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HARNESSING SOCIAL MEDIA FOR ONLINE LEARNING IN HIGHER EDUCATION PROGRAM

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ABSTRACT

Social media tools are harnessed to communicate and increase engagement of users which would have strong and positive effects. Many Lecturers and Students in colleges have used social media for sharing information with their students, but this media has not been used for the purpose of formal learning. It seems to throw off the huge potential already provided by social media to make it easier for everyone to deliver messages for educational purposes. This research is based on library research. This paper offers a thought on how social media can be laveraged with the design of learning environment in such a way to deliver instruction in higer education, so that lecturers and students can interact whenever and wherever they are without being disturbed by their physical absence in the classroom.

Key Word: *Social Media, Higher Education, Online Collaborative Learning,Web 2.0*

INTRODUCTION

Humans are social creatures and frequently the whole point of engaging in an interaction is to interact with other people to communicate with them or collaborate with them on some activity (Eggen, Paul D., and Donald P. Kauchak:2016,p361). More recently, too, psychologists have begun to understand the importance of the social influences in our lives — both directly, through the groups, families and communities that we participate in, and indirectly, through our social experience and understanding Hayes, Nicky (:2010,p.7)

Technology has been steadily evolving in order to meet the need for information sharing (Issa, Tomayess, 2016).p.1). Information Technology that enable to inforation sharing is social media.Social media technologies (e.g., Facebook, MySpace, LinkedIn, Twitter and YouTube) are not only outpacing other consumer media technologies in

terms of user subscriptions, but they are also increasingly becoming technologies of choice for younger users worldwide. The latter, particularly, embrace social media technologies both on and off higher education(Barnes, Nora Ganim :2011,p.143)

Social media sites, defined as "any Web site that allows social interaction", are very popular among adolescents, and include social networking sites (e.g., Facebook,MySpace, Linkedln),video sites (c.g.,YouTube),gaming sites and virtual worlds (e.g., Second Life), and blogs Facebook has emerged as the current predominant social networking site, with 73% of those who use social networking sites having a Facebook profile(Rosen, Larry D., Nancy Cheever :2015,p,143).

There are about 80 millions of active social media users in Indonesia. To put into perspective, that number is about a third of the country's total population–and the numbers are predicted to grow to about 110 millions by 2019 (https://snapcart.asia/). On the based of http://gs.statcounter.com. The figure below describes the main social media in Indonesia on March 2017.

Today's problem is the lectures do not use social media for academic purposes in our institution,in fact adoption of Social media for academic purposes in higer education program became inevitable in the education sector as a means of improving knowledge acquisition and encouraging social interaction between students' and students, and students and lecturers. The impact of social media is no longer contested, and social mediá is viewed as proper educational technology tool for higher education (Benson, Vladlena: 2014.p.xvii). Therefore the use of this technology in the higher education

sector will increase the interaction among students and lecturers (Briz-Ponce, Laura, Juan Antonio Juanes-Méndez 2016.p.374)

Main Research Question: How social media are in supporting collaborative learning in semi-formal settings in higher educational setting? I intend to address the following objectives:

1. To identify social media potential for academic purposes
2. To identify social media types for Facilating learning
3. To identify appropriate learning theory underpinning social media in higher education setting
4. To identify Technology's Role in Implementing Principles of Good Teaching
5. To identify strategies for successful lectures and students learning online
6. To identify learning model for learning through social media

By analysing these aspects, I hope to be able to understand the context of the social media leveraging social media for academic purposes

In this article the writer will closely will identify social media and education applications which are associated with education, especially in the higher education field.

THEORETICAL FRAMEWORK

1. The potential of social media potential for academic purposes

Social media is a flexible, easy to use and powerful tool for higher education learning and teaching(Fitzgerald, Tanya: 2014.p.114) Parker & Chao. 2007; Rodriguez, 2011 indicates that a significant number of young people in higher education engage with a variety of digital technology, including social media, in their life. In higher education classrooms, the use and early adaption of this social media is still in its early stages with a variety of different applications being explored, trialed, adapted or even rejected (Lemon, Narelle 2014:p.206)

The purpose of using social media is not only to find everyday information but also find academic information . That is, social media altered students' academic lives and their communication critically If used correctly, social media can have many benefits in the educational setting, depending on the task and the type of media employed.

Social media in Web 2.0 platform Whatever the quality and differences of learning process the results of using dynamic web technologies in education are: First,Dynamic web technologies are effective to the formation of highly interactive, multifaceted training.*Second*. Blending suitable learning environment created with dynamic web technologies with face to face education, a strong and effective blended learning environment is created.*Third*.Educational activities carried out with dynamic web technologies are educating qualified individuals who can use and process the information effectively besides the course aims and objectives.*Fouth*. In addition to these benefits, using dynamic web technologies in education following precautions should be considered;*Fifth*. The activities carried out with dynamic web technologies are conducted more effectively with computer literate individuals.The last.Using dynamic web technologies for irrelevant purposes should be banned(Korucu, Agah Tugrul 2016.p.11)

2. Social Media Types For Facilating Learning

Ellison defines social networks as ‘‘web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system” 17J. Example social networks include MySpace, Faccbook and Google-K Social networks can be based around friendship, interest (e.g., people sharing a passion for sports), circumstances (e.g., new parents, students, or people with a specific illness) or based on a professional network.

Social media types of Web 2.0 can facilating teaching, they are dynamic web technologies which are used very frequently in daily life and discovered its’ usability in education effectively allows creating dynamic content and can be divided into 8 categories as follows:

1) Wikis: A wiki is a web application that allows collaborative modification, extension, or deletion of its content and structure(Wood, Karlyn E : 2015.p.25)
2) Blogs: Blogs are personal diaries written by users created in a sub-world in internet called Blogosphere. it consist of regular or daily posts, arranged in reverse chronological order and archived.(Howard, Philip N, 2010).p237

3) RSS: RvSS (Really Simple Syndication) is a one-click solution that allows all of your content to be sent to your followers the moment you publish it.(Safko, Lon , 2010.p.341)
4) Tagging: Tagging enables users to create links between various media. In fact, they share everything via those tags(Safko, Lon , 2010.p.341)
5) Social Network is an online service, platform, or site that focuses on building and reflecting of social networks or social relations among people, e.g., who share interests and/ or activities (Safar, Maytham, 2011.p.82)
6) Bookmarking Sites.social bookmarking sites is the ability to write and place your own tags, the keywords and key phrases you believe people use to find the products and services you offer and use in your content in the hopes they will find you(Glazier, Alan, 2011.p121).
7) Question Answering sites: these are dedicated websites where users can pose a question that is answered by another member of the public (Nepal, Surya, Cecile Paris, 2015.p.6).
8) Online Reviews: An online review site is a website that enables users to post reviews on services, businesses, products, or people. One of the most popular review site for consumers is Epinions (Nepal, Surya, Cecile Paris, 2015.p.6).

Social Media for academic aims, in this model, for collaborative learning can be divided into 6 categories. As Kaplan and Haenlein (2009) in (Patrut, Monica, 2013.p.35) stated that social media in collaborative learning perspective can be divided into following categories:

1) Collaborative Projects: Collaborative projects allow many different end users to create the content in a joint and simultaneous way. Collaborative projects include wikis and social bookmarking applications (Akar, Erkan, 2015. p.878)
2) Blogs: Blogs are content based websites which put newer entries forward and create chronological order. They are part of the Web 2.0 and social media technology movement where websites are used to facilitate audience participation between community members to build content and value (Cass, Gene John , 2007, p.200)
3) Content Communities: Content communities enable the sharing of content between users.(Berz, Jennifer 2016.p.72).

4) Social Networking Sites are "web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system"(Rowan-Kenyon, Heather T: 2016.p.19)
5) Virtual game worlds: Virtual worlds arc platforms that may include a game-play element, or which may be more open-ended in their application (Moss, Stuart, ed. 2010.p.139)
6) Virtual Social Worlds are the constructivist approaches applied with the virtual environment "such as discovery learning, learning through trial and error, problem-based learning, scenario-based learning and authentic learning" Ally, Mohamed,2015.p.16)

3. Learning Theory Underpinning Social Media In Higher Education Setting

The pedagogy associated with online learning is social learning theory related to constructivism. Constructivism allows for the construction of meaning by using a process of action and reflection. New knowledge is built from past experiences and, thus, learning is authentic and represents real life (Oermann, Marilyn H, 2013.p.108). The learning theory of Constructivism takes the position that knowledge and meaning are actively constructed from experiences (Nola, Robert, and Gürol Irzik 2006.p.151).The same ide is tated by Kauchak, Don(2016) that learners construct their own knowledge based on their existing understanding is the core idea of constructivism, and it's consistent with principles of cognitive learning theory that state (1) learning and development depend on learners' experiences, (2) people want their experiences to make sense, and (3) to make sense of their experiences, learners construct knowledge(Kauchak, Don, 2016.p.363)

Learning from theory of Constructivism is a learner centered approach to learning that focuses on creating supportive learning environments which emphasizes that learner constructs his or her own knowledge by connecting new information to the existed ones (Borich, Gary D. 1997.p.177). Hattie, (2009) constructivism considers knowledge as constructed by learners as they attempt to make sense of their experiences.(Mayer, Richard E, 2011.p256).Constructivist theories are concerned with social activity: learning

is believed to occur in dynamic interaction between the individual and their environment.(Reynolds, Jake: 2002.p.22). in Addition, Constructivists believe that knowledge is only usable by a person or a group of people when it has meaning for them. Therefore it is the learner who is placed at the centre of the learning experience, rather than the expert instructor or the content.(Caley, Lynne, and Pauline Boss: 2006.p.20)

From text above, learning is defined by constructivism learning theory as the process of knowledge creation through making relationship between new knowledge and prior experience rather than simply storage of the transferred knowledge by teachers or lecturer. This ide refers to Korucu, Agah Tugrul, and Handan Atun (2017) Learning is a collaborative effort spent by solving problems related to the actual design, assigning in independent, unrepeated tasks in the process of problem-solving and creating social environment by forming groups as stated in constructivist approach (Vu, Phu, Scott Fredrickson. 2017.p.2)

Social Media is appropriate with Constructivist Learning Environment (CLE) is learning environments built on a constructivist learning model. These systems provide effective playing grounds for learners to try out what they learn and get constructive feedback. The playing ground can take a variety of forms from the simple descriptive problem solving to a simulated building of a device (Iskander, Magued: 2007.p.74).Jonassen (1999) describes constructivist learning environment (CLE) as having eight characteristics: active/manipulative, constructive, collaborative, conversational, reflective, contextualized, complex, and intentional. (Seel, Norbert M., ed 2011.p.786). What someone knows is grounded in perception of physical and social experiences which are comprehended by the mind (Kommers, Piet AM, ed 2004.p.39) Students in this constructivist learning environment play a more active role as learners, since they need to be well-prepared in order to effectively engage in various class activities, such as to facilitate class discussions, to be able to lake challenges from their peer learners and instructors, and so forth (Kock, Ned, ed. 2009.p.427

Constructivism is a philosophical view on how we come to understand or know. It is, in our mind, most closely attuned to the pragmatic philosophy of Richard Rorty (1991). Space limitations for this paper prevent an extensive discussion of this philosophical base, but we would commend to the interested reader the work of Rorty (1991) as well as

von Glaserfeld (1989) Savery, John R., and Thomas M. Duffy.1995,p.31-38). According to Moersch (1998), Constructivism is characterised by three propositions Pinto, Laura E., Stephanie Spares2012.p.5)

1) Understanding is in our interactions with the environment**.** This is the core concept of constructivism. We cannot talk about what is learned separately from how it is learned, as if a variety of experiences all lead to the same understanding.(Wilson, Brent Gayle : 1996.p.136)
2) Cognitive conflict or puzzlement is the stimulus for learning and determines the organization and nature of what is learned.(Armstrong, Steven J. 2009.345). The cognitive conflict or puzzlement that arises when one's conceptual view is challenged by new information is the stimulus for learning and determines the organization and nature of what is learned (Bento, João, ed 2004.p.127)
3) Knowledge evolves through social negotiation and through the evaluation of the viability of individual understandings.(wilson, Brent Gayle. 1996.p.136) and other people are a primary mechanism for testing those understandings and providing sources of alternative views to challenge thinking (Whitton, Nicola, 2014.p.55).

4. Technology's Role in Implementing Principles of Good Teaching

In professional public the topic of recognizing the key principles of teaching in higher education is widely discussed. Being inspired primarily by (Ramsden, 2003), but also taking into consideration (Chickering & Gamson, 1987), (Smittle, 2003). According to (Chickering & Gamson, 1987), which are perhaps the most widely used general principles for good practice in undergraduate education, this good practice includes: encourage studentfaculty contact, promote cooperation among students, encourage active learning, give prompt feedback, emphasize time on task, communicate high expectations, and respect diverse talents.

Additionally, (Smittle, 2003) put more emphasis on the commitment to teaching under-prepared students and diverse student population, providing an open and responsive learning environment, as well as on engaging in an ongoing evaluation and professional development. Finally, it is an assumption that quality assessment can be

used to improve the quality of student learning and to promote deep learning style (Juan, Angel A. 2011.p.121-122)

Applying principles of good practice to the use of learning technologies is a useful exercise in defining their learning benefits. teaching and learning with technologies should considere the following principles

1) *Encourages contacts between students and lecturers*
2) *Develops reciprocity and cooperation among students*
3) *Uses active learning techniques*
4) *Gives prompt feedback*
5) *Emphasizes time on task*
6) *Communicates high expectations*
7) *Respects diverse talents and ways of learning*

Alley's (1996) summary of Barr and Tagg's learner-centred pedagogical activities we have checked to see if learning technologies match many of the criteria. In learner-centred teaching and learning the role of the students moves from passive recipient to one of learning initiator and the role of lecturers moves from 'sage on the stage' to 'guide on the side', a learning facilitator.(D'Andrea, Vaneeta, and David Gosling, 2005.p.139)

Chickering and Gamson proposed "Seven Principles for Good Practice in Graduate Education. These Seven Principles that have been found to dictate good practice in graduate education are: (1) encourage student-faculty contact, (2) encourage cooperation among students, (8) encourage active learning, (4) give prompt feedback, (5) emphasize time on task, (6) communicate high expectations, and (7) respect diverse talents and ways of learning(Orellana, Anymir , 2009.p.88)

How technology can help faculty implement these seven principles of good pedagogical practice **(**Dwivedi, Ashish, ed. 2012.p.173)

Technology's Role in Implementing the Seven Principles of Good Practice (Dwivedi, Ashish, ed. *2012*.p.172)

No	Principles of Good Practice	The Roles Technology Can Play
1	Good Practice	Computer-mediated communication provides

	Encourages Student-Faculty Contact	faster, more open and more reflective com-munication.
2	Good Practice Encourages Cooperation among Students	Computer-mediated communication facilitates group interactions team problem solving, and community building through chat rooms and discussion forums
3	Good Practice Encourages Active Learning	Technology-based simulations allow for greater interactivity and active student engagement in decision making. Primary resources in digital formal enhance student scholarly research
4	Good Practice Gives Prompt Feedback	On-line quizzes enable students to get immediate feedback on what they know and don't know
5	Good Practice Emphasizes Time on Task	Technology can dramatically improve time on task. Technology can help students leant at home or work saving hours otherwise spent commuting to and lront campus. Students can spend more time on task by fitting their course work into the work schedule. Students can access important resources easily, saving time.
6	Good Practice Communicates High Expectations	New technologies can communicate high expectations explicitly and efficiently. E-leaming can set powerful learning challenges that drive students to not only acquire information but sharpen the cognitive skills of analysis, synthesis, application, and evaluation. High expectations can be illustrated with samples of excellent, average, and poor performance
7	Good Practice	Technology provides the means for instructors

	Respects Diverse Talents and Ways of Learning	to build multiple pathways to learning within the same course by allowing content discussion to be provided in multiple ways. Students can work at their own pace. Student teams can work in study groups w ithout constraints of time and place

5. Strategies For Successful Lectures And Students Learning Online

The Illinois Online Network (ION) identified strategies for students learning online to be successful (ION, 2010b). These are described as follow (Palloff, Rena M., and Keith Pratt: 2013.p.26)

1) Open-minded about sharing life, work, and educational experiences as part of the learning process. Open-minded about sharing life, work, and educational experience as part of the learning process (Scheg, Abigail G. 2014).p.135). Online students should be open-minded about sharing life, work, and educational experiences as part of the learning process (O'Neil, Carol A., 2004.p.113).
2) Able to communicate in writing. Online students need to communicate by writing. In the Virtual Classroom, nearly all communication is written.((O'Neil, Carol A., 2004.p.113)
3) Self-motivated and self-disciplined. Online students need to be self-motivated and self-disciplined, and develop a set schedule and keep to it. With the freedom and flexibility of the online environment comes responsibility. The online process takes a real commitment and discipline to keep up with the flow of the process life (Oermann, Marilyn H, 2013.p.106)
4) Willing to speak up if problems arise. Online students need to be willing to "speak up" if problems arise (Aragon, Steven R 2010.p.86)
5) Willing and able to commit four to fifteen hours per week per course.There is a weekly time commitment, and online students need to schedule this into their lives. (Aragon, Steven R 2010.p.86)
6) Able to meet minimum requirements for the program. Online students need to have the required hardware and software.

7) Accept critical thinking and decision making as part of the learning process.(Stobaugh, Rebecca,2013.p.70).
8) Have unlimited access to a computer and the Internet .Unlimited access meant that group of students are a distance education class conducted face-to-face and via laptop computers with wireless connection to the Internet (Clark, Richard E 2002: 168).
9) Able to think ideas through before responding. Online students should be willing to think through ideas before responding(Thomas, Michael, ed 2009.p.377) Time to think before responding: Students have time to formulate answers to discussion questions.(Wong, Linda 2014.p.378).
10) Feel that high-quality learning can take place without going to a traditional classroom. Online students should value online learning.online students also exhibit extraordinary drive and motivation to succeed (Fandl, Kevin J., and Jamie D. Smith. 2014.p.v)

Based on a research conducted by Nicol and Macfarlane-Dick (2004), there are seven principles to give a good feedback.

1) Helping clarify what good performance is (goals, criteria, expected standards);
2) Facilitating the development of self-assessment (reflection) in learning;
3) Delivering high quality information to students about their learning;
4) Encouraging students and peer dialogue around learning;
5) Encouraging positive motivational beliefs and self-esteem;
6) Providing opportunities to close the gap between current and desired performance;
7) Providing information to sudnets that can be used to help shape the teaching.(Hramiak, Alison, and Terry Hudson 2014.p.162

5. Strategies For Successful Lectures And Students Learning Online

Chickering and Gamson (1987) can be accepted for CLEs since they can guide the lecturers and students by increasing the efficiency of education.When incorporating technology, Chickering and Ehrmann (1996) suggest that technologies can be employed in line with the seven principles to fully realize their potential. They proposed “Seven Principles for Good Practice in Undergraduate Education” (hereafter referred to as Seven

Principles). These Seven Principles that have been found to dictate good practice in undergraduate education are: (1) encourage student-faculty contact, (2) encourage cooperation among students, (3) encourage active learning, (4) give prompt feedback, (5) emphasize time on task, (6) communicate high expectations, and (7) respect diverse talents and ways of learning (Orellana, Anymir, 2009.p.88)

6. Learning Model For Learning Through Social Media

The Social media in Web 2.0 platform occupy the space in which reflective learning and collaborative learning can interact. Such tools enable learners to generate their own content and share it with their peers, so that reflection, dialog, and collaboration can be triggered by these artifacts.(Ehlers, Ulf-Daniel 2010.p.110)

Social media technology is used in online learning in the process of delivering the course. From a constructivist perspective, asynchronous online courses, Asynchronous Online Courses, Synchronous Online Courses and Hybrid Courses (Blended Courses) can support students' learning by engaging them in discussions to construct their own knowledge. Vu, Phu, Scott Fredrickson, and Carl Moore (2017,p.8-9) devided online learning in three categories:

- Asynchronous Online Courses: Asynchronous online courses can enhance rich interactions and flexibility between students and instructors by removing transactional distance when teaching and learning occur in separate locations (D'Agustino, Steven, ed,2016.p.244)
- Synchronous Online Courses:instructor and learner enroll simultaneously in the class and they can also interact with each other instantly. In this environment, learner can participate in the classroom from a distance 9 Vu, Phu, Scott Fredrickson, and Carl Moore. *2017*.p.9)
- Hybrid Courses (Blended Courses):In hybrid courses, classroom and asynchronous instruction arc mixed together to reduce the number of contact hours for the semester.(Esnault, Liliane, ed. 2007.p.214)

Crawford, Donna K (1993) Learning is a collaborative effort. Lecturers are learners—from self and others. Learners are lecturers—of self and others. Lecturers respond to students in ways that enable them to explore options, make choices, and

participate in meaning-making (Crawford, Donna K.:1993,p.144). It can be explained that by creating social environment by forming groups and conducting collaborative effort student can solve problems.(Vu, Phu, Scott Fredrickson, 2017,p.2)

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product (Lazakidou, Athina A, 2012.p.16). Collaborative learning is largely derived from the theories of Piaget's idea about socio-cognitive conflict and Vygotsky's notion of zone of proximal development. This implies that a learner's cognitive development can be positively influenced with the support of more able and capable peers. Both Piaget and Vygotsky underscore the importance of collaboration which facilitates the co-construction of knowledge which is fundamental to learning.(Sidhu, Gurnam Kaur, 2016,p.95)

Collaborative learning can be supported by computer or other portable technology. It is called "Computer-Supported Collaborative Learning". CSCL refers to using the Computer to build Collaborative Learning environment, assist and support the Collaborative Learning, it is a way of Learning that conduct to learn Collaboratively on the basis of the discussion, cooperation and Communication between lecturers and students, students and students.(Sambath, Sabo, and Egui Zhu, eds, 2012.p.215)

The features of collaborative learning awareness include: (1) Collaborative learning awareness is the beginning of learning behavior, and is produced in the process of collaborative learning; (2) collaborative learning awareness guides and influences the learner's learning behavior in the group; (3) since it is the learner's cognition to a variety of dynamic information in the collaborative environment, the collaborative learning awareness is varied according to the changes of environment (Chen, Guang, et al.,2015.p.13).

Collaborative learning model can be in form of Online Collaborative Learning occurs when students are allocated to and learn in small groups, and communicate within those groups and with the instructor via the Internet (Rogers, Patricia L., ed. 2009.p.326). By considering affordances of a particular online collaborative learning environment is beneficial for understanding what kind of interventions undertaken by the online tutor may become critical for promoting the feeling of social presence in students (Auer,

Michael E., 2017.p.131). Collaborative learning at the base of internet is the process. It uses computer internet, multimedia and other relative technique.(Wang, Weijun, et al. 2010.p356)

Collaborative technologies which support cooperative studies are the environments which allow collaborative work on computer and internet by eliminating students require to meet at the same physical media. Technology-supported cooperative work has appeared in many new tools and technologies to make these technologies more efficient and serves on the internet (Vu, Phu, Scott Fredrickson,*2017*.p.9).

RESEARCH METHODOLOGY

1. Methods Of Research

In order to prove the specified thesis the writer pans to use the library research method. Using library research method writer conduct process per se has nine stages are (1) Choosing a general topic, (2) Engaging your imagination, (3) Highlighting one or more research questions as a result of brainstorming about your topic, (4) Developing a research plan or strategy, (5) Consulting reference tools and searching databases, (6) Identifying and obtaining sources, (7) Evaluating sources in the light of your research questions, (8) Experiencing an insight based on reflection, and (9) Crafting a thesis statement based on your insight. (George, Mary W. 2008.p.16)

2. Time and Place of Research

This research was counduted in the Center for Language Development UIN SMH Banten by taking time period from 20 to 30 March 2017

3. Data and Data Sources

The data of this research are ebooks related about learning by using social media in higher education setting. The data source of this research is 1 website 1 article and 88 ebook on learning, social media, research, educational technology Web 2.0 technologies,and Social media in higher education, Technologyenabled learning, Learning 2.0, online learning, Higher Education and other sources that mention learning with social media

4. Research Steps

a) Reading the relevant scientific works of previous research.
b) Recording intrepretation results on reading materials.
c) Preparing literature review based on analytical results of previous relevant scientific works.

RESEARCH FINDING AND EXPLANATION

1. Social Media Potential For Academic Purposes

Harnessing social media potential for academic purposes refers to research by Wright, Robert D stated that there are various studies report the student use of social media to: 1)Enhance opinion sharing,2)Support collaborating,3) brainstorming, problem solving and creating within the content of moment-to moment experienc-es.4)Demonstrate professional interactions and to understand the broader impact of tech-nology, 5)Support classroom discussions and interactions that were once more private, 6) Create a sense of classroom community, 7)support reflective practice, 8) Collect professional resources , 9) Foster co-creators of content and social dimensions of trust and cooperation,10)Engage participants with more interaction and discussions amongst the students and to take away from more lecturers-centered pedagogical approaches.(Wright, Robert D.2014.p.206)

Yang, Harrison Hao, ed also identified benefits of Web 2.0 technologies to assist in students learning process, few choose to use these tools to support their teaching practices (Yang, Harrison Hao, ed. 2009.p.251). In addition, Rutherford, Stephen M, web.2.0 also have the potential of their use in engaging learners actively with learning materials, rather than just presenting content to them.(Rutherford, Stephen M., 2016: p.78). The benefits of web.2.0 are: *Firstly*,Students involve in course and discussion of course immediately in web 2.0. Students can design course content and structure, which creates a sense of ownership. *Secondly*, the time and space flexibility that web 2.0 tools offer, allows instructors to bring the traditional course required synchronous meeting to a learning environment allows students to engage in asynchronous learning as frequent as they desire and when they want.*Thirdly*,The integration of web 2.0 in classroom has social benefits that lead to abandon traditional pedagogical techniques and develop

themselves in the shared experiences, discussions and self-disclosure of the students. *finally*,Instructors have a chance to monitor students' status closely and guide them in certain directions due to their administrator position as an evaluator of student work.(Vu, Phu, Scott Fredrickson, and Carl Moore. 2017.p.10)

Tess (2013) reviewed social media learning studies by employing a snowballing strategy based on recent studies. This review considered five social media applications. In terms of integrating social media in a formal learning setting, factors related to faculty perceptions and facilitating conditions were identified. The significant variation among study settings, however, prohibits the attainment of conclusive findings regarding social media's impact on formal learning (Huang, Wen-Hao, and Eunjung Oh.2015.p.412).

In addition, Other researcher, Poore, Megan (2013) listed some benefit soscial media are: 1) The intellectual benefits,2) communication, collaboration, participation, and socialization benefits, 3) Motivational benefits and 4) Management and administration benefits (Poore, Megan. , 2015.p.2-3). Other perspectives on social media on education are:

First.students who participate in this project and view videos are acquired higher levels of cross-curricular competencies and they have higher academic performance than non-participants.(Orús, Carlos, et al. 2016): 254-269). *Second*. Students can exercise their creativity with image, audio and video mashups.(Bryer, Thomas A., and Baiyun Chen.2010: p.251.*Third*, social media for students is that it encourages interactive participation through peer to peer dialogue, promotes sharing of resources through content creation and provides a virtual space for collaboration and instant communication.(Sahlin, John P., ed, 2015.p.16) *Fouth*, lecturers who use social media as a tool for building and maintaining contact with their students have various purposes. In this sense there are three main purposes: Academic-instructional, psycho-pedagogical. and social-relation(Kurylo, Anastacia, 2016 p.83)

2. Social Media Types For Facilating Teaching

Web 2.0 as Social media technologies aim to enhance collaboration and information sharing between users (Okada, Alexandra 2012).p.152). Salovaara and Jarvela (2003) have shown that computer-supported collaborative environments enhance strategy use

and intentional learning (Jarvela, Sanna, ed. 2011.p265). Social media types of Web 2.0 can facilating teaching can be divided into 8 categories as follows:

1) Wikis (Wood, Karlyn E.2014.p.25).
2) Blogs: Blogs are personal diaries written by users created in a sub-world in internet called Blogosphere.(Howard, Philip N. 2010, p237).
3) RSS: RvSS (Really Simple Syndication) (Safko, Lon.2010.p.341)
4) Tagging (Shelly, Gary B., and Mark Frydenberg. *2010*.p.125)
5) Social Network is an online service (Safar, Maytham, ed. *2011*.p.82)
6) Bookmarking Sites (Glazier, Alan.2011.p121).
7) Question Answering sites (**Nepal, Surya *2015*.p.6)**.
8) Online Reviews

According to Kaplan and Haenlein (2009) social media in collaborative learning perspective can be divided into 6 categories are:Collaborative Projects, 2) Blogs,3)Content Communities,4) Social Networking Sites, 5)virtual game worlds, 6)Virtual Social Worlds (Patrut, Monica,2013 .p.35)

3. Learning Theory Underpinning Social Media In Higher Education Setting

Constructivism learning theory and new learning technologies, there is increasing interest among higher education faculty/academic staff in authentic activities as a basis for learning (Payne, Carla R., ed. 2009.p.183). The central principle is the idea that learners build knowledge for themselves. Learners individually (and socially) construct meaning as they learn. Individuals engage in their own knowledge construction by integrating new information into their 'schemes' and negotiate meaning through a shared understanding(Armitage, Andy, Jane Evershed, and Dennis Hayes. 2012. 80). This is achieved by reflecting on experiences. Learners generate their own 'rules' and 'mental models', which they use to make sense of their experiences. Learning, therefore, is simply the process of adjusting mental models to accommodate new experiences (McDougall, Anne, et al., eds 2010.p.122).

The contribution of Vygotsky's theory in the teaching process, made two important consequences:

1) The establishment of circumstances under the principle of cooperativeness among groups with different skill levels (social, cognitive and communication etc.)
2) The prominent principles of the gradual reduction among "experienced" people called "assisted or discovery" (Nikoi, Ephraim, ed. 2013.p.77).

Constructivist lecturers encourage students to constantly assess how the learning activity is helping them gain understanding." (Moore, Kenneth D,2011.p.11). In operating technology in Constructivist Learning Environment should implement several principles of constructivism(Rose, Miranda, and Dawn Best. , 2005.p.138-9)

1) Learning is an active process, a search for meaning. it seems that constructivists share the perspective that (1) learning is an active process of constructing rather than acquiring knowledge, (2) instruction is a process of supporting that construction rather than communicating knowledge (Kommers, Piet AM, ed,2014,p.38).
2) Learning is a social activity associated with connection to other human beings, e.g. peers, lecturers and our family as well as casual acquaintances, including the people before us or next to us at the exhibit (Alao, K. A., S. V. Kobiowu, and O. F. Adebowale. 2010.p.63)
3) Meaning requires understanding wholes as well as parts. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning (Moore, Kenneth D.2011.p.8).
4) In order to teach well we need to understand the mental models that students use to perceive the world and the assumptions they make to support those models.
5) The goal of learning is for individuals to build their own meaning, not just memorizing the "right" answer. Assessment should be part of the learning process and provide students with information about the quality of their learning.
6) It takes time to learn. Learning is not instantaneous. For significant learning, learners need to revisit ideas, ponder them, try them out, play with them and use them.
7) Motivation is essential for learning

4. Technology's Role in Implementing Principles of Good Teaching

Chickering and Gamson proposed "Seven Principles for Good Practice in Undergraduate Education" (hereafter referred to as Seven Principles). These Seven

Principles that have been found to dictate good practice in graduate education are: (1) encourage student-faculty contact, (2) encourage cooperation among students, (8) encourage active learning, (4) give prompt feedback, (5) emphasize time on task, (6) communicate high expectations, and (7) respect diverse talents and ways of learning (Orellana, Anymir, 2009.p.88).

Technology's Role in Implementing the Seven Principles of Good Practice are Computer-mediated communication provides faster, more open and more reflective communication.

1) Computer-mediated communication facilitates group interactions team problem solving, and community building through chat rooms and discussion forums
2) Technology-based simulations allow for greater interactivity and active student engagement in decision making. Primary resources in digital formal enhance student scholarly research
3) On-line quizzes enable students to get immediate feedback on what they know and don't know
4) Technology can dramatically improve time on task.
5) New technologies can communicate high expectations explicitly and efficiently.
6) Technology provides the means for instructors to build multiple pathways to learning within the same course by allowing content discussion to be provided in multiple ways. (Dwivedi, Ashish, ed. *2012*.p.172)

5. Strategies For Successful Lectures And Students Learning Online

The Successful Online Facilitators are really demanded to facilate online Students succesfull in harnessing sosial media as learning environment. The ION described the role of the lecturers in an online course as an educator who facilitates learning (ION, 2010a). This role requires a unique set of characteristics, which include:

1) Facilitators need a broad-based knowledge, not only of the content, but of the real world.
2) They should project an online presence characterized by "openness, concern, flexibility, and sincerity.

3) As with online students, the facilitator should communicate clearly in writing.(Oermann, Marilyn H. 2013.p.107)
4) Facilitators should value teaching online and facilitating learning.
5) Facilitators should guide students in the critical thinking process so they can relate knowledge to the real world.
6) Facilitators should have expertise in the content.
7) They should be knowledgeable and skilled in teaching online. (ION, 2010a)
8) The facilitator is the "guide on the side" The **lecturers** in the role of facilitator guides students in connecting and applying the knowledge to the real world.

Being Successful Online Students requires a unique set of characteristics, which include:

1) They are highly motivated, independent, and active learners.
2) They have good organizational and time management skills.
3) They are disciplined to study without external reminders.
4) They are able to adapt to new learning environments.(Warren, Jeffrey M. 2008.p32)

6. Learning Model For Learning Through Social Media

Learning model for learning through social media can be in form the collaborative learning model. This model is specifically within the higher education sphere has been researched by David McConnell's Computer-Based Collaborative Group Work (CBCGW) group at the University of Sheffield. An overview of the CBCGW project is given in Laily and Barrett (1999). Bowskill, Foster. Lally, and McConnell (2000) have described a rich professional development environment (RPDE) for university staff to explore and develop networked collaborative learning. Allan. Barker, Fairbairn. Freeman, and Sutherland (2002) have described the use of tutor-less groups, their advantages and disadvantages, from a first-hand standpoint. (Roberts, Tim S., ed. 2004.p.13)

According to Nelson, Laurie Miller (2009) the 8 steps of collaborative problem solving are listed as follows;

1. creating learning environments which are situated, learner-centered, integrated, and collaborative,

2. versus ones which are decontextualized, isolated, and competitive;
3. honoring the importance of authenticity, ownership, and relevance of the learning experience for students in relation to the content to be learned and the process by which it is learned
4. allowing students to learn by doing as active participants in their own learning processes;
5. fostering the development of critical thinking and problem-solving skills; encouraging the exploration and analysis of content from multiple perspectives;
6. acknowledging the importance of rich social contexts for learning;
7. cultivating supportive, respectful relationships among learners, as well as between learners and the instructor;
8. developing a desire for life-long learning and the skills to sustain it (Nelson, Laurie Miller. " 1999.p.245)

SUMMARY AND RECOMMENDATION

In summary, social media have great potentials that can facilitate students learning and improving performance. They will be most effective way when they are designed well. Sosial media facilitate students learning collaboratively. Educational theory underpinning learning with social media can use a constructivist approach, This theory provide frame for Online collaborative learning. Higher education students uses sosial media not only for social usage but also for academic purposes.The successful online student organizes learning time and space, schedules time to study, and interacts with other students and faculty formally and informally. This research is recommended to implement social media as learning tool and environment in formal higher educational setting in UIN SMH Banten.

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