

Narrative Literature Review on The Role of Social Media Usage as Learning Tools Among Young Adults in Malaysia

Maszuaita Maamin

Universiti Teknologi MARA, Malaysia

*Correspondence Email: maszuaita19@gmail.com

Abstract

Excessive use of social media as a learning tool can lead to information overload and shallow learning. Nowadays, young adults utilise social media such as WhatsApp, Telegram, Facebook, Instagram, Twitter, YouTube, and TikTok, which are extensively used as learning tools for education and knowledge sharing. The study aims to provide insights into how young adults use social media for learning purposes and its impact on the learning experiences of young adults in Malaysia. A narrative literature review was undertaken between 2019 and 2023, using the 3 Scopus and 7 Google Scholar electronic databases. Therefore, the searches were carried out using boolean operators and/or. The search was performed using keywords such as "social media AND learning tools," "social media AND learning tools AND user OR young adults AND Malaysia", and "social media AND young adults," in conjunction with a variety of other relevant keywords about the subject matter. The study examined 10 articles using preferred reporting items for narrative reviews and key terms related to the subject. Findings indicate that these platforms serve as collaborative learning, knowledge sharing, and skill development channels. However, the literature also identifies the impact on the learning experience, where abundant information can lead to confusion, bias, and inaccurate knowledge acquisition. For future research directions, it would be beneficial to explore an in-depth interview to gain a deeper understanding of the role of social media as a learning tool among young adults in Malaysia and to capture different experiences, perceptions, and coping strategies related to social media usage.

Keywords: social media, usage, learning tools, young adults, Malaysia

Tinjauan literatur Naratif Mengenai Peranan Penggunaan Media Sosial sebagai Alat Pembelajaran dalam kalangan Generasi Muda di Malaysia

Abstrak

Penggunaan media sosial sebagai alat pembelajaran secara berlebihan boleh menyebabkan muatan maklumat yang berlebihan dan tahap pembelajaran yang dangkal. Generasi muda biasanya menggunakan media sosial seperti WhatsApp, Telegram, Facebook, Instagram, Twitter, YouTube, dan TikTok secara berlebihan, menjadikannya alat pembelajaran yang digunakan secara meluas dalam pendidikan dan perkongsian pengetahuan. Kajian ini bertujuan untuk meneroka tentang bagaimana media sosial digunakan untuk tujuan pembelajaran oleh generasi muda dan impaknya terhadap pengalaman pembelajaran mereka. Tinjauan literatur naratif dilakukan antara tahun 2019 dan 2023, menggunakan tiga pangkalan data elektronik Scopus dan 7 dari Google Scholar. Bagi tujuan itu, carian dilakukan menggunakan operator boolean dan/atau. Carian telah dijalankan dengan menggunakan kata kunci seperti "media sosial DAN alat pembelajaran," "media sosial DAN alat pembelajaran DAN pengguna ATAU generasi muda DAN Malaysia," "media sosial DAN generasi muda," berserta dengan pelbagai kata kunci lain yang berkaitan dengan perkara tersebut. Kajian ini meneliti 10 artikel menggunakan item pelaporan yang diutamakan untuk ulasan naratif dan istilah kunci yang berkaitan dengan subjek. Dapatan menunjukkan bahawa platform ini berperanan sebagai saluran untuk pembelajaran kolaboratif, perkongsian pengetahuan, dan pembangunan kemahiran. Walau bagaimanapun, tinjauan literatur juga mengenal pasti impak terhadap pengalaman pembelajaran yang mana maklumat berlebihan, boleh menyebabkan kekeliruan, berat sebelah, dan pemerolehan pengetahuan yang tidak tepat. Sorotan ini menyimpulkan bahawa fokus penyelidikan akan datang perlu meneroka pemahaman mendalam tentang peranan media sosial sebagai alat pembelajaran dalam kalangan generasi muda bagi membuka pemahaman yang lebih mendalam tentang pengalaman, persepsi, dan strategi bagi menangani isu berkaitan dengan penggunaan media sosial di kalangan generasi muda di Malaysia.

Kata Kunci: Media sosial, penggunaan, alat pembelajaran, generasi muda, Malaysia.

Introduction

In the age of digital transformation, social media has become an important part to consume information, particularly among young adults. According to Van Veldhoven (2022), digital transformation denotes the profound societal shift resulting from the integration and implementation of digital technologies, and this transformation has fundamentally changed how people communicate and consume information. Meanwhile, social media are online platforms that allow people to create and share content and interact with each other (Dolan, 2021). Other than that, social media is an Internet-based application that allows users to create and exchange content, such as text, images, videos, reviews, or audio, created by individuals or known as user-generated content (Peng & Adnan, 2023). They have become increasingly popular in recent years, with billions of people using them worldwide (Stacy, 2023). Some popular social media sites include *WhatsApp*, *Telegram*, *Facebook*, *Instagram*, *Twitter*, *YouTube* and *TikTok*. Social media usage as a learning tool has transformed conventional educational frameworks and broadened the scope of acquiring knowledge by offering various learning opportunities. Fundamentally, social media platforms serve as vast repositories of information and resources, offering a diverse range of educational content, from tutorials and lectures to interactive quizzes and e-books. According to Kathryn Branner (2023), learning tools refer to any digital resources or platforms available on social media that can facilitate and enhance the learning process. These platforms offer countless features that cater to various aspects of communication, entertainment, and information sharing (Pelletier, 2020). While social media has often been associated with leisure activities, its potential as a learning tool has recently increased (Barrot, 2022). Social media can be powerful tools for learning and education. They can be used to share educational resources, foster collaboration and engagement, promote personalisation and adaptive learning, enrich learning experiences with gamification and interactive activities, and bridge the gap between traditional and online learning.

The widespread adoption of social media among young adults presents a unique opportunity to enhance their learning experiences. Social media platforms offer a dynamic and interactive environment that can foster

collaboration, engagement, and knowledge sharing (Naeem, 2019). These platforms can be utilised to supplement traditional classroom learning by providing access to educational resources, facilitating peer-to-peer interactions, and enabling personalised learning experiences (Sander, 2023). According to Affendi Hamad (2019), in a previous study, about 99.7% of university students benefited the most from using social media to improve their writing, communication, vocabulary development, and reading in English. The students use educational videos and tutorials on social media for their skill development in language issues. These videos provide engaging and interactive content that caters to different learning styles, such as visual and auditory learning, making complex linguistic concepts more accessible and comprehensible. By watching native speakers or experienced educators demonstrate proper pronunciation, intonation, and usage of language structures, students can develop a more authentic and nuanced understanding of the language.

Despite the potential benefits, the excessive use of social media as a learning tool can lead to information overload, making it challenging for young adults to filter through vast amounts of data. According to Vishranti Raut (2019), students rely on the accessibility of information on social media and the web to provide answers, and its impact reduces focus on learning and retaining information. Social media poses challenges in the context of learning. The prevalence of distractions, misinformation, and privacy concerns can hinder effective learning (Netta, 2023). To effectively hitch up the potential of social media as a learning tool, it is crucial to understand how social media is utilised for learning purposes and its impact on the learning experiences of young adults in Malaysia.

This review aspires to guide media practitioners, educators, policymakers, and young adults in Malaysia by synthesising the valuable insights gathered from relevant studies.

This study used the adapted model of the Technology Acceptance Model (TAM) by Davis (1989). The Technology Acceptance Model (TAM; Davis, 1989) has been one of the most influential models of technology acceptance, with perceived ease to use and perceived usefulness as the

two primary factors influencing an individual's intention to use new technology. This narrative literature review aims to provide insights into how young adults use social media for learning purposes and its impact on the learning experiences of young adults in Malaysia is suitable to adopt the perceived ease to use and perceived usefulness of social media as learning tools among young adults.

By synthesising the valuable insights gathered from relevant studies, this review aspires to guide media practitioners, educators, policymakers, and young adults in Malaysia.

RO1 : To identify social media usage as learning tools among young adults in Malaysia

RO2 : To explore the impact of social media as a learning tool on the learning experiences of young adults in Malaysia

The conceptual framework in this study was adapted from TAM, as shown in Figure 1 below:

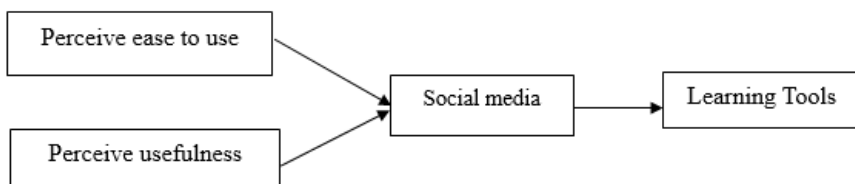


Figure 1: Conceptual Framework

Literature Review

Role of Social Media

Social media, defined as the means of interactions where people create, share, and exchange information and ideas in virtual communities and

networks, has experienced rapid evolution in the past decade (Jung, 2019; Smith, 2021; Can et. al., 2019). According to Achmad (2021), a significant factor in this evolution has been the widespread use of application development for information delivery and communication. Major platforms such as Facebook, Instagram, Twitter, YouTube, and TikTok have transformed communication, simplifying the sharing of pictures, videos, thoughts, ideas, and documents (Jain, 2021).

Additionally, social media has made communication easier across borders, enabling the transfer of information and messages from one region to another (Jain, 2021). This seamless connectivity has not only transformed personal communication but has also impacted education. Social media platforms serve as extensive information databases, providing young adults access to educational materials beyond traditional textbooks and classroom lectures (Han, 2022). Moreover, online communities and forums within social media platforms play a crucial role in knowledge sharing and peer-to-peer learning, thereby fostering collaborative learning and a deeper understanding of various subjects (Saha, 2023). The interconnected nature of these platforms contributes to the formation of virtual communities that facilitate the exchange of ideas and information among users.

Virtual communities are digital platforms that bring together individuals who share common interests, objectives, or attributes to participate in substantive dialogues and exchange information (Hwang, 2021). Digital spaces have the ability to surpass geographical constraints, facilitating connections, collaborations, and contributions to collective knowledge among users from diverse origins. The essence of virtual communities such as *Facebook* groups, online forums, and discussion platforms revolves around the vibrant interchange of thoughts and knowledge, which is facilitated through users' active involvement and cooperation. Members cultivate a collaborative learning environment by actively exchanging insights, experiences, and resources where they co-create solutions, seek advice, and investigate various topics. Moreover, virtual communities function as facilitators of networking and relationship development, offering opportunities for individuals to establish connections, obtain guidance, and progress in their vocational or personal pursuits.

Learning Tools on Social Media

Social media platforms provide a diverse array of learning tools designed to aid in achieving educational goals and enhance the overall learning experience (Lacka & Wong, 2021; Heleem et. al., 2021; & Alenezi, 2020). The integration of social media as a learning tool is not a new practice. Numerous instructors have included social media in the learning and teaching process. However, the use is still limited, and society still has a negative stigma towards social media utilisation in education (Alenezi & Brinhaupt, 2022). There are considerable benefits to using social media as a learning tool, such as enhancing the contribution and commitment of students to teaching and learning activities (Azman, 2021), fostering a sense of community (Sunar & Shaari, 2019), promoting a student-centred approach (Hayes, 2020), increasing student engagement, interaction, and motivation (Solomon, 2021), encouraging creativity, and improving academic outcomes (Hamat & Mahlan, 2020). However, there are also potential negative impacts associated with social media use in educational settings, such as misinformation and incredibility. The abundance of information can lead to confusion, bias, information overload, and shallow learning.

Incorporating social media platforms into academic environments has presented many obstacles and considerations that require the skilful navigation of both instructors and students. A remarkable concern is the widespread dissemination of false information and sources of untrustworthiness on social media platforms. Such content can potentially undermine the credibility and precision of educational materials. This concern, highlighted by Vishwakarma (2021), emphasises the potential threats that may arise from uncritically consuming and disseminating information sourced from unverified or biased origins. In addition, young adults may find the sheer quantity and ease of access to information on social media usage inundating, resulting in a widespread occurrence known as information overload. As Kim et al. (2019) explicate, learners may experience confusion when confronted with an abundance of varied and frequently contradictory information, which can impede their ability to identify pertinent, reliable, and precise material.

Additionally, the widespread presence of biases in social media content presents a significant concern. In his work, Dennis (2019) examines how echo chambers, algorithms, and user-generated content can reinforce pre-existing biases. These factors restrict learners' exposure to a wide range of viewpoints and aid in consolidating stereotypes, misconceptions, and limited perspectives. Furthermore, Bawden and Robinson (2020) emphasise the possibility that social media's context-poor but information-rich environment could promote superficial learning. Social media platforms feature fragmentary, bite-sized content that may promote superficial engagement with subjects while discouraging in-depth investigation, critical analysis, and information synthesis. The inclination towards surface-level involvement may impede learners' progress in cultivating strong conceptual comprehension, critical thinking abilities, and the capability to meaningfully apply acquired knowledge.

Malaysia Young Adult

According to Yang (2020), young adults range in age from approximately 18 to 26. Young adults are often considered "digital natives," having grown up in an era where digital technologies are prevalent (Evan & Robertson, 2020). The use of social media among young adults in Malaysia has become integral to their daily lives and a learning tool (Xiuwen & Razali, 2021). This transition demonstrates a broader pattern in which social media is utilised as an influential instrument for acquiring knowledge, thereby transforming the conventional learning setting. An essential method by which young adults in Malaysia use social media for educational purposes is exchanging information (Ahmad, Ariffin, & Mokhtar, 2019). Social media platforms such as Facebook, Instagram, Twitter, and YouTube function as vibrant environments wherein scholarly material is distributed, deliberated, and examined. The digital sphere has transformed into a virtual classroom where young adults can browse abundant educational materials, including articles, videos, and stimulating discussions (Mineia, 2020).

Adoption of Social Media Among Young Adults

Social media platforms have emerged as powerful learning tools, transforming how young adults access information, engage with

educational content, and collaborate with peers. (Baumeister & Robson, 2021). Young adults, such as university students, have embraced social media as an integral part of their daily lives, providing opportunities for networking, sharing experiences, and accessing academic resources (Nurul & Muhammad, 2023). One of the key drivers of this adoption is the accessibility and affordability of social media. Unlike traditional textbooks and educational resources, social media is available on smartphones and laptops, accessible anywhere and anytime. (Hartung & Hendrey, 2023). This eliminates cost barriers and makes learning more convenient, especially for young adults on limited budgets. Social media also promotes collaboration and peer learning (Sander, 2023). Online communities and forums allow young adults to connect with like-minded individuals, share learning resources, and discuss concepts in a supportive environment. However, there is concern about adopting social media among young adults, which would harm them.

Furthermore, social media usage functions as a vibrant information ecosystem that accommodates the varied interests of young adults (Lin et. al., 2023). These platforms have transformed into personalised information hubs, serving as resources for investigating niche interests, staying updated on current events, and engaging with educational content (Yangzi et. al., 2023). The proliferation of content curation and sharing platforms has fostered an atmosphere where users actively shape the collective digital narrative, influence cultural discourse, and establish trends. In addition to facilitating communication and news consumption, social media significantly influences the development of one's identity and self-expression (Tovar et al., 2023). Platforms offer venues where young adults can exhibit their aptitudes, divulge their accomplishments, and articulate their viewpoints. The construction of digital images plays a significant role in the intricate fabric of self-representation, as it allows users to showcase aspects of their identities that are consistent with their ideals, ambitions, and artistic pursuits (Chairunnisah et. al., 2023)

Nevertheless, within the abundance of possibilities that social media presents, there are noteworthy factors to contemplate and obstacles to overcome. At times, the perpetual state of connectivity may result in digital weakness, which can have adverse effects on user well-being.

Methodology

This study used an interpretive paradigm for investigation. The interpretive paradigm allows researchers to gain a deeper understanding of the meaning that people attach to their experiences (Muzari et. al., 2022). The focal intention of research for an interpretive is to get an in depth understanding of the research objective. This study was conducted using the qualitative methodology with the main purpose of understanding the nuances of human experience towards objective, which is to provide insights into how young adults use social media for learning purposes and its impact on the learning experiences of young adults in Malaysia. Furthermore, the study also uses the narrative literature review approach, that examines the key findings and results from previous research that relate to the objective of the study. The study also adopted purposive sampling, a non-probability sampling technique, in its research.

Search Strategy and Screening Process

This research used a qualitative method and employed a narrative literature review methodology to comprehensively examine the existing research on the role of social media platforms as learning tools among young adults in Malaysia. A narrative literature review involves a thorough and analytical synthesis of the existent research literature pertaining to a specific subject matter (Haddaway, 2020). Narrative reviews offer a direct narrative of the existing body of knowledge, contributing perspectives, interpretations, and contextual comprehensions pertaining to the subject matter being examined. By employing this methodology, an all-encompassing investigation of the subject can be conducted, wherein varied viewpoints, approaches, and discoveries are incorporated to construct a cohesive and intricate narrative. A narrative literature review is a rigorous and transparent method for identifying, evaluating, and synthesising research evidence on a specific topic (Hannah, 2019). It involves a structured and replicable process to ensure that the findings are reliable and generalisable.

A narrative literature search was undertaken from 2019 to 2023 using the 3 Scopus and 7 Google Scholar databases. In order to emphasise recent scholarly works, the period from 2019 to 2023 was selected, taking into consideration the constantly changing features of social media platforms, educational technologies, and methodologies. By restricting the inquiry to the previous five years, the evaluation seeks to present up-to-date and pertinent observations that mirror the present-day environment of young adults utilising social media for educational purposes. Scopus and Google Scholar were selected for use in this study due to their comprehensive coverage, user-friendliness, and pertinence to the field.

These databases are extensively acknowledged for their exhaustive indexing, which encompasses an extensive range of fields, journals, and publication formats; thus, they guarantee a meticulous and varied search of the literature. Therefore, the searches were carried out using Boolean operators and/or by the following combination of these terms in either the title abstract, keywords, or topic, depending on the setting allowed in each database: social media* and learning tools* and young adults* and Malaysia*. The research types selected are qualitative, quantitative, or mixed methods. If a full text met all the predefined eligibility criteria, it was included in the review. As a result of the keyword search only 3 Scopus and 7 Google Scholar meet the criteria.

The summary of search strategies and screening processes as shown in Figure 2 below:

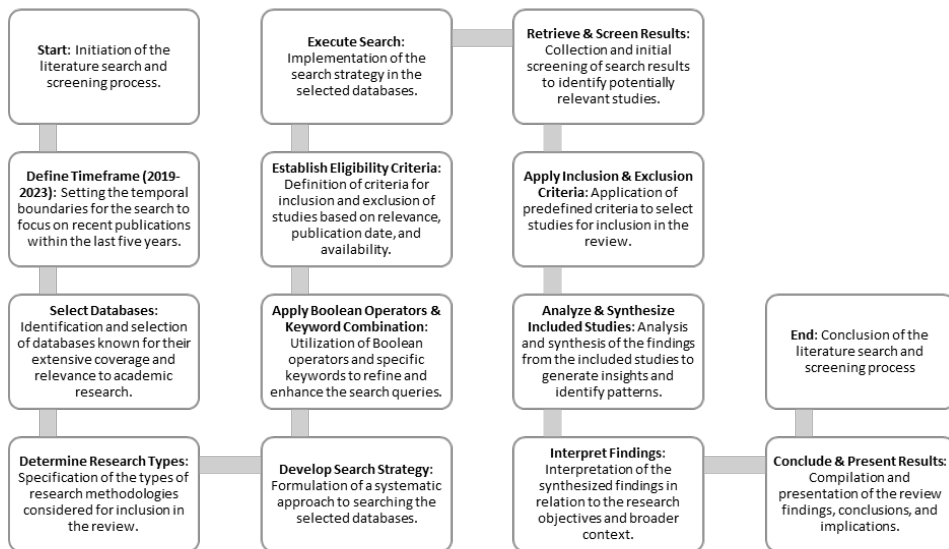


Figure 2: The summary of search strategies and screening processes

Exclusion and Inclusion Criteria

Papers were included if they were: (i) written in English; (ii) used qualitative, quantitative, and/or mixed methods; (iii) published in a peer-reviewed journal; (iv) focused on the use of social media as learning tools; and (v) involved young adults between the ages of 18 and 26. In accordance with the inclusion criteria, the paper was eliminated. The screening procedure guarantees that relevant research is incorporated into the study to achieve the goal of the investigation.

Findings and Discussion

The search yielded 15 articles. After the removal of duplicates, a total of 10 studies were identified for inclusion in the current review, as summarised in Table 1. The result of the study was generated from Table 1, which looked at the main area of the studies that were covered in the investigation into how social media is utilised for learning purposes and its impact on the learning experiences of young adults. The evaluations that were found in the study's results part were able to be shown in the results section. The topics that were discussed throughout the study section are outlined in Table 1.

Table 1: Summary of Selected Studies

No.	Study	Aim	Method	Findings of the Study
Article 1	Azman, Rezal (2019), Exploring The Role of Social Media in Knowledge Sharing	To identify the impact of social media, it has been used for knowledge sharing	Quantitative	The results show that social media increases student engagement with their lecturer and peers and enhances their overall learning experience.
Article 2	Shahizan, Mahdi (2020), The Improvements of Students Academics Performances by Using Social Media	To explore the impact of social media on academic performance and the possibility of using them as effective pedagogical tools.	Quantitative	Results obtained show that social media affects positively and significantly collaborative learning with interaction with peers, interaction with supervisors, engagement, and perceived ease of use, and perceived usefulness.

Article 3	Yunus, Zakaria, & Suliman (2019), The Potential Use of Social Media on Malaysian University Student to Improve Writing Skills	To investigate the potential use of social media in improving writing skills in English among university students.	Quantitative	The finding of this study indicated that most respondents have access to social media and that they perceived social media as beneficial to improve their writing skills
Article 4	Aida, Suraya & Yasmin et. al (2021) Acceptance on TikTok on The Youth Towards Education Development	To observe the acceptance of TikTok on the youth towards education and development	Quantitative	This research demonstrates that most of the respondents agree that TikTok improves communication desire and technology skills as educational tools
Article 5	Yuan, Rahman & Isa et. al (2021), Analysing User Attitude Towards Intention to Use Social Media for Learning	The study has aimed to investigate the factors affecting university students' attitude towards intention to use social media for learning	Quantitative	Social media's extensive communication alternatives not only facilitate students' communication processes but also allow quick access to educational resources. university students are enthusiastic about using media to gather knowledge
Article 6	Affendi & Haslinda (2020), Use of Social Media for Informal Language Learning by Malaysian	Investigation on whether Malaysian university students think social media are helpful for learning	Quantitative	The respondents indicated that the areas of proficiency that benefited the most from their use of social media were writing,

Narrative Literature Review on The Role of Social Media Usage
as Learning Tools Among Young Adults in Malaysia

	University Students	English,		communication, vocabulary development, and reading. In contrast, grammar as well as listening and speaking benefitted the least.
Article 7	Sharil, Hamid, Tamudi et. al (2019), Using Social Media as a Learning Tool: Facebook Enhances Learning Practises among Higher Learning Students in Malaysia	This study obtains information and feedback from the students on the new teaching and learning approaches using social media, particularly Facebook, as a learning tool in terms of its usefulness and ease of use	Qualitative	The informant confirmed that using social networks increased both enthusiasm for learning and motivation and should be one of the current educational settings.
Article 8	Ibrahim, Suhara, Fatin, et. al (2019), Structural equation modelling and confirmatory factor analysis of social media use and education	To investigate the social networking system (Facebook) for educational purposes.	Quantitative	The benefits of Facebook were found to have a significant positive relationship with perceived usefulness, perceived ease of use, social influence perceived enjoyment and collaborative platform

Article 9	Yahya, Zaidatun & Alamin, (2020), Modelling of Students Online Social Presence on Social Networking Sites with Academic Performance	To investigate how students' online behaviour and engagement on social media platforms influence their academic success.	Quantitative	The social media platform is an appropriate tool that supports students' sense of social presence, which contributes to better learning and academic performance.
Article 10	Waleed & shahizan (2019), The impact of Social Networks Platforms uses in Higher Education: A Qualitative Research	To identify the impact of the Social Networks (SNPs) towards student knowledge development	Qualitative	SNPs offer students vast repositories of information beyond textbooks and lectures, which fosters engagement and motivation in learning.

A thorough exploration of existing literature on the utilisation of social media as learning tools among young adults in Malaysia reveals a dynamic landscape where social media has profoundly shaped the learning experiences of this demographic. The synthesis of numerous findings has provided a comprehensive understanding of social media's role as a learning tool among young adults in Malaysia and its impact on their learning experiences. When analysing the findings from this literature review, it is clear that young adults in Malaysia use social media extensively, underscoring its potential as a useful tool for fostering educational interaction. Young adults actively leverage platforms such as Facebook, YouTube, and TikTok to seek and share information relevant to their academic pursuits. The literature accentuates the positive effects of integrating social media into educational practices, with past research demonstrating a significant positive relationship between the benefits of Facebook and perceived usefulness, perceived ease of use, social influence, perceived enjoyment, and a collaborative platform for learning.

Furthermore, engagement with educational content on platforms like Facebook and TikTok, coupled with active participation in online discussions, contributes to collaborative learning, information exchange, and skill development. Since its launch in September 2016, TikTok has rapidly gained popularity as a social media platform for teenagers and young adults globally (Fauzi, Adnan, Khamis et. al., 2023).

Additionally, social media facilitates informal learning environments, igniting enthusiasm for learning among young adults and positioning itself as a contemporary educational setting. The second objective of the study is to explore the impact of social media as a learning tool on the experiences of young adults in Malaysia, which finds resonance in previous research, confirming that social media yields a positive and substantial impact across various dimensions of the learning process. This impact is particularly evident in collaborative learning through interactions with peers and supervisors, as well as in enhancing engagement, perceived ease of use, and perceived usefulness. Social media platforms provide young adults with opportunities for interactive learning, enabling them to share information, discuss learning topics, and collectively construct knowledge. Such interactions not only deepen the understanding of concepts but also foster social skills and collaboration among students.

The synthesis of literature initiates a discourse on implications and recommendations for policymakers, institutions, and academics in Malaysia interested in harnessing the potential of social media platforms as educational resources for young adults. The results underscore not only the significant transformative capacity of social media in formal education but also its broader implications for enhancing the lives and professional proficiencies of young adults.

Conclusion

Following conducting an extensive review of the available literature, it is clear that social media platforms have become significant and essential resources in influencing the educational experiences of young adults in Malaysia. The widespread adoption of social media platforms usage, including *Facebook*, *YouTube*, and *TikTok*, highlights their capacity to promote collaborative learning environments, facilitate the interchange of information, and increase young adults' engagement in learning activities. The transformative nature of social media usage in modern educational environments is further demonstrated by its positive effects on perceived ease of use, perceived usefulness, and social interaction, among other aspects of the learning process.

In addition, it is crucial that stakeholders in Malaysia, such as policymakers, institutions, and educators, recognise and leverage on the potential of social media platforms usage as valuable educational resources, as highlighted by the findings of this literature review. Stakeholders have the capacity to cultivate innovative learning environments, encourage collaborative learning experiences, and facilitate the development of critical skills among young adults by focusing on the opportunities offered by social media. With the ongoing evolution and impact of social media on the educational sphere, proactive approaches and undertakings that benefit on its functionalities may serve to improve the quality, availability, and pertinence of education for young adults in Malaysia. This would set them up for prevail in an ever more interconnected and digitally oriented society.

References

- Achmad, W. (2021). Citizen and netizen society: the meaning of social change from a technology point of view. *Jurnal Mantik*, 5(3), 1564-1570.
- Ahmad, N., Arifin, A., Asma'Mokhtar, U., Hood, Z., Tiun, S., & Jambari, D. I. (2019). Parental awareness on cyber threats using social media. *Jurnal Komunikasi: Malaysian Journal of Communication*, 35(2), 485-498.
- Alenezi, W., & Brinthaup, T. M. (2022). The Use of Social Media as a Tool for Learning: Perspectives of Students in the Faculty of Education at Kuwait University. *Contemporary Educational Technology*, 14(1), 1–18. <https://doi.org/10.30935/cedtech/11476>
- Azman, A. N., Rezal, N. S. A., Zulkeifli, N. Y., Mat, N. A. S., Saari, I. S., & Hamid, A. S. A. (2021). Acceptance of TikTok on the Youth towards Education Development. *Borneo International Journal EISSN 2636-9826*, 4(3), 19–25. <http://majmuah.com/journal/index.php/bij/article/view/98>
- Barrot, J. S. (2022). Social media as a language learning environment: a systematic review of the literature (2008-2019). *Computer Assisted Language Learning*, 35(9), 2534-2562.
- Baumeister, R. F., & Robson, D. A. (2021). Belongingness and the modern schoolchild: On loneliness, socioemotional health, self-esteem, evolutionary mismatch, online sociality, and the numbness of rejection. *Australian Journal of Psychology*, 73(1), 103-111.
- Can, U., & Alatas, B. (2019). A new direction in social network analysis: Online social network analysis problems and applications. *Physica A: Statistical Mechanics and its Applications*, 535, 122372.
- Chairunnisah, A., & Kurnia, L. (2023). Hustle Culture in Social Media: Exploring the Imagined Success in the Modern Era. *Athena: Journal of Social, Culture and Society*, 1(4), 180-191.
- Dennis, A. R. (2019). Says who? The effects of presentation format and source rating on fake news in social media. *MIS Quarterly*, 43(3), 1025-1039.

Dolan, R., & Rashidirad, M. (2021). The role of social media content format and platform in users' engagement behavior. *Journal of Interactive Marketing*, 53(1), 47-65.

Evans, C., & Robertson, W. (2020). The four phases of the digital natives debate. *Human Behavior and Emerging Technologies*, 2(3), 269-277.

Haddaway, N. R., Bethel, A., Dicks, L. V., Koricheva, J., Macura, B., Petrokofsky, G., ... & Stewart, G. B. (2020). Eight problems with literature reviews and how to fix them. *Nature Ecology & Evolution*, 4(12), 1582-1589.

Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275-285.

Hamat, M., & Mahlan, S. B. (2020). Adaptasi Pengajaran Dan Pembelajaran Secara Maya Dalam Kebiasaan Baharu Semasa Pandemik Covid-19. September, 23–30. 14.

Han, S. (2022). Flipped classroom: Challenges and benefits of using social media in English language teaching and learning. *Frontiers in Psychology*, 13, 996294.

Hannah Snyder, Literature review as a research methodology: An overview and guidelines, *Journal of Business Research*, Volume 104, 2019, Pages 333-339, ISSN 0148-2963, <https://doi.org/10.1016/j.jbusres.2019.07.039>.

Hartung, C., Ann Hendry, N., Albury, K., Johnston, S., & Welch, R. (2023). Teachers of TikTok: Glimpses and gestures in the performance of professional identity. *Media International Australia*, 186(1), 81-96.

Hayes, C., Stott, K., Lamb, K. J., & Hurst, G. A. (2020). "Making Every Second Count": Utilizing TikTok and Systems Thinking to Facilitate Scientific Public Engagement and Contextualization of Chemistry at Home. *Journal of Chemical Education*, 97(10). <https://doi.org/10.1021/acs.jchemed.0c00511>

Hwang, S., & Foote, J. D. (2021). Why do people participate in small online communities?. *Proceedings of the ACM on Human-Computer Interaction*, 5(CSCW2), 1-25.

Jain, A. K., Sahoo, S. R., & Kaubiyal, J. (2021). Online social networks security and privacy: comprehensive review and analysis. *Complex & Intelligent Systems*, 7(5), 2157-2177.

Jung, H., & C. (2019). Learning and Sharing Creative Skills with Short Videos: A Case Study of User Behavior in TikTok and Bilibili. International Association of Societies of Design Research Conference, 10, 25–50. <https://www.researchgate.net/publication/335335984>

Kathryn Brenner, (2023), Digital Learning Tools <https://study.com/academy/lesson/what-are-online-learning-tools-definition-types-examples.html>. Retrieve 14 December 2023.

Kim, A., Moravec, P. L., & Dennis, A. R. (2019). Combating fake news on social media with source ratings: The effects of user and expert reputation ratings. *Journal of Management Information Systems*, 36(3), 931-968.

Lacka, E., Wong, T. C., & Haddoud, M. Y. (2021). Can digital technologies improve students' efficiency? Exploring the role of Virtual Learning Environment and Social Media use in Higher Education. *Computers & Education*, 163, 104099.

Lin, V. J., & Ardoin, N. M. (2023). Connecting technologies and nature: Impact and opportunities for digital media use in the context of at-home family environmental learning. *The Journal of Environmental Education*, 54(1), 72-83.

Minea-Pic, A. (2020). Innovating teachers' professional learning through digital technologies.

Muzari, T., Shava, G. N., & Shonhiwa, S. (2022). Qualitative research paradigm, a key research design for educational researchers, processes and procedures: A theoretical overview. *Indiana Journal of Humanities and Social Sciences*, 3(1), 14-20.

Naeem, M. (2019). Uncovering the role of social media and cross-platform applications as tools for knowledge sharing. *VINE Journal of Information and Knowledge Management Systems*, 49(3), 257-276.

Netta, Z. C., Onuoha, J. C., Orji, E. I., & Njoku, O. C. (2023). Undergraduate students' use of social media in school: A need for regulatory policies in Nigerian universities. *Pedagogical Research*, 8(1).

Nurul Fatin & Muhammad Zaiamri (2023), Exploring Social Media Addiction among Malaysian University Students, Forum Komunikasi Vol. 18, No. 1, 2023: 120-146

Pelletier, M. J., Krallman, A., Adams, F. G., & Hancock, T. (2020). One size doesn't fit all: a uses and gratifications analysis of social media platforms. *Journal of Research in Interactive Marketing*, 14(2), 269-284.

Peng Yifan & Wardatul Hayat Adnan (2021). The Impact of Social Media Use Towards Negative Emotion and Suicidal Tendency Among Students:A Systematic Review, Forum Komunikasi 63 Vol. 16, No. 2, 63-81 2021

Sander, T. M., Oanh, V. T. K., Cuc, T. T. K., & Lan, D. H. (2023). Exploration on Application of Social Media in Teaching at Higher Education to Increase Motivation and Engagement. *Migration Letters*, 20(S4), 338-354.

Siti Mardhiah Fauzi, Wardatul Hayat Adnan, Mohd Fadly Khamis, Ireena Nasiha Ibnu & Nurl Hijja Mazlan (2023). Seize the present day: TikTok Entertainment Content and Youth Satisfaction. Forum Komunikasi Vol. 18, No. 1, 2023: 104-119

Smith, D., Leonis, T., & Anandavalli, S. (2021). Belonging and loneliness in cyberspace: impacts of social media on adolescents' well-being. *Australian Journal of Psychology*, 73(1), 12-23.

Solomon, S. (2021). Dominican Scholar Dominican Scholar Incorporating Social Media into the Classroom: A Case Study on Incorporating Social Media into the Classroom: A Case Study on How TikTok can be Immersed into Classroom Pedagogy How TikTok can be Immersed into Classroom . <https://doi.org/10.33015/dominican.edu/2021.EDU.0235>.

Sunar, M. S. ., & Shaari, A. . (2018). Kesan Interaksi Pendekatan Pembelajaran Dan Faktor Pendahuluan Perkembangan pesat serta penggunaan meluas Teknologi Web 2 . 0 seperti laman blog , Flickr , YouTube , MySpace , Facebook , Twitter , Whatsapp dan sebagainya merangkumi bidang politik , ekonom. Jurnal Pendidikan Sains & Matematika Malaysia, 8(1), 13-33.

Tovar, M., Rosillo, M., & Spaniard, A. (2023). Social Media's Influence on Identity Formation and Self Expression. In *Teens, Screens, and Social Connection: An Evidence-Based Guide to Key Problems and Solutions* (pp. 49-61). Cham: Springer International Publishing.

Van Veldhoven, Z., & Vanthienen, J. (2022). Digital transformation as an interaction-driven perspective between business, society, and technology. *Electronic Markets*, 32(2), 629-644.

Vishranti Raut (2019), Use of Social Media in Education: Positive and Negative impact on the student International Journal on Recent and Innovation Trends in Computing and Communications.

Vishwakarma, D. K. (2020). Fake news, rumor, information pollution in social media and web: A contemporary survey of state-of-the-arts, challenges and opportunities. *Expert Systems with Applications*, 153, 112986.

Xiuwen, Z., & Razali, A. B. (2021). An overview of the utilization of TikTok to improve oral English communication competence among EFL undergraduate students. *Universal Journal of Educational Research*, 9(7), 1439-1451.

Yangzi, Z., Cheah, K. S., & Shaharom, M. S. N. B. (2023). Enhancing Self-Leadership in Online Fitness Education and Training: Exploring Strategies and Addressing Challenges Among Social Media Influencers in Henan Province, China. *SAGE Open*, 13(4), 21582440231219325.