Social Media Technology Tools in Teaching and Learning in UNIMAP: A Study

Adila Ismail[1], Habee Bullah Affandy[2], Nur Azila Azahari[3], Edzham Armin Abdul Rahim[4]

School of Human Development and Technocommunication, Universiti Malaysia Perlis (UniMAP), Malaysia
Corresponding Author Email: adilaismail@unimap.edu.my

Abstract

This paper illustrates the findings of the study on use of social media technology tools in improving the effectiveness of teaching and learning in Universiti Malaysia Perlis (UniMAP), Malaysia. This study has been conducted in UniMAP, with 500 students from various study backgrounds as respondents. This study uses a quantitative method, with a set of questionnaire is used in data collection. With that, the end result of the research will include the use of the technology in the students' day-to-day activities. Lastly, a conclusion is made on how the use of social media technology is effective and beneficial to daily teaching and learning activities. Recommendations for improvement are also included.

Index Terms: Social media, education, social media tools, social media in education, effectiveness of social media in education.

1. Introduction

The future is all about technology, and of course, our education system cannot lag behind. With the use of technology, it may make the process of teaching and learning more fun and interesting, not only for the students, but for the educators too. The use of latest technology will enhance information technology skills of both students and educators, as well as soft skills such social skills, communication skills, or presentation skills.

In order to keep up with the current, advanced lifestyle, it is important that people nowadays to be well versed with the use of technology. The idea of ICT in training, as observed by the Ministry of Education of Malaysia, incorporates frameworks that empower data gathering, the board, control, access, and correspondence in different structures [4]. These days, new media technology is everywhere, and the students, especially those in universities are not excluded from the use of such technology. Hess and Shrum [13] in their paper mentioned that a group of students, described as the "millennials" [10] incline toward correspondence, and in addition learning, through the new media characterized as content informing, blogging, person to person communication, Googling and the serious use of intelligent gaming [14]. Students these days are engaging with technology constantly outside and inside of the classroom, and learning through technology has now become an integral part of their lifestyle.

2. Background of the study

The future is all about technology, and of course, our education system cannot lag behind. With the use of technology, it may make the process of teaching and learning more fun and interesting, not only for the students, but for the educators too. The use of latest technology will enhance information technology skills of both students and educators, as well as soft skills such social skills, communication skills, or presentation skills.

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3. Problem Statement

With most internet based life stages having admirably more than 200

million clients, there is no uncertainty that understudies are effectively occupied with these systems administration locales. They ought to figure out how to investigate the person to person communication potential advantages as it will support their imagination and specialized abilities [18].

Medel [16] said that understudies nowadays are increasingly associated, and they are laying another arrangement of social uses for innovation in the classroom. He directed an investigation to discover what the job of online networking in the classroom was, and what their use for scholastic purposes could be. The outcome uncovered that the understudies are constantly associated, paying little respect to the social circumstance. A vast lion's share of the overviewed people (81%) conceded checking internet based life amid class time, in the case of perusing Twitter, sending a video on Snapchat or informing companions through Facebook. What used to be a customarily calm condition of consideration and focus on the address has transformed into a decent minute to interface with companions over internet based life. The enhancements in innovation have plainly encouraged it, and have reclassified our past idea of classroom the board [16].

This paper will give a comprehension on the utilization of online life innovation among understudies in Universiti Malaysia Perlis (UniMAP), as to discover the adequacy of its use in educating and learning in the college.

4. Research Methodology

In completing this study, a quantitative approach is undertaken, which is a survey in the form of questionnaire. Questionnaires were distributed to 500 UniMAP students as respondents. These students are all Bachelor Degree students, from different background of studies. The researchers had chosen the students from the same level of studies in order to enhance the validity of the findings, since these students had been using the same facilities, and about the same teaching and learning methods in comparison to other level of studies, specifically Diploma or Post Graduate levels.

Table 1: The Population of Respondents

Group of Students (School)	Number of Respondents
iKOM (New Media Communication)	125
PPIPT (Business School)	125
FTK (Eng. Technology School)	125
RK (Engineering School)	125
TOTAL:	**500**

The instrument utilized in this investigation is survey, of which separated into a few sections, and the kinds of inquiries are comprising of different decision questions and Likert Scale type of inquiries. Incorporated into the poll is the reason for the investigation, and each answer is exclusively founded on the people react without companion talks and suggestions. Factual Package for Social Sciences (SPSS) programming is utilized to break down the information gathered.

The instrument is structured dependent on the calculated system recommended in The Use of ICT in Rural School Libraries [12] concentrating on the 'entrance' and 'reason for use' as free factors, and the use of the new media innovation as web based life apparatuses as reliant variable.

5. Result and Discussion

In this section, the data related to the use of social media tools in daily teaching and learning activities are being shown. The findings are analyzed and discussed following the items. Table 2 to Table 18 are used for presenting the result of each item in the questionnaire.

Table 2: The devices the students most prefer to use for accessing Social Media (eg: Facebook, Twitter, Blogs, Instagram, etc).

	Frequency	Percent	Valid Percent
PC / Laptop	94	18.8	18.8
Smart phone	387	77.4	77.4
Both	19	3.8	3.8
Total	500	100.0	100.0

It is clear that majority of the students prefer to use smart phones compared to personal computers or laptops when they are accessing social media. This must have been the case since there are various functions of the latest smart phones being offered, with a lot of great and easy-to-use applications. Other than that, smart phones are rather lighter, portable, and of course, much more convenient than PC/laptops. Getting fast access to the information is one of the main reasons the use of new media is getting in trend in teaching and learning process. The students tend to use new media in sharing new information, send photos/other files in just minutes, thus making this experience exciting and fun. Also, with gadgets just in their hands, it is much easier to connect with others.

Table 3: The frequency to use the Social Media for educational purposes.

	Frequency	Percent	Valid Percent
Everyday	274	54.8	54.8
1 - 3 times a week	122	24.4	24.4
4 - 6 times a week	77	15.4	15.4
Less than 1 time a week	27	5.4	5.4
Total	500	100.0	100.0

Table 4: The length of time the students often take to use the Social Media in one session for educational purposes in one session.

	Frequency	Percent	Valid Percent
Less than 30 minutes	70	14.0	14.0
30 minutes – 1	168	33.6	33.6
1 - 2 hours	113	22.6	22.6
2 hours and more	149	29.8	29.8
Total	500	100.0	100.0

Table 5: The students use Social Media for matters regarding classes.

	Frequency	Percent	Valid Percent
Strongly Disagree	7	1.4	1.4
Disagree	14	2.8	2.8
Quite Agree	165	33.0	33.0
Agree	215	43.0	43.0
Strongly Agree	99	19.8	19.8
Total	500	100.0	100.0

Generally, from Table 3, 4, and 5, it is found that majority of the students use new media almost every single day for educational purposes and other matters regarding their classes. This shows that as students, they are focusing on their studies, as they are accessing to educational resources frequently. It is beneficial for the students to use new media as it is easier to access to any educational matters; be it articles, journal, photos, videos, music, or other files to compare of doing it in a conventional way.

Table 6: The students exchange information and ideas with others by using Social Media.

	Frequency	Percent	Valid Percent
Strongly Disagree	3	.6	.6
Disagree	17	3.4	3.4

Quite Agree	57	11.4	11.4
Agree	275	55.0	55.0
Strongly Agree	148	29.6	29.6
Total	500	100.0	100.0

Table 7: The students share their Social Media Technology knowledge and experience with friends.

	Frequency	Percent	Valid Percent
Strongly Disagree	3	.6	.6
Disagree	17	3.4	3.4
Quite Agree	88	17.6	17.6
Agree	272	54.4	54.4
Strongly Agree	120	24.0	24.0
Total	500	100.0	100.0

As per Table 6 and 7, these understudies share their insight and experience of utilizing the new media with their companions; of which happened likewise through the medium itself; demonstrating that the estimation of online networking use is made through connections and sharing, and that learning procedure nowadays is turning into a progressively community oriented and more premium driven experience [5]. Dabbagh and Kitsantas [7] referenced that students always look for data to address an issue at work, school, or to simply fulfill an oddity, and to do as such, they exploit advanced and organized advances not exclusively to look for data, yet in addition to share data. In this manner, students ought not be considered as detached data buyers; rather, they are dynamic co-makers of substance. As clients get included utilizing ICT, or in this setting the new media, the social standards are being influenced by it, which is making new systems through which people can share esteems and encounters [3].

Table 8: Their lecturers use Social Media in teaching in class.

	Frequency	Percent	Valid Percent
Strongly Disagree	7	1.4	1.4
Disagree	22	4.4	4.4
Quite Agree	178	35.6	35.6
Agree	189	37.8	37.8
Strongly Agree	104	20.8	20.8
Total	500	100.0	100.0

Table 9: Their lecturers use Social Media to provide lecture notes.

	Frequency	Percent	Valid Percent
Strongly Disagree	3	.6	.6
Disagree	13	2.6	2.6
Quite Agree	84	16.8	16.8
Agree	234	46.8	46.8
Strongly Agree	166	33.2	33.2
Total	500	100.0	100.0

Table 10: Their lecturers use Social Media in the matters regarding assignments.

	Frequency	Percent	Valid Percent
Strongly Disagree	4	.8	.8
Disagree	17	3.4	3.4
Quite Agree	104	20.8	20.8
Agree	226	45.2	45.2
Strongly Agree	149	29.8	29.8
Total	500	100.0	100.0

Table 11: Their lecturers use Social Media in the matters regarding examinations.

	Frequency	Percent	Valid Percent
Strongly Disagree	7	1.4	1.4
Disagree	31	6.2	6.2
Quite Agree	169	33.8	33.8
Agree	215	43.0	43.0

Strongly Agree	78	15.6	15.6
Total	500	100.0	100.0

Table 8-11 show that more than 90% of the respondents agreed the lecturers in the University are actively using new media as a medium in teaching and learning process in classes. It is evident that the lecturers in the University had had efforts in using the new media, in line with the needs and preference of the students in this era. Other than only in classes, the lecturers also use new media in giving out lecture notes, assigning course works, and matters regarding examinations. With the advancement of technology, a lot of fun and interesting methods can be used to enhance teaching and learning process, as well as providing better options for uploading and/or sharing notes, completing assignments, or managing other related affairs.

Table 12: Their lecturers use Social Media in connecting with the students.

	Frequency	Percent	Valid Percent
Strongly Disagree	7	1.4	1.4
Disagree	30	6.0	6.0
Quite Agree	136	27.2	27.2
Agree	201	40.2	40.2
Strongly Agree	126	25.2	25.2
Total	500	100.0	100.0

Other than using the new media technology for the sole purpose of teaching and learning delivery, the lecturers also use new media in connecting with the students, as shown in Table 12. This is made possible with a lot of computer and mobile phone applications in the market today, such as Whatsapp, Wechat, Skype, just to name a few. Social networks are thought to facilitate more extensive social networks due to the reduction of costs such as time and effort for developing and maintaining relationships [9]. These almost synchronous methods of communication make the students comfortable in connecting with the lecturers (and likewise), thus promotes the development of healthy lecturer-student relationships.

Table 13: The use of Social Media in teaching and learning makes their lives as students easier.

	Frequency	Percent	Valid Percent
Strongly Disagree	9	1.8	1.8
Disagree	12	2.4	2.4
Quite Agree	116	23.2	23.2
Agree	226	45.2	45.2
Strongly Agree	137	27.4	27.4
Total	500	100.0	100.0

Table 14: The use of Social Media in teaching in learning positively impacts on student motivation and achievement.

	Frequency	Percent	Valid Percent
Strongly Disagree	3	.6	.6
Disagree	15	3.0	3.0
Quite Agree	173	34.6	34.6
Agree	201	40.2	40.2
Strongly Agree	108	21.6	21.6
Total	500	100.0	100.0

Table 13 shows that the use of new media technology in teaching and learning makes the students' life easier. The use of technology helps a lot in many aspects, such as interactivity and connectivity, as well as fun and interesting communication methods among learning partners. This consistent and comfortable situation motivates the students, as proven in Table 14, of which the understudies concurred that the utilization of new media in educating and adapting emphatically impacts their inspiration and accomplishment. Online life innovation bolsters social association and coordinated effort

through different procedures and techniques, for example, the capacity to express individual character, gain attention to the nearness of others, build up significant connections, shape deliberate or objective situated gatherings, and offer encounters and assets freely [6]. Through positive cooperation, the understudies will have the capacity to procure an assortment of essential data that can be utilized to modify their very own conduct and convictions.

Table 15: The utilization of Social Media in instructing in adapting decidedly impacts on understudy's higher reasoning abilities (basic reasoning, examination, critical thinking).

	Frequency	Percent	Valid Percent
Strongly Disagree	1	.2	.2
Disagree	15	3.0	3.0
Quite Agree	148	29.6	29.6
Agree	236	47.2	47.2
Strongly Agree	100	20.0	20.0
Total	500	100.0	100.0

Table 16: The use of Social Media in teaching in learning positively impacts on student's competence in transversal skills (learning to learn, social competences, etc.).

	Frequency	Percent	Valid Percent
Strongly Disagree	2	.4	.4
Disagree	14	2.8	2.8
Quite Agree	175	35.0	35.0
Agree	245	49.0	49.0
Strongly Agree	64	12.8	12.8
Total	500	100.0	100.0

Table 17: The use of Social Media in teaching in learning is essential to prepare students to live and work in the 21st century.

	Frequency	Percent	Valid Percent
Strongly Disagree	2	.4	.4
Disagree	16	3.2	3.2
Quite Agree	117	23.4	23.4
Agree	219	43.8	43.8
Strongly Agree	146	29.2	29.2
Total	500	100.0	100.0

Skills of using new media technology are vital in our developing, information society, as it includes the understudies' capacity to take care of progressively complex issues, and in addition to take an interest and team up with others in instructive work and undertakings. Zweekhorst and Mass [24] mentioned in their paper that university students are very active on social media [15] and these social media are thought to increase student motivation [2]. From the findings, most of the students agreed that new media can improve their higher thinking skills and transversal skills, which are essential for them to prepare to work in 21st century.

Table 18: Question: For New Media Technology to be fully exploited for teaching and learning [25], radical changes in UniMAP are needed.

	Frequency	Percent	Valid Percent
Strongly Disagree	2	.4	.4
Disagree	11	2.2	2.2
Quite Agree	126	25.2	25.2
Agree	201	40.2	40.2
Strongly Agree	160	32.0	32.0
Total	500	100.0	100.0

The result is closed with the students agreed that there are a lot of rooms for changes in order to fully utilize the new media in improving teaching and learning processes in the University. There are numbers of initiatives [26] can be taken in promoting the use of new media technology in teaching and learning, and the University must work together [27]; both staff and students in order to fully

exploit the new media technology [28] for the long term benefits of the organization [29] as well as its members as a whole.

6. Conclusion

Understudies in data social orders are encompassed by more data and correspondence innovation than any past age [22]. This Generation-Y understudies were raised and actually lived with innovation for their entire lives. This demonstrates more youthful ages nowadays will in general use innovation more since it is all over the place, and they are entirely happy with utilizing it. Without technology in the picture, if it is just plain blackboard and papers, and some boring slide shows, this generation might lose interest in studying. This technology, specifically new media technology tools, must now be embedded into the education system. It is important for the students to be exposed to the norm of new media usage in formal work, so that they will be used in managing and completing their formal (and informal) tasks even after they graduated.

Additionally, it is very important that the institution itself aware of this needs. Older, more-experienced institutions may be just as aware of social media technology, but they might not see the same level of usefulness as do younger, less-experienced institutions [17]. Institutions must have a strategic planning before jumping right into the trend. The relocation to electronic learning is best tended to because of a vital arrangement, starting with an appraisal of the best open doors for the coordination of new media [20]. So as to make the full use of new media, there is a should know about the conceivable uses and advantages of innovation along these lines making request of administrations and applications [3]. All learning assets must experience a cautious procedure of structure and advancement [1] and this expects staff to obtain explicit aptitudes, information and extra time to learn and apply these new abilities [19][21]. There will be so many resources involved, and this will take more time to implement in comparison to only making a strategic plan. With that, it is hoped that all parties will work together for the full utilization of new media in teaching and learning in UniMAP, as it is proven to have many benefits, especially to the students as the major client of the service provided by the University.

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