



ADVANTAGES AND WEAKNESSES OF ONLINE LECTURING DURING COVID 19 OUTBREAK IN INDONESIA: STUDENTS' PERCEPTION

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Abstract

This study researches the advantages and weaknesses of applying online lecturing during the pandemic period. The purposes of this research are to describe the platforms and learning applications used by lecturer-students and the advantages and weaknesses in having online lecturing. This study used descriptive case study design with 117 participants. The samples were the Islamic University of *Antasari Banjarmasin*, the Islamic University of *Walisono Semarang*, and the University of *PGRI Semarang*. The writer used data reduction, data display, and data conclusion. The writer analyzed the data used a tool of qualitative data namely ATLAS.TI8. The results of this research show that the applications in conducting the online lecture are; google classroom, zoom, google meet, LMS Post Graduate, Youtube, WAG, and telegram. The advantages are that online lecturing is easy to do anywhere and more flexible, it saves pocket money, energy, time and place, materials could be repeated and saved, it only takes short time and is also fun, paperless and timeless, no need to stay at the campus, and it saves the transportation fee. The weaknesses are the time is sometimes very limited and students' quota is sometimes insufficient, the voice is unclear, the network is easy to trouble, there is no direct feedback and evaluation, it needs adequate smartphone and quota, it has more assignments and less discussion, and the materials are difficult to understand and too short explanation.

Keywords: *Advantages, Weaknesses, Online Lecturing*

Abstrak

Penelitian ini mengkaji kelebihan dan kelemahan penerapan perkuliahan online selama masa pandemi. Tujuan dari penelitian ini adalah untuk mendeskripsikan platform dan aplikasi pembelajaran yang digunakan oleh dosen-mahasiswa serta kelebihan dan kekurangan dalam melakukan perkuliahan online. Penelitian ini menggunakan desain studi kasus deskriptif dengan jumlah partisipan 117 orang. Sampel penelitian adalah Universitas Islam Antasari Banjarmasin, Universitas Islam Walisongo Semarang, dan Universitas PGRI Semarang. Penulis menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Penulis menganalisis data menggunakan alat data kualitatif yaitu ATLAS.TI8. Hasil penelitian ini menunjukkan bahwa aplikasi dalam melaksanakan kuliah online adalah; google classroom, zoom, google meet, LMS Pasca Sarjana, Youtube, WAG, dan telegram. Kelebihan kuliah online mudah dilakukan dimana saja dan lebih fleksibel, menghemat uang jajan, tenaga, waktu dan tempat, materi bisa diulang dan dihemat, hanya membutuhkan waktu yang singkat dan juga menyenangkan, hemat kertas dan tidak terbatas waktu, tidak perlu harus di kampus, dan menghemat biaya transportasi. Kelemahannya adalah waktu terkadang sangat terbatas dan kuota siswa terkadang tidak mencukupi, suara tidak jelas, jaringan mudah bermasalah, tidak ada feedback dan evaluasi secara langsung, perlu smartphone dan kuota yang memadai, tugas lebih banyak dan kurang pembahasan, dan materi yang sulit dipahami serta penjelasan yang terlalu singkat.

Kata Kunci: Kelebihan, Kelemahan, Perkuliahan Online

A. Introduction

Entering the 21st century education system needs to prepare and provide modern tools and technology in conducting education into the classroom. Moreover, facing the covid19 pandemic period makes all education institutions in Indonesia especially universities should hold online lecturing using any kind of teaching media applications. Some universities use their blended teaching paid platform application, some others use the teaching free application.¹ Explored that teaching and learning within the outbreaks must apply digital media for education to catch the goal and set of materials for student's study maintenance.

Conducting online lecturing in students' homes is not as easy as having lectures in the real classroom,² reflected that applying technology into the home classroom is not familiar for students to tune in with the lecturer and materials. That situation makes students

¹ Ute Kraidy, "Digital Media and Education: cognitive impact of information visualization," *Journal of Educational Media* 27, no. 3 (1 October 2002): 95–106, <https://doi.org/10.1080/1358165020270302>.

² Jan Heim dkk., "Children's Usage of Media Technologies and Psychosocial Factors," *New Media & Society* 9, no. 3 (1 June 2007): 425–454, <https://doi.org/10.1177/1461444807076971>.

imbalanced and shocked to follow as one of the psychological factors that influenced them. It is true since there are many preparation and tool requirements needed to have the online lecturing into their home classroom. Having this phenomenon, students need to recognize and practice more about the current technology used by teachers beyond the university through the teaching media platform implemented.

Measuring and analyzing the advantages and weaknesses of using online lecturing, the writer portrayed the students' perspective towards the result of implementations of delivering the teaching goals, materials, and teaching-learning process during the covid-19 pandemic outbreak in Indonesia.³ Neier and Zayer argued about the students' perceptions about using social media in having home classrooms for higher education students which have given the adventure of academic life for students themselves. Concluding all the aspects of gaps above, the writer come to the final argument that the advantages of using technology in online lecturing need to draw clearly on the aspect of students. Additionally, the weaknesses of applying the technology onto teaching media for online lecturing as well as should be explained in detail otherwise students can achieve the goals of studying during this pandemic period.

In this research, the writer describes; 1) the applications of teaching media used in conducting online lecturing by lecturers 2) whether or not students master those applications in following the online lecturing 3) advantages of the online lecturing conducted by lecturers, and 4) the weaknesses of attending the online lecturing.

B. Literature Review

This research elaborates and explains the variables of research which are the online teaching media used and the hosting of online lecturing held by lecturers at university. Coming to this topic, the writer needs to clarify and reviews the literature supporting the study on portraying the teaching media used in online lecturing held during the pandemic period for students as resulted in the advantages and weaknesses that appear then.

The study on the usage of teaching media has been explored by some writers;⁴ arguing that conducting digital media on education setting outcomes the cognitive impact for students especially in transferring the information visualization.⁵ Studied media technologies used by children as through as the psychological factors influenced them. It means that not all children at school can follow the home classroom using online teaching

³ Stacy Neier dan Linda Tuncay Zayer, "Students' Perceptions and Experiences of Social Media in Higher Education," *Journal of Marketing Education* 37, no. 3 (1 December 2015): 133-143, <https://doi.org/10.1177/0273475315583748>.

⁴ Kraidy, "Digital Media and Education."

⁵ Heim dkk., "Children's Usage of Media Technologies and Psychosocial Factors."

since many obstacles it,⁶ reported about the examination on using social media as a tool for academic practices; it shows that this social media can also help the teacher to maintain the assignment and tasks to live the students in an academic setting,⁷ discussed the real setting of using social media in teaching, student learning, and enhancing teacher's professional development might be considered to use.

The investigation on the online social media teaching have also been elaborated by these writers;⁸ revealed about maximizing the use of social media as easy media to operate by students. In hosting teaching and learning materials during this pandemic, teachers are considered to use media to occupy the materials and students' works within the social media as all students can do that. Neier and Zayer,⁹ illuminated the use of social media in teaching students of higher education through having their perception and experiences beyond using it. Raut & Patil¹⁰ examined the use of social media in progressing the online classroom bring the positive and negative impacts for students. Otherwise, Siddiqui & Singh,¹¹ debated about the use of teaching through social media and its impact on positive and negative aspects. Afterward, Zawacki-Richter et, al¹² and Greenhow & Lewin,¹³ explained the re-conceptualizing of the use of social media in education settings for teachers and students.

The explanation towards the use of media in education management have been declared by Shepherd & Martz Jr,¹⁴ stated media richness theory and the distance education

⁶ Retta Guy, "The Use of Social Media for Academic Practice: A Review of Literature," *Kentucky Journal of Higher Education Policy and Practice* 1, no. 2 (23 July 2012), <https://uknowledge.uky.edu/kjhepp/vol1/iss2/7>.

⁷ Tabitha Laird, *Using social media in education for classroom teaching, student learning, and educator professional development*, 2014.

⁸ Y. Gülbahar, "Current State of Usage of Social Media for Education: Case of Turkey," *Journal of Social Media Studies* 1, no. 1 (2014): 53–69, <https://doi.org/10.15340/2147336611763>.

⁹ Neier dan Zayer, "Students' Perceptions and Experiences of Social Media in Higher Education."

¹⁰ V. Raut dan P. Patil, "Use of Social Media in Education: Positive and Negative impact on the students," *International Journal on Recent and Innovation Trends in Computing and Communication* 4, no. 1 (2016): 281–285.

¹¹ Shabnoor Siddiqui dan Tajinder Singh, "Social media its impact with positive and negative aspects," *International Journal of Computer Applications Technology and Research* 5, no. 2 (2016): 71–75.

¹² Olaf Zawacki-Richter dkk., "Student Media Usage Patterns and Non-Traditional Learning in Higher Education," *The International Review of Research in Open and Distributed Learning* 16, no. 2 (15 April 2015), <https://doi.org/10.19173/irrodl.v16i2.1979>.

¹³ Christine Greenhow dan Cathy Lewin, "Social media and education: reconceptualizing the boundaries of formal and informal learning," *Learning, Media and Technology* 41, no. 1 (2 Januari 2016): 6–30, <https://doi.org/10.1080/17439884.2015.1064954>.

¹⁴ Morgan M. Shepherd dan Wm Benjamin Martz Jr, "Media Richness Theory and the Distance Education Environment," *Journal of Computer Information Systems* 47, no. 1 (1 September 2006): 114–122, <https://doi.org/10.1080/08874417.2006.11645945>.

environment. Then, Engwall & Kipping,¹⁵ revealed about management education, media and consulting, and the creation of European management practice. Wan & Gut¹⁶ described the media used by Chinese and US secondary students: Implications for media literacy education. Wankel¹⁷ elaborated on management education using social media. McNeill¹⁸ mentioned 'Don't affect the share price': social media policy in higher education as reputation management. Li et al,¹⁹ discussed about using social media for collaborative learning in higher education: A case study. Bogdanov et al,²⁰ expanded on the challenges of assessing media literacy education. Tess²¹ perceived the role of social media in higher education classes (real and virtual)–A literature review. Schilder et al,²² explained the challenges of assessing media literacy education. Rueda et al,²³ explored from traditional education technologies to student satisfaction in management education: A theory of the role of social media applications.

The review on using media in the classroom has been conducted by Morrison, et al²⁴ explored using student-generated comic books in the classroom. Willett²⁵ explained 'Baddies' in the classroom: media education and narrative writing. Then, Bosman &

¹⁵ Lars Engwall dan Matthias Kipping, "Management Education, Media and Consulting and the Creation of European Management Practice," *Innovation: The European Journal of Social Science Research* 19, no. 1 (1 Maret 2006): 95–106, <https://doi.org/10.1080/13511610600607973>.

¹⁶ Guofang Wan dan Dianne M. Gut, "Media Use by Chinese and U.S. Secondary Students: Implications for Media Literacy Education," *Theory Into Practice* 47, no. 3 (11 Juli 2008): 178–185, <https://doi.org/10.1080/00405840802153783>.

¹⁷ Charles Wankel, "Management education using social media," *Organization Management Journal* 6, no. 4 (1 Desember 2009): 251–62, <https://doi.org/10.1057/omj.2009.34>.

¹⁸ Tony McNeill, "'Don't Affect the Share Price': Social Media Policy in Higher Education as Reputation Management," *Research in Learning Technology* 20 (30 Agustus 2012), <https://doi.org/10.3402/rlt.v20i0.19194>.

¹⁹ Na Li, Sandy Ingram-El Helou, dan Denis Gillet, "Using Social Media for Collaborative Learning in Higher Education: A Case Study," dalam *Proceedings of the 5th International Conference on Advances in Computer-Human Interactions*, 2012, <https://infoscience.epfl.ch/record/170400>.

²⁰ Evgeny Bogdanov dkk., "A social media platform in higher education," dalam *Proceedings of the 2012 IEEE Global Engineering Education Conference (EDUCON)*, 2012, 1–8, <https://doi.org/10.1109/EDUCON.2012.6201105>.

²¹ Paul A. Tess, "The Role of Social Media in Higher Education Classes (Real and Virtual) – A Literature Review," *Computers in Human Behavior* 29, no. 5 (1 September 2013): 60–68, <https://doi.org/10.1016/j.chb.2012.12.032>.

²² E. Schilder, B. Lockee, dan D.P. Saxon, "The Challenges of Assessing Media Literacy Education," *Journal of Media Literacy Education* 8, no. 1 (2016): 32–48.

²³ Laura Rueda, Jose Benitez, and Jessica Braojos, "From Traditional Education Technologies to Student Satisfaction in Management Education: A Theory of the Role of Social Media Applications," *Information & Management* 54, no. 8 (1 Desember 2017): 1059–71, <https://doi.org/10.1016/j.im.2017.06.002>.

²⁴ Timothy G. Morrison, Gregory Bryan, and George W. Chilcoat, "Using Student-Generated Comic Books in the Classroom," *Journal of Adolescent & Adult Literacy* 45, no. 8 (2002): 758–767.

²⁵ Rebekah Willett, "'Baddies' in the Classroom: Media Education and Narrative Writing," *Literacy* 39, no. 3 (2005): 142–148, <https://doi.org/10.1111/j.1467-9345.2005.00412.x>.

Zagenczyk²⁶ described onto revitalize your teaching: creative approaches to applying social media in the classroom. Griesemer²⁷ elaborated on using social media to enhance students' learning experiences. Cao et al,²⁸ argued about using social media applications for educational outcomes in college teaching: A structural equation analysis. Al-Rahmi et al.²⁹ showed using social media as a tool for improving academic performance through collaborative learning in Malaysian higher education. Todorova³⁰ studied about dusty but mighty: using radio in the critical media literacy classroom. Sohrabi & Iraj³¹ showed implementing flipped classrooms using digital media: A comparison of two demographically different groups' perceptions. Chawinga³² elaborated on taking social media to a university classroom: teaching and learning using Twitter and blogs. Chen Hsieh et al,³³ described about using the flipped classroom to enhance EFL learning.

Based on the review of literature above, the writer used some frameworks which relate to our study and support the research analysis; Ute Kraidy³⁴ agreeing online lecturing is part of the way conducting the digital media on education. Shepherd³⁵ stated that media richness is the pedagogy and materials used by lecturers in conducting the lecturer during the

²⁶ Lisa Bosman and Tom Zagenczyk, "Revitalize Your Teaching: Creative Approaches to Applying Social Media in the Classroom," in *Social Media Tools and Platforms in Learning Environments*, ed. by Bebo White, Irwin King, and Philip Tsang (Berlin, Heidelberg: Springer, 2011), 3–15, https://doi.org/10.1007/978-3-642-20392-3_1.

²⁷ J. A. Griesemer, "Using Social Media to Enhance Students' Learning Experiences," *Quality Approaches in Higher Education* 3, no. 11 (2012): 8–11.

²⁸ Yingxia Cao, Haya Ajjan, dan Paul Hong, "Using Social Media Applications for Educational Outcomes in College Teaching: A Structural Equation Analysis," *British Journal of Educational Technology* 44, no. 4 (2013): 581–593, <https://doi.org/10.1111/bjet.12066>.

²⁹ Waleed Al-rahmi dkk., "Using Social Media as a Tool for Improving Academic Performance through Collaborative Learning in Malaysian Higher Education," *Review of European Studies* 7, no. 3 (26 February 2015): p265, <https://doi.org/10.5539/res.v7n3p265>.

³⁰ Miglena Todorova, "Dusty but Mighty: Using Radio in the Critical Media Literacy Classroom," *Journal of Media Literacy Education* 6, no. 3 (15 Maret 2015): 46–56.

³¹ Babak Sohrabi dan Hamideh Iraj, "Implementing Flipped Classroom Using Digital Media: A Comparison of Two Demographically Different Groups Perceptions," *Computers in Human Behavior* 60 (1 July 2016): 514–524, <https://doi.org/10.1016/j.chb.2016.02.056>.

³² Winner Dominic Chawinga, "Taking social media to a university classroom: teaching and learning using Twitter and blogs," *International Journal of Educational Technology in Higher Education* 14, no. 1 (25 January 2017): 3, <https://doi.org/10.1186/s41239-017-0041-6>.

³³ Jun Scott Chen Hsieh, Wen-Chi Vivian Wu, dan Michael W. Marek, "Using the flipped classroom to enhance EFL learning," *Computer Assisted Language Learning* 30, no. 1–2 (17 Februari 2017): 1–21, <https://doi.org/10.1080/09588221.2015.1111910>.

³⁴ Kraidy, "Digital Media and Education."

³⁵ Shepherd dan Jr, "Media Richness Theory and the Distance Education Environment."

pandemic outbreak. Schilder³⁶ explained the challenges of assessing media that are proper for lecturers and students in having a classroom using the online lecturing application.

C. Methods

The writer focused on the qualitative data approach supporting by Atlas.TI8 as a tool of qualitative data analysis.³⁷ The participants of the research were the students of the departments of counseling and carrier, management, Arabic language education, and Islamic education. The sample were those from the following universities: the Islamic University of *Antasari Banjarmasin*, the Islamic University of *Walisongo Semarang*, and the University of *PGRI Semarang*. The instrument was an online questionnaire using the google survey. The participants of the research were 117 students consisted of students of the semester of 2nd of 7 people, 3rd of 20 people, 4th of 3 people, 5th of 51 people, 6th of 5 people, 7th of 27 people, 8th of 2 people, 9th of 2 people. The writer collected the data by spreading the online direct open-ended questionnaire through the online survey by google form of Microsoft. To analyze the data, the writer used data reduction on all student's answers to 4 questions, followed by data display of tabulating, classifying, and analyzing all the data collected. Then the last is the data conclusion which is concluding the data analysis based on the research objectives.

D. Findings

This study explores and explains the teaching and learning process during the pandemic outbreak using online lecturing at universities. The indicators portray the applications used, the student's perception of the application mastery, the advantages and the weaknesses of using technology during the online lecturing.

Here are the applications used by students of 3 universities in conducting the online lecturing based on the question on the questionnaire, as following:

Question 1: what are the applications of online lecturing that the lecturers used to conduct the home classroom?

Answer: During the pandemic outbreak, many universities host distance teaching and learning using online lecturing to occupy the academic life in odd and even semesters. Here are the applications of online lecturing used by lecturers and students to maintain their materials and students to go the right track as the academic order: google classroom, zoom, google meet, LMS Post Graduate, Youtube, WAG, and telegram. Students used such applications because they feel comfortable and the applications can be easily operated and mastered. Moreover, those applications are easy to use by them otherwise do not need more

³⁶ Schilder, Lockee, dan Saxon, "The Challenges of Assessing Media Literacy Education."

³⁷ Schilder, Lockee, dan Saxon.

money to have since they are free of charges. Students feel happy with anything for free of charges.

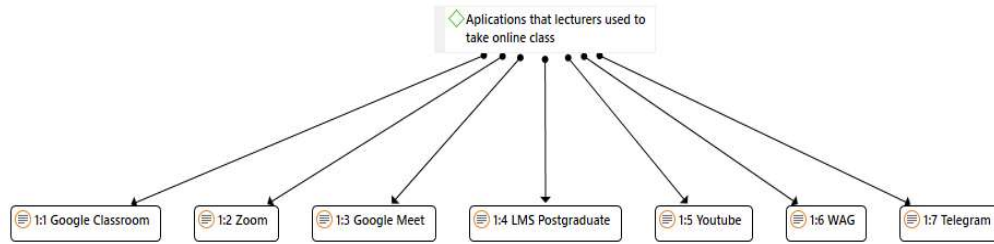


Figure 1 the applications used in the online lecturing

Question 2: Do students master the applications and can attend the online lecturing?

Answer: Student 1; yes, I can master it, I was able to follow the lesson, it is just trouble when heavy rain. Student 2; yes, because it was explained earlier how to use it and there is a tutorial on the internet. Student 3; yes, I like it or not, it is demanded by lecturers. Student 4; yes, the more applications we use, the better we master them. Students 5; yes, it is easy to get understood and also guided by the lecturer. Student 6; yes, quite good because it's not difficult. Student 7; yes, as long as the internet network goes well and smoothly. Student 8; no, some do not understand the use of applications. Student 9; no, because online lecturing needs a very good internet signal and a lot of internet quota. Student 10; yes, even though it needs some trials to use the applications on online learning. Further, this explanation can be drawn in the following figure 2.

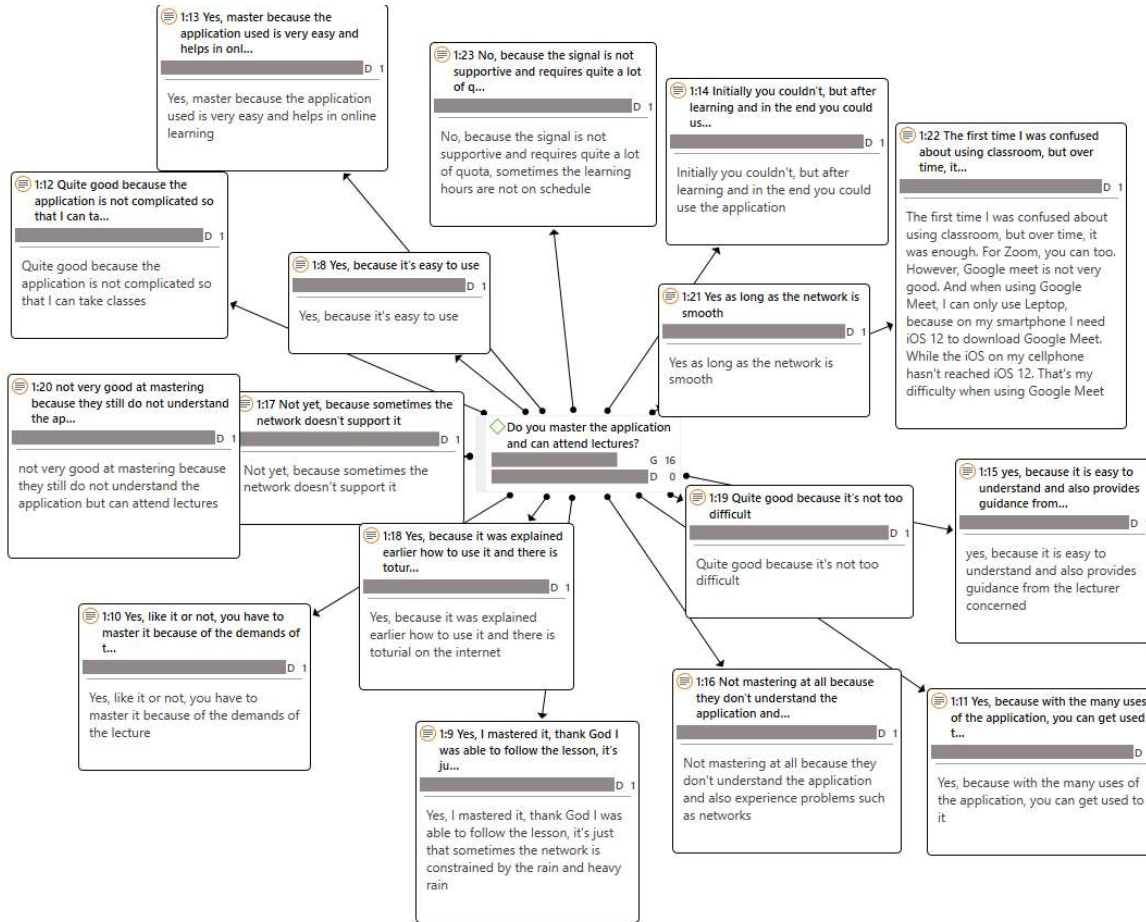


Figure 2 the students' mastery in using the applications in the online lecturing

Question 3: Mention two advantages of using that applications in having online lecturing?

Answer: student 1; it is easy to do anywhere, more flexible. Student 2; it saves pocket money and energy because we study at home. Student 3; it saves time and place, because it is flexible; student 4; materials can be repeated and saved because it has been recorded. Student 4; we can join the online lecturing while doing anything else and should not wear a uniform. Student 5; I don't think there are many advantages. Student 6; I feel free to join and only watch and listen. Student 7; the lecturing is only in short time and fun. Student 7; it saves time, so I can take time with family and myself. Student 8; I feel free in giving opinions and answer on the lecturing. Student 9; paperless and timeless. Student 10; no need to stay at campus and it saves the transportation fee. This advantage is shown in this figure 3.

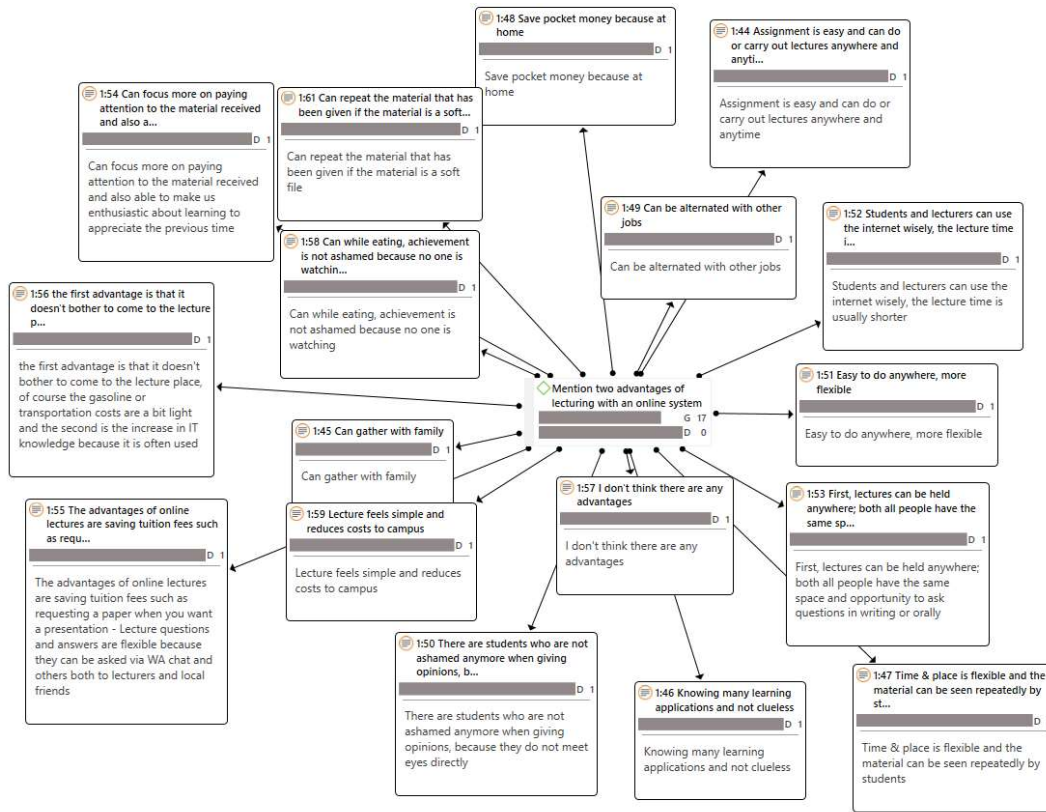


Figure 3 the advantages of online lecturing during the covid19 pandemic

Question 4: Mention two of the weaknesses of using applications during online lecturing?

Answer: student 1; very limited time and insufficient quota. Student 2; the voice is unclear and the network is easy to trouble. Student 3; there is no direct feedback and evaluation. Student 4; unstable internet connection and spending more internet quota. Student 5; the materials are difficult to understand and too short explanation. Student 6; more assignments and less discussion. Student 7; need a smartphone and more quota. Student 8; no control and difficult to maintain the only classroom, many students want to speak, crowded. Student 9; not listening and not watching the lecturing. Student 10; attending the online classroom but not comprehending the lecture and only get the presence of meeting classroom attendance. This can be shown in this figure 4.

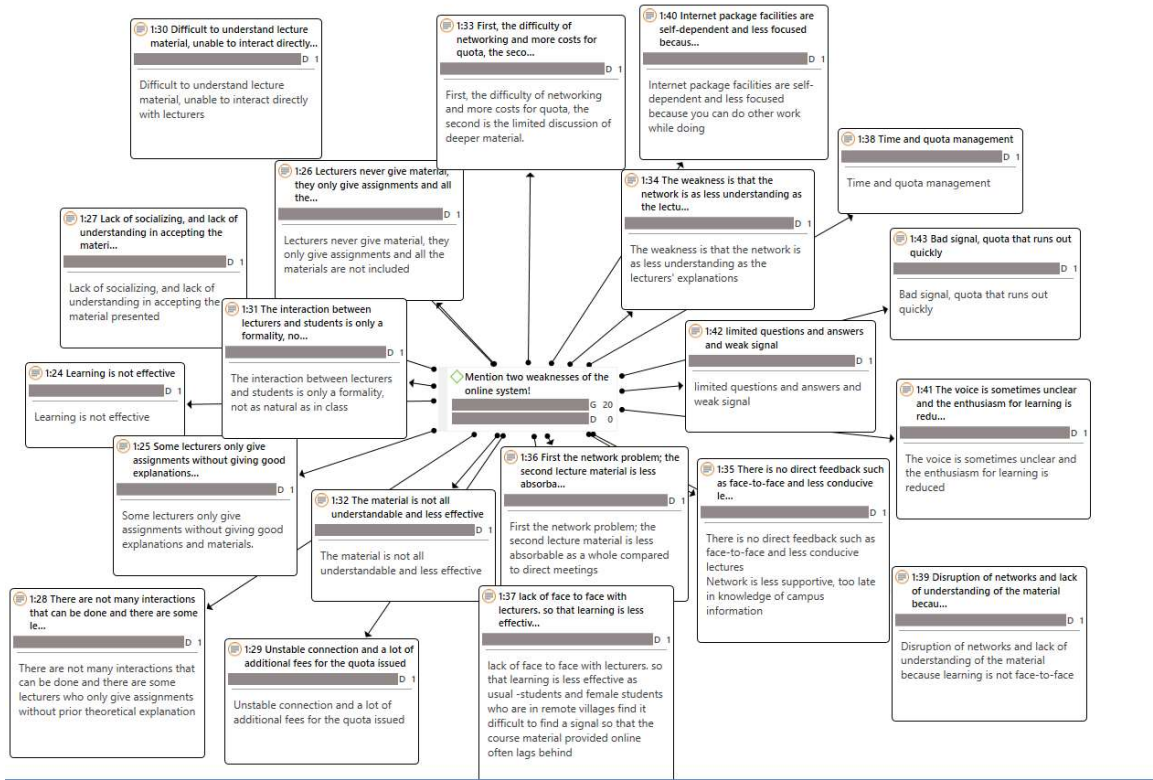


Figure 4 the weaknesses of the online lecturing during the covid19 pandemic

E. Discussion

The applications used in the online lecturing during the covid-19 pandemic are those which have been familiar with the students like; zoom apps, google meet apps, google classroom apps, and WAG. They demanded and order these applications because these are for free and low cost. Most of them master those applications in joining the online lecturing. A few of them are afraid in joining because they thought that they need more money since they must have a lot of quota to attend online lecturing. Students never get any guidance to follow and operate the applications, but then, they learn by themselves through the internet and have trial and error in using it. Many online lecturing applications have been applied by Indonesian lecturers to deliver their materials during this pandemic, but then only a few students have been familiar with the particular applications. This reason is caused by the technology-minded owned by their university. Consequently, students get the common online application even though some other students get a high-tech online lecturing.

The advantages of using the online application on the lecturing might be seen from the positive feeling and traits that students have. They perceive that the use of online applications helps them in organizing their activity schedule and managing their time, especially in the Covid19 pandemic. Through this online lecturing students can be more mobile doing any academic activity and non-academic at once. Moreover, they feel blessed

due to staying at non-classroom so that they may save students' logistic like, living cost, pocket money, transport, and many others that make them more economical and convenient with it. In addition, students might save their time to empower their job/business, passion, talent, etc. that support them to be creative and survival guardian. That statement is in line with lecturing application that is proper for students and teaching for learning and assessing classroom activity.³⁸

The weaknesses of using online lecturing can be portrayed wider and clearer since there are common problems in conducting the online activity which requires some hard tools and soft tools. To join an online lecturing classroom, students need to have hardware like; notebook, laptop, smartphone, etc. otherwise, to get the online room, students also need to have software like; the application, signal connection, and amount of internet quota which is not cheap. In reality, students get some difficulty in joining online lecturing because their smartphone or laptop is not adequate and has small RAM. Moreover, they don't have enough money to have a new one. Eventually, students are depending on providing the internet quota since it was expensive with limited usage. They cannot use the campus' facility due to the policy of staying at home during the pandemic. This condition makes students in poor condition find it hard to join the online lecturing that needs more internet quota to join which means it needs more money to have it. T Laird³⁹ mentioned that in the real setting of using the online application, teachers should consider the students' resources, whether capital resources or human ones.

F. Conclusion

Students have known and are accustomed to using the online lecturing applications which are used by lecturers in hosting the distance classroom. The applications mostly used are google classroom and zoom apps. There are some advantages based on the students' perspectives dealing with the online lecturing are teaching-learning can be held in anywhere and anytime as far as the lecturer have the firmed schedule, and students should not go to campus and have a printed assignment. Then, the weaknesses of the online lecturing are students need to have amount of internet quota to join the distance classroom. Students who live in a very remote area feel hard to find the internet signal, so they cannot join the online lecturing well. This research brings the pedagogical implication especially the universities, lecturers, and students who interact with the online lecturing during the covid19 pandemic period. Universities need to provide a well-known platform and teaching-learning applications as well as the internet quota to let lecturers and students have a distance classroom. The lecturer should ponder the time-teaching allotment and assignments feedbacks which is not too much and make students grabbing. Lastly, students must be active

³⁸ Schilder, Lockee, dan Saxon...

³⁹ Tabitha Laird, *Using social media in education for classroom teaching, student learning, and educator professional development...*

and creative in adhering the online lecturing, including maximizing to absorb the knowledge and the discussion about the materials and assignments.

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