Interactive learning through social media:
A literature review

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Abstract: This article aims to review the benefits of interactive learning and provide examples of the use of social media in building interactive learning. This article originates from a literature review that condenses a variety of past studies on interactive learning through social media. Prior research has unveiled that incorporating social media as an interactive learning tool can simplify and enhance learners' comprehension of the subject matter. This reflects the positive potential of using social media to support a more dynamic and effective learning process.
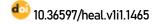**Keywords**: Interactive Learning, social media

INTRODUCTION

In the contemporary era, people are confronted with a phase known as "modern disruption," characterized by the pervasive integration of technology into all aspects of life, resulting in an increasing emphasis on immediacy and connectivity. Technology comes from the Greek language, namely Technologian, which means systematic treatment or handling something systematically according to Webster Dictionary in Rusman, et al (2013). The presence of technology has become an allure for many people, especially young people.

Advancements and transformations in information technology have profoundly influenced how individuals perceive themselves and their surroundings, rendering change and progress an inescapable reality. The rapid growth of the population cannot be contained within the confines of conventional systems and has emerged as a significant force in enhancing the efficiency of human life (Alkan, 2005). As this transformation unfolds, the expectations of individuals are evolving, and the increasing significance of 21st-century skills, particularly in the realm of technology-related innovation, is regarded as the cornerstone of progress in our era (Korucu & Olpak, 2015).

Technology has successfully produced fundamental changes in people's lives. (Sendur Atabek & Atabek, 2020). Among the many technology-based applications, social media is one of the most prominent and most popular. This technology-based utilization is also applied to everyday life and has also been applied to its use, especially in the academic or educational fields. Social media is not only part of the lifestyle, but can also be used by teachers as a learning tool by utilizing the features in social media applications (Aspari, 2016; Assidik, 2018; Dalton & Crosby, 2013; Mulyani, 2016). The positive influence of social media is of great importance to both educators and learners. According to Cain (2020), exploring the positive effects of social media is essential for recognizing its potential and its impact on various aspects of life. Educators benefit from the ease with which they can deliver educational content, while students find convenience and engaging visual aids in grasping learning material.

According to Rudi Brets, cited in Sumiati (2008:162), learning media can be classified into three characteristics, namely sound (audio), form (visual), and motion (motion). Thus, effective

learning media should have at least one of these three characteristics. The use of interactive learning media provides several significant benefits. The concepts presented through this media become easier to understand and learn systematically. Interactive learning media also gives students the flexibility to learn at their own individual pace, allowing them to learn more efficiently, independently, and without getting bored thanks to the use of images, animations, and various practice questions. In addition, interactive learning media can be used in various learning contexts, both classical and individual.

Educators utilize the sophistication of technology in supporting the learning delivery process to be more interactive and innovative. The sophistication of technology is able to transform the learning model in the world of education which initially races on conventional things into electronic learning or E-Learning. One of the real examples of electronic learning-based learning media is the use of social media as a fun learning media. The use of social media as media in the context of learning has been seen in the use of various forms of platforms such as Facebook, Instagram, Youtube, TikTok, and so on. Social media itself can provide facilities for users to be able to do activities and collaborate. In summary, the utilization of technology using social media can serve as a valuable resource to improve education, making learning more accessible, engaging, and cooperative by involving interactive learning. Based on the theory and background, this literature study aims to identify the use of interactive learning using social media. It is expected that the results of the discussion can be useful for both students and teachers.

A review of previous research on the impact of social media as a learning tool (Dalton & Crosby, 2013; Biton et al., 2014) has not yet demonstrated its practical implementation or its relevance to interactive learning. Therefore, the objective of this article is to elucidate the utilization of social media for interactive learning. The literature review involves data collection through reading, recording, and processing research materials. To gather data, the researcher thoroughly examines and explores various journals and other sources of data or information that are deemed pertinent to the research or study. The primary focus of this analysis is on interactive learning through the use of social media, and it includes additional insights pertaining to the use of social media in the context of learning.

RESULTS AND DISCUSSION

A currently used term in contemporary educational literature, as well as in educational practice, is "interactive learning systems." This term encompasses diverse learning scenarios where there is a flow of knowledge or information among different participants engaged in a dialogue or interactive process (Barker, 1989a). These communication processes typically involve the exchange of information through coordinated and harmonious means using predefined procedures. The integration of interactive technologies in education has brought about a shift in our understanding of how individuals learn and how novel environments can enhance the learning experience.

Interactive Learning

Interactive learning is highly regarded for its perceived benefits, as it fosters a friendly and collaborative atmosphere among participants. It enhances learners' independence and confidence, encouraging them to actively apply their previously acquired knowledge and experience (Abykanova et al., 2016; Soutthaboualy et al., 2022; Sessoms, 2008). Interactive learning creates a conducive environment for learners to interact with each other, taking into account aspects of confidence, experience, and independence, all of which can be effectively

applied in the classroom. One of the main components of interactive learning is "information" and the design of teaching materials to attract learners' attention, with the aim of generating higher learning motivation Wannapiroon et al. (2021). Regarding this, one of the appropriate media to attract students' attention is the use of social media.

The rising popularity of social media platforms and their utilization in educational settings for information delivery and sharing has led to numerous studies assessing their effectiveness as educational tools (Morris & Anderson, 2015; Ryu et al., 2009; Alm, 2015; Kabilan, Ahmad, & Abidin, 2010; Mitchell, 2012; Lomicka & Lord, 2012; Mitchell, 2012). Moreover, social media platforms have had a significant impact on the continuity of the learning process, both in self-directed learning and group learning contexts. This is corroborated by findings from other studies (Aspari, 2016; Assidik, 2018; Dalton & Crosby, 2013; Mulyani, 2016; Granitz & Koerning, 2011).

Social media is not only used as a communication tool but has also expanded into an interactive learning tool. This transformation is not just a lifestyle shift; social media has also become a valuable educational tool for teachers who leverage the features of social media applications (Aspari, 2016; Assidik, 2018; Dalton & Crosby, 2013; Mulyani, 2016). Educators are increasingly expected to harness their creativity in delivering education, and social media is one medium they can utilize for this purpose. However, it's crucial for teachers to carefully consider which social media features to use and assess the suitability and relative benefits offered by various social media tools (Granitz & Koerning, 2011, p. 62). Teachers have harnessed a range of features provided by social media platforms, such as Facebook, Instagram, YouTube, and more. The extensive adoption of these social media platforms has heightened interactivity within the learning process. This is evident in the continuous introduction of new features by social media platforms aimed at enhancing and supporting the learning experience.

Considering the benefits of interactive learning in the use of social media as learning media, it becomes a solution for teaching English in the classroom, when teachers want to implement technology-based teaching materials. The utilization of social media in learning can be interesting and applicable by incorporating multimedia elements and real-life examples. This is in line with Husain (2014) who states that the utilization of technology in learning can stimulate learners to learn better based on their natural potential.

Examples of Social Media Utilization

An example of how social media is effectively utilized for interactive learning is through the diverse range of platforms available, including Facebook, YouTube, Instagram, and numerous others. Facebook, in particular, stands out as one of the social networks with the largest global user base, boasting over 800 million users (Socialbakers, 2012). Facebook is recognized by its users as a platform that fosters communication across geographical boundaries, thanks to its user-friendly interface. Users can access Facebook's features through various electronic devices, such as mobile phones, smartphones, and even stationary devices like laptops or computers.

Facebook offers several features that support interactive learning, including: First, Group Functionality: Groups on Facebook provide a platform for educators and learners to share and provide educational materials. This feature enables students to collaborate with both their peers and teachers, allowing them to share relevant information and engage in discussions. All group members can collectively respond to the information shared. Additionally, teachers can utilize this feature to send announcements, organize activity schedules, and provide reminders to students about upcoming activities (Kurniawan, 2012, p.3).

Second, Guides: Facebook's "Item Guides" serve as repositories of information related to the content presented by educators during lessons. Teachers can use this feature to include links to websites, attach various types of files, and even create quizzes as part of the learning materials. This facilitates a more structured and interactive learning experience. **Third**, Featured Items: This feature allows educators to create posts that include announcements and a brief explanation of the material to be delivered in a lesson. These featured items can serve as a focal point for important information and content related to the course. **Fourth**, Rooms: The "Rooms" feature provides a space for the account owner to create and host video conferences. These rooms are automatically visible to group members, making it a convenient platform for virtual meetings and discussions. **Fifth**, Events: Within the "Events" feature, the group owner can create and schedule events, specifying when the activities will commence. This can be used as a reminder for upcoming activities, ensuring that group members are informed and prepared for the scheduled events. **Sixth**, More: The "More" item is a comprehensive section where users can access all the media that has been uploaded, files that have been attached, and a list of followers in the group. It serves as an organized repository of group-related content and member information.

The use of Facebook as an interactive learning media was also emphasized in a study conducted by Muh. Tamimuddin and Estina Ekawati titled "Expectations of Utilisation of Online Social Network in Learning." This study observed that students actively engaged by sharing their opinions, experiences, and information, including those related to education and other aspects. These findings reflect that groups within the platform can be effectively and optimally utilized in the context of learning, fostering collaborative and interactive learning experiences.

Among various social media platforms, YouTube's popularity is right behind Facebook; 77% of internet users use Facebook, while 63% use YouTube (Morris & Anderson, 2015). Since its launch in 2005, YouTube has been a free video-sharing platform that features user-generated content, also known as User-Created Content (UCC) or User-Generated Content (UGC) or Content Creator (Ryu et al., 2009). The popularity of this platform has encouraged social media users, including educators, to adopt it as an interactive tool in learning contexts. The high frequency of YouTube use for both learners and educators suggest that the platform has the potential to support engagement beyond the classroom if used effectively. This, in turn, can contribute to improved student achievement and overall academic success (Lowe & Laffey, 2011).

To meet the learning requirements of students, it's crucial for content developers to have a deep understanding of students' needs and preferences when it comes to using social media platforms (Berk, 2009). Educators are striving to create YouTube video content that is not only engaging but also captivating to attract more viewers. Furthermore, the diverse range of educational content provided by different educators on YouTube serves to motivate students to proactively explore knowledge independently. This diversity and competition in content creation contribute to a more dynamic and interactive learning environment.

Research in the literature demonstrates that when individuals have a genuine interest in a subject, they are more likely to pay closer attention, stay motivated to explore the topic, and ultimately achieve better learning outcomes (Bergin, 1999; Hidi, 2001). Furthermore, the results of research conducted by Bonk, Lee, Kou, Xu, & Sheu (2015) indicate that factors such as curiosity, motivation to learn, the willingness to seek information, and the desire for self-improvement play a significant role in using the web for learning, particularly on platforms like YouTube.

In this context, YouTube offers content creators opportunities to enhance their abilities in developing educational content through video presentations. Creating learning materials in video format enables educators to reach students with high levels of curiosity and a desire for interactive learning experiences. This aligns with the understanding that engaging and captivating content is more effective in facilitating learning.

Previous research has offered evidence that Facebook (e.g., Alm, 2015; Kabilan, Ahmad, & Abidin, 2010; Mitchell, 2012) has the potential to provide opportunities for language learning by allowing language learners to interact in and through the target language. However, relatively few studies have concentrated on Instagram despite the fact that it is one of the most popular as well as effective social networking platforms for mobile-assisted language learning.

As stated by Atmoko (2012:10), Instagram is an application specifically designed for use on smartphones and is a social media platform. While Instagram shares some similarities with Twitter, its distinctive focus is on sharing photos and images with other users. Instagram has gained popularity due to its diverse and engaging features, including IgTV, Instastory, Feed, and the most recent addition in 2021, Reels. Educators and content creators have found Instagram to be a versatile platform for sharing learning materials. For example, they offer short videos covering topics like English pronunciation and everyday expressions in English. This showcases Instagram's adaptability as an effective tool for sharing knowledge and facilitating learning in innovative and engaging ways.

While Instagram was not originally created as an educational app, many learners have reported that they actively use it for the purpose of learning the English language. This practice of utilizing social networking platforms for language learning has also been explored and documented in other studies (e.g., Lomicka & Lord, 2012; Mitchell, 2012). These studies outline various methods of using Instagram as a tool for mobile language learning. For instance, a significant portion of learners mentioned that they made a deliberate effort to use only English when communicating on Instagram, such as posting comments, replies, and direct messages. This approach reflects the dedication of learners to immerse themselves in the language and apply it in real-life, practical contexts. Furthermore, another notable trend in Instagram usage, particularly among students, is the practice of following and engaging with dedicated Instagram pages that focus on English language development. Examples of such pages include BBC Learn English, learn English Daily, online English trainer, and self-study English. These specialized pages offer valuable resources and content for learners seeking to improve their English language skills.

CONCLUSION

The use of interactive learning media, including social media, in education brings forth several significant benefits. Beyond kindling students' interest and participation to make them more active, social media allows for the incorporation of diverse types of media, such as images, videos, animations, and other interactive tools. This empowers educators to craft engaging and creative learning materials that are more comprehensible to students. By leveraging social media as an interactive learning tool, educators can shape a learning experience that is not only more captivating but also more efficient and pertinent for students. Consequently, learning is no longer seen as monotonous or stressful but can instead cultivate a pleasant atmosphere where students readily absorb knowledge.

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