



Opportunities, challenges, and implications of social media in Indonesian language learning in the digital era: A systematic literature review

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Abstract

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The use of social media has been widely adopted by various groups, including teachers and students, in the learning process. This study aims to comprehensively explore the opportunities, challenges, and implications of using social media in Indonesian language learning in the digital era. This research employed the Systematic Literature Review (SLR) method by referring to the PRISMA 2020 model. Based on the selection process, eight articles were identified and further analyzed through the Systematic Literature Review (SLR) technique regarding the opportunities, challenges, and implications of social media in Indonesian language learning in the digital era. The findings indicate that the utilization of social media has proven effective in enhancing students' motivation, active engagement, creativity, and learning outcomes at various educational levels. However, the effectiveness of social media use largely depends on teachers' digital literacy readiness and well-planned management. Therefore, the successful integration of social media requires systematic planning, starting from setting objectives to evaluation, as well as improving teachers' competencies in order to provide learning that is directed, safe, and educational.

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INTRODUCTION

Currently, the development of information technology is growing very rapidly and has brought significant changes to various aspects of life, including the teaching field. One phenomenon that has occurred in recent years is the increasing use of social media. Social media platforms such as YouTube, Instagram, TikTok, and WhatsApp have been widely used by various groups, including teachers and students, in the learning process. Students, as part of a group of teenagers who are active both online and in the real world, frequently use social media. The high intensity of students' social media use can be an opportunity for teachers to utilize social media as a learning tool (Purwaningsih et al., 2022). Therefore, social media is now not only a means of social communication, but also an alternative medium for the learning process.

Social media creates a more dynamic and engaging learning environment for students. According to Greenhow & Lewin (2016), social media can expand access to learning beyond the classroom through collaboration and creative content. Utilizing social media in learning can help users expand their knowledge and expand their horizons (Fitriani, 2021). Various social media platforms have been widely used by teachers and students to share materials, discuss topics, and even build dynamic learning communities. With social media, teachers will have no difficulty finding creative resources, and students will also find it helpful to access a wide variety of learning resources (Bambang et al., 2023).

Indonesian has a very important role in supporting students' social, intellectual, and emotional development (Budiman, 2022). Through Indonesian language learning, it is hoped that students will develop polite character, uphold cultural values, express opinions appropriately, and develop analytical and imaginative thinking skills. However, Indonesian language learning still faces significant challenges, particularly the lack of innovation in the use of learning methods and media. This often leads to students feeling bored and uninterested in participating in classroom learning activities. Therefore, media that can engage students actively in learning are needed. Social media can present new opportunities to enrich teaching methods, approaches, and strategies with more interactive and contextual content.

In the context of Indonesian language learning, students can hone their writing skills through blogs or discussion posts, improve their literacy through digital articles, and practice their speaking skills through short videos on TikTok or YouTube (Luo et al., 2012). Platforms like Wattpad also allow students to express their creativity by writing short stories or poetry, which aligns with the Indonesian language curriculum's goal of developing literacy skills. Therefore, social media platforms enable the delivery of Indonesian language materials in a visual, auditory, and creative manner, which is believed to increase students' interest and understanding of the Indonesian language and literature.

The use of social media in learning also poses challenges, such as distraction, lack of valid information, and limited digital literacy among some users. (Anderson & Jiang, 2018) found that 95% of teenagers have access to smartphones, but many use them for entertainment rather than learning. This has the potential to cause distraction and decreased concentration. Furthermore, the digital divide remains a problem, especially in rural areas with limited internet access. Teachers are also often unprepared to integrate social media into learning. This is also because not all teachers have adequate technological and pedagogical readiness to face these changes. Structured learning strategies, integrative learning models, and ongoing training for teachers are needed.

These challenges and opportunities require the use of social media to be tailored to the specific needs, student abilities, and learning materials. The use of social media in learning requires consideration of various factors to ensure that the media used supports the learning objectives. To address the implications of social media in learning, teachers need to master three key aspects: pedagogical content, technology, and the learning context.

This study aims to comprehensively explore the opportunities, challenges, and implications of using social media in Indonesian language learning in the digital era. This study will not only examine the potential of social media as a learning tool but will also analyze its impact on student competencies. The implications of this research are expected to provide direction for the formulation of teaching policies, curriculum development, and Indonesian language learning practices that are relevant and responsive to current developments. By critically examining this issue, it is hoped that a balanced and solution-oriented approach can be found in integrating social media into Indonesian language learning in the digital era, not

only as a learning tool but also as a vehicle for character building, critical literacy, and effective communication skills in the digital era.

METHOD

This study uses the Systematic Literature Review (SLR) method, which aims to systematically identify, assess, and analyze the results of previous research related to the use of social media in Indonesian language learning in the digital era. This method was chosen because it is able to provide a comprehensive overview of the opportunities, challenges, and implications that arise from the use of social media in the context of language teaching. The Systematic Literature Review (SLR) method used refers to the PRISMA 2020 model. To answer these questions, the researcher conducted a search for relevant literature using several scientific databases, such as Google Scholar, ERIC (Education Resources Information Center), ScienceDirect, and ResearchGate. The search process was carried out using a combination of keywords "social media", "Indonesian language learning", and "digital era". The publication year range used was between 2015 and 2025, so that the data obtained was up-to-date and in accordance with the context of current developments in teaching technology.

The inclusion criteria in this study include: (1) empirical research articles or literature reviews that discuss the use of social media in Indonesian language learning, (2) articles published in the period 2015–2025, and (3) articles in Indonesian or English and have a direct relationship to the opportunities, challenges, or implications of social media in the field of language teaching. Meanwhile, the exclusion criteria include: (1) non-scientific articles such as opinion pieces or editorials, (2) articles that are not related to Indonesian language learning, and (3) articles that are not fully accessible.

The literature selection process follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) stages (Page et al., 2021). The PRISMA process consists of four steps: identification, screening, eligibility assessment, and inclusion. In the identification stage, researchers collected all articles obtained from the initial search results. Next, in the screening stage, duplicate articles were removed and reviewed based on titles and abstracts to ensure relevance. Articles that passed the screening stage were then read in full to assess their suitability for the research focus (eligibility stage). Articles that met all inclusion criteria were then included in the final analysis, and the number of articles used is displayed through the PRISMA flowchart. The PRISMA stages in this study are explained in the following chart.

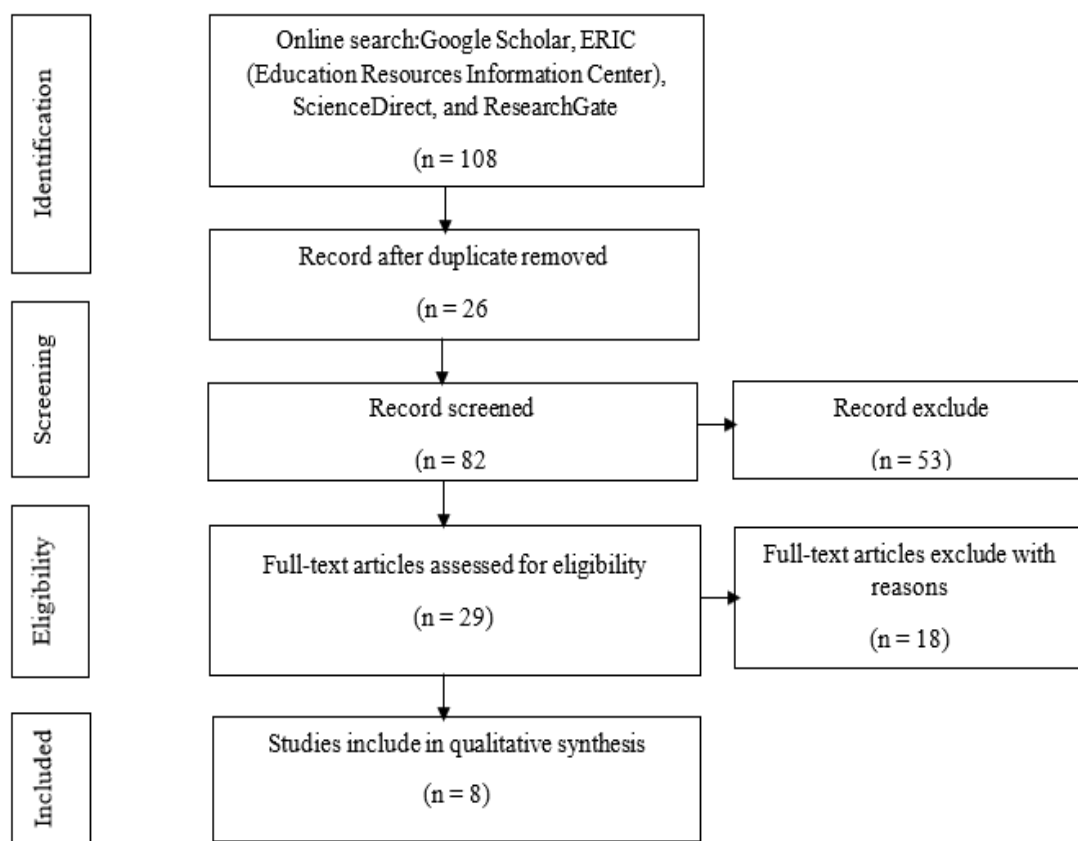


Figure 1. PRISMA Stages

FINDINGS AND DISCUSSION

Based on the selection process, the results of the Systematic Literature Review (SLR) study on the opportunities, challenges, and implications of social media for Indonesian language learning in the digital era yielded eight articles for further analysis. A summary of the article analysis results is presented in Table 1.

Table 1. Summary of article analysis results

Writer	Title	Method	Results
Budiman (2022)	Utilizing Social Media as a Medium for Learning Indonesian	Social Learning research types Qualitative research and descriptive research methods	The research results describe the stages and functions of using several features in the social media applications WhatsApp, Instagram, and Facebook. A weakness of social media is the limited knowledge of students and teachers in using these features.
Vetty Nirmalasari, Liliani (2022)	The Use of Instagram as a Media for Indonesian Learning Assignments	Qualitative methods for	The research results show that giving Indonesian language learning assignments in the form of writing and reading expository texts can be done using Instagram as a social update medium. This is demonstrated through research that has resulted in an average student score of 84.1, thus proving effective as an innovation in

Muhammad Yusi Kamhar, Erma Lestari (2019)	Utilizing YouTube as a Social Media for Learning Indonesian in Higher Education	Research methods qualitative. The data source in this research is a video on YouTube, which is the result of an assignment. Indonesian language lessons and interviews with students.	giving Indonesian language assignments. Therefore, using Instagram as a medium for updating assignments is considered appropriate and effective, and supports learning styles during the pandemic. The research results show that using social media as a learning tool increases students' enthusiasm for learning and completing Indonesian language assignments. The social media platform used in the study was YouTube.
Davina Pebrimireni, Diena San Fauziya (2024)	Analysis of the Use of the TikTok Application as a Medium for Learning Indonesian in an Effort to Increase Motivation	The research method uses descriptive qualitative.	The research results show that using TikTok as a learning medium significantly increases student learning motivation compared to conventional methods. These findings suggest that integrating social media technology into the learning process can be an effective strategy for increasing student engagement and motivation in learning Indonesian.
Rizkita R Sebayang, Fonti Fai, Banjarnahor, Aqia Insani, Gracesela S, Sibuea Yenti Siburian, Yunita Peranginangin (2024)	Analysis of the Potential of Social Media in Developing Indonesian Language Teaching Materials in Junior High Schools	The research uses a qualitative approach through library research methods.	The research findings show that social media, such as Instagram, YouTube, and WhatsApp, serve not only as distribution channels but also as sources of creative content that can improve students' language skills, including reading, writing, speaking, and listening. However, the study also identified challenges in utilizing social media, such as managing relevant content and the risk of distraction. These findings are expected to provide practical recommendations for teachers and curriculum developers in creating more innovative teaching materials that meet the needs of the digital generation.
Ika Yunita Purwaningsih, Idham Syafri Marliansyah, Siti Rukiyah (2022)	Analysis of the Benefits of Using Social Media as a Medium for Learning Indonesian in	This research uses a qualitative descriptive method.	The research results describe the utilization plan, how to use it, and the challenges in utilizing social media as a learning medium. The plan for utilizing social media as a learning medium is carried out through the following stages: (a) determining

Improving Student
Achievement

learning objectives, (b) preparing learning materials, and (c) planning assessment instruments. How to use social media as a medium for learning Indonesian can be done by giving structured assignments through activities such as (a) making videos, images, or infographics. In utilizing social media as a learning medium, teachers must prepare themselves to be technologically literate and continue to improve their abilities and skills creatively and innovatively according to technological and communication developments, so that the learning presented is in accordance with the characteristics of millennial students and is able to support student learning achievement.

Faisal Kemal, Ade Hikmat, Imam Safi'I (2024) TikTok Application as A Media for Learning the Indonesian Language in Elementary Schools

This research uses the literature review method.

The research findings suggest that TikTok, when used appropriately, can be both an alternative and an effective tool for learning Indonesian. The research indicates that TikTok's ease of use and its various features make it a practical resource for interactive learning in elementary schools. Therefore, TikTok can be a valuable aid in improving Indonesian language teaching through digital innovation.

Anisa Ulfah (2020) Utilizing social media as a medium for learning Indonesian during the pandemic

This research uses qualitative methods.

The results of the study indicate that the plan to utilize social media as a learning medium is carried out in stages: (a) determining learning objectives, (b) preparing learning materials, and (c) planning assessment instruments. The way to utilize social media as a learning medium for Indonesian language and literature can be done by giving structured assignments through activities (a) creating videos, images, or infographics, and (b) making writing and reading journals. The challenges faced by teachers in utilizing social media as a learning medium are that teachers must prepare themselves to be 'literate' in technology and must continue to improve their abilities and skills creatively and innovatively in accordance with developments in science and technology to be able to

Based on the results of a Systematic Literature Review (SLR) of eight selected articles, a comprehensive overview of the use of social media in Indonesian language learning in the digital era was obtained. The articles covered various levels of education, from elementary school, junior high school, high school, to university, with a predominantly qualitative approach and literature review. The analysis showed that the most widely used social media platforms in Indonesian language learning include WhatsApp, Instagram, YouTube, and TikTok. The use of these social media platforms has been proven to increase learning motivation, student engagement, creativity, and Indonesian language learning outcomes. (Budiman, 2022; Kamhar & Lestari, 2019; Nirmalasari & Liliani, 2022; Pebrimireni & Fauziya, 2024) However, the use of social media also presents challenges, particularly regarding teachers' digital literacy readiness, learning content management, and the potential for student distraction (Sebayang et al., 2024; Ulfah, 2020). Based on these findings, the research results are grouped into three main themes, namely opportunities, challenges, and implications of using social media in Indonesian language learning.

Opportunities for Using Social Media in Indonesian Language Learning

The results of the study show that social media has great potential as an innovative learning tool that suits the characteristics of students in the digital era. Budiman (2022) explained that the use of WhatsApp, Instagram, and Facebook can support learning communication, material distribution, and teacher-student interaction. Social media allows for flexible and contextual learning. Furthermore, Instagram has proven effective as a medium for Indonesian language learning assignments. Nirmalasari & Liliani (2022) found that using Instagram for reading and writing expository text assignments resulted in high learning outcomes and increased student interest. This suggests that social media can be an alternative learning medium relevant to the learning styles of the digital generation. YouTube also offers significant opportunities for developing language skills. Kamhar & Lestari (2019), in their research, show that utilizing YouTube in Indonesian language learning at universities can increase student enthusiasm through the production of instructional videos. Students not only understand the material but also develop their speaking and listening skills creatively. TikTok has also emerged as a potential learning medium. Kemal et al. (2024) and Pebrimireni & Fauziya (2024) revealed that using TikTok can increase student motivation and engagement due to its visual, concise, and interactive nature. These findings confirm that social media can create a fun and non-monotonous learning environment.

The use of social media in Indonesian language learning also opens up space for the development of creativity-based learning and active student participation. Social media encourages students to become not only recipients of information but also producers of language content through various activities such as writing texts, making videos, and presenting ideas digitally. This contributes to the strengthening of integrated language skills, including reading, writing, speaking, and listening. Furthermore, the familiar characteristics of social media, which are related to students' daily lives, make the learning process more contextual and meaningful. Thus, the integration of social media in Indonesian language learning functions not only as a media innovation but also as a pedagogical strategy capable of increasing engagement, motivation, and the quality of the learning process in the digital era.

Challenges of Using Social Media in Indonesian Language Learning

The use of social media in Indonesian language learning also faces complex challenges. The main challenge lies in the digital literacy readiness of teachers and students. One example is the limited understanding of social media features, which can hinder its optimal use as a learning medium (Budiman, 2022). Without adequate digital competency, social media tends to be used in a limited way and has little impact on learning outcomes.

The next challenge is the potential for distraction and misuse of social media. Social media carries the risk of diverting students' attention from learning objectives, especially if the content accessed is uncontrolled (Sebayang et al., 2024). This situation requires teachers to have digital classroom management strategies so that social media continues to function as an educational tool, not just entertainment. Furthermore, pedagogical challenges also arise in the planning and evaluation of learning. The use of social media must be preceded by systematic planning, including establishing learning objectives, selecting materials, and developing appropriate assessment instruments (Purwaningsih et al., 2022; Ulfah, 2020). Without such planning, social media use can be potentially unfocused and its effectiveness difficult to measure.

Thus, the effectiveness of social media use in Indonesian language learning depends heavily on digital literacy readiness and careful planning. The main challenge is a limited understanding of application features, which can hinder the optimization of media as a learning tool. Furthermore, a strict classroom management strategy is required to minimize the risk of distraction and misuse of content, ensuring it remains relevant to educational objectives. Therefore, successful social media integration requires teachers to carry out systematic planning, from goal setting to evaluation, to ensure targeted and measurable learning.

Implications of Using Social Media in Indonesian Language Learning

The findings of this study have important implications for the development of Indonesian language learning in the digital age. Social media needs to be integrated in a planned manner as part of the learning strategy, not simply as an additional medium. This integration must be aligned with curriculum objectives so that the use of social media truly supports the development of students' language skills (Sebayang et al., 2024).

The study's findings also underscore the importance of improving teachers' digital literacy competencies. Teachers are required to continuously develop technological skills, creativity, and innovation in designing social media-based learning to align with the characteristics of the digital generation (Purwaningsih et al., 2022; Ulfah, 2020). This implication requires support from teaching institutions through training and policies that adapt to technological developments.

The use of social media as a learning medium requires systematic stages, starting from determining learning objectives, preparing materials, and planning assessment instruments (Purwaningsih et al., 2022; Ulfah, 2020). In practice, assignments can be given in a more varied way through the creation of videos, images, infographics, or writing and reading journals. These findings provide important implications for teachers and curriculum developers in designing more innovative, interactive, and modern-day teaching materials, particularly in utilizing the practical features of digital applications to improve the quality of Indonesian language teaching (Kemal et al., 2024; Sebayar et al., 2024).

The use of social media has implications for changing students' roles in Indonesian language learning. Students are no longer merely recipients of material but rather producers of language content through writing, speaking, and digital creation. This aligns with the demands of 21st-century learning, which emphasizes critical, creative, communicative, and

collaborative thinking skills. Overall, the implications of social media use indicate that, with proper management, social media can be a strategic vehicle for improving the quality of Indonesian language learning, relevant to the dynamics of the digital era.

CONCLUSION

Based on the results of a Systematic Literature Review (SLR) of eight articles, it can be concluded that the integration of social media such as WhatsApp, Instagram, YouTube, and TikTok in Indonesian language learning offers significant opportunities as a means of innovation relevant to the characteristics of the digital generation. The use of these platforms has proven effective in increasing motivation, active engagement, creativity, and student learning outcomes at various levels of education. Social media enables a more flexible, interactive, and contextual learning process, with students playing an active role as producers of language content through various digital activities. However, the effectiveness of social media use depends heavily on teachers' digital literacy readiness and planned management. Key challenges identified include limited understanding of application features, potential student distractions, and the risk of content misuse that can hinder learning outcomes. Therefore, successful social media integration requires systematic planning, from goal setting to evaluation, as well as improving teacher competency to deliver targeted, safe, and educational learning. Teachers are advised to continuously improve their digital competency and creativity in designing structured assignments relevant to the characteristics of the millennial generation. Teaching institutions need to provide support through technology training and adaptive policies to facilitate formal social media integration.

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