

UTILIZATION OF SOCIAL MEDIA TO FACILITATE STUDENT LEARNING INDEPENDENCE AND CREATIVITY IN FACULTY OF EDUCATION

Muhammad Ihsaan Fathoni ¹, C. Asri Budiningsih ², and Suyantiningsih ³

¹ Universitas Negeri Yogyakarta, Indonesia

² Universitas Negeri Yogyakarta, Indonesia

³ Universitas Negeri Yogyakarta, Indonesia

Corresponding Author:

Muhammad Ihsaan Fathoni,

Department of Education Technology, Faculty of Education and Psychology, Universitas Negeri Yogyakarta. Jl.

Kenari No.6, Semaki, Umbulharjo, Yogyakarta, Indonesia

Email: ihsaanfathoni@uny.ac.id

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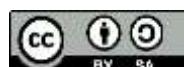
Abstract

Students are individuals who need independent learning and creativity to develop their potential to the maximum. There is a need for learning in the current digital and globalization era, that the use of social media is important for students. Social media is a means of communication and social interaction in cyberspace which can be an effective means of facilitating student learning independence and creativity. One of the advantages of social media is its ability to connect people from different backgrounds and geographies, making it easier for students to interact and share information with their peers.

This year's research is a needs assessment of the development of learning models using social media in facilitating student learning independence and creativity. This type of research is descriptive quantitative and qualitative which is carried out in study programs in the FIPP UNY environment. The population is all FIPP UNY students in all S1 study programs and all batches totaling 5253 people. The research sample taken was 372 people. The research instrument used a questionnaire and interview sheet

The research results show that: 1). The type of social media that is widely used by FIPP UNY students to facilitate their learning is YouTube 2). The level of use of social media by FIPP UNY students to facilitate their learning is quite high. The majority of students tend to see social media as a useful tool in supporting their learning process 3). The social media that is widely used by FIPP UNY students to facilitate independent learning is YouTube 4). Social media is widely used by FIPP UNY students to increase creativity YouTube 5). FIPP UNY students' obstacles to social media to facilitate learning are related to technical problems, information distortion, security privacy and usage interference.

Keywords: social media, independent learning, creativity, development



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INTRODUCTION

The conditions that are currently emerging as the era of disruption 4.0 are mainly the rapid development of technology, much more efficient work processes, high competition in the world of work with the emergence of new jobs that are displacing traditional jobs. A number of professions will change form and possibly disappear due to strong technological developments. Technology products are no longer just able to help ease human work, they can even replace human roles. The world of education is facing the power of technology, a work process that is much more effective and efficient and even more attractive which is also sweeping across all sectors of the job market.

If such conditions are not anticipated, there will be a wide gap between the world of education and the needs of society and industry and employment opportunities. Educational institutions must continue to improve their quality in order to produce graduates who are able to face the dynamics of rapid development in society and technology. On the one hand, technology is used to help solve various problems, on the other hand it is a big challenge for the transformed world of education. The development of information technology also makes the learning process easier through online systems. Online-based learning media is very necessary, both face-to-face and non-face-to-face.

The era of innovation-disruption provides challenges for the management of education and learning to be able to produce graduates who have the skills needed in the 21st century, namely being able to learn and innovate, think critically, solve problems, have creativity, be independent, and be able to communicate and collaborate. Students need to master digital literacy including information literacy, media literacy and technology literacy. Students are individuals who need to have independent learning and creative thinking to develop their potential to the maximum.

Learning independence is an individual's ability to organize and manage their own learning process without having to depend on supervision or help from others. However, as quoted by Rizki Farani, students do not have learning independence and cannot focus on understanding learning concepts (Murniayudi et al., 2018). Meanwhile, creativity is an individual's ability to produce new and original ideas, and is able to develop these ideas into something that has value and benefits. Several research results collected by Asih Utami also show that students' creative thinking abilities are still low (Syafrial et al., 2021; Herlina et al., 2018; Arma & Supriadi, 2022; Leasa et al., 2021). Independent learning and creativity will not occur without freedom or independence of thought for students.

However, the research results of Asri Budiningsih, et al. (2022) found that the liberating learning model developed was less significant in increasing the learning independence of FIPP UNY students, because the lecturers in carrying out lecture activities had built students' learning independence and freedom of thinking through various learning methods and strategies applied in lectures. Apart from that, the facilities provided by UNY have also encouraged students to actively explore independently or in groups in learning activities.

This finding is in accordance with conditions in the current digital and globalization era where information technology has become a primary need for human life. One technology that is increasingly popular is social media as a means of communication and social interaction in cyberspace. In Indonesia, social media users are increasing from year to year. According to data from the Indonesian Internet Service Providers Association (APJII) in 2021-2022, internet users in Indonesia reached 210 million people, with content frequently accessed coming from social media at 89.15%.

With the increasing number of social media users nowadays, the presence of social media can be used for various things, one of which can be a driving force in supporting and maximizing learning patterns, namely as a medium for presenting educational content or digital learning. Users can take advantage of various features on social media sites to support educational content or digital learning. Utilizing social media as a medium for presenting

educational or digital learning content can help identify additional learning content, expand learning material and share knowledge with other users on social media.

Social media can be an effective tool in facilitating student learning independence and creativity. One of the advantages of social media is its ability to connect people from different backgrounds and geographies, making it easier for students to interact and share information with their peers. Apart from that, social media also has features that can make the learning process easier, such as discussion forums, study groups, video tutorials, and so on.

With these features, students can share knowledge, experiences and learning references that can help them gain a better understanding. However, the use of social media also has potential risks such as negative content, hoaxes, cyberbullying, and so on. Therefore, there is a need for appropriate supervision and education for students in using social media as a medium for independent learning and increasing creativity.

Based on the description above, FIPP UNY as an LPTK producing teaching and educational staff has the main responsibility to produce professional staff in their field. To respond to the conditions and demands as explained above, students need to have creativity and independent learning in this digital era. Therefore, this research aims to examine how social media can facilitate student learning independence and creativity. First year research as a needs assessment for developing learning models using social media to facilitate learning independence and creativity for FIPP UNY students. For this reason, this research wants to explore data about what types of social media are widely used by FIPP UNY students to facilitate their learning, the level of use of social media to facilitate their learning independence and creativity, as well as the obstacles.

RESEARCH METHOD

The method used in this research is quantitative and qualitative descriptive to discover an existing phenomenon by using numbers and describing or illustrating the characteristics of something and assessing the nature of the conditions that appear. Descriptive research aims to describe 'what is' about a particular situation (Ary, 1982:415). The data extracted in this research include: 1). What types of social media are widely used by FIPP UNY students to facilitate their learning? 2). What is the level of use of social media by FIPP UNY students to facilitate their learning? 3). What social media are widely used by FIPP UNY students to facilitate independent learning? 4). What social media are widely used by FIPP UNY students to increase creativity?

This research was carried out in study programs within FIPP UNY. The research population was FIPP UNY S1 students in all study programs and in all active classes totaling 5253 people. The research sample was taken using the Slovin formula randomly, totaling 372 people.

Data collection methods use questionnaires and interviews. The instrument development procedure includes 2 stages, namely preparation and testing of the instrument. Friedenberg (1995) in his book entitled Psychological Testing: Design, Analysis, and Use said that the characteristics of a good instrument must meet the requirements of design properties and psychometric properties. The four basic requirements in design properties are to have: (1) a clearly defined purpose, (2) a specific and standard content, (3) a standardized administration procedure, and (4) a set of scoring rules. Meanwhile, three important things included in psychometric properties are: (1) reliability, (2) validity, and (3) item analysis.

To meet the requirements, the instrument that has been prepared is then presented at a seminar and asked for consideration by competent people, who because of their educational background and work are deemed to understand the aspects explored in the instrument. The considerations referred to in the context of content validation, namely providing rational judgment or professional judgment regarding the suitability of statements/items with the

content area of the object to be explored or the extent to which the content reflects the characteristics of the attribute to be measured. Apart from having to cover the content area of the object to be measured, it must also contain only relevant content and not go outside the boundaries of the measurement objective. The judges (including researchers) work independently, then the score/scale is determined based on the highest agreement between the judges.

All data was analyzed using quantitative and qualitative descriptive techniques. Quantitative data analysis uses averages and percentages (trends) to obtain an overview of the trends that occur. Meanwhile, qualitative descriptive data analysis is carried out by drawing the final results starting from looking at specific conclusions and directing them to a general conclusion. This means using a specific theoretical formulation as a basis, then drawing general conclusions.

RESULTS AND DISCUSSION

Researchers succeeded in collecting the results of a questionnaire containing respondents' answers to find out about social media to facilitate students' independent learning and creativity. The respondents in this questionnaire were 372 students from the Faculty of Education and Psychology, Yogyakarta State University. The questions asked are based on the development of 3 dimensions or categories which have been formulated in a detailed grid, namely: (1) Use of social media to facilitate student learning with a total of 5 items, (2) Use of social media for student learning independence with a total of 6 items, and (3) Using social media to increase student creativity with 4 items. In other instruments there are also questions to determine the level of utilization and obstacles faced by students in using social media for learning. The detailed explanation is as follows:

Utilization of Social Media to facilitate student learning

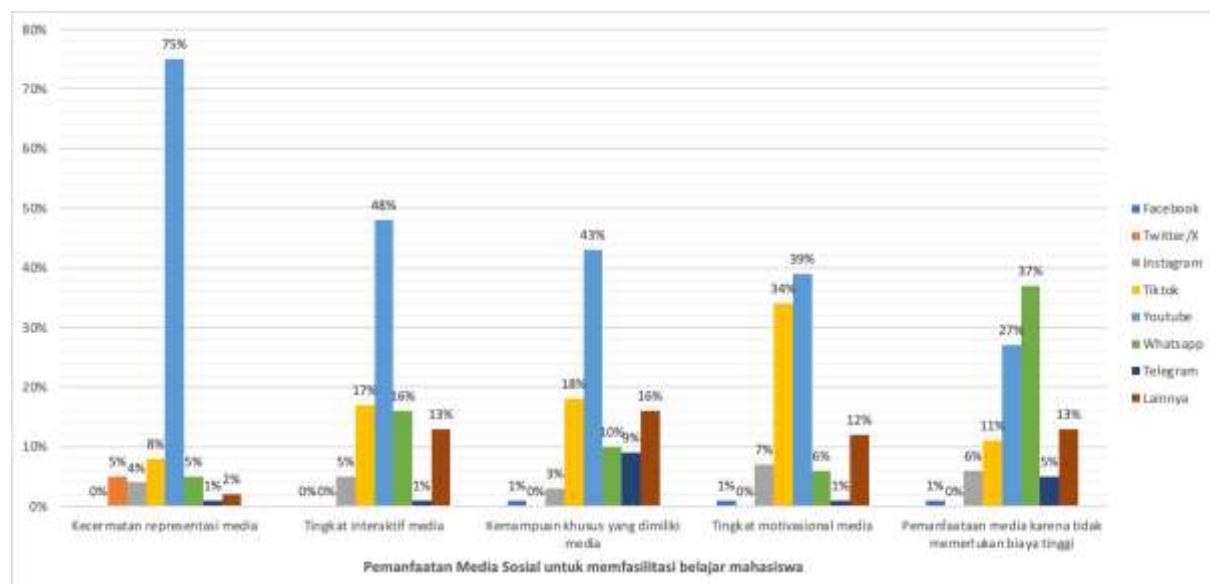


Figure 1. Graph of the Use of Social Media to Facilitate Student Learning

Based on Figure 1 above, data can be seen regarding the use of social media to facilitate student learning, with indicators that describe how students use various types of social media in the learning context. Overall, respondents described YouTube as the most widely used social media platform to facilitate learning, with 46% of total respondents using this platform. Other platforms such as TikTok, Instagram, and WhatsApp are also quite popular in the context of student learning.

Utilization of social media for student learning independence

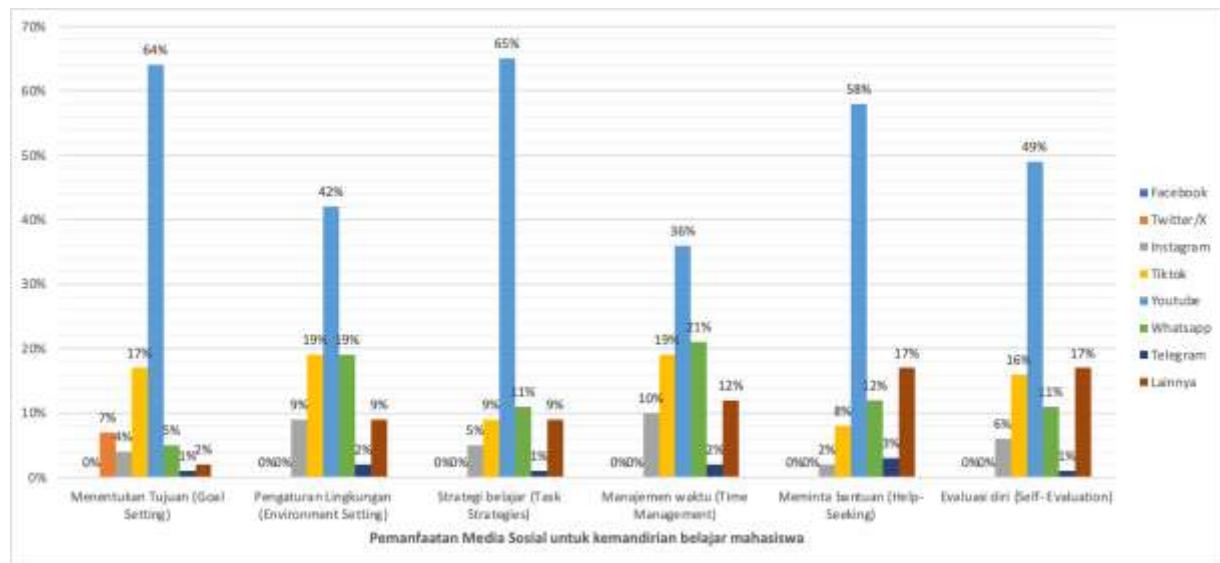


Figure 2. Graph of the Use of Social Media for Student Learning Independence

The results of the questionnaire related to the use of social media for student learning independence aim to evaluate the extent to which students use social media to increase their learning independence in various aspects. Based on Figure 2 above as a whole, YouTube is the social media most widely used by students to increase their learning independence in various aspects, such as setting learning goals, learning strategies, time management, asking for help, and self-evaluation. Meanwhile, other social media are also used in various aspects of independent learning, although at a lower level of use. Facebook and Twitter/X appear to have very low contributions in this context.

Utilization of social media to increase student creativity

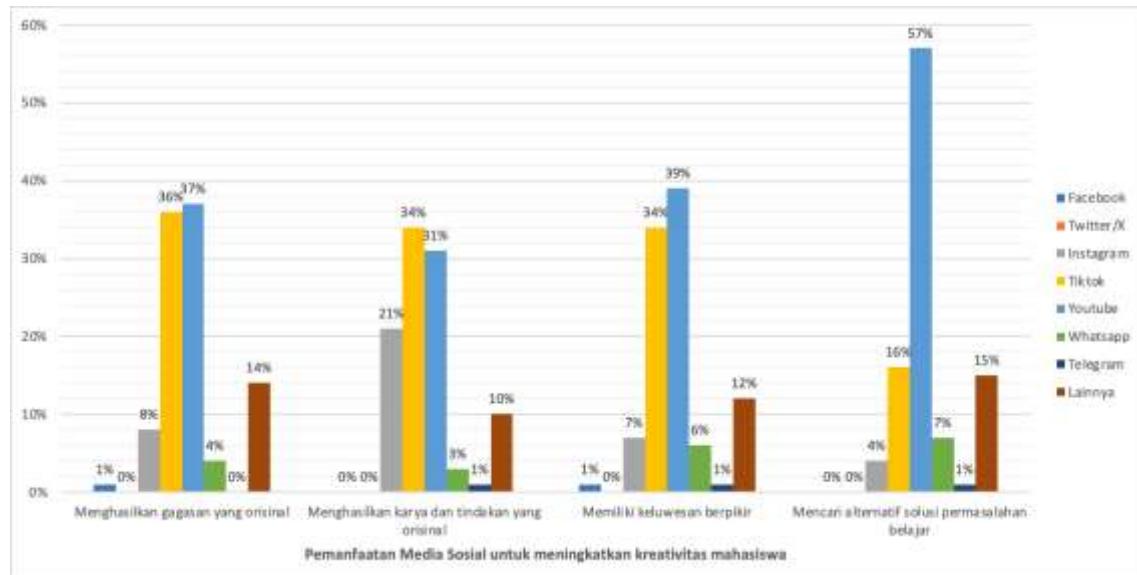


Figure 3. Graph of the Use of Social Media to Increase Student Creativity

Figure 3 above shows that YouTube is the most helpful platform in finding alternative solutions to learning problems, with 57% of respondents thinking so. TikTok also contributed significantly at 16%, while other platforms had lower contributions. From the results of this questionnaire, it can be concluded that YouTube, TikTok, and Instagram are the social media

platforms most often used by students to improve their creativity and thinking abilities. Each platform has a different role in facilitating certain aspects of student creativity.

The level of student use of social media to facilitate learning

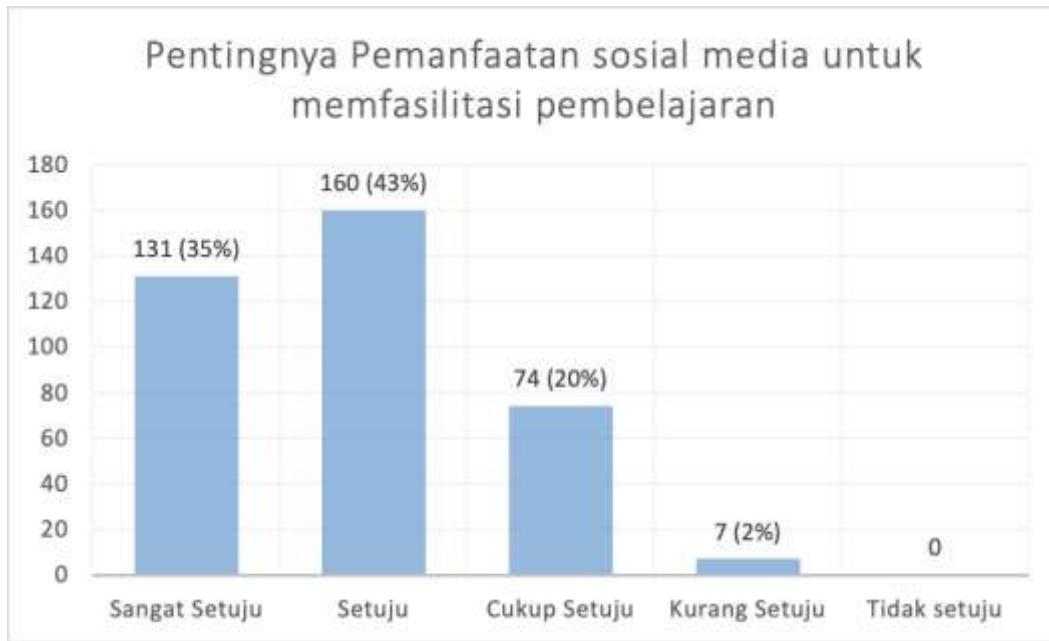


Figure 4. Graph of students' level of use of social media to facilitate learning

Based on the results of the questionnaire and Figure 4 above, it can be concluded that the majority of students tend to see social media as a useful tool in supporting their learning process. This reflects a positive adoption of the use of technology and social media in educational contexts.

Barriers for students in using social media in learning

Based on the instruments distributed to several respondents, varying results were obtained regarding the obstacles experienced by students in using social media to support student learning. By analyzing each answer collected, it can be concluded that several obstacles experienced by students are as follows:

- Social media is often a place for fake news and unreliable information to develop. This of course can influence the acquisition of appropriate learning resources when searching for information using social media.
- Students' abilities vary in sorting relevant and accurate information from excessive information on social media.
- Some students have concerns regarding data privacy and security when using social media to support learning. Students are sometimes reluctant to share personal and academic information on open social media.
- Social media sometimes even creates distractions for students during the learning process. Notifications, messages, or non-academic content can distract students and interfere with their productivity in studying.
- Unstable network technical problems, inadequate device support make the student learning experience less effective.

Based on the findings produced, YouTube has become a social media that is widely used in every dimension of the criteria studied. For the dimension 'Using Social Media to facilitate student learning', YouTube is the most widely used social media in almost all criteria. The

YouTube platform is a platform rich in educational content. There are thousands of channels dedicated to academic topics. Students can easily find learning videos and explanations that are relevant to their courses. Moghavvemi et al., (2018) in their research concluded that YouTube can improve the learning experience if the content displayed in the YouTube video is relevant to the subject being discussed. The presentation of diverse content also makes YouTube a choice of social media that supports student learning. YouTube not only has official learning videos from educational institutions, but also videos from individuals or non-formal institutions. This means students have access to a variety of different learning styles and approaches, which can help them find the most effective way of learning according to their preferences. However, in the criteria 'Use media because it does not require high costs', the WhatsApp platform was the social media most frequently chosen by respondents. This is because almost all students have smartphones, most of which have the WhatsApp application installed. This makes it a widely used platform by most students. There are no additional costs associated with having or using WhatsApp. WhatsApp is relatively efficient in using cellular data, which is an important consideration for students who have limited data plans. This allows them to use the app without worrying about high data charges.

In the dimension 'Use of social media for student learning independence', YouTube is the most widely used social media in all criteria. The YouTube platform allows students to access content anytime and anywhere. This provides great flexibility in studying, which is especially useful for those who have busy schedules or have to work while studying. They can play videos while on the go, at the library, or at home. Hamzah B. Uno (2010) defines independence as the ability to direct and control oneself in thinking and acting and not feeling dependent on other people. Hamzah B. Uno said that from the videos on YouTube, students can learn on their own without relying on other people. In the YouTube platform, students have complete control over their learning process. Students can repeat videos that are difficult to understand or skip parts they have mastered. Apart from that, students can set the learning tempo according to their abilities.

Furthermore, in the dimension 'Using social media to increase student creativity', the YouTube platform is the most widely used social media in almost all criteria. YouTube is a place where students can find in-depth tutorials on various creative techniques and skills. They can follow step by step from experts and content creators to develop their skills. However, in the criteria of 'Producing original work and actions', the Tiktok platform was the social media most frequently chosen by respondents. This is because TikTok is based on a short video format which allows students to convey their ideas or creativity in a short time. This sparks creativity because they have to think of innovative ways. Apart from that, TikTok is often a place for various creative challenges. Students can take part in this challenge to test and improve their creative abilities.

Judging from the results, 'The level of student use of social media to facilitate learning' is quite high. The majority of students tend to see social media as a useful tool in supporting their learning process. This reflects a positive adoption of the use of social media in learning contexts. Social media provides easy and fast access to various types of information and learning resources. Students can search for articles, videos, tutorials, or discussions that are relevant to their study topic.

There are various variations that become obstacles for students in using social media in learning. In general, the obstacles relate to technical problems, information distortion, privacy, security and disruption of use. This is of course a consideration that must be addressed in developing learning strategies that utilize social media

CONCLUSION

Based on the results of research and discussion, it can be concluded that :

- The type of social media that is widely used by FIPP UNY students to facilitate their learning is the YouTube platform.
- The level of use of social media by FIPP UNY students to facilitate their learning is quite high. The majority of students tend to see social media as a useful tool in supporting their learning process
- The social media that is widely used by FIPP UNY students to facilitate independent learning is the YouTube platform
- The social media that is widely used by FIPP UNY students to increase creativity is the YouTube platform
- Barriers to FIPP UNY students in using social media to facilitate learning related to technical problems, information distortion, privacy, security and usage interference.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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