

Professional and Social Media Sites (SMSs): Motives and Positive Values of Accommodating Social Media Sites (SMSs) in Teaching Practices according to Indonesian Professional Educators: A Case Study in Two Indonesian Higher Educational Institutions

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Abstract. In millennium era, the proliferating Social Media Sites (SMSs) has not only brought increasing demands for all humans, but also creates positive values, specifically for the professional educators or lecturers in any ages. This study envisages the positive values of accommodating Social Media Sites (SMSs) in teaching practices according to the professional educators. Thirty professional educators, i.e. the lecturers, from two universities (i.e. Multimedia Nusantara University and Bina Nusantara University) has participated in this study. The data was collected from the survey by means of questionnaires, analysed using percentages, and exposed the results descriptively. The findings reflected that the positive values of accommodating Social Media Sites in teaching practices were to develop social skills and improve academic skills. However among the two values, the latter was highly influencing the professional educators because of the four reasons: enabling to do tutorial lessons, providing online discussion space with experts or guest lecturers, assisting in doing peer-review and peer-editing, and enhancing the receptive skills, the productive skills, and also the critical thinking skills of the users in SMSs, especially the professional educators or lecturers. Thus, accommodating Social Media Sites (SMSs) in teaching practices is essential for professional educators in Indonesia.

1. Introduction

The advance technology of ICT has influenced the higher education system dramatically. Demands to find information and build relations in a quick access are getting increased in the globalized society. Moreover, the challenges to provide skilful and competent graduates equipped with technology knowledge has overwhelmed the educational stakeholders in the last two decade. As results, the competitions for serving high quality standard of educational system supported by the advanced ICT technology becomes the main priority for the higher educational institutions, particularly in Indonesia.

As the growth of ICT role in educational sector, most of university in Indonesia turn to develop flexible and dynamic education system by integrating Social Media Sites (SMss). The use of Facebook, Twitter, LinkedIn, What's Up, and YouTube are often found used in every classroom as the



main teaching aids or even as supplementary tools for the learning engagement. In this process, it is confirmed that there is a shifting paradigm in teaching practices, from the traditional approach to modern approach. Manca and Ranieri [1] point that “social network sites are progressively gaining attention in relation to school and higher education practices and pedagogies with important implications for changing and adjusting teaching and learning”. In this case, the excessive application of online networking sites predominantly improve the teaching pedagogies that constitutes to better outcomes of teaching practices.

Meanwhile, the integration of Social Media Sites (SMSs) do not always postulate academically profits for the users especially the professional educators, i.e. the lecturers. This is due to the fact that the nature of online networking sites is everything gets shared. Thus, in some cases the higher institution prevents the ONSs users from accessing the less important sites to their academic benefits. However, the policy abides the needs of retaining information to foster the learning. The educators will have less chance to support what the students’ wants to learn and how they will find answers in their learning process. Srivastava [2] supports Greenhow’s points that ‘social networking sites offer more than just social fulfilment or professional networking, also have implication for educators, who now have a vast opportunity support what students are learning on the web sites’. In other words, the professional educators, i.e. the lecturers, are really suggested to consider the potentials of expanding online networking sites to teaching practices since it allows developments on academic skills and social skills.

Based on the facts mentioned above, it is necessary for identifying positive values of Social Media Sites applied in teaching practices in spite of the rigorous scams to uncover the potentials advantages for the professional educators as well as motives underlying the applications of the SMSs. Thus, this study frames its objectives into three considerations as follows:

1. To find out types of Social media Sites regularly used by the Indonesian professional educators in teaching practices at the two higher educational institutions.
2. To verify the Indonesian professional educators’ motives of incorporating Social Media Sites in the teaching practices at two higher educational institutions.
3. To investigate the positive values after incorporating Social Media Sites in teaching practices at higher educational institutions in Indonesia.

2. Theories underpinning

The present of artificial intelligence products in the educational field have played important role in today’s higher education system. Since it emerged in every subfield of higher institutions, including in teaching and learning field, it has already diffused the knowledge and information that support the development of educational quality and the capacity of people works in educational environment as the professional educators or lecturers. As a result, the advance of ICT has yielded a shifting paradigm of teaching practices in higher education contexts. Traditional way of teaching has moved to mobile compatible learning through social media platforms as Facebook, Twitter, Blogs, You Tube, etc. Even the platform of Learning Management System (LMS) provided by higher institutions has been left behind by most of academics in the university.

Nowadays, with the expansion of machine learning in every aspect of human life, majority of the professionals in educational environment seem disengaged or uninterested to use the previous artificial intelligence platform as LMS (learning Management System) more frequent beyond the campus environment. The reasons for that come from the fact of the limited access of network of LMS, lack of sociability functions, and most importantly the LMS could not support the necessity of browsing research and collaboration information that become a part of main jobs of the academics and staffs of the universities. Sanchez-Franco [3] mentions that “using existing commercial LMSs, however, often has practical constraints”. In short, at present LMS are also creating substantial problems for the users.

Thus, by the progression of technology in information and communication field as Web 2.0, the applications of social media have aroused recent interests within the education community, particularly the professional educators. They become more active users of some popular social media

sites, such as Facebook, Twitter, and Instagram. As Boyd and Ellison says that “Facebook, Twitter, LinkedIn, etc. are part of the Web 2.0 social media, characterized by the creation and sharing of the user-generated materials with the common interest” [4]. So, it is common that Web 2.0 platforms as Facebook is typically designed for social networking among particular users that have similar common interest.

In Indonesia, people view that internet users are also social media users. Currently, Indonesia is the fastest growing country in relation to the number of internet users today compared to 2016. Nguyen [5] says, “Indonesia is almost 3 times over the global average with a 51% growth year-on-year”. In addition based on Nguyen’s finding the country (Indonesia) also comes in 4th place when it comes to the country with the largest number of active users of Facebook, only behind Brazil, India and the United States” [5]. Therefore, social media as Facebook is so common and popular among all youth Indonesian people, including novice educators in higher institutions like the universities or colleges. As a results, a lot of educators in Indonesia extend the application of social media sites in the teaching practices.

However, the idea of accommodating social media in teaching practices is not always successfully supported by the institutions and the educators, exclusively for those who live in rural areas. These professionals are reluctant to use any social media. The main reason for not using any social media because of the educators’ resistance to change their habit and cultural values. In Indonesia, for example, face-to-face interaction is highly valued in academic context than a distant communication because it enables two-way communication process between students and the teacher physically. Hence, online learning is sometimes viewed sceptical because it enforces the professional educators to own personal computer, provide network access, and also technical skills to operate the digitalized system. In sum, promoting social media in teaching practices is too overpriced.

Furthermore, the free limitation of time and space when the professionals work with the social media sites may lead to inefficient behaviours. Hence, the professionals in tertiary institutions are welcome to new advance technology, but when it comes to the implementation, they agree that skills and support utilities are the vital constraints. As a result, the implementation of the robust technology of information and communication for higher education institution in Indonesia are still debatable in terms of motives and positive values of accommodating social media sites in teaching practices.

3. Methods

This study is a descriptive analysis study that focus on motives and values for accommodating Social Media Sites in teaching practices by professional educators at the two universities in Indonesia. The detailed research methods are as follows:

3.1. Subjects

The study involved 30 participants from two university academicians: fifteen lecturers from Multimedia Nusantara Universities and fifteen lecturers from Bina Nusantara Universities. All of t respondents were randomly selected, excluding the faculties and length of working factors.

3.2. Instruments

The instrument used was questionnaires. The questionnaire consists of two primary sections: 1) types of Social Media frequently used and views on the positive values gained after using the Social Media Sites in teaching practices; 2) reasons that influence positive values of applying Social Media in teaching practices. The data were analysed using percentage and descriptive analysis.

4. Results

The results of the study are described as follows:

4.1. Types of Social Media Commonly Incorporate in Teaching Practices at Higher Institutions in Indonesia

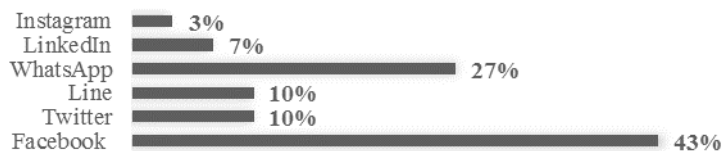


Figure 1. Types of social media sites commonly applied in teaching practices at higher institutions in Indonesia

The figure 1 above shows the majority of professional educators (43%) were regularly used Facebook rather than other social media. The second highest was WhatsApp with 27%, then followed by Twitter and Line, each applied in 10%. After that was LinkedIn (7%) and the least was Instagram 3%. The findings suggest that Facebook is the most popular social media in Indonesia, not only among students but also for the lecturers. Then, it supports Qualman's study and Falahah and Rosmala, who found that "Indonesia and United States were the country with 300 million users of Facebook, and the number of users is now creeping up" [6-7]. Therefore, it suggest that Facebook considers as a common learning tool in Indonesian education context as a learning tool. Other SMSs as LinkedIn and Instagram are ordinarily used for building relationship professionally, for business promotions, and for job seekers.

4.2. Motives Influence the integration of Social Media in Teaching Practice in Indonesian Higher Education

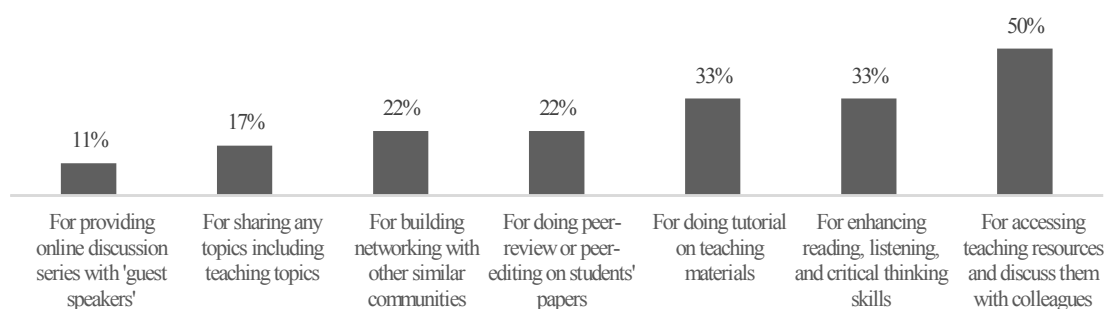


Figure 2. Motives use social media sites in teaching practices in Indonesian higher education

In figure 2, there are seven motives influenced the accommodation of Social Media Sites in teaching practices. Out of seven motive, majority (50%) of the total respondents admitted that Social Media Sites (SMSs) are a good platform for accessing teaching resources and discuss them with colleagues. Next, 33% of the respondents claimed that SMSs are good platform for enhancing reading, listening, and critical thinking skills as well as a good platform for doing tutorial on teaching materials. Then, followed by 22% of respondents that mentioned SMSs are good platform for building networking and do peer review or peer editing. Only 17% of the respondents admitted that SMSs are good platform for sharing any topics including teaching topics and 11% of total respondents agreed that SMSs are good platform for providing online discussion series with 'experts' or 'guest-speakers'. The results indicate most of professional educators' motives of using SMSs are more for professional matters than personal matters i.e. networking. These results constitutes to Srivastave [2] claims that "social media can foster the social learning since it becomes excellent tool for educators to sneak in material and ideas that students will identify with". In addition, Jenkins states that "the social media also provides the participatory learning where the social media can function as a space to allow engagement, sharing, mentoring and social interactions" [8].

4.3. Positive Values after accommodating Social Media sites in Teaching Practices

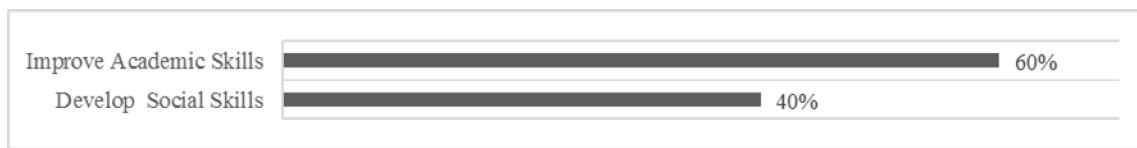


Figure 3. Positive Values after accommodating Social Media sites in Teaching Practices

As shown by Figure 3, it is found that the professional educators of two higher institutions in Indonesia had improvement in two skills, i.e. the social skills and the academic skills, after accommodating Social Media Sites (SMSs) in teaching practices. 60% or most of the respondents claimed that their academic skills were developed such as reading skills, note taking skills, listening comprehension skills, and even the presentation skills. In addition to that, 40% of the educators also improved in social skills. They could build and maintain new relationship with other peers or similar academic communities through the social media sites like Facebook, Twitter, WhatsApp and LinkedIn. These findings constitute to Gee [9] suggests that “affinity spaces instantiate participation, collaboration, distribution, and dispersion of expertise and relatedness”. In other words, social media permits social cooperation and knowledge transfer in engaging interactive environment

5. Conclusions

The growing interest to integrate the advance ICT technology as social media sites in teaching practices becomes a necessity in higher institution community. The university accommodating Social Media Sites designate that the university wants to update its performance and quality, especially the professionals who works in the higher education institutions. The appliances of Social Media Sites in teaching practices highlight the two significant values of the sites to the academicians or the educators in terms of developing academic skills and social skills. Even though, the educators have different motives of implementing the social media in the teaching process, still they admit that the social media generate participatory and social leaning which useful to accommodate the real needs of the students in learning process. Thus, this study recommends that universities should allow its academicians to explore the intensity of Social Media usages in teaching practices. The study also suggests that the professional educators should use rational thinking when selecting proper social media sites which are going to be exploited in the teaching practices.

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