



**PENGGUNAAN MEDIA SOSIAL SELAMA
PANDEMI COVID-19 PADA INSTITUSI PENDIDIKAN**

**Social Media Use During the COVID-19 Pandemic
in Educational Institutions**

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Abstract

This study attempts to explore various relevant study results to fully understand the use and role of social media in educational institutions during the COVID-19 pandemic. A thorough search of databases from various reputable journals resulted in 29 related empirical studies written during the period January 2020 and April 2021. The results show a number of findings as follows: 1) social media opens up opportunities and supports the transition to a fully online learning environment (online); b) the majority of studies on the role of the media in educational institutions focus on student perspectives; c) the absence of clear policies hinders the effective use of social media in the learning process. This literature review offers a research agenda to increase understanding of the potential of education through social media given that these platforms have

been underutilized for teaching and learning during the pandemic. In order for universities and the government to realize the value of the benefits of social media in encouraging the sustainability of educational programs, this research also offers some practical implications that can be used in educational institutions.

Abstrak

Studi ini mencoba untuk mengeksplorasi berbagai hasil studi yang relevan untuk memahami sepenuhnya penggunaan dan peran media sosial pada lembaga pendidikan selama pandemi COVID-19. Pencarian menyeluruh pada database dari berbagai jurnal bereputasi menghasilkan 34 studi empiris terkait yang ditulis selama periode Januari 2020 dan April 2021. Hasilnya menunjukkan sejumlah temuan sebagai berikut: 1) media sosial membuka peluang dan mendukung terjadinya transisi kepada lingkungan belajar yang sepenuhnya daring (*online*); b) mayoritas kajian mengenai peran media pada lembaga pendidikan fokus pada perspektif mahasiswa; c) tidak adanya kebijakan yang jelas menghambat penggunaan media sosial secara efektif dalam proses pembelajaran. Tinjauan literatur ini menawarkan suatu agenda penelitian untuk meningkatkan pemahaman tentang potensi pendidikan melalui media sosial mengingat bahwa platform ini kurang dimanfaatkan untuk pengajaran dan pembelajaran selama pandemi. Agar perguruan tinggi dan pemerintah menyadari nilai manfaat media sosial dalam mendorong keberlanjutan program pendidikan, penelitian ini juga menawarkan beberapa implikasi praktis yang dapat digunakan di lembaga pendidikan.

Keywords: higher education, social media, online learning, systematic literature review

INTRODUCTION

In-person instruction has been halted as a result of the unprecedented disruption to educational operations that the COVID-19 pandemic has caused in schools, colleges, and universities. Almost 873,000,000 students are affected by the majority of educational institutions around the world being partially or entirely closed as of mid-September 2020 (UNESCO, 2020). In order to deal with this difficult scenario, the majority of educational institutions were compelled to entirely transition to the online learning environment, where social media played a crucial role.

Social media has evolved over the past ten years into a practical teaching tool in the absence of a structured learning management system. The term "social media platforms" refers to the collection of Web 2.0-based apps that promote and foster connection, engagement, and cooperation among people who have shared interests through the creation of user-generated content (Kaplan & Haenlein, 2010; Akhigbe, 2019). Sites for sharing multimedia, discussion forums, and social networking are all examples of social media platforms (Chugh et al, 2021). These platforms have radically changed how students and educators interact and collaborate, becoming an essential part of their daily lives (Chug & Ruhi, 2018). The perceptions and expectations of instructors, students, and higher education administrations are all impacted by the inclusion of social media in educational practices.

Social media platforms grew in popularity during the COVID-19 epidemic due to their ease of use and widespread use for teaching and learning activities (Cavus et al, 2021). Despite the lack of a pedagogical framework, social media platforms have been found to

be useful in a variety of educational activities (Malik et al, 2019), but research on this subject is still lacking (Cavus et al, 2021; Ghounane, 2020). More studies are needed to investigate the social media affordances and utilize them to the fullest extent because there aren't any validated tools available to analyze and assess the formal usage of social media as a teaching tool (López-Carril, 2020).

Social media use in the classroom was voluntary before the pandemic and followed conventional teaching techniques (Chugh & Ruhi, 2018). Without taking into account the potential pedagogical advantages they might provide, the platform's features were only used cursorily (López-Carril, 9). However, the epidemic compelled educational institutions (EI) to switch to an online setting, and as a result, social media platforms took the place of conventional classrooms. To adhere to social distance constraints, all educational activities have to be conducted remotely (Abdillah et al, 2020). This unanticipated upheaval exposed social media's creative capabilities. In addition to helping facilitate teaching and learning, social media also acted as a supportive tool by enabling virtual social interaction (Toquero & Talidong, 2021) to combat the psychological effects of the lockdown and detachment, such as anxiety and sadness.

Although social media platforms are dynamic and their use has changed since the pandemic, the standards used to determine whether they are appropriate for teaching and learning remain the same (Sam et al, 2021). Furthermore, it is obvious that different stakeholders use social media in different ways. However, Chugh et al. (2021) discovered that, while social media use in higher education has been extensively researched from the perspective of students, it is unclear whether educators are using social media for instructional objectives.

In this study, the effectiveness of social media platforms as teaching and learning tools in EI during the COVID-19 epidemic will be examined. This is accomplished by methodically evaluating the pertinent papers to respond to the following important questions: RQ1: What is the role of social media platforms in teaching and learning activities within the EI during COVID-19?; RQ2: What are the potential benefits of incorporating social media in teaching and learning?; RQ3: What are the barriers associated with incorporating social media in teaching and learning?

The format of this essay is as follows: We describe the search methods in Section 2 of this article. In Section 3, the outcomes of the literature review are shown. The research discussion and implications are then presented in Section 4 after this. In Section 5, the research is completed.

METHODE

This article includes a systematic evaluation of case studies linked to the influence of social media on teaching and learning in universities and colleges during the COVID-19 epidemic. We go into further detail about the adopted structure for systematic literature reviews in the following section. Three primary stages used in the search strategy: Identification, screening, and inclusion. The identification stage involved conducting a thorough search to review, synthesize, and analyze full-text peer-reviewed journal articles about the use of social media for teaching and learning in universities and colleges during COVID-19 that were published between March 1, 2019, and February 9, 2021. This time frame gave us the chance to concentrate solely on social media's function throughout the

pandemic. The three databases, Web of Science, Scopus, and EBSCO, served as the main sources for the journal articles. The following wildcard search terms were used to search these databases: "covid, education, social network, social media." These keywords were utilized in various boolean operator-related combinations. The search was not restricted to information systems or information technology issues because the topic is transdisciplinary. There were 1395 articles total, as indicated by the identification stage. There were 1061 articles altogether after 296 duplicates and 38 entries in other languages were removed.

The screening stage largely involves looking over the 1061 papers' titles and abstracts. In certain situations, it was necessary to check the methodology part of the articles to make sure they were solely concerned with how social media platforms affect teaching and learning activities. Transparency in articulating the inclusion and exclusion criteria of the screening process was crucial for maintaining the systematic literature review's credibility. As a result, the screening phase contained full-text empirical investigations that were published in English in peer-reviewed journal publications. The inclusion criteria for this study's focus on higher education especially targeted papers about students, teachers, and administration at universities and colleges. We have also included research that looked at social networking sites and platforms for social media that are utilized for teaching and learning.

Setting precise exclusion criteria was another step in the screening process. Duplicate articles were first disregarded. Moreover, non-empirical pieces such as letters to editors, research proposals, statements of opinion, literature reviews, papers presented at conferences, abstracts, editor prefaces, book chapters,

and theses were not included. Also, we have omitted general items that do not pertain to higher education. We deleted any writing that did not address the context of teaching and learning. Studies that have a scope beyond the use of social media platforms for educational purposes were also excluded because the primary goal of the study is to focus on how social media platforms acted as an alternative pedagogical tool during the pandemic. Examples include articles with a core focus on course management systems for class interactions (like Moodle) and video conferencing platforms (like Zoom or Google Meet) that involve virtual settings to engage multiple people.

In the data collection stage the articles each were then separately assessed two reviewers against the inclusion and exclusion criteria. Additionally, these publications were grouped to draw out pertinent data. The list was then peer reviewed and verified by the third and fourth reviewers. This step disqualified a non-empirical article, an article not related to higher education, an article not related to social media, and an article not written in English. Some 29 publications have resulted from this, which were taken from 31 different peer-reviewed journals.

RESULTS AND DISCUSSIONS

The rest of this section represents the systematic literature review's findings using the classification's categories. Studies on the use of social media at educational institutions during the pandemic have been conducted in a variety of contexts. The investigations were carried out in 21 different nations, 48% of which are categorized as poor nations. A larger percentage of the studies (39%) were

generic and did not identify the academic fields in which they were conducted. The remaining studies were primarily concerned with students majoring in social sciences (38%); 41% of them were from the education department, specifically Arabic Education, English Education, and Primary and Childhood Education.

Only case study papers have been chosen as per the search method. 49 percent of the case studies used a quantitative research methodology. Just 9% of the studies were qualitative, while 34% used a hybrid methodology. As only questionnaires were employed in 48% of the research, it is clear that they were the most widely utilized approach for gathering data. Moreover, 30% of the research included questionnaires and other techniques. The fact that 21% of the studies relied on digital traces data—which includes multimedia, social media accounts, postings, and hashtags—is an interesting finding.

Students made up the majority of case study participants (78%), with instructors making up just 5.8% of the group. This shows that the literature has mostly concentrated on how social media affects education from the viewpoint of students. In addition, 79% of the publications that made the short list were not theoretical in nature. The remaining articles made use of a variety of theories, primarily the activity theory, the social learning theory, the unified theory of acceptance and use of technology (AUT), and the technology acceptance model (TAM).

The chosen articles covered a wide range of topics because they were taken from numerous multidisciplinary magazines. Given that some articles covered numerous topics, the primary concepts that were explored were perception (51%), engagement and interaction (35%), awareness and preparedness (30%), attitude, behavior, and

adaptability (18%), educational sustainability (21%), and governance and strategy (12%). The majority of the articles (81%) explored the ideas without specifically mentioning the guiding theoretical framework.

One of the key ideas covered in the literature is perception. The study demonstrates a strong interest in learning how educators and students use social media as a formal teaching and learning tool, but the majority of the empirical data lacks theoretical underpinnings. Only two of the 16 studies that examined perception used a distinct theoretical framework. Whereas Maphosa et al. (2020) based their investigation on the AUT, Yaacob and Saad (2020) utilized the TAM.

The research shows that students and educators have different perspectives. Students often view social media as a useful tool for studying and teaching. Researchers found that this view has dramatically risen since the unplanned lockdown and switch to online instruction (López-Carril, 2020). Social media made it simple for students to acquire course material and work with their colleagues during the pandemic (Maphosa et al, 2020). Students in several studies agreed that social media platforms inspired their creativity and allowed them to approach topic information from different perspectives, as well as improve learning outcomes (Cerná & Borkovcová, 2020; Escamilla-Fajardo, 2021). Nonetheless, the sheer volume of submitted course-related information overwhelmed some pupils (Literat, 2021). This emphasizes how crucial it is to establish precise guidelines for formally integrating social media into teaching and learning activities.

On the other hand, among educators, negative attitudes about the official usage of social media platforms are more overt. Several

educators viewed social media primarily as a kind of informal communication that was ineffective for teaching and learning (Inpeng and Nomnian, 2020). Moreover, as seen among students (Sobaih et al, 2020), when instructors are compelled to use such platforms, they are mostly used for teaching and learning and are seldom ever used for support and community building during the pandemic.

From a student and educator's standpoint, awareness and readiness Because so many university students and teachers utilize social media accounts, the pervasiveness of social media platforms has a positive effect on the shift to online learning (Cerná & Borkovcová, 2020; Ritonga, 2021). Students are aware of social media platforms, even if they do not have an account (Escamilla-Fajardo, 2021).

Although some students and teachers were aware of social media sites, they were not yet prepared to use them as instruments for formal education. In a study conducted by Inpeng and Nomnian (2020), students studying English at Chiang Rai University in Thailand were asked about their experiences using Facebook as a formal learning aid. Although the students were frequent Facebook users, their lack of confidence and limited English language proficiency prevented them from using the social media platform in professional contexts. Similar to Indonesia, teachers there were hesitant to use Facebook as a teaching tool despite being aware of its advantages (Ngussa, 2020).

Over one-third of the articles that made the short list have attitudes, behaviors, and adaptability as their main subjects. Scholars did not, however, rely on a precise description of these concepts. The way students and teachers responded to the significant change

in the educational process and how they behaved in response were used to gauge attitudes and adaptability.

Although the pandemic caused significant changes to the educational process, EI were able to quickly adjust to these changes (Rodríguez-Moreno et al, 2021). According to research, pupils had favorable sentiments toward the usage of social media for educational reasons. The students handled the changes that were made to the educational environments (Unger & Meiran, 2020). They also showed cooperation when learning new things and imparting knowledge to their peers (Snoussi, 2020). In fact, their performance in school in an online learning environment benefited from this optimistic attitude (Al Balushi et al, 2022).

On the other hand, the literature covered the opinions of teachers regarding the use of social media in the classroom. Although both students and teachers exhibited positive attitudes, it became clear that students and teachers had different attitudes in reality. The results of an Algerian case study show that some educators have developed technophobia toward social media platforms since they are amateurs at social networking (Al Balushi et al, 2022).

Researchers have become interested in engagement and connection as a result of the discovery that social media platforms can help people overcome the disconnectedness brought on by the pandemic. The pandemic's emotional and psychological effects emphasize how crucial it is to efficiently address requests and inquiries and promote communication among all parties (Al Belushi et al, 2022).

There is general agreement in the research that social media platforms produce interesting information that encourages interactions between students and between students and educators

(Al Belushi et al, 2022). The relationship between student activity on social media sites and academic success, however, is inconsistent, according to a study. In a Zimbabwean study by Maphosa et al. (2020), 70% of the students claimed that social media, particularly WhatsApp, offered a stimulating and interesting learning environment that improved their performance. Similar to this, students claimed that using social media in the classroom helped them meet their learning objectives. This runs counter to Literat's (2021) findings, which show that despite high levels of involvement and engagement, student academic performance has decreased.

The shared core idea of educational sustainability was also discovered in the pertinent literature. According to research, some students choose to behave more proactively to maintain the flexibility and sustainability of their education throughout time. A methodological framework for the interactive use of social media in EI was, for instance, proposed by Al-Youbi et al. in their work (2020). The approach tries to make it easier to use social media while minimizing its detrimental effects on education. Similar to this, Cerna and Borkovcova (2022) developed a conceptual knowledge model to assess YouTube's efficacy as an instructional resource for sustainability.

According to academics, social media platforms enable the creation of course materials that can be used for a very long time. In spite of potential lockdowns or pandemics in the future, education can still be pursued thanks to this sustainable learning environment. Governance and strategy are taken into account as success criteria for EI use of social media (Al Belushi et al, 2022). The creation of policies for online education that control the official usage of social media is important, according to academics. They contend

that choosing formal platforms should be driven by instructional considerations rather than fashion (Al Belushi et al, 2022). The pandemic, however, unexpectedly disrupted the educational process, and the majority of schools lacked clear regulations.

Faculty members at an Egyptian institution were given the option to choose the most practical free social media platform to interact and carry out various educational tasks in a study by Sobaih et al. (2020). Although almost all of the faculty members were happy about the experience, they acknowledged that administering the class and establishing uniform assessment procedures were difficult in the absence of a clear policy. In this context, students advise that while developing online learning methodologies, their preferences be taken into account (Al Belushi et al, 2022).

Social media platforms

Facebook is the most popular social media site, and 51% of the articles mention how the HEI used the site for educational and communication purposes. Respondents to a study by Sebo and Haskova referred to Facebook as a natural habitat. According to studies, students utilized Facebook to collaborate with their peers and communicate with them (Al Belushi et al, 2022). Similarly, to reach out to students and make announcements, administration and faculty staff used Facebook.

There are several aspects of Facebook that can be leveraged to promote online learning. For instance, this may be achieved by using Facebook chat to speed up communication, a Facebook page to publish course materials, and a Facebook group to organize students and track attendance. Scholars disagree, claiming that Facebook

cannot be utilized for sophisticated online learning because it is not intended to meet educational objectives. It has been discovered to be helpful in casual contexts but not for academic tasks.

YouTube is the second-most-used tool (38%). The perceived simplicity of use, perceived utility, and social impact are what fuel this popularity (Al Belushi et al, 2022). Also, as a result of the shutdown, virtual curricula spread widely. In order to allow students to watch presentations and videos at their own pace, educators used YouTube [10], while conversations about the videos took place on other platforms (Al Belushi et al, 2022). As in the study by Luu et al. (2021), YouTube has occasionally replaced other learning resources as the main source of information. For medical students in this study who had little access to clinical settings, YouTube was employed as a resource for surgical videos.

Additionally, YouTube channels and videos have been discovered to be useful tools for revising and preparing for exams. Over half of the students who took part in research to assess YouTube's potential as a supportive educational tool utilized YouTube for review and study. For this reason, academics were urged to examine well-liked video channels that are relevant to their field of study. For instance, López-Carril et al. (2020) chose five pertinent films from the YouTube channel to use as a teaching tool for students studying sports administration. This experience sharpened the students' professional skills and competencies. Similar to this, Tolkach and Pratt (2021) examined videos from the well-liked YouTube channel, which specializes in tourism-related topics. YouTube videos can be helpful for both in-person and online learning, as the study shows. In one of the papers we analyzed, the researcher even started her own YouTube channel to test how well YouTube works for education.

Although being used for different things, WhatsApp (27%) and Instagram (31%) were found to be equally popular. While both platforms are utilized for communication, WhatsApp is more practical and user-friendly, while Instagram is more well-known for interactions. Many studies report that WhatsApp was used for graded exams as well as the transmission of audio, video, and written materials. In a Malaysian study, 68% of the participants said WhatsApp encouraged individual learning during the COVID-19 lockdown. Similar to this, a study conducted in Indonesia reveals that 88% of pupils use WhatsApp to hone their reading skills (Sarifah et al, 2021). According to studies, WhatsApp is well-liked in poor nations because of how little data it uses.

Instagram's success as an instructional tool has been aided by the youth's preference for visual content and pictorial media. This was clear from the way students reported how they felt about using Instagram. Students in the study by Peake and Reynolds (2020) described the Instagram posts as colorful and stimulating. Also, see Ye et al.'s (Al Balushi et al, 2022) analysis of interactions on a particular teacher-centered Instagram account for Uppsala University Pharmacy students. They saw that students actively participated in the account by leaving comments and sharing inspirational memes and photographs. Students in the same survey claimed that throughout the epidemic, the Instagram account made them feel less alone and more connected. Moreover, Queen's University in Belfast used Instagram stories to broadcast undergraduate medical education subjects, which was shown to be helpful in improving both professional and soft skills.

Twitter is the fourth-most-used social networking site (21% of users). According to research, Twitter is used differently than the

mentioned sites. Twitter was discovered to be a well-liked formal communication tool between educational institutions and stakeholders during the pandemic. For instance, to reach a large audience quickly, universities in the Kingdom of Saudi Arabia used Twitter as their primary communication method (Al Balushi et al, 2022). Universities tweeted updates on new Saudi Ministry of Education rules as well as information specific to their own institutions.

The hashtag is one of Twitter's most popular features. According to Trust et al. [42], educators design hashtags and use them to contribute to the development of shared knowledge and to offer peer support, which eases the transfer to online environments. The "teachers' hallway" is another name they give to the hashtag areas. The articles that were shortlisted demonstrate how TikTok, Snapchat, Telegram, LinkedIn, and Discord are becoming more and more popular as teaching and learning platforms. TikTok, one of these sites, has drawn the attention of academics because it was the most downloaded app in 2020. TikTok makes it possible to design motivating and interesting learning environments that students will like (Al Balushi et al, 2022).

Benefits and Challenges of social media

Platforms for social media are widely used. The many EI stakeholders are used to employing them for various purposes. According to the articles that made the short list, social media sites were discovered to be efficient teaching aids from the perspectives of students, teachers, and institutions. Students can store lesson materials on social media and pursue their education at their own

pace. They provide a welcoming environment that encourages questions and discussions. In order to revise and get ready for exams, students use a variety of platforms. Students can also help one another by sharing online learning hacks and advice on social media (Al Belushi et al, 2022). The fact that social media platforms motivate students and allow them to be involved is what matters most.

Social media works well for communicating, delivering subject material, and achieving learning objectives, according to educators. The pandemic's disruption demotivated pupils, so it was vital to apply a variety of methods to promote interactive and collaborative settings. Social media platforms allow for unrestricted discussion and knowledge sharing. Also, it is clear that educators used these tools to create and distribute information not only for their pupils but also for the general public. The development of educators' professional and soft skills was aided by the creation of interactive course materials on several platforms (Al Belushi et al, 2022).

In terms of the advantages for the institution, social media platforms are mostly used for announcements, communication, and public awareness. These platforms were chosen for their convenience in addition to their extensive use. Social media does not require any form of technological requirement, such as servers or technical upkeep, in contrast to standard learning management applications. This characteristic, where social media platforms are recognized to be reliable, precise, adaptable, and interoperable, is referred to by Sam et al. (2021) as "operational stability."

The pertinent literature made it clear that there were administrative difficulties. Despite all the positive effects outlined in the studies, social media also has drawbacks. The lack of clear

regulations or policies on the official usage of social media platforms for teaching and learning presents the biggest obstacle. The formal usage of social media was not introduced pedagogically into the dynamics of the EI during the COVID-19 epidemic, according to research (Al Belushi et al, 2022). In the majority of the studies, especially in developing nations, integrating social media with already-existing instructional activities was a new culture. Likewise, the lack of rules and moral standards had a negative effect on the quality of communication between teachers and students as well as the content (Al Balushi et al, 2022). In wealthy nations, the absence of policies posed further difficulties. Peake and Reynolds (2020), for instance, provide an example of the difficulties the University of Bordeaux in France has to deal with because there is no established code of conduct that governs the official usage of social media.

Additionally, institutional practices must be in line with any applicable rules established by the social media site. The management and creation of material for social media are significantly impacted by this. As an illustration, Czech students criticized YouTube's stringent stance towards material and content creators. The administrative difficulties are a direct effect of the managerial difficulties. Research demonstrates that teachers used the social media platform for instruction without pedagogical grounds because there were no clear limitations. This has neglected the diversity in student learning styles, which needed to be addressed in a straightforward manner (Al Balushi et al, 2022). This made it more difficult to conduct practical courses that need students to show up and provide proof of attendance. Also, the unchecked use of social media led to a glut of information and communication. Students described it as overwhelming, perplexing, and demoralizing. Corresponding to

this, the workload for teachers increased . Teachers have to monitor social media content, generate it, and respond to student messages on top of their regular course-related duties.

CONCLUSION

Notwithstanding its advantages and prospects, this study demonstrates that using social media during the epidemic is difficult, mostly because there aren't any rules or procedures in place. Both communication and educational processes have undergone a paradigm shift as a result of social media. Concerns over legal hazards and academic repute have been raised by this. Researchers are urged to perform in-depth research to create a plan for the official use of social media at EI. Additionally, by focusing on digital traces as a rich source of data, this work adds to the body of knowledge. Social media datasets provide interactions and usage trends that can be combined with other methodologies to fully comprehend the pedagogical potential of these platforms.

In light of the COVID-19 pandemic's effects, it is clear from the systematic review of 29 publications published between January 2020 and April 2021 that social media platforms have become more and more popular among university students and educators. The analysis found that social media helped with online learning but that students and teachers used it in different ways. In contrast to how instructors utilize social media, which is largely intended for teaching, students use social media for educational reasons and peer support. This emphasizes how important stakeholder input is when choosing and incorporating social media tools into instructional strategies. As a result, greater research into the pedagogical impact

of social media is encouraged, especially considering how heavily weighted student viewpoints are in the current body of knowledge.

This study has made an effort to offer insights into the state of the research on social media's impact on teaching and learning in educational institutions. It provides a solid framework that helps researchers expand their understanding of the theoretical and practical elements of using social media as a teaching tool. Setting a clear structure to control the official use of these platforms and make the most of them has consequences for policymakers, governments, and the teaching profession.

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