

**THE ROLE OF SOCIAL MEDIA ON STUDENT
ENGAGEMENT IN LEARNING PROCESS AT
UNIVERSITY**

THESIS

Submitted in Partial Fulfillment of the
Requirement for Bachelor Degree of English
Education Department



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SEMARANG
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MOTTO

“If you want to know who you are, you have to look back into your true self and admit it, and those who cannot understand themselves will fail.”

(Itachi Uchiha. *Naruto Shippuden*: 335 “14:47”)

ABSTRACT

Title : **The Role of Social Media on Student Engagement in Learning Process at University**
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This study examines how social media enhances student engagement in higher education, focusing on English Education students at Walisongo State Islamic University, Semarang. Using a descriptive qualitative method, data were gathered through indirect observation, interviews with 15 students, and documentation. Findings reveal that WhatsApp is widely used for academic interaction between students and lecturers, sharing information, facilitating discussions, and supporting group assignments. Social media also encourages creativity and independent learning by providing access to additional resources. Its interactive nature supports cognitive, emotional, and behavioral engagement in learning process. Despite issues like distraction and data privacy, social media offers significant educational benefits when used appropriately. The study highlights the importance of integrating social media into academic activities to enhance student engagement and develop essential 21st-century skills such as collaboration, critical thinking, and innovation. Educators and institutions are encouraged to adapt to students' digital habits to maximize learning outcomes.

Keywords: *Academic Interaction; Higher Education; Learning Process; Student Engagement; Social Media.*

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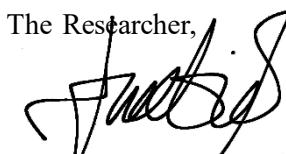
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Semarang, 16 April 2025

The Researcher,



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CHAPTER I

INTRODUCTION

This chapter provides an introduction to the research. It describes the researcher's rationale for choosing this topic. This includes the background of the research, research questions, research objectives, research significance, and research scope.

A. Research Background

The development of information and communication technology has brought significant changes in various aspects of life, Qualitative studies reveal that both teenagers and parents use social media for social, practical, and entertainment activities. Teenagers feel more skillful in using social media than their parents. However, both teens and parents are aware of the social, emotional, and informational risks of using social media. the development of social media is increasing day by day, in 1997 initially social media was born based on trust, but starting from the 2000s to the following years social media began to interest everyone until it reached its heyday. The development of social media makes performance faster, precise, accurate so that it can increase the resulting productivity (Mikum et al., 2018a). Therapid use of technology is also included in the field of education. One of the most prominent innovations is the use of social media as a tool in the learning process in higher education. Social media, such as Facebook, Twitter, and Instagram, have become popular platforms

among students to communicate, share information, and collaborate in academic activities. One of the users of social media now is students, because by using social media students can easily communicate near and far without having to meet face to face. Social media for students is important not only as a place to get interesting information but also has become a lifestyle. Many students do not want to be considered old-fashioned because they do not have a social media account (Tess, 2013a). Social media for students is usually used to express themselves, various things about themselves to many people, especially friends and social media can also be used as a place to make money. as well as students can explore more sources and creativity in academic activities, such as using platforms to find references to teaching models or forms of creativity in developing learning methods so that they are not monotonous and are more varied (Junco et al., 2011).

In the world of youth education today, the learning process is no longer focused on the delivery of information that is limited by the walls of the classroom. the rapid pace of science and technology has brought social networking very popular in the development of communication today (Rasmita Kalasi, 2014). Social media creates a new culture where teachers and learners can not only carry out the learning process in the context of a physical room, but because of the emergence of social media allows the educational process to be carried out in another space virtually. The formal use of social media can be interpreted as a combination of

analogue and online learning. Well-integrated social media communication gives birth to a new learning environment, the role of the teacher slowly changes due to the developing media technology. Rasmita Kalasi (2014) revealed that the role of the teacher, who was originally a knowledge provider, is now changing to a party that facilitates the sharing of knowledge because the information and knowledge obtained by students is no longer only obtained from the teacher.

A study shows that 99% of teenagers use mobile phones to access the internet, with 90% of them using social media such as Facebook and Instagram. However, 90% of these users do not cross-check the content they consume (Machfiroh et al., 2020). Another study found that almost all students have social media accounts and use them to access education, entertainment, and increase local, national and international knowledge (Nurfalah et al., 2023). The use of social media as an educational quality builder is beginning to be emphasised. Based on Rasmita Kalasi's research in 2014, it was found that 90 per cent of students at the faculty level use social media tools in learning and doing their assignments or use social media to build a career outside the formal classroom world. The development of youth education through social media can prove that every individual basically needs to communicate and engage in a community, regardless of the form of the community (Rasmita Kalasi, 2014). Every teenage and university student who is encouraged to use social media as one of the

learning media needs to have critical thinking before using it, and be able to filter the information obtained on the internet and social media.

The use of social media in the context of higher education offers various benefits. Firstly, social media can increase student participation and engagement in the learning process. A study shows that the use of Twitter for academic discussions can increase student engagement and even improve their academic grades(Junco et al., 2011). In addition, social media also allows for more effective peer-to-peer communication, where students can ask and answer questions related to course material(Mikum et al., 2018a). The use of social media in the learning process also helps students think critically about the topic of discussion when in class. Based on the results of research conducted by the Ministry of Communication and Information in tracing users of online activities in teenagers in 2014, it was concluded that the use of social media is very attached to the daily lives of teenagers. The study found that 98 per cent of teenagers surveyed knew about the internet and 79.5 per cent of them were internet users. The appeal of the internet and social media then plays an important role in building one's communication skills. Today's teenagers are very sensitive to the changes that occur in social technology, they follow these developments and master them by learning using the 'Trials and Error' method. (Rasmita Kalasi, 2014).

Secondly, social media can facilitate collaborative learning. Through platforms like Facebook, students can work together on group projects, share resources, and discuss ideas more easily and efficiently(Mbodila et al., 2014) (S. Liu et al., 2022). Research in China shows that collaboration through social media can improve students' learning performance, especially when supported by high academic self-efficacy. This also helps students exchange ideas not only with friends in the classroom but a wider range in cyberspace, the role of social media is very central here to help students interact more widely using platforms such as Facebook, X application, even TikTok.

The utilisation of social media as a learning medium has supported a classic theory of social learning theory. This theory states that the social learning process focuses on how an individual learns by using other people as learning subjects (Bandura, 2001). This learning process has been supported by digital media such as how someone learns to fry eggs by watching videos of other people frying eggs (Grant and Meadows, 2010: 53). In addition to learning about a simple behaviour about one's skills, social media can also show how an individual learns and begins to think about the consequences that will arise from the behaviour performed by the learning subject. Social media in turn not only teaches how a communication and information technology has an impact, but also teaches how a communication technology is absorbed and adopted (Bandura, 2001). The utilisation of social media is now widely

occurring in the process of distance education (e-learning) where the teaching and learning process is no longer limited to classrooms, distance, and time.

From the many benefits provided to users, there are of course risks from the rapid development of technology, the use of social media in education also faces several challenges. One of the main challenges is the issue of privacy and data security. Students and lecturers need to be careful about sharing personal and academic information on public platforms. In addition, there is also a concern that lecturers' dominance in the use of social media may reduce students' active participation. Research on personal data security awareness among university students shows that active users of social media tend to upload personal data to gain benefits, while passive users are more aware of the use of their personal data. On the other hand, the research also shows that students' perception of social media as a learning tool is very positive. Most students feel that social media helps them in the learning process and they have a desire to integrate social media further in their academic activities. Students in Indonesia use their mobile devices primarily for social media, with educational applications also being used significantly. This use of social media is closely related to time spent on mobile devices, especially among IT students who are more digitally active. This shows the great potential of social media to be an effective learning tool if used wisely and well-planned. Another study showed that social media engagement and

behavioural intentions significantly influence performance expectations and collaborative learning habits among university students.

In this context, it is important for universities and faculty to understand the dynamics of students' use of social media and how social media can be effectively integrated in the curriculum. With a good understanding, social media can be a powerful tool to improve students' academic engagement and performance, and prepare them for the challenges of an increasingly digitalised world of work, as well as identifying the impact of social media so that it can be used wisely and as a more efficient communication and interaction tool.

B. Research Questions

The based explanation above, the researcher provides the research question as follows:

1. What is the role of social media on the level of student interaction and creativity in academic activities at Walisongo State Islamic University Semarang?
2. What is the role of social media use in increasing student engagement in the learning process at Walisongo State Islamic University Semarang?

C. Objective of the Research

According to the problem of the study, the main objective of this research is as follows:

1. To identify the role of social media usage on student interaction and creativity in academic activities.
2. To explain the role of social media in enhancing student engagement in the learning process at Walisongo State Islamic University, Semarang.

D. Significance of the Research

In this study, there are two kinds of the significance of the research, theoretical significance and practical significance.

1. Theoretical Significance

The theoretical significance of this study lies in its contribution to enriching the literature on the role of social media in student engagement in academic settings. This study seeks to explain the complex relationship between social media use and students' level of engagement and creativity in the learning process. The findings from this study can add insight into how social media platforms can be utilised to improve student engagement and develop more effective pedagogical strategies in the digital age. In addition, this research can assist educational academics and practitioners in understanding the positive and negative impacts of social media on students' learning experiences, which in turn can guide further research in this area.

2. Practical Significance

a. For Lecturers

1. More Interactive Teaching Strategies: Lecturers can utilise the findings of this study to develop more interactive teaching methods using social media as a tool. For example, lecturers can integrate platforms such as Twitter or Instagram for class discussions, sharing materials, or giving assignments that encourage student creativity and engagement in a more dynamic manner.
2. Increasing Student Engagement: This research provides guidance on how to increase student engagement through the use of social media. Lecturers can use these platforms to create more inclusive discussion spaces, where students feel more comfortable participating. It can also help lecturers identify students who may need more attention in the learning process.
3. Development of Relevant Learning Materials: Lecturers can design more relevant learning materials by utilising trends and topics that are popular on social media. This can help make the material more interesting for students and increase their interest in the subject being taught.
4. Continuous Monitoring and Evaluation: Lecturers can use social media to monitor real-time student engagement and conduct continuous evaluation. This allows lecturers to provide faster feedback and adjust teaching approaches according to student needs.

5. Addressing Challenges and Risks: This research also provides insights into the potential risks of social media use, such as distraction and decreased concentration. Lecturers can develop clear policies regarding the use of social media in educational contexts, so as to minimise the negative impacts while maximising the benefits.

b. For Students

1. Increasing Engagement in the Learning Process: Students can utilise social media as a means to be more engaged in the learning process. For example, they can join group discussions, access additional materials, or follow accounts related to their subjects to gain additional insights.
2. Developing Creativity: Social media gives students the opportunity to express their creative ideas, both through assignments that involve creating digital content and through interactions with classmates and lecturers. This can help them develop creative skills that are relevant to the future world of work.
3. Easy Access to Learning Resources: By utilising social media, students can easily access learning resources, such as video tutorials, scholarly articles, or online discussions, which can deepen their understanding of the material learnt in class.

4. Collaboration and Networking: Social media allows students to collaborate with their peers outside the classroom and build professional networks early on. They can share information, work together on projects, and connect with experts in their field of interest.
5. Time Management and Prioritisation: This research also helps students understand the importance of managing time and priorities when using social media. Students can learn how to use these platforms effectively to support their studies, without being distracted by irrelevant content or overspending their time.

E. Scope of The Research

This research focuses on the role of social media in student engagement during the learning process in the academic environment, especially in the English Education Department, Walisongo State Islamic University Semarang. The scope of this research includes:

1. Institutional Context: The research was conducted at UIN Walisongo Semarang, with a focus on students of English Education Department batch 2021-2022.
2. This research highlights the dynamics of social media use in the higher education environment in Indonesia, especially in Islamic-based institutions.

3. Research Subjects: The subjects of this study were 20 students randomly selected from a total of 186 students in the English Education Department class of 2021. The respondents were chosen to represent various levels of engagement in the use of social media, both for academic and non-academic purposes.
4. Types of Social Media Studied: This study covers various social media platforms that are frequently used by university students, such as Facebook, Twitter, Instagram, WhatsApp, and YouTube. The main focus is on how these platforms are used to support or hinder students' academic engagement and creativity.
5. Aspects of Engagement and Creativity: This research explores how the use of social media can affect students' level of engagement in academic activities, such as participation in class discussions, collaboration with classmates, and access to additional learning resources. It also evaluates the influence of social media on students' creativity in producing academic content, as well as their ability to think critically and analytically.
6. Time Limitation: This study was conducted for one semester, in September 2024. Data were collected through observation, interviews and documentation during this period.
7. Research Limitation: This study did not cover the impact of social media on aspects of student life outside the academic context, such as mental health or social relationships outside campus. The study also did not quantitatively evaluate the effectiveness of social media, instead focusing on qualitative analyses of students'

perceptions and experiences. With these restrictions, this study aims to provide in-depth insights into how social media can be utilised to enhance student engagement and creativity in the context of learning in Islamic higher education.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains previous research, theoretical review, and conceptual framework to make this research more understandable.

A. Previous Research

Several studies have tried to reveal how the use of social media can affect student engagement in an educational context. For example, in a journal article written by Aldha Williyan with the title *Peran Platform Media Sosial dalam Mendorong Pembelajaran Kolaboratif di Perguruan Tinggi* (Williyan, 2023). This research aims to explore the role of social media in the context of collaborative learning in higher education. The research method used is a qualitative approach involving students, lecturers, and other related parties who are active in collaborative learning through social media. Data were collected through in-depth interviews, participatory observation, and document analysis, then analysed using a thematic approach with validity strengthened through triangulation. Aldha Williyan's research focuses on how social media platforms, such as Facebook, Instagram, and others, are able to increase student engagement through discussion, collaboration, providing feedback, as well as developing digital skills and digital literacy. The results showed that effective use of social media can increase student engagement, facilitate cross-

geographical collaboration, and open global access for professional development. In addition, social media is proven to support the integration of formal and informal learning, empower students to lead their own learning initiatives, and enhance creativity in various forms of expression. A significant difference in my research lies in the focus on Walisongo State Islamic University Semarang, as well as the examination of how social media specifically affects student participation and interaction in that academic environment. As such, my research not only adopts findings from previous studies but also provides a local and practical context for the application of social media in enhancing learning experiences in higher education settings.

Second, a journal article written by Moh. Danang Bahtiar, Dhika Maha Putri, and Muhammad with the title *Upaya Meningkatkan Keterlibatan Mahasiswa (Student Engagement) Melalui Media E-Learning Interaktif* (Danang Bahtiar & Maha Putri, 2021), discusses the importance of interaction as a form of student engagement in technology-based learning. This research uses qualitative approach with interview, observation, and documentation study methods. The object of the research is students who study legal aspects of economics and business by using interactive e-learning-based learning media. The research found that interactive e-learning-based learning media helped to increase students' behavioural, emotional, and cognitive engagement. Students become more focused, enthusiastic, and

motivated in learning, even though the learning process is conducted online. In addition, interactive features such as live chat allow students to keep interacting with lecturers, creating a meaningful learning experience. While my research focuses on the use of social media as a tool to increase student engagement, it is different from Bahtiar et al.'s research, which uses an interactive-based e-learning platform. My focus lies on how social media, such as Instagram, Twitter or other platforms, influence student participation, interaction and creativity in the context of learning at Walisongo State Islamic University, Semarang. As such, my research adds a new perspective on the more informal and collaborative nature of social media utilisation compared to e-learning platforms specifically designed for formal education. This research is expected to make a practical contribution in integrating social media as part of modern learning strategies in higher education.

Third, in a journal article written by David Hermansyah et al., with the title *Peran Media Sosial dalam Meningkatkan Kesadaran Kewarganegaraan Melalui Pembelajaran PKN di MI, menggunakan pendekatan Systematic Literature Review (SLR) untuk menganalisis peran media sosial dalam pembelajaran Pendidikan Kewarganegaraan (PKN) di Madrasah Ibtidaiyah (MI)* (Rahardjo & Yulianti, 2020). This study reviewed literature from various sources, including Scopus, DOAJ, and Google Scholar, spanning 2013-2024. The research found that social media

has a significant contribution in improving students' understanding of civic issues as well as in shaping civic identity and engagement. Platforms such as e-learning, Edmodo and blogs were used to create interactive and participatory learning experiences. Social media has also been shown to increase students' learning motivation and critical thinking skills, while encouraging social engagement and citizen entrepreneurship. However, this research also identified challenges such as limited technological infrastructure and lack of teacher training in using social media effectively. The difference with my research focuses on exploring the role of social media in improving student engagement and interaction in the learning process at Walisongo State Islamic University, Semarang. The focus of my research is more specific to the higher education level and includes the influence of social media on student creativity in a formal learning environment.

Fourth, a journal article entitled *Era Revolusi Industri 4.0 : Peran Media Sosial Dalam Proses Pembelajaran Fisika di SMA*, written by Armelia Yuniani et al, (Yuniani et al., 2019). The research focused on how the role of social media in the learning process of physics conducted by literature study method. The results showed that one of the social media, Youtube, is influential in the development of physics learning. The four main reasons for using social media are for social engagement, direct communication, speed of feedback, and building relationships. The difference with the research is the approach method used is field

research and the focus of the study on student involvement in the learning process using social media.

Fifth, in a journal article written by Aprilian Epti Wahyuni and Sukirman entitled *Peran Student Engagement Dalam Memoderasi Pengaruh Self-Efficacy Dan Self-Regulated Learning Terhadap Kompetensi Akuntansi* (Wahyuni & Sukirman, 2018). The study used data from questionnaires on class XII students of Accounting Vocational Schools in Purbalingga Regency in the 2016/2017 academic year. The results showed that self-efficacy has a positive effect on students' accounting competence, but student engagement does not moderate the effect of self-efficacy on accounting competence. Self-regulated learning has no effect on accounting competence, but student engagement moderates the effect of self-regulated learning on accounting competence. The research has similarities to the study of student engagement in the world of education, but the difference is in the focus of research on the use of social media.

Sixth, a study titled *Pengetahuan Pemanfaatan Media Sosial Sebagai Media Pembelajaran Siswa - Siswi Sekolah Islam Imam Syaf'i*(Herdiansyah et al., 2023). in a journal article written by Rangga Herdiansyah et al. The research focuses on the activeness of students in using social media can affect the learning process. The research provides several benefits of using social media on the effectiveness of the teaching and learning process as a study material for educators. Meanwhile, my research more

specifically focuses on how the role of social media on student engagement.

Seventh, a study entitled *Penggunaan Media Sosial pada Siswa Sekolah Dasar sebagai Alat Pembelajaran di Lingkungan Pendidikan yang dilakukan oleh Aulia Nadia Zahro dkk*, (Zahro et al., 2023). The study aimed to examine the role of social media as a learning medium for primary school students using the Systematic Literature Review method. The research shows that the integration of social media with the teaching system, especially in elementary schools, has the potential to increase the effectiveness of learning. Meanwhile, my research will focus more on the role of social media which is limited to its influence on increasing student engagement in higher education.

The conclusion of the text above is that existing research shows various ways and contexts of using social media to increase student engagement in learning. These studies cover various levels of education, from elementary school to college, and involve various platforms such as Facebook, Instagram, Youtube, and interactive e-learning platforms.

This study focuses more on the context of higher education at Walisongo State Islamic University Semarang, with the aim of exploring how social media, such as Instagram and Twitter, can influence student participation, interaction, and creativity in an academic environment. This provides a more specific perspective

on the use of social media that is more informal and collaborative compared to existing formal learning platforms.

Overall, although there are variations in the approaches and platforms used, all of these studies show that social media has the potential to increase student engagement, both in the context of collaborative learning, digital skills development, and social engagement. This research contributes to this study by providing local and practical insights into the application of social media to enhance the learning experience in college, as well as adding new perspectives on the integration of social media into modern learning strategies.

B. Literature Review

1. History And Definition of Social Media

Social media has a long history that began long before the digital age. In the late 1800s, technologies such as the telegraph, radio, and telephone were already being used for social interaction, albeit in one-way forms such as the radio (Edosomwan et al., 2011). In the 1960s, email began to emerge as a method of exchanging messages between computers, which later evolved into ARPANET in 1969, the forerunner of the modern internet (Edosomwan et al., 2011).

In the 2000s, social media began to develop rapidly with the emergence of various social networking sites that facilitated interaction between users with similar interests, such as music, education, and film (Edosomwan et al., 2011). Facebook,

launched in 2004, became one of the most dominant platforms and continues to evolve from a social networking site to a more complex ‘platform-as-infrastructure (Helmond et al., 2019). This evolution involves changes to platform architecture, interfaces, governance frameworks, and control mechanisms (Helmond et al., 2019). Followed by many diverse social media platforms such as tweeter now X, instagram, whatsapp, and others. At the beginning of the 21st century, there was a theoretical shift in the way social media platforms compete. Instead of competing directly with each other, platforms began competing for audience time and attention, as well as targeting niche populations. This supports the complementary and niche-focused theory of media evolution, which may be the future of the social media industry (McIntyre, 2014). It is also a platform for user creativity to utilise the various advantages of social media in various aspects, such as economy, entertainment, education.

Social media is not only evolving in terms of technology, but also in terms of culture. In the 2000s, social media helped to significantly reconstruct socio-technical practices, enabling information dissemination, community building, and broader communication (Boyd, 2015). Social media is also becoming an important tool in marketing strategies and business communications, connecting businesses with customers more effectively (Dhingra & Mudgal, 2019).

Social media has gone through several stages of development, ranging from social communication tools, public opinion shapers, business tools, to regulatory objects. (Komarova, 2021). Social media has gone through several stages of development, ranging from social communication tools, public opinion shapers, business tools, to regulatory objects (Komarova, 2021). Social media also plays an important role in social movements, as seen in the use of status updates to coordinate protests in Tahrir Square and the Black Lives Matter movement as well as updates on education issues around the world (Halpin & Henshaw-Plath, 2022).

After discussing a brief history of social media and its universal development. The definition of social media in the context of education is as follows. Social media in the context of education can be defined as online technology platforms designed to support social interaction, both synchronously and asynchronously, with local and global reach unprecedented in human history. These platforms enable wider and faster communication and collaboration compared to traditional media, and provide new opportunities for how, when, where and with whom people learn (Greenhow et al., 2019).

Social media also functions as a social and environmental digital tool that is beyond the formal learning management system provided by the university. In this context, social media is used to support the learning process, both formal and

informal, through a participatory digital culture (Salmon et al., 2015).

In addition, social media can be used as an educational tool that enhances interaction between teachers and students, as well as between students themselves. The use of social media such as Facebook in higher education has been shown to improve performance, learning comfort, and student engagement (Chugh & Ruhi, 2018a). Social media in education covers various aspects such as teaching and learning tools, teacher professional development, educational research practices, and scholarship communication (Greenhow et al., 2019).

Overall, the history and definition of social media in the context of education shows that social media has become an important and multifunctional tool. Although there are challenges to overcome, the benefits offered by social media in enhancing interaction, engagement and learning both inside and outside the classroom are significant. Further research is needed to optimise the use of social media in education and overcome the challenges.

2. Implementation of Social Media in Education

The use of social media in higher education has become an increasingly popular topic among researchers and practitioners, as the rapid development of information and

communication technology affects almost all aspects of life, including the education sector (Aleksandrova & Parusheva, 2019). Originally known as a platform for informal socialising and information sharing, social media has now evolved into an effective tool in supporting the learning and teaching process in higher education. With its ability to connect individuals from different backgrounds and geographical locations, social media provides various opportunities that can be utilised to improve the quality of learning, broaden academic horizons, and facilitate more dynamic interactions between students and teachers (Chugh & Ruhi, 2018b).

In addition, social media also encourages collaboration between students, both inside and outside the classroom, allowing them to share resources, discuss and work together on academic projects. Features such as discussion forums, interest-based groups, and sharing educational articles or videos are very useful tools in enriching students' learning experience (Rankin et al., 2019). In this context, social media serves not only as a communication platform, but also as a space to build a more inclusive and open academic community, which can increase students' engagement and motivation in their learning process.

On the other hand, teachers can also utilise social media to share learning materials, provide quick feedback, and monitor students' academic progress in a more interactive and

flexible manner. Thus, the use of social media in higher education opens up new potential for creating a more collaborative, interactive and responsive learning environment for students in this digital age.

a) Interaction and Collaboration

Social media such as Facebook, Twitter and LinkedIn have been shown to increase interaction between students and teachers as well as between students themselves. This can increase students' engagement in the learning process and improve their academic performance (Hamadi et al., 2021b). With these platforms, students can communicate directly with teachers outside of formal lecture hours, whether to ask questions, get clarification on material, or discuss topics that have not been fully understood. Features such as private messaging, discussion groups, and open forums allow for more flexible and real-time interactions, which in turn can accelerate the process of solving academic problems faced by students (Chugh & Ruhi, 2018b).

In addition, social media also provides a space for students to engage in academic discussions more freely and openly with fellow classmates or students from different batches. On platforms like Facebook or Twitter, for example, students can create groups or pages dedicated to specific topics relevant to the course, where they can share resources,

exchange ideas, or even organise study sessions together. This kind of collaboration encourages more co-operative and interactive learning, which relies not only on teaching from lecturers, but also on active contributions from fellow students. It provides an opportunity for students to learn more independently, but with the support of a solid community (Wankel, 2009).

As students become more engaged in the learning process through these platforms, we can see the impact on their academic performance. In addition, social media also provides faster feedback from teachers, which helps students to immediately correct mistakes or errors in their understanding, resulting in better academic performance.

Overall, the utilisation of social media in higher education not only enriches the learning experience, but also provides a significant boost to students' academic achievement, as it strengthens their academic social networks and creates a more inclusive and collaborative learning environment.

b) Co-operative Learning

The use of social media for co-operative learning has shown positive results. An empirical study shows that the adopted social media integration framework can enhance co-operative learning, reduce the challenges of using social media, and increase students' intention to use social media

in learning (Hamadi et al., 2021b). This framework involves the application of appropriate pedagogical principles, as well as the selection of social media platforms that match the learning objectives, allowing students to collaborate more easily and effectively. By adopting this framework, social media is not just a communication tool, but a tool that supports a more structured, purposeful and collaboration-based learning process (Hamadi et al., 2021a).

The study also noted that with proper social media integration, the challenges that usually arise in using social media for educational purposes can be minimised. One of the main challenges is the risk of distraction or using social media for activities that are not related to learning. However, through clear organisation and management from teachers, as well as the use of social media features that focus more on collaboration and learning, these issues can be overcome. For example, platforms such as Facebook or WhatsApp can be used to create study groups that limit interaction to academic topics, or to share curriculum-relevant materials and assignments. With a planned approach, students can use social media more productively and with a focus on learning objectives.

In other words, the integration of social media in cooperative learning not only increases efficiency in terms of collaboration and social interaction among students, but

can also change students' perception of social media as a useful tool for academic purposes. This opens up opportunities to create learning models that are more flexible, responsive and adaptive to the needs of students in the digital age, ultimately supporting the achievement of better learning outcomes and improving the overall quality of education.

c) Teacher Professional Development

Social media is also used for teacher professional development. Platforms such as Twitter have been used to build communities of practice where teachers can share their knowledge and experiences (Seo, 2016). In this community, teachers can not only discuss the challenges they face in the classroom, but also support each other through practical advice or proven solutions. Discussions and information exchange through relevant hashtags (#) or threads allow teachers to stay in touch with the latest developments in education, be it new teaching methods, educational technology or the latest policies affecting the education sector.

For examples through Twitter and other social media platforms, teachers have the opportunity to follow accounts of leading education professionals or organisations, which provide updates on seminars, webinars, articles and other

resources that can support their career development (Seo, 2016). The use of social media also gives teachers the opportunity to network with educators from around the world, broaden their horizons about different teaching practices and improve their understanding of the diversity of educational approaches available. This community of practice is not only beneficial in enriching teachers' professional knowledge but also helps them feel more connected to their colleagues in the field of education, enhancing the sense of community and collaboration among them.

Overall, social media gives teachers a space to reflect and document their teaching journey. They can share their successes and failures in teaching and get constructive feedback from fellow professionals. This is very important in developing teachers' critical and reflective skills towards their teaching practices and in encouraging them to continue to develop professionally. In other words, social media has opened up opportunities for teachers to continue to learn, develop and innovate in teaching, while expanding their professional networks, which is very supportive in improving the overall quality of education.

d) Distance Learning

Social media enables more effective distance learning by providing easily accessible communication mechanisms. It allows for more efficient collaboration and extends the learning process beyond the classroom (Seo, 2016).

For example with various social media platforms, such as WhatsApp, Facebook, or Google Classroom, students and teachers can communicate directly in real time, either through text messages, video calls, or discussion forums (Tess, 2013b). These features facilitate the process of delivering material, clarifying difficult concepts, and solving academic problems that may arise, without the limitations of time or physical space. This is very helpful in creating a responsive learning environment, especially in distance or online learning situations that require frequent and quick interactions.

In addition, social media enriches the collaboration process between students. Platforms such as Slack, Discord, or Microsoft Teams allow students to work together in groups, share documents, discuss assignments, or solve problems together more efficiently. With the ability to interact anytime and anywhere, social media supports more open and dynamic collaboration, as students are no longer bound by limited class schedules. They can organise study sessions together, exchange ideas, and share resources, be it

articles, educational videos, or lecture notes, that enrich their learning experience. This not only enhances understanding of the material, but also strengthens communication and co-operation skills that are essential in the professional world.

As such, social media not only supports more effective communication and collaboration in distance learning, but also extends and enriches the learning process that takes place outside the classroom, creating an educational environment that is more flexible, inclusive and responsive to individual needs.

3. Definition of Student Engagement in The Learning Process

The term ‘student engagement’ refers to students’ involvement in academic and extracurricular academic and extracurricular learning processes. While participating in school activities school activities, behaviours, feelings, and cognitive displays can be witnessed (Fredricks et al., 2004), Student engagement in the learning process refers to the active participation and contribution of students in various aspects of teaching and learning activities, including their interactions with the subject matter, the teaching provided by the teacher, and with fellow students. This engagement is not only limited to physical presence in class or simply completing assignments, but also involves active participation in shaping meaningful and in-depth learning experiences. This includes how students

engage in class discussions, express opinions, ask questions, and work together on projects or group assignments. High student engagement in learning can improve their understanding of the subject matter, motivate them to study harder, and help them develop critical and creative thinking skills needed in the real world. The purpose of student engagement is to influence the learning environment in terms of motivation, behavior, emotional state, and cognitive state. In terms of completing assignments and participating in class, student engagement is a sense of belonging and participation in school (Christenson et al., 2012). Students who actively participate in class pay attention, contribute to discussions, work hard during class activities, and show interest and enjoyment. They also work together by asking questions, discussing ideas, and accepting direction from one another. Fully engaged students are attentive, reflective, productive in their work, and enthusiastic about learning. Teachers can clearly see which ideas and topics students already understand and which ones need further explanation and in-depth discussion when they are actively participating in class. Groups of students who are actively engaged in class are still having discussions, exchanging questions with their instructor, listening to each other critically, and citing examples from their own lives and past experiences to support their claims. In classrooms where

most students are actively engaged, children give more energy to the instructor and their peers.

According to Philp & Duchesne, student involvement can be viewed from various perspectives that include several different dimensions. (Duchesne & Philp, 2016). The first dimension is cognitive engagement, which relates to the extent to which students are involved in processing the information they receive. This includes activities such as reading, analyzing, understanding the concepts taught, and applying the knowledge in different situations. Cognitive engagement can be seen when students not only remember information, but are also able to connect it to previous knowledge and use it to solve problems or develop new ideas. This is important because deep cognitive engagement will help students internalize knowledge and use it practically in their lives.

The second dimension is emotional engagement, which refers to students' feelings or attitudes toward learning. This emotional engagement includes the sense of motivation, interest, and satisfaction that students feel toward the subject matter or the learning process itself. If students feel interested and motivated to learn, they tend to be more active participants in learning activities, such as discussing, asking questions, or trying to find solutions to the challenges they face. This affective engagement can also include positive feelings toward

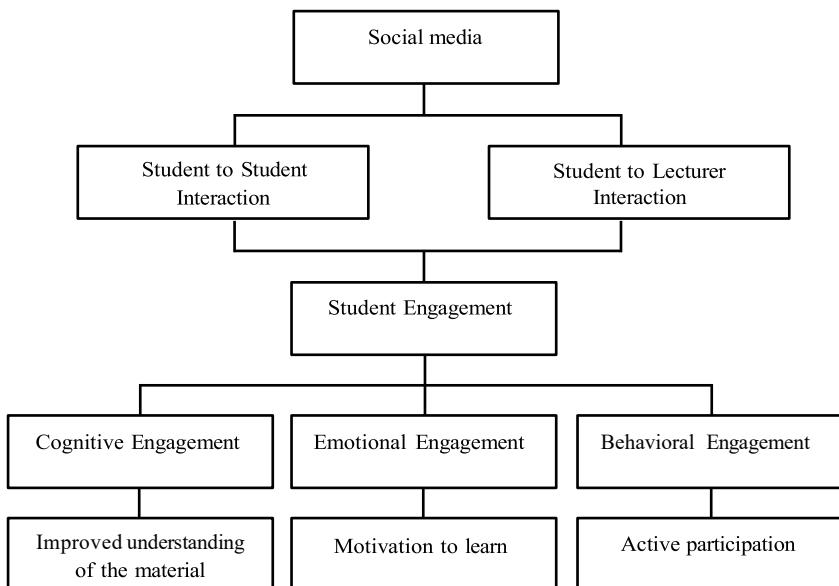
the learning environment, relationships with teachers, and social experiences in the classroom that create an atmosphere that supports learning.

In addition, there is also social engagement, which involves students' interactions with their peers in learning activities. The term "social engagement" describes how well students' interactions with their classmates are formed and open. Social engagement is defined as the interactions that students have with their peers and the desire to interact with others. Language learning is more likely to be successful when students are socially engaged, or when they talk to each other, listen to each other, and share ideas and knowledge. Social participation in learning activities can be seen in the interactions between students and teachers. Positive relationships between students and their classmates and instructors will develop as a result of their social engagement. Social interaction is another important component in fostering a productive learning environment in the classroom. Social engagement focuses on how students collaborate, discuss, and help each other complete an assignment or project. This includes working together in groups, class discussions, or even activities outside of class that can strengthen relationships between students and enhance the shared learning experience. Through social engagement, students can develop communication, collaboration, and

teamwork skills that are essential to their personal and professional development.

In addition to these three dimensions, behavioral engagement is also a very important aspect of student engagement. This dimension relates to students' direct participation in physical activities involved in learning, such as class attendance, timely submission of assignments, and involvement in class activities such as presentations, discussions, or exercises. This behavioral engagement can be an important indicator of the extent to which students are committed to learning and how they manage their time and resources to achieve academic success. Overall, student engagement is an important factor in achieving effective learning. Deeper engagement, whether cognitively, affectively, socially, or behaviorally, contributes to more meaningful learning and helps students build the skills needed to succeed in their education and in the workplace. Therefore, it is important for educators to create learning environments that can encourage student engagement in these dimensions, through approaches that accommodate different learning styles and create an atmosphere that supports students' desire to learn.

C. Conceptual Framework



2.1 Conceptual Framework

1. Theoretical basis

a) Media Social Learning Theory

Quoting from Mikum, S., Suksakulchai, S., Chaisanit, S., & Murphy, E. (2018). This theory states that learning occurs in a social context through observation, imitation, and modeling. Social media provides an ideal platform for social interaction.(Mikum et al., 2018b).

b) Student Engagement Theory

Quoting from Philp & Duchesne. This theory emphasizes the importance of student engagement in the learning process to achieve optimal learning outcomes. Student Engagement includes cognitive, emotional, and behavioral aspects (Duchesne & Philp, 2016).

2. Conceptual Framework Explanation

a) Social media

Platforms such as Facebook, Twitter, and Instagram not only serve as a means of entertainment and social networking, but have also developed into highly effective tools to support communication and collaboration in the world of education (Mikum et al., 2018b). Through this platform, students can interact with each other, share ideas, and discuss subject matter, assignments, or joint projects. In addition, teachers can also use social media to provide important information, answer student questions, and provide feedback more quickly and directly (Dragseth, 2020). With this platform, communication between students and teachers becomes more dynamic, flexible, and can take place anytime and anywhere, allowing for a more interactive and collaborative learning environment. In addition, social media also allows for community-based learning, where students can support each other, learn from each other, and access more diverse educational resources. As with student-to-

student interactions and student-to-lecturer interactions (C. Liu, 2018).

b) Student Engagement

Social media facilitates student engagement in three main aspects:

1. Cognitive Engagement: The use of social media can improve students' understanding of subject matter through discussion and sharing of information.
2. Emotional Engagement: Social media can increase student motivation and learning satisfaction by providing a supportive and interactive learning environment.
3. Behavioral Engagement: Social media encourages students' active participation in learning activities, both directly and indirectly.

The conclusion of this conceptual framework is that social media plays an important role in increasing student engagement in the learning process. By facilitating social interactions and providing a platform for active participation, social media can increase students' cognitive, emotional, and behavioral engagement, which can ultimately improve learning outcomes.

CHAPTER III

RESEARCH METHOD

This chapter explains the research methodology, including the research design, setting, participants, data collection techniques, data analysis techniques and data validation.

A. Research Design

This study uses a descriptive qualitative research design to achieve the desired objectives. The purpose of the descriptive approach is to describe social phenomena as they are, based on the perspectives of the participants. Participants are asked to provide information, ideas, thoughts, and impressions during the observation, interview, and questioning process. In this qualitative study, the researchers used in-depth interviews and interactive observation techniques as data collection methods. The researchers will explore the role of social media in increasing student engagement in the learning process.

Qualitative studies use interpretive and naturalistic approaches and are centered on various methodologies. This suggests that qualitative researchers investigate phenomena in their natural environment while trying to understand phenomena through the different interpretations that different people give to different situations (White, 2011). In qualitative research, the types of empirical materials explored include personal experiences, case studies, introspectives, life narratives, interviews, observations,

histories, interactivities, and visual texts that emphasize common and troubling moments and meanings in people's lives. Because qualitative research analyzes the character of events, it is also well-suited to examining multi-component procedures, examining the reasons why certain phenomena are observed (or not), and focusing on improving interventions (Aspers & Corte, 2019).

This study uses a qualitative descriptive research methodology because this study discusses the role of social media in student engagement in the learning process at the Islamic State University of Walisongo Semarang. learning by utilizing social media as a source of information delivery. information for this study came from interviews with students when researchers investigated their responses to the role of using social media as a source of learning and delivery of lecture information so as to attract student involvement. Therefore, student involvement and use of social media were further examined through observation and interviews.

B. Research Setting

This research was conducted at Walisongo State Islamic University Semarang which is located at Jalan Prof Hamka, Ngaliyan, Semarang City 50185, Central Java, Indonesia. UIN Walisongo was officially established on April 6, 1970 through the Decree of the Minister of Religious Affairs of the Republic of Indonesia (KH. M. Dachlan) No. 30 and 31 of 1970. The existence of UIN Walisongo initially could not be separated from the needs

of the santri community in Central Java for the implementation of higher education institutions that serve as a place for post-pesantren education. This is due to the fact that Central Java is an area that has a very large pesantren base. Thus, on the one hand, this higher education institution must be able to position itself as a successor to the pesantren tradition, while on the other hand it must play its role as a higher education institution that disseminates knowledge, as befits a university. Students at this university use gadgets in their daily lives for various accesses, such as in the learning process, students use social media not only as a means of communication between friends but also as a form of learning resources and communication with lecturers for teaching and learning activities. Therefore, student involvement in the learning process is tied to the role of using social media.

The research was conducted for one month from January 28 to February 28 2025, one week to carry out indirect observations by examining lecturer and student conversations in WhatsApp groups and 3 weeks to conduct interviews with 15 students and document the interviews.

C. Participants

Participants in this study were 10 students of the English Language Education Study Program at the State Islamic University (UIN) Walisongo Semarang who were part on the academic year at 2021/2022. It consisted of 186 students, all of whom were enrolled in the English language education program at the university. Of the

total number this, 10 students were selected to be participants in this study. This selection was based on certain criteria that were relevant to the research objectives and the depth of data needed to answer the research questions comprehensively. The participant criteria were English Language Education students on the academic year at 2021/2022 who were active and used social media in the learning process while studying at the State Islamic University of Walisongo Semarang.

In the context of descriptive qualitative research, determining the number of participants does not follow the same rules as in quantitative research. One of the main concepts used is "saturation", which means that data collection is carried out until no new information emerges. However, this concept is often applied inconsistently. As an alternative, the concept of "information power" has been proposed to determine an adequate sample size. This concept states that the more relevant information a sample has, the fewer participants are needed. An adequate sample size depends on the purpose of the study, the specifics of the sample, the use of existing theory, the quality of the dialogue, and the analysis strategy.(Malterud et al., 2016).

In the context of organizational and workplace research, the number of participants in qualitative interviews varies depending on the characteristics of the population and the analytical approach. Although there is no strict standard, this study found that the number of participants ranged from 10 to 60, with a

median of 32.5 participants. However, more than half of the studies did not provide a justification for the number of participants selected (Saunders & Townsend, 2016).

In determining the number of participants, several factors that need to be considered include the purpose of the study, choice of methodology, theoretical framework, analysis strategy, data saturation, researcher knowledge and experience, and institutional and supervisor requirements. Qualitative research tends to explore in-depth information from a small number of participants, and the number of participants can be increased or decreased during the research process. Researchers have the freedom to choose the number of participants, which can range from one to twenty or more, depending on the depth of information needed and the nature of the investigation (Subedi, 2021).

D. Data Collection Technique

Data collection is one of the most important stages in scientific research, because the quality of the data obtained will affect the accuracy of the analysis results and conclusions made. This process includes various activities designed to obtain relevant information that is in accordance with the research objectives. In qualitative research, commonly used data collection techniques include observation, interviews, documentation.

1. Observation

Observation in qualitative research is one of the most basic and long-standing data collection methods. This method involves collecting data through the five senses, especially by systematically and meaningfully looking and listening (Smit & Onwuegbuzie, 2018). In the context of education, observation is used to understand and interpret the social world by immersing oneself in a particular environment. This is based on the theoretical assumptions of the interpretivist paradigm, where researchers believe that the world cannot be fully known, but must be interpreted. Observation allows researchers to observe behavior and interactions in educational settings directly, providing insight into the experiences of teachers, students, caregivers, and administrators (LaGarry, 2019). In addition, Observation can also help address discrepancies between what participants say and what they do, as well as capture emotional dimensions in natural settings.

In educational research, observation is often used to measure instructional quality. Observation is an important method of data collection in research, especially in qualitative research, because it allows researchers to obtain data directly from the phenomena being observed. Observation can be done in various ways, depending on the purpose of the research, the nature of the phenomenon being studied, and the role of the researcher in the observation process. The two main types of observation that are often used are direct observation and

indirect observation, each of which has its own characteristics and uses (Phillips, 1996).

In this study, the researcher used indirect observation due to time and place limitations. Indirect observation is carried out through media or aids, such as video recordings, photos, or written reports that have been made previously. In this case, the researcher is not physically present at the scene, but can still analyze the phenomenon based on documented data. Indirect observation is often used when the direct presence of the researcher is not possible or can affect the behavior of the observed subjects. As in this study, where the researcher conducted observations on the WhatsApp group of courses to determine student involvement in the learning process (Anguera et al., 2018).

In addition to being conducted independently, observations are often combined with other data collection techniques, such as interviews and documentation, to enrich the data obtained. This combination is known as data triangulation, which aims to increase the validity and reliability of research findings. For example, after observing student behavior in class, researchers can supplement the data by interviewing teachers to gain additional perspectives. In addition, researchers can also analyze related documents, such as lesson plans or student evaluation reports, to get a more comprehensive picture. The use of various observation methods and methods provides

researchers with the flexibility to adjust observation techniques to the needs and conditions in the field. With the right approach, observation can be a very effective tool in revealing deep aspects of the phenomenon being studied.

2. Interview

All educational research uses a variety of data collection methods, and each has a different way of summarizing and measuring data. One common method of collecting data is the interview. The deliberate process by which one learns something from one or more people is known as an interview. Essentially, each sample participant receives a questionnaire orally and directly (Sahoo, 2022) According to Tohirin (2012) Interview data is also called verbal data, namely data obtained through conversation or questions and answers. Structured, semi-structured, and unstructured interviews are three different forms of interviews.

In this study, interviews were used to dig deeper into the implementation of social media in increasing student involvement in the learning process. Interviews were conducted face-to-face outside the classroom with a semi-structured interview system. Data recording was also carried out during the interview. An interviewer's notes or audio recording represents the results of data collection.

3. Documentation

Researchers use documentation as a means of data collection in addition to the approaches described previously. Because it is a record of historical events in the form of images, writings, or other works, documents are non-human sources of information. To increase the validity and credibility of the research data, researchers in this study took several photos when conducting interviews with students.

E. Research Instrument

Research instruments are needed to collect data. The data collection instruments used by researchers in this study aim to make data collection systematic and easy. In this study, the research instrument uses observation and interview guidelines. The explanation of the instruments in data collection is as follows:

1. Observation Guideline

In this study, researchers conducted observations using the Indirect Observation method by analyzing conversations that occurred in academic WhatsApp groups over a certain period of time. Researchers identified communication patterns in WhatsApp groups used for academic activities that influenced student involvement such as group discussions and information delivery.

a. Observation Category:

1. Academic Discussion

- Type of discussion (Q&A, problem solving, scientific debate, etc.),
- Depth of discussion (superficial or in-depth).

2. Delivery of Information

- Type of information provided (announcements, schedules, assignments, etc.),
- Clarity of information provided,
- Member response to information provided.

3. Communication Style

- Language formality (formal, semi-formal, informal),
- Use of emoticons, abbreviations, or non-standard language,
- Politeness in conversation.

4. WhatsApp Group Member Participation

- Frequency of member involvement in conversations,
- Head of class activeness in managing discussions and delivering information,
- Member responses to questions or information provided.

5. Communication Effectiveness

- Speed of response to questions or information,

- Level of success in achieving communication goals,
- Errors or miscommunications that occur.

6. Observation Data Collection Instrument:

No.	Category	Indicator
1.	Academic Discussion	Type of discussion taking place
2.	Academic Discussion	Number of active participants
3.	Delivery of Information	Type of information shared
4.	Delivery of Information	Clarity of information
5.	Communication Style	Formality of language used
6.	Communication Style	Use of emoticons or abbreviations
7.	Group Member Participation	Head of class activeness in communication
8.	Group Member Participation	Member response to information
9.	Communication Effectiveness	Response speed

10.	Communication Effectiveness	Miscommunication that occurs
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Table 3.1

2. Interview Guideline

In this study, researchers also conducted interviews with 15 students, the purpose of this interview was to understand how the use of social media affects the level of interaction, creativity, and involvement of students in academic activities and the learning process. Interviews were conducted semi-structured to obtain more in-depth answers.

No.	Variables	No.	Questions
1.	Role of social media on the level of student interaction and creativity in academic activities	1.	Which social media do you use most often for academic activities? Why?
		2.	How does social media help you interact with friends or lecturers regarding academic assignments or projects?
		3.	What is your view on the use of social media groups (such as WhatsApp or Telegram) for academic discussions?

		4.	Which social media platform do you think best supports student creativity? Why?
2.	Role of social media use in increasing student engagement in the learning process	5.	Does social media help you find new ideas for assignments or projects? If so, how?
		6.	How can social media improve your understanding of the material presented in the learning process?
		7.	How does social media affect your participation in group discussions or collaborative projects?
		8.	How does social media encourage you to interact more with learning materials outside of class?
		9.	Do you feel more motivated to learn when lecturers use social media as part of their teaching methods? Why?

		10.	How does social media help you stay informed about academic materials or activities?
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Table 2.2

F. Data analysis Technique

To analyze the data, the researcher used (Miles and Huberman's, 2016) data analysis model in Sugiyono. There are three stages in data analysis, namely data reduction, data display, and conclusion drawing. The following are the details of the stages in analyzing the data:

1. Data Reduction

Data reduction means summarizing, selecting, and focusing on important data. When data has been obtained from observations and interviews, the data was identified and classified. After that, the data was analyzed to get important information from the role of social media in student engagement and creativity

2. Data Display

After the required data was collected and identified, then the data was displayed in the form of a description of the role of social media in student engagement and creativity

3. Conclusion Drawing

The results of the analysis process produced a conclusion as research findings. In this study, the conclusion was a description of The Role of Social Media in Student Engagement and Creativity.

G. Data Validation

Qualitative research has a different validity than quantitative research. Neither validity nor reliability which refers to the assessment of response stability and consistency nor generalization which refers to external validity or study findings that may be applied to different populations, environments, or samples have the same meaning as qualitative research. In qualitative research, validity is predicated on the degree to which the findings are correct as perceived by the researchers, participants, or readers at large. In qualitative research, the terms trusworthiness, authenticity, and credibility can also be used interchangeably with the term validity.

Sugiyono distinguishes between two types of research validity: external validity and internal validity. The degree of correctness of the study with the obtained results is related to internal validity. The accuracy with which the study's findings can be extrapolated or applied to the population from which the sample was drawn is known as external validity (Sugiyono, 2013). After the researcher wrote the interview results into a data tabulation, respondents used a member check approach to internally validate the research data in order to get a high level of confidence or

credibility in accordance with the realities in the field. Sugiyono defines member check as the procedure by which a researcher compares data provided. Finding out how closely the data acquired matches the information provided by the data provider is the aim of the member check process. The test of external validity and transferability rate is also conducted using the member check technique. The research is considered to have a high degree of transferability if the reader is able to grasp the main idea and context of the study. The degree of accuracy or applicability of the study's findings to the population that the sample was drawn from is known as external validity.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings and discussion, including observation results and interviews with student on engagement learning process using social media.

A. Findings

RQ 1: What is The Role of Social Media on The Level of Student Interaction and Creativity in Academic Activities at Walisongo State Islamic University Semarang?

Finding 1. To identify the role of social media usage on student interaction and creativity in academic activities.

After conducting interviews for 3 weeks starting from February 5 to February 28 with 15 participants, interview data was found that answered this research question, where 15 participants had relatively the same answer that the social media platform that is often used in interacting with lecturers and fellow students is the WhatsApp application. Participant number 2 explained:

“WhatsApp memiliki peran yang cukup signifikan dalam komunikasi akademik. Aplikasi ini memudahkan dosen dan mahasiswa untuk berinteraksi tanpa harus bertemu langsung. Melalui grup atau percakapan pribadi, mahasiswa dapat bertanya tentang materi perkuliahan, meminta klarifikasi, atau mendiskusikan hal-hal yang kurang dipahami. Selain itu, dosen juga

dapat menyampaikan pengumuman, berbagi materi, atau memberikan instruksi dengan lebih cepat dan efisien.”

Similar interview data supports this finding, an explanation from Participant Number 3:

“WhatsApp berperan besar dalam memperlancar komunikasi akademik. Melalui grup WhatsApp mata kuliah, mahasiswa bisa mendapatkan informasi perkuliahan dengan cepat, baik dari dosen maupun teman sekelas. Penggunaan WhatsApp juga memungkinkan mahasiswa untuk berdiskusi mengenai materi yang belum dipahami serta meminta klarifikasi dari dosen atau rekan satu kelompok. Hal ini tentu sangat membantu, terutama dalam perkuliahan yang berbasis diskusi dan kolaborasi.”

Based on interview data obtained from 15 participants, it was found that the WhatsApp social media platform is often used as the main means of academic interaction between students and lecturers. This finding shows that WhatsApp has a very important role in supporting communication in the lecture environment, both in the form of delivering information, discussions, and collecting assignments. This is also reinforced by the statements of several participants who explained that WhatsApp provides convenience

in academic communication with various features that support effectiveness and flexibility in exchanging information.

Participant Number 2, explained that WhatsApp makes it easier for students and lecturers to interact without having to meet in person. Through groups or private conversations, students can ask questions about lecture materials, ask for clarification, or discuss things that are not understood. In addition, WhatsApp also facilitates lecturers in delivering announcements, sharing materials, and giving instructions quickly and efficiently. This statement illustrates how digital technology, especially WhatsApp, has become a very useful medium in accelerating access to academic information. In addition, Participant number 3, also provided a similar view regarding the effectiveness of WhatsApp in academic communication. She emphasized that WhatsApp plays a very important role in facilitating communication in the lecture environment. Through the WhatsApp course group, students can easily get academic information from lecturers and classmates. In addition, students can also use WhatsApp as a discussion medium to understand material that they have not mastered, as well as ask for further clarification from lecturers and group members. This is very helpful, especially in a learning system that is based on discussion and collaboration.

From the interview results, it can be concluded that WhatsApp is not just an instant messaging application, but has also become part of the academic ecosystem that helps accelerate

communication flows and improve learning effectiveness. The main advantage of WhatsApp in the academic world is its ability to convey information quickly and directly, which is much more practical than email or other conventional communication methods. With the existence of WhatsApp course groups, students can access various important information anytime and anywhere without having to wait for face-to-face meetings or official announcements through other media. In addition, the features offered by WhatsApp such as text messages, voice calls, video calls, and the ability to share documents and other media further increase the ease of communication in the academic environment. In the context of collecting assignments, several lecturers also use WhatsApp as a means to receive assignments from students, especially for light assignments or group discussions. This proves that WhatsApp has high flexibility in supporting various aspects of lectures.

Overall, WhatsApp has become a very important communication tool in higher education, especially in interactions between students and lecturers. With features that support fast information delivery, facilitate academic discussions, and provide flexibility in communication, WhatsApp has been proven to increase the effectiveness of learning and academic coordination. Although there are some challenges, if used wisely and in accordance with academic ethics, WhatsApp can continue to be a

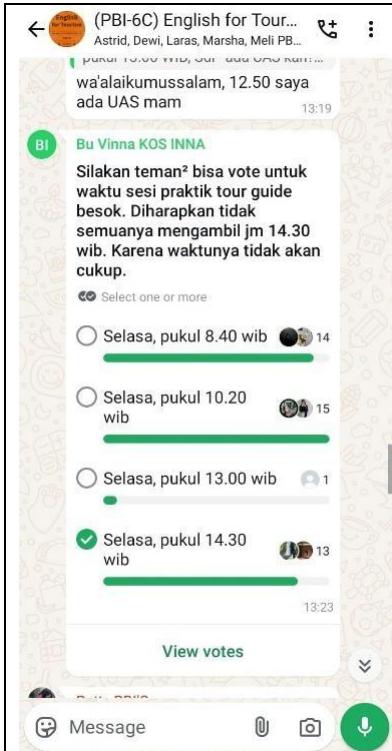
useful communication medium for students and lecturers in supporting their academic activities.

The data that supports the interview results above is indirect observation for one week on January 28, 2025 to February 4, 2025, the researcher will present the data in a table that is in accordance with the observation guide instrument and also explain it in narrative form. The data provides information about the interaction of English Education students class of 2021 on the WhatsApp Group of courses in semester 6 of 2024. The table presented will contain 5 aspects of student interaction, namely information delivery, academic discussion, communication style, group member participation, communication effectiveness.

1. Academic Discussion

Screenshot of whatsapp group conversation	Description
	In the group conversation, the class leader created a poll to discuss the concept of dividing groups for a course to be approved by all class members. With discussions or polls like in the screenshot, the group division process becomes

	<p>more transparent, fair, and acceptable to all students. This also encourages active participation and cooperation between class members, so that decisions taken are more effective and reduce the potential for dissatisfaction.</p>
<p>Screenshot of whatsapp group conversation</p>	<p>Description</p> <p>Polling in the conversation was created by the lecturer in charge of the course to determine the schedule for field practice in a course. Discussions like this are opened so that students</p>



can participate in choosing the most appropriate schedule, so that they can consider the available options more flexibly. With this poll, students can choose a schedule that does not clash with other lectures or agendas outside of lectures, so that they can follow the field practice optimally. In addition, this method also helps create fairer and more transparent decisions, because students have the opportunity to convey their preferences before the official schedule is set.

Table 4.1

2. Delivery of Information

Screenshot of whatsapp group conversation	Description
 <p>Indonesian Language for... Dewi, Laras, Marsha, Mutiara, Nanik,... Terima kasih 11:04</p> <p>Ineke PBI</p> <p>Meet Real-time meetings by Google... meet.google.com</p> <p>Untuk bergabung ke rapat di Google Meet, klik link ini: https://meet.google.com/qej-pexn-mib</p> <p>Atau buka Meet lalu masukkan kode ini: qej-pexn-mib</p> <p>Ini link untuk bergabung di gmeet nanti jam 12.50 WIB ya Kita melanjutkan presentasi yang belum selesai Terima kasih 11:06</p> <p>MP Marsha PBI Makasih ya 11:07</p> <p>~ sayyidatulfadill... +62 813-2650-3578 Good job 11:11</p> <p>Tq teman2..mohon maaf saya sedang punya gawe workshop Tracer Study untuk para kaprodi 11:11</p> <p>Message</p>	<p>In the screenshot of the conversation in the WhatsApp group, one of the students can be seen informing the schedule of the lecture meeting that will be held via Google Meet. This information is very important so that all students know the schedule and platform used, so that they can prepare themselves, maintain a stable internet connection, and avoid delays or absences. Active communication in the group also helps better coordination, ensuring that no students are left behind in the learning</p>

	<p>process. Therefore, conveying this information is very useful for the smooth running of lectures and student involvement.</p>
Screenshot of whatsapp group conversation	Description
	<p>This conversation screenshot shows the delivery of information regarding changes to the oral exam schedule session delivered directly by the lecturer in charge of the course. This kind of information is very important for students so that they are aware of</p>



changes to the schedule and can adjust their attendance according to the updated session. With this notification, students can avoid scheduling errors and ensure that they are present at the right time according to the changes that have been set. Therefore, clear and fast communication from the lecturer regarding changes to the schedule greatly helps the smooth running of the exam process and the readiness of students to take it.

Table 4.2

3. Communication Style

Screenshot of whatsapp group conversation	Description
 <p>← (PBI-6C) Critical Reading... Akmal, Dewi, Dhani, Meli PBI, Mutiar...</p> <p>N ~ Nadiyah Ma'mun +62 812-2552-2788</p> <p>Thoriq PBI Untuk group 6 & 7 bisa dipersiapkan presentasinya yaaa, untuk online atau offlinennya nanti diinformasikan ...</p> <p>Assalamualaikum dear students, nanti kita virtual learning 😊 via gmeet. Mas @Thoriq PBI akan share link nya nanti, thank you. Have a splendid day class 😊</p> <p>07:46</p> <p>+62 878-6341-4884 baik, terimakasih ma'am 🙏</p> <p>07:47</p> <p>AP Akmal PBI</p> <p>~ Nadiyah Ma'mun +62 812-2552-2788</p> <p>Assalamualaikum dear students, nanti kita virtual learning 😊 via gmeet. Mas @Thoriq PBI akan share link nya nanti, thank you for the information 🙏</p> <p>07:48</p> <p>S ~ stela +62 857-7942-6975</p> <p>Message</p> <p>U Camera</p> <p>Microphone</p>	<p>In the screenshot, it can be seen that the lecturer conveys information using a semi-formal language style accompanied by emojis. The use of this semi-formal language style makes the conversation feel more relaxed and easier for students to understand. Moreover, this conversation is conducted outside of class hours, so the lecturer has the freedom to convey information in a more intimate and less rigid manner. With the use of emojis, communication feels warmer and closer,</p>

	creating a more comfortable atmosphere for students in receiving the information provided.
Screenshot of whatsapp group conversation	Description
	<p>The language style used in the conversation is semi-formal. This can be seen from the use of abbreviations used by the lecturer when delivering information to students. The use of this semi-formal language style makes the conversation feel more relaxed and easier to understand, so that communication</p>

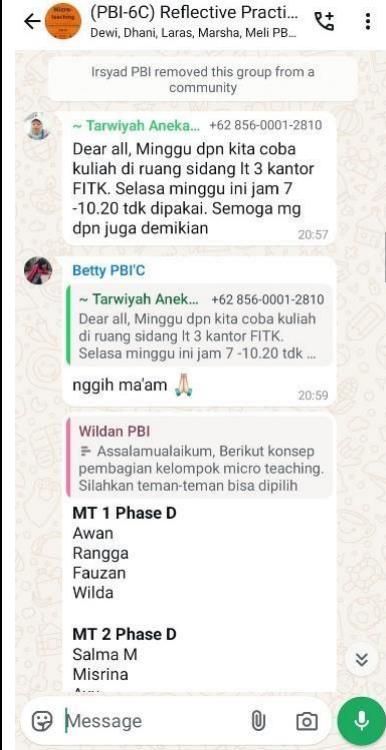
 <p>Irasyad PBi removed this group from a community</p> <p>~ Tarwiyah Aneka... +62 856-0001-2810</p> <p>Dear all, Minggu dpn kita coba kuliah di ruang sidang lt 3 kantor FITK. Selasa minggu ini jam 7 -10.20 tdk dipakai. Semoga mg dpn juga demikian</p> <p>Betty PB'C</p> <p>~ Tarwiyah Aneka... +62 856-0001-2810</p> <p>Dear all, Minggu dpn kita coba kuliah di ruang sidang lt 3 kantor FITK. Selasa minggu ini jam 7 -10.20 tdk ...</p> <p>nggih malam</p> <p>Wildan PBi</p> <p>Assalamualaikum, Berikut konsep pembagian kelompok micro teaching. Silahkan teman-teman bisa dipilih.</p> <p>MT 1 Phase D</p> <p>Awan Rangga Fauzan Wilda</p> <p>MT 2 Phase D</p> <p>Salma M Misrina</p> <p>Message</p>	<p>between lecturers and students becomes more intimate. However, the use of this more relaxed language still maintains ethics in academic communication, so as not to reduce students' respect for the lecturer. Thus, this semi-formal language style can create a more comfortable discussion atmosphere without eliminating professionalism in delivering information.</p>
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Table 4.3

4. Group Member Participation

Screenshot of whatsapp group conversation	Description
 <p data-bbox="243 425 618 1204"> Syella PBI'21 assalamualaikum temen temen, kelasnya diganti besok jam 15.30 via gmeet yaa, terimakasih 9:10 am Dosen Pak Nafi' tolong disiapkan link gmeet untuk kuliah besok sabtu 9:11 am Syella PBI'21 baik sir 9:11 am Ayu PBI'21 siappp 9:18 am 21 September 2024 Danil PBI'21 Meet Rapat secara real-time oleh ... meet.google.com/-aun Untuk bergabung ke rapat di Google Meet, klik link ini: https://meet.google.com/ajn-hvxy-aun Atau buka Meet lalu masukkan kode ini: ajn-hvxy-aun 2:39 pm Link untuk nanti ya teman" 2:39 pm Dosen Pak Nafi' Good 2:55 pm </p>	<p>In the conversation, it was seen that students actively participated in responding to information and instructions given by the lecturer regarding online lectures, such as creating a Google Meet link. Several students quickly followed up on the instructions, demonstrating effective communication in groups. This kind of active participation has a positive impact on the smooth running of the academic process, where the WhatsApp group acts as an information medium that facilitates coordination, discussion,</p>

	and collaboration between students in carrying out lectures better.
Screenshot of whatsapp group conversation	Description
	The screenshot of the conversation shows the lecturer conveying information and reprimands related to the lecture meeting, which received a quick and positive response from students. Active participation in the conversation ensures that information is received

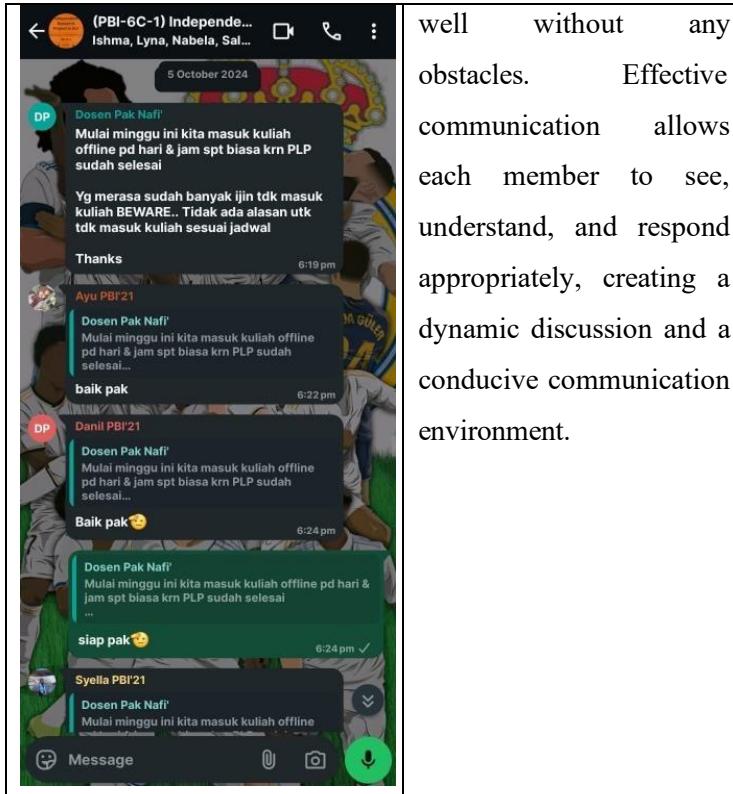


Table 3.4

5. Communication Effectiveness

Screenshot of whatsapp group conversation	Description
 <p>Dosen Pak Nafi Ralat utk nanti siang kita batalkan kuliah online..</p> <p>Kita ketemu selasa pagi minggu depan saja</p> <p>Danil PBI'21 Dosen Pak Nafi Ralat utk nanti siang kita batalkan kuliah online..</p> <p>Baik pak</p> <p>Ulin PBI'21 baik pak</p> <p>~azka +62 882-3287-5802 Baik pak</p> <p>Syella PBI'21 baik pak</p> <p>Ishma PBI'21 Dosen Pak Nafi Ralat utk nanti siang kita batalkan kuliah online..</p> <p>Baik pak</p> <p>9 September 2024</p> <p>Danil PBI'21 Forwarded Sampaikan pd yg lain di ISDB. Ruang cari yg kosong</p>	<p>In the screenshot of the conversation, it can be seen that there is information given by the lecturer to the students. The effectiveness of this kind of communication is very good because the information conveyed can be immediately understood and responded to well by the students. The absence of confusion or the emergence of additional questions indicates that the message conveyed is clear and effective enough. With smooth communication like this, the process of conveying information in</p>

	<p>a group becomes more efficient, ensuring that students can receive directions properly without confusion or misunderstanding.</p>
Screenshot of whatsapp group conversation	Description
	<p>In the conversation, the lecturer conveyed information about changes in the course schedule and the transition from offline to online classes. The responses given by students were quite good and fast, indicating that</p>



they understood the information conveyed without any confusion or additional questions. The effectiveness of this kind of communication is very good because there is no miscommunication that can hinder the lecture process. In addition, there were students who quickly took the initiative to immediately create a Google Meet link as a means of online lectures. This reflects good coordination between lecturers and students, so that lectures can continue to run smoothly without significant obstacles.

Table 3.5

From indirect observations that have been carried out, and after reviewing the data and descriptions displayed in the table

above, it can be concluded that in the digital era like today, social media has become the main bridge in communication between students and lecturers. One of the most frequently used platforms is WhatsApp. Its ease in conveying information, building discussions, and flexibility in language style make it an effective communication tool in academic environments.

WhatsApp makes it easier for lecturers to convey information quickly, be it important announcements, changes in class schedules, to sharing learning materials in various formats, such as text, images, or documents. Meanwhile, students get easier access to communicate with lecturers without having to wait for face-to-face meetings. Group discussions on WhatsApp also strengthen interactions between students, encouraging them to exchange ideas, ask questions, and discuss more actively.

One of the interesting things about communicating via WhatsApp is the use of a more relaxed and semi-formal language style. Students feel more comfortable expressing their opinions or asking questions without pressure, while lecturers can provide more personal and easy-to-understand responses. Even so, there are still limits to politeness and academic ethics that are maintained so that communication remains professional and does not lose its essence as part of the learning process.

In terms of effectiveness, WhatsApp eliminates communication barriers that often arise in conventional methods. Students do not have to wait long to get an answer from the lecturer,

and the lecturer can also convey messages to many students at one time. Flexibility of time is also an added value, because communication is not limited to lecture hours. This helps students who may have difficulty understanding the material to still be able to discuss whenever needed.

However, of course there are challenges that need to be considered. One of them is the boundary between professionalism and privacy. Both students and lecturers can feel disturbed if messages continue to arrive outside the hours they should. In addition, text-based communication can lead to misunderstandings because there are no facial expressions or tone of voice that can clarify the meaning of the message. Therefore, it is important for both parties to understand each other and set communication rules to remain comfortable and effective.

Ultimately, WhatsApp has become an integral part of the learning process. With all its advantages, this application not only facilitates communication, but also creates a more dynamic and interactive academic environment. Although there are some challenges, if used wisely, WhatsApp can be a very useful tool in supporting positive interactions between students and lecturers in the modern world of education.

Interview data also supports this finding from 15 participants who had similar answers that the WhatsApp social media platform is often used for interaction between students and lecturers.

RQ 2: What is The Role of Social Media Use in Increasing Student Engagement in The Learning Process at Walisongo State Islamic University Semarang?

Finding 2: To explain the role of social media in enhancing student engagement in the learning process at Walisongo State Islamic University, Semarang.

According to (Duchesne & Philp, 2016) There are three dimensions of student engagement, namely: cognitive engagement, emotional engagement, behavioral engagement. Based on the results of the interview, the increase in student engagement from the three dimensions is divided into three derivatives, namely: increasing understanding of the material, learning motivation, and active participation.

a. Cognitive Engagement

The use of social media platforms such as TikTok, Instagram, and YouTube can improve understanding of the material in an interactive and interesting way. In addition to discussing with friends and lecturers, educational content available on social media can be an additional source in deepening understanding of a topic. Through short videos, infographics, and visual explanations, users can gain new insights in a way that is easier to understand and inspiring. Thus, social media not only functions as entertainment, but also as an effective learning tool. According to participant, Participant number 7:

“Salah satu cara untuk meningkatkan pemahaman materi yaitu berdiskusi dengan teman dan dosen bisa membantu kita mengembangkan pemahaman karena kita bisa saling bertukar perspektif dan menjelaskan konsep yang mungkin sulit dipahami sendiri. Saya juga memanfaatkan media sosial seperti TikTok dan Instagram. Saat ini, banyak konten edukatif yang tersedia di platform tersebut, yang dapat membantu kita memahami materi dengan cara yang lebih menarik dan mudah dicerna.”

Interview data from Participant number 8 also supports this statement:

“Salah satu keunggulan media sosial adalah kemampuannya dalam memvisualisasikan materi yang dijelaskan oleh dosen. Misalnya, banyak konten edukatif di TikTok, Instagram, atau YouTube yang menyajikan konsep dengan ilustrasi, animasi, dan penjelasan yang lebih ringkas, sehingga lebih mudah dipahami. Kadang di kelas kita hanya mendapatkan teori, tetapi dengan bantuan media sosial, kita bisa melihat contoh nyata atau simulasi yang membuat materi lebih jelas.”

b. Emotional Engagement

Social media such as TikTok and Instagram can be effective tools in motivating students in the learning process. These platforms encourage interaction outside the classroom by providing a variety of references, ranging from vocabulary, grammar, learning methods, to real experiences communicating with native speakers. Through interactive and inspiring educational content, students can gain new insights in a more interesting and accessible way. Thus, social media not only functions as entertainment, but also as a learning tool that can increase motivation and understanding of the material in more depth. Based on the interview results, Participant number 1 explained:

“Media sosial, seperti TikTok dan Instagram, bisa mendorong interaksi di kelas dan membantu mahasiswa dalam mencari referensi belajar. Media sosial menyediakan berbagai referensi yang bervariasi, mulai dari kosakata, tata bahasa, metode pembelajaran, hingga pengalaman nyata berinteraksi dengan penutur asli atau native speaker. Ini membuat proses belajar menjadi lebih menarik dan mudah diakses kapan saja.”

The results of the interview with Participant number 10 explain:

“Dengan banyaknya konten edukatif yang tersedia di Tiktok dan instagram, mahasiswa bisa belajar dengan cara yang lebih fleksibel dan sesuai dengan kebutuhan mereka. Selain itu, adanya interaksi dengan komunitas belajar di media sosial juga bisa meningkatkan motivasi dalam memahami materi.”

c. Behavioral Engagement

Social media such as TikTok, YouTube, and Instagram can trigger active participation in discussions and collaborative assignments. With these platforms, students can discuss efficiently without having to meet face to face, allowing flexibility in sharing ideas and opinions. In addition, social media also provides various content references that are relevant to the discussion topic in the form of attractive and easy-to-understand visuals. With easy access and interactive features, students can be more actively involved in group discussions and contribute effectively to collaborative assignments, thereby increasing understanding and creativity in learning. As explained by the participant, Participant number 9:

“Media sosial memberikan banyak kemudahan, terutama dalam hal efisiensi waktu untuk berdiskusi tanpa harus bertatap muka langsung.

Dengan menggunakan platform seperti TikTok, YouTube, dan Instagram, kita bisa berbagi referensi konten yang relevan dengan topik diskusi secara visual. Ini sangat membantu karena materi yang disajikan dalam bentuk video atau infografis biasanya lebih mudah dipahami dan menarik untuk dibahas.”

Likewise, the results of the interview with Participant number 5 support this statement.

“Media sosial memungkinkan setiap anggota kelompok untuk berkontribusi dengan cara yang lebih fleksibel. Mereka bisa berbagi ide, memberikan tanggapan, atau mengajukan pertanyaan kapan saja tanpa harus bertemu langsung. Selain mempermudah komunikasi dan berbagi referensi, media sosial juga mendukung kreativitas dalam menyusun tugas bersama. Dengan fitur seperti komentar, live discussion, dan berbagi videopendek, proses belajar menjadi lebih interaktif dan menyenangkan.”

From the interview statements by several participants above, it can be concluded that social media such as TikTok, Instagram, and WhatsApp Group have become an important part of the student learning process. This platform is not only

used as a means of entertainment, but also as an educational tool that can improve understanding of the material through various interactive and visual content. With short videos, infographics, and interesting explanations, students can more easily understand the concepts taught in class. In addition, social media also plays a role in motivating students to be more active in learning by providing various references, such as vocabulary, grammar, learning methods, and real experiences in communicating with native speakers.

In addition to being a source of individual learning, social media also facilitates interactions outside the classroom. Students can discuss efficiently without having to meet face to face, taking advantage of the flexibility in sharing ideas and opinions through comment features, chat, and discussion forums. WhatsApp Group, for example, allows students to discuss in study groups, exchange information, and coordinate in working on collaborative assignments. Likewise, TikTok, Instagram, and YouTube provide various references to educational content that is relevant to learning topics, so that students can gain new insights in a way that is easier to understand and inspiring. With the ease of access, flexibility, and interactive features offered, social media has become an effective means of increasing student engagement in the learning process. Not only does it help them understand the material better, but it also encourages creativity,

communication, and collaboration in academic assignments. Therefore, the use of social media in education can be an innovative strategy to create a more dynamic and interesting learning experience for students.

B. Discussion

Discussion 1: To identify the role of social media usage on student interaction and creativity in academic activities.

Based on research findings, social media is very influential in student interaction and creativity in academic activities. From observations and interview results that have been conducted, it can be concluded that social media, especially WhatsApp, has a significant role in increasing interaction between students and lecturers. This is in line with various studies that highlight the role of social media in increasing student involvement in the world of education.

Aldha Williyan's research, for example, shows how social media, such as Facebook and Instagram, can increase student engagement through discussion, collaboration, and digital skills development (Williyan, 2023). This correlates with the finding that WhatsApp facilitates academic communication by providing flexibility in delivering information and group discussions.

In addition, the importance of e-learning-based learning media in increasing student engagement behaviorally, emotionally, and

cognitively (Danang Bahtiar & Maha Putri, 2021). In the context of WhatsApp, features such as group chat and document sharing also create an interactive learning experience even though it is not as formal as an e-learning platform.

Furthermore, the role of social media in increasing civic awareness through Civic Education in MI, shows that social media can increase learning motivation and critical thinking skills (Rahardjo & Yulianti, 2020). WhatsApp as a communication platform also has a similar role in increasing student engagement in academic discussions.

Research by Armelia Yuniani et al. highlighted that social media, especially YouTube, can increase the effectiveness of Physics learning (Yuniani et al., 2019). Although different from WhatsApp, this finding shows that social media in general has an important role in increasing student interaction and engagement in learning. Meanwhile, student engagement in accounting competency confirms that student engagement plays a role in academic success (Wahyuni & Sukirman, 2018). WhatsApp, as an academic communication tool, also contributes to increasing student engagement by allowing students to more actively participate in academic discussions.

The use of social media in learning in Islamic schools also supports the idea that students' activeness in using social media can have a positive effect on the learning process (Herdiansyah et al., 2023). Social media such as WhatsApp in this context, acts as a platform

that supports the effectiveness of learning by providing fast access to academic information.

Finally, research by (Zahro et al., 2023). which discusses the use of social media in learning in elementary schools shows that the integration of social media in the learning system can increase the effectiveness of learning. This is in line with the finding that WhatsApp is able to eliminate barriers to academic communication and increase flexibility in the teaching and learning process. Thus, this study adds perspective on how social media, especially WhatsApp, can be an effective tool in increasing student engagement and interaction in higher education. This provides new insights into the use of social media as part of a modern learning strategy in the digital era.

Discussion 2: To explain the role of social media in enhancing student engagement in the learning process at Walisongo State Islamic University, Semarang.

From the interview statements of several participants, it can be concluded that social media such as TikTok, Instagram, and WhatsApp Group have become an important part of the student learning process. This platform is not only used as a means of entertainment, but also as an educational tool that can improve understanding of the material through various interactive and visual content. Short videos, infographics, and interesting explanations allow students to more easily understand the concepts

taught in class. In addition, social media also plays a role in motivating students to be more active in learning by providing various references, such as vocabulary, grammar, learning methods, and real experiences in communicating with native speakers.

When associated with previous research, for example in a journal article written by Aldha Williyan, it was found that social media platforms can increase student engagement through discussion, collaboration, feedback, and digital skills development (Williyan, 2023). This study is in line with the findings that WhatsApp Group and other social media facilitate student interaction outside the classroom, allowing them to discuss in study groups, exchange information, and coordinate on academic assignments.

In addition, student involvement in interactive e-learning-based learning shows that digital-based learning media can increase student engagement behaviorally, emotionally, and cognitively (Danang Bahtiar & Maha Putri, 2021). Although this study focuses more on e-learning platforms, their findings regarding more effective digital interactions can also be applied in the context of more informal and collaborative social media.

Social media also has a significant contribution in improving students' understanding of citizenship issues (Rahardjo & Yulianti, 2020). Although the focus of this study is on elementary education, the concept of utilizing social media as an interactive learning tool

can be applied to higher education environments, including in improving student creativity in formal learning.

Meanwhile, research by Armelia Yuniani et al. shows that the use of YouTube in physics learning has a positive impact in terms of social engagement, direct communication, and speed of feedback (Yuniani et al., 2019). This is relevant to the finding that social media is able to provide educational content references that are relevant to students' learning topics.

Student engagement in relation to self-efficacy and self-regulated learning also provides insight into how student engagement moderates their learning process (Wahyuni & Sukirman, 2018). Although this study focuses more on accounting education, the concept of student engagement remains relevant to the findings on the use of social media as a tool to increase academic participation.

Research by (Herdiansyah et al., 2023). which focuses on the use of social media in learning at the Imam Syafi'i Islamic School, as well as research by (Zahro et al., 2023). which highlights the use of social media in elementary schools, shows that social media can improve the effectiveness of learning at various levels of education.

Thus, my research adopts and expands on the findings of previous studies by providing a more specific local context, namely at the Walisongo State Islamic University in Semarang. This study highlights how social media specifically affects student participation and interaction in the academic environment of higher

education. With the ease of access, flexibility, and interactive features offered, social media has become an effective means of increasing student engagement in the learning process. Not only does it help them understand the material better, but it also encourages creativity, communication, and collaboration in academic assignments. Therefore, the use of social media in education can be an innovative strategy to create a more dynamic and interesting learning experience for students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter of this research. In this chapter, the author presents the conclusions of the research based on the data analysis that has been discussed in the previous chapter and provides suggestions for lecturer, students, and further researchers related to The Role of Social Media on Student Engagement in Learning Process At University.

A. Conclusions

Based on the research results, social media particularly WhatsApp plays a vital role in enhancing student interaction and creativity in academic activities. This platform facilitates communication between students and lecturers in various aspects, such as information delivery, academic discussions, and coordination of group assignments. It allows students to exchange information quickly, ask questions, and engage in flexible discussions without the need for face-to-face meetings. The relaxed yet professional communication style on WhatsApp increases students' comfort, encouraging more active participation in sharing ideas. Additionally, the flexibility of time supports continuous involvement in academic activities. Overall, the use of social media not only streamlines academic communication but also contributes to a more dynamic and interactive learning environment.

Social media platforms such as WhatsApp, TikTok, Instagram, and YouTube have been shown to enhance student engagement in the learning process at Walisongo State Islamic University, Semarang. This engagement occurs across three key dimensions: cognitive, emotional, and behavioral. In terms of cognitive engagement, platforms like YouTube, TikTok, and Instagram help students understand academic material more effectively through short videos, infographics, and online discussions. Emotionally, TikTok and Instagram provide motivation and support through various references and learning communities that foster enthusiasm for learning. Behaviorally, WhatsApp and Telegram facilitate flexible communication, allowing students to discuss, share ideas, and work collaboratively without the need for face-to-face meetings. With these interactive features, social media has become a powerful educational tool that enhances students' understanding, motivation, and participation. Therefore, its use in academic settings should be continuously optimized to support more innovative and engaging learning experiences.

B. Suggestion

These suggestions, it is hoped that lecturers, students, and researchers can further understand and optimize the use of social media in education. If used appropriately and in accordance with academic needs, social media can be an effective tool in creating a more dynamic, interactive, and innovative learning experience.

1. For the lecturer

Social media can be used as an innovative learning tool by integrating it into the lecture process. Lecturers can utilize platforms such as WhatsApp, TikTok, and YouTube to share materials in the form of educational videos, interactive polls, or online discussions to improve student understanding. However, in order for communication to remain effective, lecturers also need to set clear rules regarding the use of social media in lectures, such as communication time and ethics in academic discussions. In addition, lecturers are also advised to encourage active interaction within the group, providing space for students to discuss, ask questions, and collaborate more productively.

2. For the students

It is important to use social media wisely and effectively, especially in supporting academic activities. Students should utilize digital platforms to find additional references, discuss with friends or lecturers, and develop creativity through various interactive learning media. Active participation in academic discussions also needs to be increased so that students are not only recipients of information, but are also able to contribute to the exchange of ideas and concepts. In addition, ethics in communication must be maintained, even though interactions on social media tend to be more relaxed. Using polite language and respecting lecturers and fellow students is important so that communication remains professional and conducive.

3. For future researcher

There are several aspects that can be studied further to enrich research on the role of social media in academia. One of them is to study other social media platforms that have the potential to support learning, such as Discord, Telegram, or LinkedIn. In addition, further research can focus on the long-term impact of social media use on students' academic skills, such as critical thinking skills and collaboration in group assignments. The development of a social media-based learning model is also an interesting opportunity for further research, where a more systematic learning strategy can be designed by optimizing the available digital features.

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APPENDICES

Appendix I

Transcript Interviews

Participant 1

No	Pertanyaan	Jawaban
1.	Media sosial mana yang paling sering Anda gunakan untuk kegiatan akademis? Mengapa?	Saya cukup sering mengakses YouTube dan TikTok, karena di kedua platform tersebut banyak sekali penjelasan dan wawasan yang sebelumnya belum saya ketahui.
2.	Bagaimana media sosial membantu Anda berinteraksi dengan teman atau dosen mengenai tugas atau proyek akademis?	Ya, tentu. Media sosial seperti WhatsApp sangat membantu, terutama ketika dosen tidak bisa hadir di kelas. Mereka bisa tetap menyampaikan materi dan memberikan tugas melalui grup WhatsApp, sehingga proses belajar tetap berjalan.
3.	Apa pandangan Anda tentang penggunaan grup media sosial (seperti	Menurut saya, penggunaan grup WhatsApp sangat membantu. Kita bisa

	WhatsApp atau Telegram) untuk diskusi akademis?	berdiskusi dengan mudah dan efisien, tanpa terbatas oleh ruang dan waktu. Jadi, meskipun tidak bertemu langsung, komunikasi tetap bisa berjalan lancar.
4.	Menurut Anda, platform media sosial mana yang paling mendukung kreativitas siswa? Mengapa?	Menurut saya TikTok bisa menjadi platform yang mendukung kreativitas mahasiswa. Di sana banyak sekali konten yang disajikan, dan kebanyakan cukup relevan dengan kehidupan maupun minat mahasiswa. Ini bisa jadi inspirasi sekaligus wadah untuk mengekspresikan ide-ide kreatif.
5.	Apakah media sosial membantu Anda menemukan ide baru untuk tugas atau proyek? Jika ya, bagaimana caranya?	Iya, Media sosial sangat membantu, terutama dalam mencari ide-ide baru. Misalnya, saya sering menggunakan fitur pencarian di Instagram atau TikTok

		untuk menemukan konten yang relevan dengan topik tugas. Kadang dari situ justru muncul inspirasi yang nggak saya temukan di sumber lain.
6.	Bagaimana media sosial dapat meningkatkan pemahaman Anda terhadap materi yang disajikan dalam proses pembelajaran?	Media sosial membantu saya mengeksplorasi materi secara lebih luas. Misalnya, ada banyak konten edukatif di Instagram, YouTube, dan TikTok yang bisa memperjelas materi yang saya pelajari di kelas. Jadi, pemahaman saya pun jadi lebih dalam.
7.	Bagaimana media sosial memengaruhi partisipasi Anda dalam diskusi kelompok atau proyek kolaboratif?	Dengan adanya grup WhatsApp, partisipasi jadi meningkat karena diskusi bisa dilakukan dengan lebih baik dan efisien. Informasi juga nggak mudah terlewat karena semuanya tercatat, dan kita bisa berdiskusi kapan saja tanpa harus

		menyesuaikan waktu secara langsung.
8.	Bagaimana media sosial mendorong Anda untuk lebih banyak berinteraksi dengan materi pembelajaran di luar kelas?	Menurut saya, media sosial memiliki peran yang cukup besar. Lewat media sosial, kita bisa mengakses berbagai materi di luar kelas yang menambah pemahaman, terutama tentang isu-isu pendidikan dan topik lain yang relevan. Jadi, wawasan kita nggak terbatas hanya dari apa yang disampaikan di kelas saja.
9.	Apakah Anda merasa lebih termotivasi untuk belajar ketika dosen menggunakan media sosial sebagai bagian dari metode pengajaran mereka? Mengapa?	Media sosial, seperti TikTok dan Instagram, bisa mendorong interaksi di kelas dan membantu mahasiswa dalam mencari referensi belajar. Media sosial menyediakan berbagai referensi yang bervariasi, mulai dari kosakata, tata bahasa, metode pembelajaran,

		hingga pengalaman nyata berinteraksi dengan penutur asli atau native speaker. Ini membuat proses belajar menjadi lebih menarik dan mudah diakses kapan saja.
10.	Bagaimana media sosial membantu Anda tetap mendapat informasi tentang materi atau kegiatan akademis?	Media sosial sangat membantu, terutama dalam hal penyampaian informasi akademis. Misalnya, lewat grup WhatsApp atau Google Meet, dosen bisa memberikan penjelasan materi maupun informasi tugas secara langsung. Jadi, walaupun tidak bertatap muka di kelas, kita tetap bisa mengikuti pembelajaran dengan baik.

Participant 2

No	Pertanyaan	Jawaban
1.	Media sosial mana yang paling sering Anda	Menurut saya, WhatsApp, Instagram, dan TikTok adalah yang paling efektif.

	gunakan untuk kegiatan akademis? Mengapa?	Ketiganya merupakan media sosial yang umum digunakan oleh Gen Z, jadi sudah familiar. Selain itu, masing-masing punya fitur yang cukup membantu, misalnya untuk diskusi, berbagi materi, atau mencari referensi akademis secara cepat dan menarik.
2.	Bagaimana media sosial membantu Anda berinteraksi dengan teman atau dosen mengenai tugas atau proyek akademis?	WhatsApp memiliki peran yang cukup signifikan dalam komunikasi akademik. Aplikasi ini memudahkan dosen dan mahasiswa untuk berinteraksi tanpa harus bertemu langsung. Melalui grup atau percakapan pribadi, mahasiswa dapat bertanya tentang materi perkuliahan, meminta klarifikasi, atau mendiskusikan hal-hal yang kurang dipahami. Selain itu, dosen juga dapat

		menyampaikan pengumuman, berbagi materi, atau memberikan instruksi dengan lebih cepat dan efisien.
3.	Apa pandangan Anda tentang penggunaan grup media sosial (seperti WhatsApp atau Telegram) untuk diskusi akademis?	Menurut saya, penggunaan WhatsApp sangat membantu. Diskusi bisa dilakukan tanpa batasan ruang dan waktu, jadi lebih fleksibel. Selain itu, semua anggota grup bisa mengikuti jalannya diskusi dengan baik karena semua percakapan tercatat dan bisa dibaca ulang kapan saja.
4.	Menurut Anda, platform media sosial mana yang paling mendukung kreativitas siswa? Mengapa?	Menurut saya, TikTok dan Instagram sangat mendukung kreativitas siswa. Di kedua platform itu banyak sekali referensi yang bisa meningkatkan kreativitas, terutama karena fitur-fiturnya yang mendukung, seperti fitur upload video. Itu bisa

		dimanfaatkan untuk mengekspos hasil tugas kuliah, atau bahkan mencari referensi terkait topik tertentu melalui fitur pencarian.
5.	Apakah media sosial membantu Anda menemukan ide baru untuk tugas atau proyek? Jika ya, bagaimana caranya?	Ya, sangat membantu. Saya sering menggunakan Instagram dan TikTok untuk mencari ide-ide baru, terutama yang berkaitan dengan konten pendidikan. Di sana banyak sekali konten menarik, seperti metode pembelajaran yang kreatif dan inovatif, yang bisa dijadikan inspirasi untuk tugas atau proyek.
6.	Bagaimana media sosial dapat meningkatkan pemahaman Anda terhadap materi yang disajikan dalam proses pembelajaran?	Media sosial menurut saya cukup efektif dalam meningkatkan pemahaman materi. Platform seperti TikTok, Instagram, dan YouTube sering menyajikan konten pembelajaran dalam

		bentuk visual dan audio, sehingga materi lebih mudah dipahami. Dibandingkan hanya membaca buku, saya merasa lebih tertarik dan lebih cepat menangkap informasi ketika melihat penjelasan secara visual.
7.	Bagaimana media sosial memengaruhi partisipasi Anda dalam diskusi kelompok atau proyek kolaboratif?	Media sosial, khususnya WhatsApp Group, sangat membantu dalam meningkatkan partisipasi saya dalam diskusi. Kami bisa berdiskusi secara fleksibel tanpa terhalang oleh ruang dan waktu. Semua anggota kelompok bisa saling memberi pendapat secara online, dan diskusinya tetap bisa berjalan dengan lancar.
8.	Bagaimana media sosial mendorong Anda untuk lebih banyak berinteraksi	Media sosial seperti TikTok dan Instagram benar-benar mendorong saya untuk lebih

	dengan materi pembelajaran di luar kelas?	aktif berinteraksi dengan materi di luar kelas. Di sana saya bisa menemukan berbagai referensi mulai dari vocabulary, grammar, metode pembelajaran, hingga pengalaman nyata dari native speaker. Itu semua membuat saya jadi lebih tertarik belajar di luar jam kuliah.
9.	Apakah Anda merasa lebih termotivasi untuk belajar ketika dosen menggunakan media sosial sebagai bagian dari metode pengajaran mereka? Mengapa?	Iya, saya merasa lebih termotivasi. Kalau pembelajaran hanya menggunakan metode ceramah, kadang terasa membosankan. Tapi saat dosen menggunakan media sosial sebagai variasi pembelajaran—misalnya dengan menyajikan materi secara visual atau berbagi konten edukatif lewat Instagram atau WhatsApp—saya jadi lebih tertarik dan

		lebih mudah memahami materi. Selain itu, informasi juga bisa didapat dengan cepat.
10.	Bagaimana media sosial membantu Anda tetap mendapat informasi tentang materi atau kegiatan akademis?	Media sosial sangat membantu dalam hal ini. Grup WhatsApp, misalnya, menjadi media utama untuk menyampaikan informasi dari dosen tentang materi maupun tugas. Selain itu, lewat Instagram juga kadang saya mendapatkan update atau konten yang berkaitan dengan pembelajaran. Jadi, saya tidak mudah ketinggalan informasi.

Participant 3

No	Pertanyaan	Jawaban
1.	Media sosial mana yang paling sering Anda gunakan untuk kegiatan akademis? Mengapa?	Saya paling sering menggunakan WhatsApp karena sangat efektif untuk berdiskusi dengan teman.

		<p>Selain itu, YouTube juga sering saya gunakan untuk mengembangkan pemahaman materi melalui video penjelasan yang lengkap dan mudah diikuti.</p>
2.	Bagaimana media sosial membantu Anda berinteraksi dengan teman atau dosen mengenai tugas atau proyek akademis?	<p>WhatsApp berperan besar dalam memperlancar komunikasi akademik. Melalui grup WhatsApp mata kuliah, mahasiswa bisa mendapatkan informasi perkuliahan dengan cepat, baik dari dosen maupun teman sekelas. Penggunaan WhatsApp juga memungkinkan mahasiswa untuk berdiskusi mengenai materi yang belum dipahami serta meminta klarifikasi dari dosen atau rekan satu kelompok. Hal ini tentu sangat membantu, terutama dalam perkuliahan yang</p>

		berbasis diskusi dan kolaborasi
3.	Apa pandangan Anda tentang penggunaan grup media sosial (seperti WhatsApp atau Telegram) untuk diskusi akademis?	Saya rasa sangat efektif. Diskusi bisa dilakukan tanpa harus bertemu langsung, dan semua file atau hasil diskusi bisa tersimpan dengan rapi di dalam grup. Itu sangat memudahkan kami dalam mengakses kembali materi atau informasi penting.
4.	Menurut Anda, platform media sosial mana yang paling mendukung kreativitas siswa? Mengapa?	Menurut saya, TikTok dan YouTube sangat mendukung kreativitas. Konten-konten dari pengguna lain bisa menjadi referensi yang sangat bermanfaat, apalagi dengan banyaknya ide dan format penyajian yang menarik. Itu sangat menginspirasi saya dalam membuat tugas-tugas yang kreatif.
5.	Apakah media sosial membantu Anda	Ya, tentu saja. Saat mendapat tugas, saya sering mencari

	menemukan ide baru untuk tugas atau proyek? Jika ya, bagaimana caranya?	referensi dari TikTok dan YouTube. Banyak ide baru yang muncul dari melihat bagaimana orang lain menyajikan topik yang sama, sehingga saya bisa mengembangkan versi saya sendiri.
6.	Bagaimana media sosial dapat meningkatkan pemahaman Anda terhadap materi yang disajikan dalam proses pembelajaran?	Media sosial sangat membantu karena bisa menyajikan materi secara visual. Misalnya, penjelasan dosen yang awalnya sulit saya pahami, bisa saya cari versi video atau grafiknya di YouTube atau Instagram, sehingga lebih mudah dipahami.
7.	Bagaimana media sosial memengaruhi partisipasi Anda dalam diskusi kelompok atau proyek kolaboratif?	Pengaruhnya cukup besar. Dengan adanya media sosial, khususnya WhatsApp Group, partisipasi saya dalam diskusi kelompok jadi lebih aktif. Kami bisa berkolaborasi

		tanpa harus bertemu langsung, dan semuanya bisa tetap terlibat dalam pembahasan tugas mata kuliah.
8.	Bagaimana media sosial mendorong Anda untuk lebih banyak berinteraksi dengan materi pembelajaran di luar kelas?	Saya merasa sangat terbantu dengan adanya WhatsApp Group. Meskipun diskusi dilakukan di luar jam kuliah, saya tetap bisa berdiskusi dengan teman dan dosen. Itu membuat saya lebih sering terlibat dengan materi meskipun sedang tidak ada perkuliahan.
9.	Apakah Anda merasa lebih termotivasi untuk belajar ketika dosen menggunakan media sosial sebagai bagian dari metode pengajaran mereka? Mengapa?	Iya, saya merasa lebih termotivasi. Penggunaan media sosial membuat proses belajar jadi tidak monoton. Materi bisa disajikan dengan cara yang lebih menarik dan mudah dipahami. Jadi, saya merasa lebih semangat dan tidak cepat bosan.

10.	Bagaimana media sosial membantu Anda tetap mendapat informasi tentang materi atau kegiatan akademis?	Media sosial sangat membantu saya dalam mendapatkan informasi, terutama dari WhatsApp Group dan akun Instagram universitas. Informasi bisa saya dapatkan dengan cepat, mulai dari hal-hal kecil sampai informasi penting terkait kegiatan akademik.
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Participant 4

No	Pertanyaan	Jawaban
1.	Media sosial mana yang paling sering Anda gunakan untuk kegiatan akademis? Mengapa?	Media Sosial yang paling sering menggunakan WhatsApp dan Telegram. Keduanya sangat mempermudah komunikasi dengan dosen maupun teman, dan juga sangat praktis untuk diskusi kelompok. Fitur-fiturnya cukup lengkap dan mudah digunakan.

2.	<p>Bagaimana media sosial membantu Anda berinteraksi dengan teman atau dosen mengenai tugas atau proyek akademis?</p>	<p>WhatsApp sangat membantu saya dalam berinteraksi, khususnya saat membahas mata kuliah atau tugas-tugas kuliah. Kita bisa langsung berdiskusi, bertanya, dan mendapatkan respon dengan cepat.</p>
3.	<p>Apa pandangan Anda tentang penggunaan grup media sosial (seperti WhatsApp atau Telegram) untuk diskusi akademis?</p>	<p>Saya melihatnya cukup positif. Grup seperti ini memang mempermudah diskusi akademis. Tapi, kadang juga ada sisi negatifnya seperti kevalidan informasi yang belum tentu benar, atau munculnya pesan-pesan di luar topik yang membuat grup jadi kurang fokus.</p>
4.	<p>Menurut Anda, platform media sosial mana yang paling mendukung kreativitas siswa? Mengapa?</p>	<p>Saya rasa Instagram dan YouTube. Di sana banyak konten kreatif yang bisa membangun ide-ide baru. Selain itu, kontennya juga</p>

		bisa dijadikan referensi untuk mengembangkan pemahaman materi yang sudah dipelajari di kelas.
5.	Apakah media sosial membantu Anda menemukan ide baru untuk tugas atau proyek? Jika ya, bagaimana caranya?	Ya, tentu saja. Media sosial membantu saya mendapatkan ide baru ketika saya mengikuti konten-konten yang inspiratif dan relevan. Itu bisa jadi sumber ide yang sangat bermanfaat, terutama ketika saya butuh pendekatan berbeda dalam memahami tugas.
6.	Bagaimana media sosial dapat meningkatkan pemahaman Anda terhadap materi yang disajikan dalam proses pembelajaran?	Salah satu keunggulan media sosial adalah kemampuannya dalam memvisualisasikan materi yang dijelaskan oleh dosen. Misalnya, banyak konten edukatif di TikTok, Instagram, atau YouTube yang menyajikan konsep dengan ilustrasi, animasi, dan penjelasan yang lebih ringkas,

		sehingga lebih mudah dipahami. Kadang di kelas kita hanya mendapatkan teori, tetapi dengan bantuan media sosial, kita bisa melihat contoh nyata atau simulasi yang membuat materi lebih jelas.
7.	Bagaimana media sosial memengaruhi partisipasi Anda dalam diskusi kelompok atau proyek kolaboratif?	Pengaruhnya cukup besar. Media sosial membuat diskusi kelompok jadi lebih efisien karena tidak perlu tatap muka. Kita juga bisa saling berbagi referensi dalam bentuk visual dari platform seperti YouTube, TikTok, atau Instagram yang sesuai dengan topik pembahasan.
8.	Bagaimana media sosial mendorong Anda untuk lebih banyak berinteraksi dengan materi pembelajaran di luar kelas?	Dengan media sosial, akses ke materi jadi lebih mudah dan fleksibel. Konten-konten yang disajikan juga lebih interaktif, sehingga saya jadi lebih tertarik untuk terus belajar

		bahkan di luar jam perkuliahan.
9.	Apakah Anda merasa lebih termotivasi untuk belajar ketika dosen menggunakan media sosial sebagai bagian dari metode pengajaran mereka? Mengapa?	Iya, saya merasa lebih termotivasi. Karena pembelajarannya jadi lebih interaktif dan tidak monoton. Selain itu, materi yang disampaikan lewat media sosial biasanya lebih relevan dan mudah dipahami, apalagi jika disertai dengan visual atau video.
10.	Bagaimana media sosial membantu Anda tetap mendapat informasi tentang materi atau kegiatan akademis?	Media sosial, terutama WhatsApp, sangat membantu saya dalam mendapatkan informasi perkuliahan, baik itu materi maupun tugas. Informasi dari dosen bisa langsung diakses dan disimpan, jadi lebih efisien dan jelas.

Participant 5

No	Pertanyaan	Jawaban
1.	Media sosial mana yang paling sering Anda gunakan untuk kegiatan akademis? Mengapa?	Saya sering menggunakan YouTube dan TikTok. Karena dari dua platform itu, saya bisa mendapatkan pemahaman tambahan yang sebelumnya belum saya ketahui, terutama dari konten edukatif yang disajikan dengan cara menarik.
2.	Bagaimana media sosial membantu Anda berinteraksi dengan teman atau dosen mengenai tugas atau proyek akademis?	Media sosial seperti WhatsApp sangat membantu, terutama ketika dosen tidak bisa hadir di kelas. Dosen tetap bisa memberikan materi dan tugas melalui grup WhatsApp, sehingga kegiatan akademis tetap berjalan.
3.	Apa pandangan Anda tentang penggunaan grup media sosial (seperti WhatsApp atau	Saya melihatnya sangat positif. Penggunaan grup WhatsApp memudahkan diskusi menjadi lebih efisien

	Telegram) untuk diskusi akademis?	karena bisa dilakukan kapan saja dan di mana saja, tanpa batasan ruang dan waktu.
4.	Menurut Anda, platform media sosial mana yang paling mendukung kreativitas siswa? Mengapa?	TikTok sangat mendukung kreativitas mahasiswa. Banyak sekali konten yang disajikan dan kontennya juga relevan dengan kebutuhan akademis. Itu sangat membantu dalam pengembangan ide maupun cara menyampaikan tugas secara kreatif.
5.	Apakah media sosial membantu Anda menemukan ide baru untuk tugas atau proyek? Jika ya, bagaimana caranya?	Ya, sangat membantu. Saya sering mencari ide melalui fitur pencarian di Instagram dan TikTok, terutama yang berkaitan dengan topik tugas. Banyak sekali referensi yang sesuai dan bisa dijadikan inspirasi.
6.	Bagaimana media sosial dapat meningkatkan pemahaman Anda	Media sosial memungkinkan saya mengeksplorasi materi lebih luas. Konten-konten

	terhadap materi yang disajikan dalam proses pembelajaran?	dari Instagram, YouTube, dan TikTok sangat bermanfaat dalam memberikan penjelasan tambahan yang kadang tidak saya dapatkan dari buku atau dosen.
7.	Bagaimana media sosial memengaruhi partisipasi Anda dalam diskusi kelompok atau proyek kolaboratif?	Media sosial memungkinkan setiap anggota kelompok untuk berkontribusi dengan cara yang lebih fleksibel. Mereka bisa berbagi ide, memberikan tanggapan, atau mengajukan pertanyaan kapan saja tanpa harus bertemu langsung. Selain mempermudah komunikasi dan berbagi referensi, media sosial juga mendukung kreativitas dalam menyusun tugas bersama. Dengan fitur seperti komentar, live discussion, dan berbagi video pendek, proses belajar

		menjadi lebih interaktif dan menyenangkan.
8.	Bagaimana media sosial mendorong Anda untuk lebih banyak berinteraksi dengan materi pembelajaran di luar kelas?	Media sosial sangat berperan dalam hal itu. Saya bisa memperdalam materi yang telah diajarkan di kelas dengan mengakses berbagai konten terkait, termasuk isu-isu pendidikan dan topik lain yang relevan.
9.	Apakah Anda merasa lebih termotivasi untuk belajar ketika dosen menggunakan media sosial sebagai bagian dari metode pengajaran mereka? Mengapa?	Iya, karena konten yang disampaikan melalui media sosial biasanya lebih informatif dan menarik. Hal-hal seperti itu kadang tidak dijelaskan langsung oleh dosen di kelas, jadi bisa jadi tambahan yang memotivasi saya untuk belajar lebih jauh.
10.	Bagaimana media sosial membantu Anda tetap mendapat informasi tentang materi atau kegiatan akademis?	Media sosial seperti WhatsApp grup dan Google Meet sangat membantu. Ketika dosen memberikan penjelasan materi atau

		informasi tugas, semuanya bisa tersampaikan dengan cepat dan efisien lewat platform tersebut.
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Participant 6

No	Pertanyaan	Jawaban
1.	Media sosial mana yang paling sering Anda gunakan untuk kegiatan akademis? Mengapa?	Saya paling sering menggunakan WhatsApp karena sangat efektif untuk berdiskusi dengan teman-teman. Selain itu, YouTube juga sering saya gunakan untuk membantu pengembangan materi karena banyak konten pembelajaran yang bisa diakses dengan mudah.
2.	Bagaimana media sosial membantu Anda berinteraksi dengan teman atau dosen mengenai tugas atau proyek akademis?	Media sosial sangat membantu, terutama dalam berdiskusi mengenai tugas atau proyek. Melalui platform seperti WhatsApp, saya bisa dengan cepat berkomunikasi

		dan bertukar informasi baik dengan teman sekelompok maupun dengan dosen.
3.	Apa pandangan Anda tentang penggunaan grup media sosial (seperti WhatsApp atau Telegram) untuk diskusi akademis?	Menurut saya sangat efektif. Diskusi bisa dilakukan tanpa harus bertemu langsung, dan file atau informasi yang dibagikan di grup bisa tersimpan dengan baik, jadi memudahkan kita untuk mengaksesnya kembali jika diperlukan.
4.	Menurut Anda, platform media sosial mana yang paling mendukung kreativitas siswa? Mengapa?	TikTok dan YouTube menurut saya sangat mendukung kreativitas mahasiswa. Banyak konten dari pengguna lain yang bisa dijadikan referensi atau inspirasi untuk tugas maupun pengembangan ide.
5.	Apakah media sosial membantu Anda menemukan ide baru untuk tugas atau	Ya, sangat membantu. Ketika saya mendapatkan tugas, saya biasanya mencari referensi dari TikTok dan YouTube. Di

	proyek? Jika ya, bagaimana caranya?	sana banyak ide-ide menarik yang sesuai dengan topik yang saya kerjakan.
6.	Bagaimana media sosial dapat meningkatkan pemahaman Anda terhadap materi yang disajikan dalam proses pembelajaran?	Media sosial bisa memvisualisasikan materi yang dijelaskan oleh dosen, sehingga saya lebih mudah memahami. Misalnya, lewat video penjelasan atau animasi yang ada di platform seperti YouTube atau Instagram.
7.	Bagaimana media sosial memengaruhi partisipasi Anda dalam diskusi kelompok atau proyek kolaboratif?	Partisipasi saya sangat terbantu dengan adanya media sosial. Di grup WhatsApp misalnya, kami bisa berdiskusi secara aktif dan kolaboratif, meskipun tidak sedang bertemu secara langsung.
8.	Bagaimana media sosial mendorong Anda untuk lebih banyak berinteraksi dengan	Dengan adanya grup WhatsApp, pembelajaran tidak hanya terbatas di jam kuliah. Kita tetap bisa berdiskusi dan saling bertukar

	materi pembelajaran di luar kelas?	materi dengan teman dan dosen kapan saja.
9.	Apakah Anda merasa lebih termotivasi untuk belajar ketika dosen menggunakan media sosial sebagai bagian dari metode pengajaran mereka? Mengapa?	Iya, karena pembelajarannya jadi tidak monoton. Dengan menggunakan media sosial, penyampaian materi jadi lebih menarik dan mudah dipahami. Saya jadi lebih semangat untuk belajar.
10.	Bagaimana media sosial membantu Anda tetap mendapat informasi tentang materi atau kegiatan akademis?	Media sosial seperti grup WhatsApp dan akun Instagram universitas sangat membantu. Informasi penting maupun ringan bisa langsung saya dapatkan dengan cepat dan jelas melalui platform tersebut.

Participant 7

No	Pertanyaan	Jawaban
1.	Media sosial mana yang paling sering Anda gunakan untuk	Saya menggunakan WhatsApp dan Telegram karena keduanya mempermudah komunikasi dengan dosen maupun teman.

	kegiatan akademis? Mengapa?	Selain itu, aplikasi ini juga sangat mendukung kegiatan diskusi kelompok secara praktis.
2.	Bagaimana media sosial membantu Anda berinteraksi dengan teman atau dosen mengenai tugas atau proyek akademis?	Menurut saya, WhatsApp sangat membantu dalam berinteraksi, khususnya saat membahas mata kuliah dan menyelesaikan tugas-tugas perkuliahan.
3.	Apa pandangan Anda tentang penggunaan grup media sosial (seperti WhatsApp atau Telegram) untuk diskusi akademis?	Pandangan saya terkait penggunaan grup media sosial memberikan dampak positif seperti kemudahan komunikasi, akan tetapi juga memiliki sisi negatif, seperti kevalidan informasi yang belum tentu dapat dipertanggungjawabkan serta adanya spam dalam grup diskusi yang terkadang keluar dari topik pembahasan.

4.	<p>Menurut Anda, platform media sosial mana yang paling mendukung kreativitas siswa? Mengapa?</p>	<p>Kalau menurut saya, platform media sosial Instagram dan YouTube yang paling mendukung, karena mampu membangun kreativitas dan menjadi referensi tambahan dalam mengembangkan pemahaman terhadap materi yang didapatkan di kelas.</p>
5.	<p>Apakah media sosial membantu Anda menemukan ide baru untuk tugas atau proyek? Jika ya, bagaimana caranya?</p>	<p>Iya, media sosial membantu saya dalam menemukan ide-ide baru, khususnya ketika saya mengikuti konten yang bersifat inspiratif dan sesuai dengan kebutuhan pengembangan pemahaman akademik.</p>
6.	<p>Bagaimana media sosial dapat meningkatkan pemahaman Anda terhadap materi yang</p>	<p>Salah satu cara untuk meningkatkan pemahaman materi yaitu berdiskusi dengan teman dan dosen bisa membantu kita mengembangkan pemahaman</p>

	disajikan dalam proses pembelajaran?	karena kita bisa saling bertukar perspektif dan menjelaskan konsep yang mungkin sulit dipahami sendiri. Saya juga memanfaatkan media sosial seperti TikTok dan Instagram. Saat ini, banyak konten edukatif yang tersedia di platform tersebut, yang dapat membantu kita memahami materi dengan cara yang lebih menarik dan mudah dicerna.
7.	Bagaimana media sosial memengaruhi partisipasi Anda dalam diskusi kelompok atau proyek kolaboratif?	Media sosial, khususnya melalui platform seperti WhatsApp, sangat mempermudah partisipasi saya dalam diskusi kelompok. Dengan adanya grup diskusi daring, kami dapat berdiskusi kapan saja tanpa dibatasi oleh lokasi, sehingga seluruh anggota kelompok dapat aktif terlibat dan berkontribusi secara maksimal.

8.	<p>Bagaimana media sosial mendorong Anda untuk lebih banyak berinteraksi dengan materi pembelajaran di luar kelas?</p>	<p>Media sosial mendorong saya untuk mengeksplorasi materi pembelajaran lebih jauh. Selain materi dari dosen, saya juga mencari referensi tambahan melalui TikTok, Instagram, dan YouTube. Ketiga platform ini menyajikan konten yang relevan, menarik, dan mudah diakses, sehingga pemahaman saya terhadap materi menjadi lebih luas dan mendalam.</p>
9.	<p>Apakah Anda merasa lebih termotivasi untuk belajar ketika dosen menggunakan media sosial sebagai bagian dari metode pengajaran mereka? Mengapa?</p>	<p>Ya, saya merasa lebih termotivasi ketika dosen memanfaatkan media sosial sebagai bagian dari metode pembelajaran. Penggunaan media sosial membuat proses belajar terasa lebih menyenangkan dan tidak monoton. Konten yang ditampilkan secara visual dan interaktif membantu saya memahami materi dengan lebih</p>

		baik dan menjaga semangat belajar tetap tinggi.
10.	Bagaimana media sosial membantu Anda tetap mendapat informasi tentang materi atau kegiatan akademis?	Media sosial berperan penting dalam menyampaikan informasi akademis secara cepat dan efisien. Melalui grup WhatsApp dan akun resmi institusi di Instagram, saya bisa memperoleh informasi terbaru mengenai materi, tugas, serta kegiatan perkuliahan lainnya dengan mudah dan tepat waktu.

Participant 8

No	Pertanyaan	Jawaban
1.	Media sosial mana yang paling sering Anda gunakan untuk kegiatan akademis? Mengapa?	Saya paling sering menggunakan WhatsApp, Instagram, dan TikTok untuk kegiatan akademis. Ketiganya merupakan platform yang umum digunakan oleh generasi Z dan menyediakan fitur-fitur yang relevan dalam

		mendukung pembelajaran, seperti kemudahan berkomunikasi, berbagi konten edukatif, serta akses terhadap berbagai referensi akademik.
2.	Bagaimana media sosial membantu Anda berinteraksi dengan teman atau dosen mengenai tugas atau proyek akademis?	Media sosial, khususnya WhatsApp, sangat membantu dalam berinteraksi dengan dosen maupun teman sekelas. Melalui grup WhatsApp mata kuliah, kami dapat berdiskusi, bertanya, dan berbagi informasi secara real-time, serta mengirimkan tugas secara langsung tanpa harus bertemu tatap muka.
3.	Apa pandangan Anda tentang penggunaan grup media sosial (seperti WhatsApp atau Telegram) untuk diskusi akademis?	Saya memandang penggunaan grup media sosial seperti WhatsApp sebagai solusi efektif dalam mendukung diskusi akademis. Grup ini memungkinkan diskusi

		berjalan kapan saja dan di mana saja, sehingga seluruh anggota dapat berpartisipasi aktif tanpa hambatan waktu maupun lokasi.
4.	Menurut Anda, platform media sosial mana yang paling mendukung kreativitas siswa? Mengapa?	Menurut saya, TikTok dan Instagram adalah platform yang paling mendukung kreativitas mahasiswa. Kedua platform ini menyediakan berbagai fitur, seperti unggah video dan pencarian topik, yang memungkinkan mahasiswa menampilkan hasil tugas secara kreatif serta menjelajahi referensi sesuai dengan kebutuhan akademik.
5.	Apakah media sosial membantu Anda menemukan ide baru untuk tugas atau proyek? Jika ya, bagaimana caranya?	Ya, media sosial sangat membantu saya dalam menemukan ide baru. Melalui fitur pencarian dan rekomendasi konten di TikTok dan Instagram, saya

		dapat mengakses berbagai contoh tugas, metode pembelajaran, serta pendekatan kreatif yang relevan dengan topik akademik yang sedang saya kerjakan.
6.	Bagaimana media sosial dapat meningkatkan pemahaman Anda terhadap materi yang disajikan dalam proses pembelajaran?	Media sosial membantu meningkatkan pemahaman saya karena menyajikan materi dalam format visual dan audio-visual yang lebih menarik. Konten edukatif dari TikTok, YouTube, dan Instagram dapat memperjelas konsep yang disampaikan dosen, sekaligus menjadi tambahan pemahaman di luar materi buku teks.
7.	Bagaimana media sosial memengaruhi partisipasi Anda dalam diskusi kelompok atau proyek kolaboratif?	Media sosial, terutama WhatsApp, sangat memengaruhi partisipasi saya dalam diskusi kelompok. Diskusi dapat

		dilakukan secara fleksibel tanpa terbatas oleh tempat, sehingga semua anggota kelompok tetap bisa aktif berdiskusi dan berkontribusi terhadap proyek yang sedang dikerjakan.
8.	Bagaimana media sosial mendorong Anda untuk lebih banyak berinteraksi dengan materi pembelajaran di luar kelas?	Media sosial mendorong saya untuk lebih aktif berinteraksi dengan materi pembelajaran di luar kelas karena menyajikan informasi dalam bentuk yang lebih menarik dan mudah dipahami. Saya sering mengeksplor konten edukatif di YouTube dan TikTok yang relevan dengan topik kuliah untuk memperluas wawasan saya.
9.	Apakah Anda merasa lebih termotivasi untuk belajar ketika dosen menggunakan media	Ya, saya merasa motivasi belajar saya meningkat. Penggunaan media sosial membuat proses

	sosial sebagai bagian dari metode pengajaran mereka? Mengapa?	pembelajaran terasa lebih dinamis. Penyampaian materi menjadi lebih menarik dan mudah dipahami, sehingga saya jadi lebih antusias dan tidak mudah merasa jemu.
10.	Bagaimana media sosial membantu Anda tetap mendapat informasi tentang materi atau kegiatan akademis?	Media sosial berperan besar dalam menyampaikan informasi akademik secara cepat dan efisien. Melalui grup WhatsApp dan akun resmi kampus di Instagram, saya dapat memperoleh informasi penting terkait materi kuliah, tugas, jadwal, maupun pengumuman kegiatan akademik lainnya dengan lebih mudah dan tepat waktu.

Participant 9

No	Pertanyaan	Jawaban
1.	Media sosial mana yang paling sering Anda gunakan untuk kegiatan akademis? Mengapa?	Saya sering menggunakan YouTube dan TikTok karena kedua platform tersebut menyediakan berbagai konten edukatif yang sangat membantu dalam memperluas pengetahuan dan pemahaman saya, terutama mengenai topik-topik yang belum saya kuasai sebelumnya.
2.	Bagaimana media sosial membantu Anda berinteraksi dengan teman atau dosen mengenai tugas atau proyek akademis?	Media sosial, khususnya WhatsApp, sangat membantu dalam berinteraksi dengan dosen dan teman sekelas mengenai tugas atau proyek akademis. Ketika dosen tidak dapat hadir di kelas, materi dan tugas tetap dapat disampaikan melalui grup WhatsApp, sehingga kegiatan belajar tetap

		berjalan meskipun ada kendala fisik.
3.	Apa pandangan Anda tentang penggunaan grup media sosial (seperti WhatsApp atau Telegram) untuk diskusi akademis?	<p>Saya memandang penggunaan grup WhatsApp atau Telegram untuk diskusi akademis sangat efektif. Diskusi dapat dilakukan dengan lebih fleksibel, tanpa terikat waktu atau tempat. Hal ini memungkinkan semua anggota kelompok untuk berkontribusi aktif dalam percakapan akademis dengan lebih efisien.</p>
4.	Menurut Anda, platform media sosial mana yang paling mendukung kreativitas siswa? Mengapa?	<p>Menurut saya, TikTok adalah platform yang paling mendukung kreativitas siswa. Hal ini dikarenakan TikTok menyediakan beragam konten yang inovatif dan edukatif. Selain itu, fitur-fitur di platform ini memungkinkan mahasiswa untuk mengeksplorasi ide-ide</p>

		kreatif serta membagikan hasil tugas atau karya mereka dengan cara yang menarik.
5.	Apakah media sosial membantu Anda menemukan ide baru untuk tugas atau proyek? Jika ya, bagaimana caranya?	Ya, media sosial sangat membantu dalam menemukan ide-ide baru. Dengan menggunakan fitur pencarian di Instagram dan TikTok, saya dapat dengan mudah menemukan konten yang relevan dengan topik tugas atau proyek yang saya kerjakan. Konten tersebut memberikan referensi baru yang bisa diterapkan dalam tugas akademis saya.
6.	Bagaimana media sosial dapat meningkatkan pemahaman Anda terhadap materi yang disajikan dalam proses pembelajaran?	Media sosial memberikan saya akses untuk mengeksplorasi materi lebih dalam melalui berbagai platform seperti Instagram, YouTube, dan TikTok. Konten-konten edukatif yang ada di platform-platform

		tersebut memperluas pemahaman saya tentang topik yang sedang dipelajari, membuat pembelajaran lebih menyenangkan dan tidak monoton.
7.	Bagaimana media sosial memengaruhi partisipasi Anda dalam diskusi kelompok atau proyek kolaboratif?	<p>Media sosial memberikan banyak kemudahan, terutama dalam hal efisiensi waktu untuk berdiskusi tanpa harus bertatap muka langsung.</p> <p>Dengan menggunakan platform seperti TikTok, YouTube, dan Instagram, kita bisa berbagi referensi konten yang relevan dengan topik diskusi secara visual. Ini sangat membantu karena materi yang disajikan dalam bentuk video atau infografis biasanya lebih mudah dipahami dan menarik untuk dibahas.</p>

8.	<p>Bagaimana media sosial mendorong Anda untuk lebih banyak berinteraksi dengan materi pembelajaran di luar kelas?</p>	<p>Media sosial berperan besar dalam mendorong saya untuk lebih banyak berinteraksi dengan materi pembelajaran di luar kelas. Saya dapat dengan mudah mengakses materi tambahan atau referensi pembelajaran melalui platform seperti YouTube dan Instagram, yang menyediakan berbagai konten visual dan audio yang membantu pemahaman saya.</p>
9.	<p>Apakah Anda merasa lebih termotivasi untuk belajar ketika dosen menggunakan media sosial sebagai bagian dari metode pengajaran mereka? Mengapa?</p>	<p>Ya, saya merasa lebih termotivasi untuk belajar ketika dosen menggunakan media sosial sebagai bagian dari metode pengajaran mereka. Penggunaan media sosial membuat pembelajaran menjadi lebih dinamis, menarik, dan interaktif, sehingga saya dapat lebih mudah</p>

		memahami materi yang diajarkan dan tidak merasa bosan dengan metode pembelajaran konvensional.
10.	Bagaimana media sosial membantu Anda tetap mendapat informasi tentang materi atau kegiatan akademis?	Media sosial, melalui grup WhatsApp dan Google Meet, sangat membantu saya dalam memperoleh informasi tentang materi atau kegiatan akademis. Dosen dapat dengan mudah menyampaikan materi atau pengumuman tugas melalui platform ini, sehingga saya dapat mengakses informasi dengan cepat dan tidak ketinggalan.

Participant 10

No	Pertanyaan	Jawaban
1.	Media sosial mana yang paling sering Anda gunakan untuk kegiatan akademis? Mengapa?	Saya sering menggunakan WhatsApp untuk berinteraksi dengan teman dan dosen dalam kegiatan akademis,

		<p>karena platform ini memungkinkan diskusi yang cepat dan efektif. Selain itu, saya juga menggunakan YouTube untuk memperdalam pemahaman saya terhadap materi perkuliahan, karena platform ini menyediakan berbagai konten edukatif yang dapat diakses kapan saja.</p>
2.	Bagaimana media sosial membantu Anda berinteraksi dengan teman atau dosen mengenai tugas atau proyek akademis?	<p>Media sosial, khususnya WhatsApp, mempermudah saya untuk berkomunikasi dengan dosen dan teman sekelas mengenai tugas atau proyek akademis. Saya dapat mengajukan pertanyaan, berdiskusi, dan bahkan berbagi file atau dokumen terkait tugas dalam grup yang telah dibuat, sehingga proses pembelajaran dan</p>

		penyelesaian tugas berjalan dengan lancar.
3.	Apa pandangan Anda tentang penggunaan grup media sosial (seperti WhatsApp atau Telegram) untuk diskusi akademis?	Penggunaan grup WhatsApp atau Telegram untuk diskusi akademis sangat efektif. Diskusi dapat dilakukan tanpa harus bertemu langsung, dan seluruh anggota grup bisa berpartisipasi kapan saja, baik itu di luar jam kuliah. Selain itu, semua file dan hasil diskusi dapat tersimpan dengan baik, memudahkan akses di lain waktu.
4.	Menurut Anda, platform media sosial mana yang paling mendukung kreativitas siswa? Mengapa?	Menurut saya, TikTok dan YouTube sangat mendukung kreativitas siswa. Kedua platform ini menawarkan banyak konten yang dapat menginspirasi, serta memberikan berbagai ide kreatif melalui video atau tutorial yang bisa diadaptasi

		dalam penyelesaian tugas atau proyek akademis. TikTok juga memungkinkan mahasiswa untuk berbagi hasil karya mereka dengan cara yang menarik.
5.	Apakah media sosial membantu Anda menemukan ide baru untuk tugas atau proyek? Jika ya, bagaimana caranya?	Ya, saya sering menemukan ide baru melalui TikTok dan YouTube. Di kedua platform tersebut, saya dapat mencari konten yang relevan dengan topik tugas atau proyek yang saya kerjakan. Fitur pencarian dan rekomendasi di kedua platform ini memudahkan saya untuk menemukan berbagai referensi yang dapat meningkatkan kualitas tugas.
6.	Bagaimana media sosial dapat meningkatkan pemahaman Anda terhadap materi yang	Media sosial membantu saya dalam memperdalam pemahaman materi perkuliahan dengan menyajikan konten yang

	disajikan dalam proses pembelajaran?	bersifat visual dan interaktif. Misalnya, YouTube menyediakan video pembelajaran yang menjelaskan materi secara lebih detail dan mudah dipahami, sementara TikTok dapat memberikan penjelasan ringkas yang membantu saya mengingat konsep-konsep yang telah dipelajari.
7.	Bagaimana media sosial memengaruhi partisipasi Anda dalam diskusi kelompok atau proyek kolaboratif?	Media sosial, khususnya WhatsApp, sangat memengaruhi partisipasi saya dalam diskusi kelompok atau proyek kolaboratif. Diskusi dapat berlangsung secara real-time, tanpa terbatas oleh waktu atau lokasi, yang memungkinkan semua anggota kelompok untuk terlibat aktif dalam

		menyelesaikan tugas bersama-sama.
8.	Bagaimana media sosial mendorong Anda untuk lebih banyak berinteraksi dengan materi pembelajaran di luar kelas?	Dengan adanya media sosial, saya bisa mengakses berbagai materi pembelajaran di luar kelas. Platform seperti YouTube dan Instagram memungkinkan saya untuk mempelajari topik-topik yang tidak dibahas dalam kelas, memberikan saya peluang untuk memperdalam pengetahuan lebih lanjut sesuai dengan minat dan kebutuhan akademis.
9.	Apakah Anda merasa lebih termotivasi untuk belajar ketika dosen menggunakan media sosial sebagai bagian dari metode pengajaran mereka? Mengapa?	Dengan banyaknya konten edukatif yang tersedia di Tiktok dan instagram, mahasiswa bisa belajar dengan cara yang lebih fleksibel dan sesuai dengan kebutuhan mereka. Selain itu, adanya interaksi dengan

		komunitas belajar di media sosial juga bisa meningkatkan motivasi dalam memahami materi.
10.	Bagaimana media sosial membantu Anda tetap mendapat informasi tentang materi atau kegiatan akademis?	Media sosial, terutama melalui WhatsApp dan akun Instagram resmi universitas, sangat membantu saya dalam mendapatkan informasi terkini mengenai materi atau kegiatan akademis. Melalui grup WhatsApp, dosen dapat dengan cepat membagikan materi atau pengumuman penting, sementara akun Instagram universitas sering memperbarui informasi terkait acara atau kegiatan akademis lainnya.

Appendix II

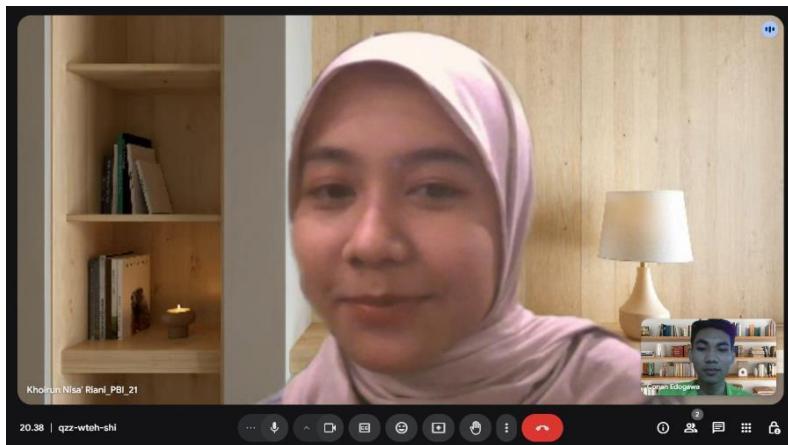
Interview Documentations











CURRICULUM VITAE

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