styles. The interesting thing about using social media is that the respondents can use this social media at one time. When a group of students as respondents were doing their homework in front of a laptop screen, at the same time they also opened the Facebook site to chat, listen to music on Youtube, and discuss in the Whatsapp group. Several other informants made video calls via Skype while selecting items to order online via Instagram (Supratman, 2018).



Figure 1: Purpose of using social media native (Supratman, 2018)

Social media influence quite significantly on student social interactions. It is able to make easier for users to get information and communicate with the parties connected to it, while on the other hand users spend more time in it, and they are apathetic to the surrounding social environment outside from it (Yohanna, 2020). Social media used for collaborative learning had a significant impact on interactivity with peers, teachers and online knowledge sharing behaviour. Additionally, interactivity with teachers, peers, and online knowledge sharing behaviour has seen a significant impact on students' engagement which consequently has a significant impact on students' academic performance. Grounded to this finding, it would be valuable to mention that use of online social media for collaborative learning facilitate students to be more creative, dynamic and research oriented (Ansari & Khan, 2020). Social media applications, which are most widely used by students are YouTube, Instagram, Facebook, and Line. Social media is able to improve students' English skills in listening, speaking, writing and

reading skills. Social media is a communication facility that is fun, interesting, easy to use and accessible, effective, simple and informative (Erzad & Suciati, 2018).

In regards the social media applications, teachers and students use WhatsApp as a main tool, with 100% for the teachers, and almost 73% for the students. Both the teachers and the students are willing to use social media in education, and they believe it will enhance their educational experiences, but the practice is significantly low; in the meantime, there are agreements that the use of social media is for socialisation only. The infrastructure is available, but the comprehension educational view is absent, the researcher suggest that there is a need for training to evaluate own use of social media, and to enhance the abilities to use available properties. There is positive attitudes and confirm the value of using social media/social learning in online courses (Alabdulkareem, 2015; Taylor, King & Gordon, 2012).

Considering the explanation mentioned above we believe that it is inevitable that the role of social media in supporting the virtual education process is increasingly important and students' perceptions of the use of social media in the teaching and learning process, and these ideas form the basis of our research. We consider it important, relevant, and necessary to analyze whether students have adapted to the demands of this technological development and whether they are satisfied rather than dissatisfied with participating in the role of social media as the main facility in their learning.

The aim of the paper is to identify the types of social media used in the learning of pre-service teacher education's students in fashion education study program at universitas negeri surabaya, and describe student perception on the use of social media in online learning. Finally, our research can contribute to increase the use of social media in supporting the implementation of virtual learning in higher education, by explaining various social media platforms, their uses and limitations, tracking research results related to the role of social media in improving learning achievement, students' perceptions of social use. media in learning to recommendations for further application.

### 3 Methodology

This is a descriptive research. The number of respondents was 270 students from bachelors of fashion education study program Universitas Negeri Surabaya. The detail of respondents is listed in table 1.

Table 1: Respondent of study

Year	Number of respondents	
	Male	Female
2017	1	74
2018	2	35
2019	1	77
2020	2	78

The number of subjects included in this research observation contain of 25 courses spread all four students in different years. Data collection was carried out in July-December 2020. The research instrument is a Google form questionnaire distributed to all respondents through WhatsApp. Students' perceptions consist of ten aspects: the utilization of social media in learning consist of ten aspects, namely the ease of getting information, the ease of communicating, supporting academic discussion activities, increasing learning motivation, increasing learning achievement, ease of use, access, clarity, economical, and hardware. Support. The data from the online questionnaire was processed by descriptive analysis. Data on platform types are grouped based on the type of social media used in each course, so the data obtained will be able to describe the type and composition of platforms in each course. Data on students' perceptions of the use of social media in learning are categorized according to the criteria, which consist of four levels, namely strongly agree, agree, disagree, and strongly disagree.

#### 4 Findings

Based on student questionnaire data collection, about the types of social media platforms used in 25 courses, overall information is obtained, there are five types of social media, namely you tube, whatsapp, instagram, facebook and pinterest. The five types of social media are used either singly or side by side. In other words, there are courses that only use one type of social media platform and there are more than one of the five types of platforms. The composition of the five types of social media in courses is shown in table 2.

Table 2: Composition of the utilization of Social media in Learning

Type of Social media	Number of Courses	percentage
Whats App	25	100%
You Tube	20	80%
Pinterest	8	32%
Instagram	6	25%
Face Book	3	12%

The distribution of data in table 2 shows that the top order is WhatsApp. All courses use whatsapp as a medium of communication between lecturers and students. Lecturers create whatsapp groups to facilitate the delivery of information to all students in each class, as a medium for asking questions about problems from lecturers to students or vice versa. Whatsapp groups are also used to share files from both lecturers and students for all class members to access. All posts on whatsapp can be stored for a long time, easy and cheap to use, it is very possible to make voice calls and video calls in discussion activities. These aspects are the advantages of WhatsApp.

The second position is occupied by you tube. there are 20 courses or 80% of lecturers who use youtube in their learning. The YouTube used is videos related to teaching materials available on You Tube, as well as the lecturers themselves making

videos related to teaching materials, then uploaded on YouTube so that they are easily accessed by students and even the general public who access them. Students also often get assignments to make tutorials related to learning materials and even learning videos during teaching practices as pre-service teacher students.

The third position is occupied by pinterest where there are 8 courses or 32% of lecturers who use pinterest in their learning. Especially learning related to the fields of fashion design, patternmaking, textiles, sewing, and others related to the field of fashion studies. This application is quite liked because it can save an unlimited number of images in the user's account. Pinterest is quite helpful for students because there is no need to manually save pictures from the internet to the internal storage of a laptop or computer. That way, they don't have to sacrifice their internal storage space to store images that can be an inspiration when making designs. Available features such as Collecting and Sharing Photos, messages, friendships and hearts increasingly provide wider opportunities for students and teachers of pinterest users to interact.

In 4th place is Instagram which is used as a learning medium for these pre-service students. Instagram as a social media is not a private space but a public space and can be accessed easily so that it is unique when used for learning. Lecturers and students use Instagram by sharing fifteen- to sixty-second pictures and videos related to teaching materials that can be posted to other social media sites.

In the 5th position is the face book used in learning. Lecturers create course groups, socialize with all class members, share material, whether it's in the form of links, pictures and videos. This is to add teaching materials. The consultation room and the summary of the material on the notes can be used as training/evaluation media by means of students answering exercises or quizzes given by the lecturer on Facebook.

The results of data acquisition on student perceptions of social media utilization in learning are presented in table 3.

Table 3: Students perception of social media for learning

Aspects	Response			
	Strongly agree	Agree	Disagree	Strongly disagree
easy to get information	85%	15%	0	0
easy communication	60%	35%	5%	0
Social media for academic discussion	25%	55%	15%	5%
motivate to learn	30%	55%	15%	0
good effect on academic achievement	30%	60%	10%	0
ease of use	50%	50%	0	0
speed of access	30%	50%	15%	5%
clarity	45%	50%	0	5%
economic	0	70%	25%	5%
hardware support	0	70%	20%	10%

Student perceptions as shown in table 3, that according to the students' point of view, they agree about the role of social media that can be used to facilitate obtaining information so that all respondents chose the answers agree (85%) and strongly agree (15%).

In the aspect of ease of communication in learning, almost all respondents (60% strongly agree and 35% agree) agree that social media makes it easier for lecturers and students to communicate, while only 5% disagree with the statement that communication is not always easy to do through social media, especially if encountered signal difficulties due to many things, and the intrinsic motivation of the students themselves who did not use social media to communicate.

In the aspect of Social media for academic discussion, 25% strongly agree and 55% agree that academic discussion in virtual learning is strongly supported by the role of social media. Meanwhile, 15% of respondents disagreed and 5% strongly disagreed, with the statement that discussion cannot take place if group members cannot play an active role, especially if signal difficulties are caused by many things, students who do have communication limitations are increasingly passive with distance discussions. far, especially if the discussion is controlled by a few students who are too dominant. The long discussion process is sometimes not facilitated by adequate time so that even though it has utilized the latest sophisticated technology, the discussion objectives have not been achieved.

In the aspect of Social media to motivate to learn, as much as 30% strongly agree and 55% agree, that the role of social media can increase student learning motivation. Meanwhile, 15% of respondents did not agree because the process of using social media, which often encountered obstacles, would cause the learning process to be disrupted. This will cause students' motivation and enthusiasm for learning to decrease, and they believe that aspects of the carrying capacity of facilities such as social media only play a small role. Motivation will be easier to rise if students have an interest and interest in what will be learned.

In the aspect of social media increasing student learning achievement, as many as 30% of respondents strongly agree and 60% agree that the role of social media is able to improve learning achievement, although this effect is not direct. Meanwhile, 10% of respondents disagreed, almost the same reason as the role of social media in increasing motivation, namely because the process of using social media which often encounters obstacles, will cause the learning process to be disrupted, so that students' motivation and enthusiasm for learning decreases. This decreased motivation inevitably results in decreased learning achievement.

Students' perceptions of the ease of use of social media, all respondent agree (50% strongly agree and 50% agree) that social media is very easy to use, including in facilitating the virtual distance learning process. While in terms of speed of access and clarity, although there are 80% to 95% of respondents agree that the speed of access and clarity of social media they feel, there are still 5% to 15% of respondents who do not agree with the speed and clarity, which is caused if students encountered signal



problems which of course became the main cause of disruption of speed and clarity. The position of student residences scattered in all directions and not always in a signal-friendly location is the biggest obstacle.

In the economic aspect, as many as 70% of respondents think that social media is quite economical in terms of cost. while 25% of respondents disagreed and 5% strongly disagreed because purchasing credit to support the use of social media they felt was quite high, one of the reasons was because WIFI service was not available so they had to provide it in the form of internet data packages which were certainly more expensive.

The last aspect in the student perception is about hardware support. there are 70% of respondents view that the carrying capacity of the hardware is very good because social media can not only be accessed via mobile phones but also personal computers and laptops, so that students are still able to connect while doing other activities, especially related to academic activities. Meanwhile, 20% disagree and 10% strongly disagree because the hardware support determines the ease, speed and clarity of social media access. Not all students have adequate hardware support so that these devices that are not prime often encounter difficulties in accessing audio, images and any other aspects.

## **5 Conclusion**

The use of social media in learning in the fashion pre-service teacher education program, Universitas Negeri Surabaya during the pandemic is very optimal. Lecturers use social media that is already familiar in student life to maximize its function in learning. In the discussion of the article above, it is clear how lecturers use various social media platforms for academic purposes in order to maintain and even improve the quality of learning for prospective teacher students. Likewise, from the student's point of view, it was obtained a picture of their perception of the use of social media in learning which mostly gave a positive response. As all things in this world are imperfect, so the use of social media in learning cannot be separated from various obstacles that arise due to extrinsic and intrinsic factors. Constraints encountered make evaluation materials to find solutions for future improvements.

## **Suggestion for Future Research**

Based on the most crucial factors that have been identified in this study, the recommendation of this study is that social media as a learning media for pre-service teacher education's students is very supportive and it is recommended to use it both during the pandemic of covid-19 and after normality. It needs to be anticipated for users who are in zones that are far from the reach of electricity network and internet facilities.

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