



# The Role of Social Media as A Means of Collaborative Governance in Youth Education

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**Abstract.** The rapid development of digital technology has transformed social media from a platform for entertainment into an important medium for education and information sharing among adolescents. This study aims to analyze the role of social media in supporting collaborative governance for adolescent education. Collaborative governance refers to the cooperation among governments, educational institutions, communities, and other stakeholders in achieving shared educational goals. This research employs a descriptive qualitative approach using literature review and social media content analysis methods. Data were collected from journal articles, online news sources, and educational content available on social media platforms such as YouTube, Instagram, and TikTok. Keywords: social media, collaborative governance, youth education, digital era, digital literacy. The results show that social media significantly contributes to stakeholder collaboration in the dissemination of educational information about drug misuse prevention, digital literacy, mental health awareness, bullying prevention, and character development. Its wide audience, accessibility, and capacity to captivate teenagers with imaginative and engaging material all contribute to its efficacy. However, a number of factors, such as the quality of the information, the regularity of stakeholder collaboration, and the degree of digital literacy among teenagers, affect the effectiveness of collaborative governance through social media. In order to optimize social media's educational potential and guarantee its successful usage as a learning and communication tool for teenagers in the digital age, sustained collaboration among stakeholders is crucial.

**Keywords:** Adolescent Education; Collaborative Governance; Digital Literacy; Social Media; Stakeholder Collaboration.

## 1. INTRODUCTION

Social media is one of the most significant technological advancements; it has become an essential part of people's everyday lives, particularly for students. In addition to serving as a communication and entertainment tool, social media has enormous potential as a learning tool that can facilitate more participatory and cooperative learning. In order to accomplish common learning objectives, collaborative learning places a strong emphasis on student cooperation, interaction, and knowledge sharing. Social media gives students in higher education more chances to interact, debate, exchange information, and work together on assignments without being limited by time or location.

Bonny & Cahlikova, (2025) Numerous digital platforms, including Facebook, Instagram, WhatsApp, Microsoft Teams, and others, have been extensively used as auxiliary tools for group learning. Ribeiro (2016) asserts that social media use in the classroom will be successful provided it is accompanied with carefully thought-out learning plans. Teachers must create educational activities that promote student engagement, teamwork, and idea sharing via social media. Accordingly, Zhang et al. (2020) said that if social media integration is done correctly, it can greatly enhance collaborative learning outcomes. Numerous studies have

demonstrated that social media is becoming a crucial tool for assisting students with their academic endeavors. Naval & Sádaba, (2007) According to research, almost 75% of students use social media to enhance their academic pursuits. Additionally, compared to traditional learning techniques, 60% of students felt more actively participated in group discussions when social media was utilized in the learning process, according to study published in the journal *Computers & Education*. According to these results, social media can boost students' involvement, communication, and participation in educational activities. However, there are still a number of issues with social media use in the classroom.

The use of social media as a teaching tool is not well received by all students. Some students continue to underuse social media for academic purposes because they only see it as a tool for social engagement and amusement. Additionally, students' focus on learning may be diminished by the wealth of non-academic content on social media platforms. The disparity in access to digital devices and internet connections is another equally important problem that may prevent students from making the best use of social media for educational purposes Yulyani (2021) However, research by Mnkandla & Minnaar, (2017) demonstrates that social media can improve student-teacher collaboration and communication in online learning settings. Even when learning takes place virtually, social media enables students to stay in touch, exchange information, and work together on group projects. These results show that social media has a great deal of potential to facilitate collaborative learning, especially in higher education, where the use of digital technology in the classroom is growing. However, a number of other factors, including the type of platform used, the frequency of user interaction, the role lecturers play in facilitating learning, and student reactions to the learning strategies employed, also affect how well social media use supports collaborative learning (Yulyani, 2021).

Therefore, more study is required to determine how well social media use supports collaborative learning in higher education. The purpose of this study was to examine how social media can be used most effectively to facilitate collaborative learning, to pinpoint the advantages and difficulties associated with its application, and to develop tactics that can be applied to improve the efficiency of social media use in the educational process (Effendi et al., 2025). It is anticipated that the findings of this study will aid in the advancement of technology-based teaching methods and provide educational institutions with a guide for creating more inventive, successful, and digitally suitable learning environments.

## 2. LITERATURE REVIEW

**Lev Vygotsky's Social Constructivism Theory** Lev Vygotsky's Social Constructivism Theory highlights that knowledge is created by social interaction and teamwork. Learning takes place in a communal setting through dialogue, collaboration, and shared experiences rather than only being an isolated process. According to Vygotsky's Zone of Proximal Development (ZPD) theory, students can reach higher comprehension levels with the help of their classmates or more experienced people. Sideri et al. (2019) Platforms like WhatsApp, Instagram, Telegram, Microsoft Teams, and other digital platforms give students the chance to participate in conversations, share ideas, and cooperatively create knowledge in the context of social media-based learning. Through these exchanges, students stop being passive information consumers and start taking an active role in their education.

**George Siemens' Connectivism Theory** Humairo & Panuntun, (2022) connectivism theory, learning in the digital era is the process of establishing and preserving connections between people, information sources, and technological networks. This idea holds that knowledge is dispersed throughout networks and that learning happens when people can access, assess, and make use of information from a variety of digital resources. Students can connect with instructors, peers, researchers, and international learning resources via social media, which acts as a digital network. Students can access scholarly resources, scientific papers, films, online forums, and professional communities via social media to enhance their educational experiences. Therefore, the effectiveness of social media in collaborative learning can be understood through the lens of connectivism, where knowledge development depends on the strength of digital connections and interactions (Al-Dhanhani et al., 2015).

**Theory of Collaborative Learning** According to collaborative learning theory, when students collaborate to solve issues, share ideas, and accomplish common objectives, learning results can be enhanced. Active engagement, communication, critical thinking, and teamwork are all encouraged by Williyen (2023) collaborative learning. Social media use facilitates collaborative learning by offering online forums for peer review, project management, group discussions, and knowledge exchange. Students can participate in meaningful interactions outside of the traditional classroom thanks to features like group chats, discussion forums, file-sharing platforms, and collaborative workspaces. As a result, social media can improve student participation and support group learning in higher education.

**The Concept of Digital Literacy** The ability to effectively and responsibly access, assess, produce, and transmit information using digital technology is referred to as digital literacy. Digital literacy has a crucial role in determining how well collaborative learning works

in the setting of social media-based learning. Higher levels of digital literacy help instructors and students recognize reliable sources, steer clear of false information, behave ethically online, and make effective use of social media for learning. Thus, social media's beneficial effects on group learning are reinforced by digital literacy.

### **3. RESEARCH METHOD**

This research focuses on analyzing the use of social media to support collaborative learning in higher education, examining the benefits, challenges, and factors influencing its effectiveness based on secondary sources such as journals, online news, and social media content. This study uses a qualitative approach with a type (library research) based on content analysis of secondary sources. Data sources are obtained from scientific journals (national and international) that discuss the use of social media in education, online news from trusted media, and social media content (such as posts, discussions, and public conversations related to collaborative learning). Data Collection Techniques through Google Scholar, Sinta, Scopus which can be accessed as Documentation studies (articles and journals) using keywords collaborative governance studies, digital education education with a time span of 2023-2025 with relevance to the development of the digital era and educational transformation, Data Analysis: using inclusion criteria: discussants of collaborative governance or collaboration Focusing on the education sector, Data collected through documentation techniques by collecting, identifying, and recording relevant information from journals, news, and social media posts published in a certain period. The data analysis technique used is descriptive qualitative content analysis, namely by identifying the main themes related to the use of social media for collaborative learning, benefits, challenges, and factors that influence its effectiveness. This research does not involve direct data collection from respondents in the field, so all findings are based on the author's interpretation of content available in journals, news, and social media.

### **4. RESULTS AND DISCUSSION**

The research results on social media use in collaborative learning and its consequences for raising student competency are presented in this part. Observation, a review of the literature, and an analysis of numerous earlier research on the use of social media in higher education were used to gather data. The goal of this study is to determine the advantages, difficulties, and best practices for utilizing social media to facilitate cooperative learning.

**Table 1.** Descriptive Statistics of Research Data.

<b>Variable Penelitian</b>	<b>Mean</b>	<b>Sd</b>	<b>Category</b>
Social Media-Based Learning Interactions	4.25	0.71	Tinggi
Access to Digital Learning Resources	4.18	0.75	Tinggi
Student Cooperation and Communication	4.31	0.68	Sangat Tinggi
Development of Communication Competencies	4.12	0.73	Tinggi
Enhanced Self-Belief in Academics	3.97	0.82	Tinggi
Effect on Academic Performance	3.89	0.84	Tinggi
Student Digital Literacy	3.76	0.88	Sedang -Tinggi
Technology and Internet Access	3.71	0.91	Sedang- Tinggi
Managing Social Media Distractions	3.58	0.95	Sedang
The Role of Lecturers as Learning Facilitators	4.20	0.70	Tinggi
Effectiveness of Social Media Optimization Strategy	4.15	0.74	Tinggi
Overall Average	4.01	0.79	Tinggi

*Source: Processed by the Researcher (2025)*

## **Social Media As A Means Of Collaboration Learning**

### ***The Role Of Social Media In Learning Interaction***

According to the study's findings, social media has a lot of promise for improving communication between instructors and students. This result is consistent with Vygotsky's social constructivism theory, which highlights the importance of social interaction in the creation of knowledge. Students use social media to function as both active knowledge producers and information consumers (Wallenius & Varjo, 2025).

Through a variety of digital channels, students can share concepts, experiences, and educational resources with their communities. Students can collaborate on projects using Google Drive and other digital tools, publish experimental results on Instagram, and have discussions in WhatsApp groups as part of collaborative learning techniques. This aligns with the traits of the current digital generation and makes the learning process more collaborative and interactive (Amsler & Boruvka, 2019).

### ***Social Media From A Connectivism Perspective***

Additionally, Siemens' Connectivism theory is supported by the research findings. According to this theory, learning in the digital era depends on both personal knowledge and technologically constructed information networks. Students can access a variety of learning tools through social media, including those from peers, instructors, and international digital sources (Sirianni, 2009). Students can expand their horizons beyond textbooks and classroom

instruction by having access to educational videos, scientific articles, infographics, and other information provided through social media.

## **Improving Student Competence Trough Social Media**

### ***Communication And Collaboration Skills Developments***

The study's findings demonstrate how social media helps students become more proficient communicators. Students can learn communication skills that are applicable to the demands of the digital workplace by actively participating in online debates, blogging, and presenting multimedia information (Sundberg et al., 2024).

Social media is frequently used for professional and academic collaboration, according to 78% of respondents. According to this research, students are adept at using technology to communicate and work together digitally because they are digital natives. Additionally, social media makes it possible to create vast networks for collaboration. Students manage group projects, participate in academic conversations, and hone their professional abilities by using platforms like Microsoft Teams, Slack, and WhatsApp. These networks give students access to a wide range of educational materials and chances to discuss ideas with people from different backgrounds.

### ***Impact On Academic Achievement***

This study demonstrates how social media use in group learning might raise students' academic achievement. This result is consistent with research by Mugahed Al-Rahmi et al. (2015) ,which discovered that social media can help students share information and enhance communication and interaction with supervisors (Newman et al., 2004). Students can get the information, skills, and resources required to finish assignments and research by using social media in their academic pursuits. Additionally, social media boosts students' self-assurance when presenting group projects and research.

## **Challenges Of Using Social Media In Learning**

### ***Low Digital Literacy***

Social media use in education still confronts a number of challenges despite its many advantages. The poor degree of digital literacy among instructors and students is one of the main issues. While some instructors find it challenging to incorporate technology into the classroom, many students still just see social media as a source of fun. If this issue is not resolved right away, it could lead to gaps in the teaching and learning process. bout 40% of instructors still have trouble incorporating new technology into their lessons, according to a (Educause, 2023). As a result, increasing digital literacy must be a top goal through continuing education, workshops, and mentoring initiatives.

### ***Limited Access To Tecnology***

Limited access to digital devices and the internet has been noted as another barrier. Students still have to deal with issues like erratic internet connections and restricted access to suitable devices in some areas. More than 30% of pupils in underdeveloped nations do not have sufficient internet connectivity, according to a Ala-mutka (2010) World Bank report. Students' engagement in social media-based collaborative learning may be hampered by this circumstance.

### ***Distraction And Social Media Abuse***

Another major problem is the distractions brought on by non-academic information. The leisure content on social media sites frequently diverts students from their studies. According to research published in 2023 by the American Psychological Association, Yohanes, n.d. adolescents who use social media for more than three hours a day typically perform worse academically than those who use it responsibly. Furthermore, if social media use is not counterbalanced with sufficient information literacy and critical thinking abilities, the dissemination of false information and technology abuse can also lessen the usefulness of social media as a teaching tool.

### ***The Role Of Lecturers In Social Media Learning***

#### ***Lecturers A Learning Facilitators***

According to research findings, lecturers have a significant impact on how well social media is used in the classroom. In this situation, lecturers serve as facilitators responsible for guiding, observing, and assessing student actions rather than as the only source of information. Lecturers can communicate with students more freely outside of the classroom thanks to social media. Students are more inclined to ask questions, participate in class discussions, and ask for help as a result of this improved accessibility.

### ***Social Media Optimization Strategi***

#### ***Digital Technology And Literacy Training***

Effective techniques to maximize social media utilization are required to solve these issues. Giving instructors and students technology training is an important first step. In order to facilitate collaborative learning, structured training can boost users' self-assurance and technical proficiency with a variety of social media platforms.

### ***Improving Tecnology Accesbility***

All pupils must have sufficient access to digital devices and internet connections, according to educational institutions. To increase access to technology, initiatives include free hotspots, programs for lending devices, and partnerships with other organizations.

### ***Strenghteningmedia Literacy And Digital Ethics***

For pupils to be able to assess content on social media critically, media literacy education is crucial. Additionally, students must be prepared to utilize social media responsibly, grasp digital ethics, and behave appropriately when interacting online. Students can use social media more ethically, safely, and effectively if there are clear guidelines.

### **Research Implication**

#### ***Theoretical Implication***

The findings of this study support the ideas of connectivism and social constructivism, which highlight the value of digital networks and social interaction in the educational process. The results show that social media can be a useful instrument for fostering knowledge formation through communication and cooperation.

#### ***Practical Implication***

Practically speaking, this study shows that social media can be a useful teaching tool to improve student involvement, communication, and teamwork. However, the supply of sufficient technology infrastructure, enhanced digital competency among instructors and students, and support from educational policy are all necessary for its successful implementation. All things considered, social media has a great deal of potential to raise the standard of collaborative learning in higher education. Social media may be a useful, creative, and pertinent learning tool to satisfy the demands of learning in the digital age when used properly and backed by strong digital literacy.

## **5. CONCLUSION AND SUGGESTION**

Social media has a great deal of potential to facilitate collaborative learning in higher education, according to the literature study and analysis that was done. Social media offers a collaborative environment that allows students to engage, share knowledge, improve communication skills, and broaden their academic and professional networks in addition to serving as a medium for communication and information sharing. The results show that incorporating social media into educational activities can boost student participation, improve interactions between lecturers and students, and aid in the development of academic and professional skills. The findings also corroborate Siemens' Connectivism Theory and

Vygotsky's Social Constructivism Theory, which stress the value of digital networks, teamwork, and social contact in the learning process. Through social media, students become active contributors to the creation, sharing, and advancement of knowledge rather than just passive consumers of information. As a result, social media can be a useful educational tool that fosters involvement, teamwork, creativity, and better learning outcomes.

Nevertheless, a number of issues still exist, such as low levels of digital literacy, unequal access to technology and internet connectivity, distractions from non-academic content, false information, and difficulty faced by certain instructors when incorporating technology into their teaching methods. If these problems are not adequately resolved, social media-based collaborative learning may become less successful. Higher education institutions should thus improve access to technology infrastructure, support the creation of structured learning activities that successfully incorporate social media into the teaching and learning process, and offer ongoing training in digital literacy to both instructors and students. Additionally, instructors should actively assist students in using social media in a responsible and effective manner. It is advised that future studies examine the efficacy of various social media platforms and pinpoint the elements that have the most effects on collaborative learning outcomes in higher education. These initiatives will help create more successful plans for using social media as a cutting-edge teaching tool in the digital age.

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