

SOCIAL MEDIA-BASED ACADEMIC WRITING INSTRUCTION IN INDONESIAN HIGHER EDUCATION INSTITUTIONS

Yanti Juniarti*¹

Politeknik Akamigas Palembang, Indonesia
Email: yanti@pap.ac.id

Ayu Octarina

Politeknik Negeri Sriwijaya, Indonesia
Email: ayuoctarina.sz@gmail.com

Armi Antasari

Politeknik Akamigas Palembang, Indonesia
Email: armi@pap.ac.id

Abstract

The development of digital technology and social media has brought significant changes to the learning process in higher education, including in academic writing. This study aims to analyze the implementation of social media-based academic writing learning in higher education institutions in Indonesia through a literature review approach. The research method used is a literature study by reviewing various scientific articles, national and international journals, proceedings, and relevant academic sources that discuss the use of social media in academic writing learning in higher education environments. The results of the study indicate that the use of social media platforms such as WhatsApp, Instagram, YouTube, Facebook, and Google Classroom can improve academic interaction, student collaboration, writing creativity, and learning motivation in the academic writing process. Social media also provides easy access to learning resources, rapid feedback, and learning flexibility that support the development of students' scientific writing skills. In addition, the use of social media in academic writing learning is considered effective in creating a more participatory and communicative learning environment. However, several challenges are faced, such as distractions from social media use, low academic digital literacy, and the potential for plagiarism in the writing process. This study concludes that social media-based academic writing learning has significant potential to improve the quality of academic writing instruction in Indonesian universities if supported by appropriate pedagogical strategies, strong academic supervision, and ongoing technology integration. This research is expected to serve as a reference for academics and educational

¹ Correspondence author

institutions in developing effective digital learning innovations that are adaptive to technological developments.

Keywords: Social Media-Based Learning, Academic Writing, Higher Education, Digital Learning, Indonesian Universities

INTRODUCTION

The development of digital technology has brought significant changes to higher education, particularly in technology-based learning processes that are increasingly integrated with students' academic lives. One example of this transformation is the use of social media as a learning tool, including in the teaching of academic writing in Indonesian universities. Initially used as a communication and entertainment tool, social media has now evolved into an educational platform that supports more flexible, collaborative, and interactive learning interactions. The presence of platforms such as WhatsApp, Instagram, YouTube, Telegram, and TikTok has transformed students' academic communication patterns and provided new opportunities for lecturers to develop more contextual and adaptive academic writing learning strategies to meet the characteristics of the digital generation. This situation demonstrates that social media is no longer viewed merely as entertainment but also as a pedagogical instrument with significant potential to improve the quality of learning in higher education.

Academic writing skills are a crucial competency for university students because they are directly related to critical, analytical, and systematic thinking skills in conveying scientific ideas (Instagram-Supported Writing Instruction, n.d.). In the context of Indonesian higher education, academic writing skills remain a challenge for many students. Difficulties in constructing scientific arguments, using academic grammar, developing ideas, and low academic literacy are some of the problems frequently encountered in the academic writing learning process. Furthermore, conventional, lecturer-centered teaching methods often discourage students from actively exploring their writing skills creatively and communicatively. This situation highlights the need for learning innovations that can increase student participation and create a more engaging and relevant learning environment in line with current technological developments.

Social media use in academic writing instruction offers a chance to make the learning process more dynamic and participatory. Students may communicate, exchange ideas, give comments, and publish their work more rapidly and widely thanks to social media (The Use of Social Media as a Medium

for Disseminating Academic Information. | EBSCOhost, n.d.). Through continuous digital interaction, students can gain a more collaborative learning experience compared to traditional learning methods. Additionally, because social media platforms are a part of everyday life, they can boost students' motivation. Students can access learning resources at any time and from any location in a more flexible learning environment when social media is incorporated into academic writing instruction. Therefore, social media utilization has the potential to improve academic writing instruction's efficacy in higher education.

On the other hand, the implementation of social media-based academic writing instruction also faces several challenges that require attention. The use of social media in academic contexts often raises concerns regarding distraction, poor academic language quality, and students' tendency to use informal language in scientific writing (Purnama, 2024). Furthermore, not all lecturers have sufficient digital readiness and pedagogical skills to effectively integrate social media into the learning process. Differences in students' digital literacy levels can also impact the success of social media-based learning implementation. Another challenge relates to the validity of the information sources used by students in their academic activities on social media, as not all digital content is of academic quality that can be accounted for ("Digital Learning Communication to Preserving Javanese," 2025). Therefore, the use of social media in academic writing instruction requires a planned pedagogical strategy so that the technology used truly supports the achievement of learning objectives.

The increasing Indonesian students' usage of social media reinforces the relevance of this research. The current generation of students are digital natives, deeply involved in the use of digital communication technology in their daily lives. This presents a significant opportunity for higher education institutions to develop more innovative learning models tailored to the characteristics of modern learners. Universities are required to integrate digital technology into the learning process to improve educational quality and prepare students to face global challenges in the digital age. In the context of academic writing instruction, social media can be a means of building a more active and collaborative academic learning community, enabling students to learn not only individually but also through social interactions that support the development of scientific thinking skills (Winaningsih & Hidayat, 2026a).

Several previous studies have demonstrated that the usage of social media in the classroom improves learning motivation, academic

communication, and student engagement. However, there aren't many studies that specifically look at how social media is used in academic writing teaching at Indonesian universities. The majority of research concentrates on the usage of digital technology in general rather than going into great detail about how social media may be used as a teaching tool to help students become better academic writers. Furthermore, the rapid development of social media platforms has made the need for up-to-date research increasingly crucial to provide empirical insights relevant to current learning conditions. In addition to offering instructors and higher education institutions useful suggestions for creating more creative, efficient, and digitally-adapted academic writing learning models, this research is anticipated to make theoretical contributions to the advancement of digital technology-based learning.

Based on this description, research on "Social Media-Based Academic Writing Instruction in Indonesian Higher Education Institutions" is crucial. This study aims to understand how the use of social media can support the academic writing learning process in Indonesian higher education institutions and how it affects student engagement and academic writing skills. Higher education institutions are anticipated to use this research as a reference when creating digital learning strategies that can raise the standard of higher education in the age of digital transformation, in addition to making scholarly contributions in the areas of educational technology and language learning.

RESEARCH METHOD

This research uses a literature review method with a qualitative descriptive approach to analyze the implementation of social media-based academic writing learning at higher education institutions in Indonesia. This method was chosen because it can provide a deep understanding of the development of social media use as a medium for academic learning and its influence on students' writing skills in higher education. Research data sources were obtained from various scientific articles, national and international journals, conference proceedings, academic books, and other scientific publications relevant to the research topic. The literature used was selected based on the relevance of the theme, the quality of the publication, and its direct relevance to the use of social media in academic writing learning.

The method of identifying, choosing, categorizing, and analyzing different prior study findings addressing the usefulness of social media in assisting academic writing instruction in higher education was used to carry out the research stages. The research is anticipated to offer a conceptual

contribution regarding the significance of social media integration in academic writing learning and function as an academic reference for the development of digital learning innovations in Indonesian higher education institutions through the use of this literature review method.

RESULT AND DISCUSSION

The Role of Social Media in Improving Students' Academic Writing Skills

The role of social media in education has experienced significant development with the increasing use of digital technology among students. Initially primarily used for communication and entertainment, social media has now evolved into a learning medium that supports the academic process, including improving students' academic writing skills. These days, social media platforms like WhatsApp, Instagram, X, YouTube, and TikTok are also used for academic communication, allowing students to learn, hold conversations, and hone their writing and critical thinking abilities. Academic writing in the setting of higher education skills are a crucial competency for students, as they relate to the ability to organize ideas systematically, logically, and scientifically (Ляшенко (Пелюшенко) et al., 2020). Therefore, appropriate use of social media can be an innovative strategy to support improving the quality of students' academic literacy in the digital age.

Social media provides extensive access to various sources of information and scientific references that can assist students in the academic writing process. Through social media, students can follow educational accounts, academic communities, scientific journals, and educational discussions that provide a variety of up-to-date information related to research and scientific developments. This easy access allows students to gain new insights that can enrich the content of their academic writing. Furthermore, social media also helps students understand various writing styles, argumentative structures, and ideas delivery techniques through educational content shared by academics, researchers, and educational institutions (Fathi & Rahimi, 2026). This indirectly improves students' ability to compose more systematic and scientifically sound writing.

The use of social media also encourages students to be more active in writing and expressing their ideas in writing. Activities such as creating opinion pieces, reviews, educational captions, discussion threads, and sharing ideas on social media can train students' ability to construct sentences effectively and communicatively (Alharthi et al., 2020). Although writing on social media tends to be shorter than formal scientific papers, the habit of writing regularly can

help students improve their ability to organize ideas and expand their academic vocabulary. Interactions through comment sections or discussion forums also allow students to receive feedback from other users, allowing them to evaluate and improve the quality of their writing. In this case, social media serves as a practice space that supports the gradual development of writing skills.

In addition to improving technical writing skills, social media also plays a role in building a culture of academic literacy among students (Lacka et al., 2021). The presence of digital-based learning communities allows students to share information, references, and experiences in writing scientific papers. Academic discussions taking place on social media can foster learning motivation and increase student interest in writing. Students become more accustomed to reading various articles, opinions, and research findings shared through digital platforms. This increased reading intensity impacts critical thinking skills and the ability to develop arguments in academic writing. Thus, social media is not only a means of communication but also a learning ecosystem that supports the development of academic literacy competencies more broadly.

On the other hand, the use of social media to improve academic writing skills also faces several challenges. One frequently encountered issue is students' tendency to use informal language that is not in line with academic norms. The use of abbreviations, popular language, and informal communication styles on social media can impact the quality of scientific writing if not accompanied by the ability to differentiate between academic and non-academic contexts. Furthermore, the ease of accessing information through social media also increases the risk of plagiarism due to students' lack of awareness of scientific writing ethics and the importance of properly citing sources. The dissemination of unverified information can also impact the quality of argumentation in academic writing if students lack strong digital literacy skills (Chekun et al., 2020). Therefore, the use of social media in academic contexts requires supervision and guidance to ensure students utilize technology wisely and responsibly.

The role of lecturers and educational institutions is crucial in optimizing the application of social media to enhance students' academic writing abilities. Through digital-based collaborative activities, scientific opinion publications, and online discussion assignments, lecturers can include social media into the learning process. This approach can create a more interactive learning environment that aligns with the characteristics of today's digital generation. Furthermore, universities need to provide education related to digital literacy,

academic ethics, and scientific writing techniques so that students can use social media productively. Developing academic policies that support the use of digital technology is also necessary to create a learning environment that adapts to current developments.

Overall, social media plays a significant role in improving students' academic writing skills when utilized appropriately and purposefully. Social media can provide broad access to information, increase the intensity of writing practice, strengthen a culture of literacy, and encourage more dynamic academic interactions. However, social media use must also be balanced with digital literacy skills and an understanding of academic ethics to avoid negatively impacting the quality of scientific writing. With the support of lecturers, educational institutions, and student awareness in using technology wisely, social media can become an effective, innovative tool for supporting the development of academic writing skills in the era of digital transformation.

Integration of Digital Platforms and Social Media in Academic Writing Instruction

The development of digital technology has brought significant changes to the world of education, particularly in the process of learning academic writing skills. The integration of digital platforms and social media in academic writing instruction is an innovation increasingly being implemented in various higher education institutions. The presence of digital technology not only functions as a learning support medium but also serves as a primary means of creating a more interactive, collaborative, and flexible learning environment. In the context of academic writing instruction, the use of digital platforms and social media provides significant opportunities for students to improve their writing skills, expand access to learning resources, and build more effective academic communication. This transformation demonstrates that the learning process is no longer limited to the conventional classroom but is evolving into a more dynamic digital learning ecosystem.

The integration of digital platforms in academic writing instruction allows lecturers and students to utilize various technology-based applications to support the writing process. Platforms such as Learning Management Systems (LMS), Google Docs, Grammarly, Turnitin, and other cloud-based applications have helped students develop their writing skills more systematically. Through these digital platforms, students can conduct drafting, revising, editing, and peer review processes more easily and efficiently (Korucu-Kıř, 2025). Furthermore, the use of digital technology also expedites the feedback process

from lecturers, allowing students to immediately make improvements to their academic writing. Digital-based learning systems create more responsive interaction patterns and support continuous learning.

The use of social media in academic writing instruction has also shown significant progress. Platforms such as WhatsApp, Telegram, Instagram, YouTube, and X have been used as academic communication channels and for sharing information related to scientific writing techniques. Social media allows students to informally discuss academic topics, exchange references, and obtain the latest information on research developments and scientific publications (Страница Не Найдена! Ошибка 404, n.d.). In practice, social media can create a learning environment that is more closely related to students' lives, thereby increasing their motivation and participation in the learning process. The use of social media in learning also encourages students to be more active in developing critical thinking skills and conveying ideas in writing to a wider audience.

The integration of digital platforms and social media into academic writing instruction also supports collaborative learning. Students can collaborate on academic writing through online collaboration features available on various digital platforms. This collaborative process not only improves writing skills but also develops communication skills, teamwork, and collaborative problem-solving (Jin, 2025). Collaboration plays a crucial role in academic writing instruction, as students can provide feedback, critique, and suggestions on each other's writing. This activity helps students gain a deeper understanding of the structure of academic writing while simultaneously improving the quality of their writing.

In addition to supporting collaboration, the use of digital platforms and social media also increases learning accessibility. Students can access learning materials anytime and anywhere without being restricted by time and space. This provides greater flexibility in the learning process, especially for those with limited time or location. Through learning videos, podcasts, webinars, and online discussion forums, students can independently learn various academic writing techniques. Wide access to digital learning resources also allows students to obtain a wider variety of scientific references, thereby enriching the quality of their arguments in academic writing.

On the other hand, integrating social media into academic writing also presents its own challenges. One major challenge is the tendency to use informal language carried over from social media communication habits into academic writing. Students often struggle to distinguish between academic

and everyday language styles on social media. Consequently, the quality of academic writing can decline if students fail to apply scientific writing principles appropriately (An Exploratory Study of Integrating Social Networks into Academic Writing Classrooms at Afghanistan Universities - ProQuest, n.d.). Therefore, lecturers need to provide intensive guidance so that students can use social media wisely without neglecting academic standards in scientific writing.

Furthermore, the use of digital platforms also poses challenges related to academic ethics. Easy access to various information sources on the internet has the potential to increase the risk of plagiarism if students lack a good understanding of citation and academic integrity. In this context, the use of plagiarism detection applications such as Turnitin is crucial to help students understand the importance of originality in academic work. Lecturers also have a strategic role in raising student awareness regarding the ethical use of digital sources and the importance of respecting intellectual property rights in the academic writing process.

The transformation of digital-based academic writing learning also demands increased digital competency for both lecturers and students. Lecturers are not only required to master the learning material but also to be able to utilize digital technology effectively in the teaching process. The ability to use digital platforms, manage online learning, and create interactive learning strategies are essential parts of implementing technology-based academic writing instruction. Meanwhile, students need adequate digital literacy to utilize technology productively and responsibly. Digital literacy relates not only to technical skills in using digital devices but also includes the ability to evaluate information, think critically, and understand the ethics of digital communication.

In the context of modern higher education, the integration of digital platforms and social media into academic writing instruction is part of an effort to create an education system that is more innovative and relevant to the needs of the digital era. The use of digital technology can increase learning effectiveness, expand educational access, and encourage a more collaborative and adaptive academic culture. Despite facing various challenges, the integration of technology into academic writing instruction offers significant opportunities for improving the quality of academic writing instruction in higher education. Therefore, appropriate strategies are needed in utilizing digital platforms and social media to ensure that the learning process remains

oriented towards developing students' academic competence, scientific integrity, and critical thinking skills in the era of digital transformation.

Challenges of Implementing Social Media-Based Academic Writing Instruction in Indonesia

The implementation of social media-based academic writing instruction in Indonesia is an innovative approach to language learning and academic writing in the digital era. Advances in information technology and the increasing use of social media among students have encouraged educational institutions to utilize digital platforms as more flexible, interactive, and contextual learning tools. Social media platforms such as YouTube, Instagram, WhatsApp, Telegram, and TikTok have begun to be used as supporting media in the academic writing learning process because they are considered capable of increasing student participation, expanding access to information, and creating a more communicative learning environment. In the context of higher education in Indonesia, this approach is considered relevant to the characteristics of the digital generation, who tend to be more active users of technology in their daily activities (Winaningsih & Hidayat, 2026b). However, the implementation of social media-based academic writing instruction also faces various complex challenges, including pedagogical, technological, academic culture, and human resource readiness.

One of the main challenges in implementing social media-based academic writing learning is the low level of academic digital literacy among students. While most students are accustomed to using social media for entertainment and social communication, they lack the skills to effectively utilize digital platforms for academic purposes. This often leads to unfocused use of social media in learning and under-supporting the improvement of academic writing. Students tend to focus more on visual aspects and informal interactions than on developing argumentative structures, using scientific references, or applying correct academic language rules. Furthermore, the culture of using short, informal language on social media can impact the quality of students' academic writing because it carries over into formal academic assignments. Consequently, lecturers face the challenge of striking a balance between flexible learning approaches and maintaining high academic standards (Krismanto et al., 2022).

Another significant challenge is the limited digital and pedagogical competency of lecturers in integrating social media into academic writing. Not all lecturers have the ability to design effective social media-based learning

strategies that align with learning outcomes. Some lecturers still use conventional approaches that focus on lectures and written assignments without optimizing digital technology. In implementing social media-based instruction, lecturers are required to be able to select the right platform, manage online learning interactions, and create academic activities that encourage students' critical thinking and argumentative skills. This challenge is further complicated by the rapid development of social media, requiring lecturers to continually adapt their teaching methods to changing digital trends. The lack of training and support from educational institutions for developing lecturers' digital competencies is also a factor hampering the optimization of social media-based learning in Indonesia (Samala et al., 2024).

In addition to human resources, challenges in implementing social media-based academic writing instruction also relate to uneven technological infrastructure. Although internet usage in Indonesia is increasing, there remains a gap in technological access between urban and remote areas. Students in areas with limited internet connections often struggle to optimally participate in social media-based learning. This situation leads to unequal participation and learning quality among students. In addition to internet access, limited digital devices, such as laptops or smartphones with adequate specifications, also present a barrier to supporting digital-based academic writing activities. In some cases, students must share devices with other family members, hindering effective learning. These infrastructure challenges demonstrate that the implementation of social media-based learning is still influenced by economic factors and the unequal distribution of technology in Indonesia.

On the other hand, the use of social media in academic writing instruction also faces challenges related to distraction and decreased student focus. Social media is highly dynamic and filled with various entertainment content that can distract students from academic learning objectives. When the same platform is used for both social activities and learning, students tend to experience difficulty maintaining concentration on academic writing material. Notifications, viral content, and non-academic interactions often diminish the effectiveness of the learning process and lower students' productivity in writing academic papers. In this context, social media can be both a productive learning tool and a source of distraction if not managed properly (Suharsiwi et al., 2023). Therefore, lecturers need to implement digital learning monitoring and management strategies that can maintain students' focus on academic activities.

The next challenge relates to the validity of information and academic ethics in using social media as a learning resource. Easy access to information through social media often leads students to use non-credible sources in academic writing. Much content on social media has not undergone a scientific verification process, potentially leading to misunderstandings and the dissemination of inaccurate information. Furthermore, high access to various digital materials also increases the risk of plagiarism and misuse of scientific papers. Students can easily copy information from the internet without understanding the importance of citations and academic integrity. In this context, social media-based academic writing instruction requires strengthening information literacy and academic ethics education so that students can select valid sources and understand academic responsibility in the use of digital information (Partini et al., 2025).

The implementation of social media-based academic writing instruction in Indonesia also faces the challenge of an academic culture that still tends to be formal and conventional. Some educational institutions still view social media as a form of entertainment that is less suitable for academic learning. This view has slowed the process of integrating social media into the learning system and has received insufficient support from educational institutions. Furthermore, the learning evaluation system in some universities still focuses on the final written product, ignoring the collaborative and interactive processes that are the hallmarks of social media-based learning. As a result, digital learning innovations often fail to develop optimally because they are not fully integrated with the institution's academic policies.

CONCLUSION

Social media-based academic writing instruction at Indonesian universities has demonstrated a positive impact on improving students' writing skills, particularly in developing ideas, arguing skills, and developing more communicative and interactive writing. The use of social media platforms in the learning process creates a more flexible, collaborative learning environment, and is aligned with the characteristics of the digital generation. Interactions through social media also encourage students to be more active in providing feedback, engaging in discussions, and building confidence in expressing academic ideas. Furthermore, the use of social media in academic writing instruction has been shown to increase learning motivation because students feel more connected to the media they use in their daily lives.

This research confirms that the successful implementation of social media-based academic writing instruction is strongly influenced by the lecturer's pedagogical strategies, technological readiness, and students' ability to utilize digital media academically and responsibly. However, challenges such as digital distractions, low digital academic literacy, and the potential for misuse of information remain obstacles that require attention in the learning process. Therefore, the integration of social media into academic writing instruction needs to be accompanied by strengthening digital literacy, effective academic supervision, and structured learning design to optimally impact the quality of academic writing at Indonesian universities.

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