EFFECTIVE SOCIAL MEDIA FEATURES AS STRATEGY PLATFORM TEACHING AND LEARNING DURING THE MOVEMENT CONTROL ORDER (MCO) PERIOD

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ABSTRACT

This paper presents the results of a study to identify the adoption of collaborative study by university students, especially by using technology as an alternative option in the COVID-19 pandemic. This study outlines the user interface that learners plan to pursue and the factors affecting the selection of applications. The study consisted of 202 students from universities. Data were collected via an online questionnaire of Google Forms. Empirical data analysis shows that social media approaches need the characteristics of successful information exchange, interactive social media functionality, and constructive usability to improve students' motivational attitudes towards perceived usability and user-friendliness. The paper also addresses the characteristics of the e-learning approach by using apps as well as measures to improve the efficiency of visualizing applications appropriate for local students to optimize learning outcomes. The finding provides insights into the necessity of social media features that are advantageous for scholars and practitioners interested in developing social media learning applications.

Keywords: Social Media, Education, User Interface, Design Features, Online Learning

1. INTRODUCTION

Many higher learning institutions in Malaysia have shifted the mechanism of online learning to a move towards overcoming the spread of COVID-19. While the use of applications is no longer something new to society today (Li et al., 2012; Blaschke, 2014; Devi et al, 2019; Zachos et al., 2018) the methods and extent of use of applications aimed at achieving online education need to rely on various factors for implementing the learning syllabuses in the software application during the pandemic period. The effectiveness of social media tools needs to be evaluated in order to ensure that social media adaptation is part of the mainstream of education technology in Malaysia. This transition brings the need for research into the state of student acceptance and teaching experience of e-learning through social media applications at the Higher Education Institution.

By expanding the acceptance of technological media into e-learning systems, it is essential to identify factors (especially display concepts and instructional characteristics) for successful applications in teaching and learning in virtual environments.

These factors are essential factors that affect the quality of technology learning. In order to create a secure and mature technology-based learning space for all stakeholders at the university, assessment, identification and monitoring of application facilities should be carried out with the goal of classifying and synthesizing specifically:

- Extend social media applications with educational support features;
- Create independent social media education applications
Incorporate a range of specific social media platforms into a versatile educational platform.

By analyzing and evaluating social media technology design approaches, five main social media platforms would be examined for this research: I social media networking websites (Facebook), ii) streaming media websites (YouTube), iii) content development and dissemination resources (Google classroom). This study is an attempt to provide a framework to strengthen the network and to design trends in social media applications in support of educational activities. It is hoped that this study will help lecturers and material developers to identify the needs and desires of students in the application platform and the key characteristics required in social media as a learning tool that can make full use of social media as a dependable, high-quality, convincing and effective tool in long distance learning.

II. SOCIAL MEDIA AS LEARNING TOOLS

The use of social media is no longer new to scholars, organizations, and students, most institutions use social media technologies to optimize their international visibility and build a network of followers. For example, Facebook (Irfan et al., 2017) is used as a broadcast media by the University to make announcements and communication channels, where Facebook also acts as an additional tool for teaching and learning. The positive attitude among the parties suggests a high acceptance of social media in the online learning environment by university students.

In necessity, particularly in the COVID-19 pandemic situation, social media is much intended, as a new form of teacher-directed online learning in the collaborative learning section (Ali, 2020; Mishra, 2020), which is sufficiently flexible and easily adapted to different groups of students and places, and also supportive of easily grabbing the attention of students and facilitating learning outcomes. Students who learn through online contact with peers, lecturers and faculty pursue a higher use of social media in their learning. However, the rapid proliferation of social media applications and the growth of new technological trends is a major challenge for educators and lecturers (Zhang et al., 2020) for the incorporation of suitable technology in the classroom. Regards, the selection of platform suitability is dependent on the choice of students in learning considerations. This means that students’ perceptions of social media use for education needs to be intensely scrutinized.

III. SOCIAL MEDIA AFFORDANCES IN LEARNING

Despite the excessive use of social media, nevertheless, empirical research (Grosseck, 2009; Conley & Sabo, 2015) is still required to understand the appropriate practices to make greater use of this application for teaching and learning purposes. In the Malaysian context, there is a lack of review of the importance and methods of web-based learning or social media used as educational resources (Ean & Lee, 2016; Shah & Abdullah, 2020).

Therefore, using social media to instruct, have to recognize and consider the particularities of the platform and how it can be integrated as much as possible to fulfil educational purposes and satisfy the students’ necessities. Conley and Sabo (2015) suggest that practitioners should pursue new instructional design techniques and model integration with the current technical capabilities to achieve positive learning environment. In this context, social media applications are also critical in terms of their implications for the design for higher education organizations. The benefits of social media are more readily evident in education. Typically, student learning needs are gaps that need to be addressed between researchers and educators in order to provide much-needed development models for integrating technology, design and characterization of social media effectively and accurately into the teaching and learning process.

As such, viewed technology as a significant learning form. This study explores the efficacy and acceptance of social media among students as part of their learning practice, the gaps will be filled by focusing on three core aspects: I the primary social media choices between the university students, ii) in relationships social media applications in teaching and learning in terms of usability, learnability, interaction quality, satisfaction and visually, and iii) the suitability of social media platform appearance with respect to its design features. Increased provision in higher education in Malaysia is enabled by the beneficial features and designs of the social media application. In view of these developments, there was a new improvement and willingness to improve and substantially use local institutions to improve teaching and learning.
IV. METHODOLOGY

The quantitative approach is to analyses this new learning tools from the perspective of participants: undergraduate students from the Universiti of Sabah. Semi-structured interviewing methods would be employed to develop an appealing application interface for social media applications. This analysis is a quantitative study that concentrates on a particular questionnaire that will be administered to the students to assess their view of social media applications. The systematic analysis is being performed to obtain the data.

The interview session includes oral activities to achieve a thorough understanding of the social media applications' suitability for instructional and learning processes. Open-end questions are used and distributed to students to collect empirical data through students' individual thoughts and opinions about the interface and efficacy of social media. All of these students are chosen by random sampling method These students pursue a bachelor's degree programme at Universiti Malaysia Sabah. Online surveys are conducted from April to November 2020.

V. ANALYSIS RESULTS OF STUDENTS PERCEPTION

To identify students' views on social media platforms and to provide key components that need to be adopted into the online learning platform for university students. Respondents were interpreted to respond to the use of applicable applications such as Facebook, WhatsApp, YouTube and Google Classroom, particularly in terms of usability, learning, quality of interaction, satisfaction and visualization. Table 1 summarizes the currently reported uses of social media applications by students, and the appropriateness of the platform design.

Table 1. The percentage of student’s perception in terms of Usability, Learnability, Interaction Quality, Satisfaction and Visually

<table>
<thead>
<tr>
<th>Usability</th>
<th>Facebook</th>
<th>WhatsApp</th>
<th>YouTube</th>
<th>Google Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was easy to use this platform</td>
<td>1.49%</td>
<td>74.26%</td>
<td>11.39%</td>
<td>12.87%</td>
</tr>
<tr>
<td>Using this platform, I am easy to upload and share the file</td>
<td>4.46%</td>
<td>74.26%</td>
<td>3.96%</td>
<td>17.33%</td>
</tr>
<tr>
<td>Using this platform, I am able to find any information I want quickly</td>
<td>1.49%</td>
<td>45.54%</td>
<td>40.59%</td>
<td>12.38%</td>
</tr>
<tr>
<td>This platform makes the things I want to accomplish easier to get done</td>
<td>0.99%</td>
<td>60.89%</td>
<td>17.82%</td>
<td>20.30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learnability</th>
<th>Facebook</th>
<th>WhatsApp</th>
<th>YouTube</th>
<th>Google Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>It helps me be more effective in learning</td>
<td>0.99%</td>
<td>32.67%</td>
<td>42.57%</td>
<td>23.76%</td>
</tr>
<tr>
<td>It provides my learning information needs</td>
<td>1.98%</td>
<td>32.18%</td>
<td>47.52%</td>
<td>18.32%</td>
</tr>
<tr>
<td>I believe I could become productive quickly using this platform</td>
<td>1.49%</td>
<td>40.59%</td>
<td>38.12%</td>
<td>19.80%</td>
</tr>
<tr>
<td>It was easy to learn by using this platform</td>
<td>0.50%</td>
<td>40.59%</td>
<td>39.11%</td>
<td>19.80%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Interaction Quality</th>
<th>Facebook</th>
<th>WhatsApp</th>
<th>YouTube</th>
<th>Google Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using this platform, I could easily talk to my lecturer</td>
<td>1.98%</td>
<td>79.70%</td>
<td>0.50%</td>
<td>17.82%</td>
</tr>
<tr>
<td>Using this platform, I could understand information clearly</td>
<td>1.98%</td>
<td>57.43%</td>
<td>22.28%</td>
<td>18.32%</td>
</tr>
<tr>
<td>I felt I was able to express myself effectively through this platform</td>
<td>3.47%</td>
<td>73.27%</td>
<td>4.95%</td>
<td>18.32%</td>
</tr>
<tr>
<td>I could communicate with my lecturer instantly as well as we can talk personally using this platform</td>
<td>2.48%</td>
<td>82.67%</td>
<td>1.98%</td>
<td>12.87%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Facebook</th>
<th>WhatsApp</th>
<th>YouTube</th>
<th>Google Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel comfortable using this platform for communicating with my lecturer</td>
<td>0.99%</td>
<td>84.16%</td>
<td>1.49%</td>
<td>13.37%</td>
</tr>
<tr>
<td>It is an acceptable way to receive learning information</td>
<td>1.49%</td>
<td>66.83%</td>
<td>12.38%</td>
<td>19.31%</td>
</tr>
<tr>
<td>I would recommend it to my friend</td>
<td>1.98%</td>
<td>66.83%</td>
<td>9.41%</td>
<td>21.78%</td>
</tr>
<tr>
<td>I am satisfied in using this platform</td>
<td>0.50%</td>
<td>68.81%</td>
<td>11.39%</td>
<td>19.31%</td>
</tr>
</tbody>
</table>

Visually

Table 1. The percentage of student’s perception in terms of Visually

<table>
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Usability

In terms of usability, Table 1, 74.26% of students who reacted to the research when mentioning WhatsApp as a highly accessible social network at presently used, which students think that learning through technology becomes easier with WhatsApp application. Among the students, WhatsApp platform have the highest affordability to participate in learning tasks, such as uploading and sharing the file (74.26 %), maximizing the ease of accessing data (45.54 %) and effectively achieving task efficiency (60.89 %). Based on student inputs, WhatsApp offers sufficient technology tools to follow lessons online for the time being.

Learnability

Although not in the range of 50 % or above, approximately half of students presume WhatsApp has a positive effect on their learning, where WhatsApp (40.59%) has the benefit of accompanying the process of performing online learning that makes them more efficient and 40.59 % students claim that WhatsApp is a significant aid in the implementation of online learning.

Interaction Quality

Within the study of 10,000 students, 70% of students agreed they were interested in social media interactions. That is, they're content readers who are comfortable and happy to let others create and spread the message. 79.70 % of students selected WhatsApp as their main option to interact with lecturers, and 73.27 % also said that WhatsApp is more capable of socializing and communicating themselves efficiently and could communicate with lecturers instantly and in person (82.67 %). Additionally, as 57.43 % of students agreed that WhatsApp has a strong source of informants. The most powerful technology used by students to communicate, post, maintain, and upload information.

Satisfaction

Mutually exclusive of satisfaction, 84.16% students strongly choosing WhatsApp as the most comfortable platform for communicating with their lecturers. 66.83% of students indicated that WhatsApp is the most appropriate way to receive learning information, which they are more satisfied seeking information upon on WhatsApp. Also, 66.83 percent of students would share and recommend the WhatsApp to their peers, which shows that WhatsApp is able to capture their expectations of the online learning performance and productivity platform during the Covid-19 pandemic. In addition, 68.81% students who always feel satisfied in using WhatsApp platform, which means the WhatsApp is capacity to achieving a reasonable degree of satisfaction and acceptance to use in accomplish the learning goal efficiently and effectively.

Visually

With the emergence of visually-appearance content, 35.15 % of the students think that WhatsApp have the attractive appearance to draw their attention, 35.64 % students agree that WhatsApp have convenient and simple representation, which can improve cognitive mapping, students think that well-structured platform should be adapted in order to make the learning content more impressive such as WhatsApp (36.63 %) and 33.17 % students indicated that layout applications WhatsApp have good navigation for learning knowledge. This research reinforces the fact that using the responsive design of the platform is an important technique for increasing the introduction of social media into the learning community.
Analysis found that WhatsApp is used by many students for its accessibility and ease of use. From the results, there is greater use of the WhatsApp for communication and sharing among students. They also like to use YouTube videos faster for learning and knowledge acquisition. The analysis shows that each social media has its own importance in the teaching scenario. Based on the survey, using more than one social media tool, learning activities have been well supported and proven to be beneficial to university students. The findings show that the development of learning platforms, the integration of features such as instant messaging, collaborative learning, rapid content sharing and active participation capabilities are key drivers of academic success in the virtual learning environment.

VI. STUDENT'S INTERVIEW FEEDBACK

In addition, in the context of the development of a distance learning platform or online, semi-structured interviews are being conducted to obtain views from educators on the use of media applications and technical issues that need to be addressed in order to streamline the online learning and teaching process, as well as further suggestions from educators and students to increase the level of efficiency of the platform. On the basis of open-ended questions for students, a significant number of students reported that applications such as WhatsApp and Skype are very successful in learning the course and have a positive impact on the motivation for continuous learning all the time. Skype is their top pick; Skype is a networking platform that enables audio calls and video conferencing.

In this study, students' claim that WhatsApp has the benefit of reduced data consumption and does not require high network connection, this mainly facilitates students to be in the interior for sending and receiving video, audio, informational message notifications and unstructured learning. WhatsApp can better prepare students for knowledge acquisition in large groups. Students mentioned that they tend to use skype for online lectures, the open nature of Skype has established social collaborative experience, where this open nature implies features such as: i) the ability to transfer documents and images at an instant moment, ii) the ability of students to record and upload learning content done and iii) ease of access uploading routine lecture records into groups after the session ends. These factors are said to contribute positively to their learning. Based on students' views, Skype's friendliness will affect the attitude and willingness to interact with others and observe the contents for daily learning. However, Skype has limited capacity and is restricted to a moderate group of lectures (around 50 people). Nevertheless, by being able to engage directly in Skype, students become more inspired to take part in the learning process.

VII. RECOMMENDATIONS

From the data discussion (analysis and interview results), the strength of the use of social media in learning should be supported by the principles of encouraging active self-involvement, collective sharing and facilitating contact and feedback from a large audience. From here, this study sees the development of social media as an independent educational platform that should have the advantage of flexibility and characterization that encourages student-centered learning. Therefore, the formation of a coherent structure should include these four core aspects:

Active Communication

The platform should have an enormous function in delivering news and comments, receiving and sending personal messages, where networking improves relations between students, peers and their lecturers.

Resource sharing speed: resources can be exchanged in a number of formats (pdf, doc, mp3, mp4, jpeg, png and gif) using the platform dashboard. Multi-source integration will complement the learning materials.

Organizational Timeline

Notification of learning events, weekly topics and timers allow lecturers and students to follow the prescribed teaching modules more effectively in order to promote the participation of lecturers on time and also to meet the structured appraisal requirements for assignments and content relevant to subject courses.

Ease of Student Access
Optimize student engagement with the types of content (videos, tutorials, articles and assignments) available with no time limit to log in, able to follow their own levels, opportunity to comment and be recommended to other peers.

It is therefore suggested that information on characterization layouts be expanded to build online learning platforms. In the design module approach, the platform is encouraged to be incorporated with a combination of visualization, shared links and four main features to inspire students to learn online. Through the diversity of information and knowledge sharing with each other, the values that accommodate students are important for building the emotional response, comprehension and long-term immersion of learners in the e-learning environment.

VIII. CONCLUSION

With the issues of pandemic COVID-19, the use of social media is massively for education, from this study, social media is understood as a platform of Internet-based technology, which helps facilitate learning system during the pandemic COVID-19. This study provides an overview of the approaches used in social media-based learning. With the vast field and presence of social media that is very complex, the individuality of each social media standalone, needs to be extracted and blended with other characteristics that are specific to be embedded for educational academic. Applications generally provide support to facilitate communication and discussion collaboration are intended to provide an opportunity for students and teachers to perform tasks outside the classroom.

The creation of an open space for display platforms with the ability to interact, access, manage and share is an important part of the implementation of online learning, and the platform needs to have an efficient and fast internet connection. Each of the categories listed has been defined, including technological aspects, functions, relevant learning support features and design approaches centered on the perception of university students. The convergence of these main features is dedicated to advancing the various functions obtainable and stimulate the online learning environment. Utilizing online learning is an aid to formal and face-to-face learning, this study would like to provide further insights from the viewpoint of design, specific characterization, classification values that can be suggested to: I) Raise awareness of the role played by platform features and strategies social media and ii) Accelerate the amount use of social media among students and teachers in learning.

ACKNOWLEDGEMENT

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