Social Media Habits on Students and Teacher Development

Irsyad Afif Pribadi[1], Siti Zulaikha[2], Mutia Delina[3]
[1,2,3]Universitas Negeri Jakarta, Jakarta, Indonesia
Email: irsyadpribadi950@gmail.com

Abstract

The internet poses significant risks to students whose cognitive development is still ongoing. These risks include negative impacts such as low literacy levels, exposure to pornography, instant gratification mindset, apathy, cybercrime, and cyberbullying. This study aims to cultivate positive behavioral habits and encourage teachers to create educational content on social media. Promoting positive behavior on social media is the primary focus of this research. Furthermore, building collaboration and elaboration between students and teachers in developing educational content on social media will enhance the school's reputation. This study employs quantitative methods, utilizing variables such as social media, teachers' self-directed learning, and teachers' personal development. The respondents consist of 150 individuals aged between 23 and 35. Data collection was conducted using questionnaires, and the data were analyzed through linear regression and path analysis. The findings indicate a positive influence of social media and self-directed learning on teachers' personal development, with a total contribution of 63.47%, as demonstrated by path analysis. The path analysis calculations suggest these three variables have a strong influence and significant relationship.

Keywords: *Social Media, Self-Directed Learning, Teachers' Personal Development, Path Analysis, Linearity.*

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A. INTRODUCTION

According to Frank Bruni, the internet makes us smarter and less intelligent. This is because the internet is not merely a magnet for the curious but also a trap for the naïve. It transforms everyone into instant experts, offering shortcuts to diverse sources of knowledge. Moreover, the internet serves as a medium that accelerates communication breakdown between experts and laypersons. Social media presents information freely. The impact of such unregulated information is that many use it to manipulate others and reflect their interests.

Creating content on social media differs significantly from traditional mass media; it lacks external editing or evaluation processes. Therefore, educators' role in fostering self-directed learning and guiding students' behaviour on social media is crucial. Teachers must provide direction on how to respond to information wisely, promote literacy, and assist students in developing content-creation skills. This enables them to distinguish between real-life experiences and the curated realities of social media. Many assert that social media is merely a shortcut to knowledge, often concealing pretence and leading to intellectual illusions. In education, the role of teachers is to guide students in shaping their attitudes toward content creation on social media, even though this differs from academic research. At the very least,

teachers' efforts and initiatives regarding social media for their students represent creative actions in the field of education (Tom Nichols, 2024).

According to postmodern philosopher Baudrillard, the phenomenon of social media undergoes processes of simulacra and hyperreality, where the relationships formed through social media networks interact with real human life. This, of course, can pose significant issues. Fundamentally, the closeness of human relationships has traditionally been measured by the frequency of interactions and physical meetings. However, since social media became integrated into society, these habits have changed. The metrics for interactions and meetings have become irrelevant. Before social media became as advanced as it is today, teachers utilized Wikipedia as a platform to share information. Students were required to write articles on Wikipedia on specific themes, evaluate, edit, and even add information to one another's work. This activity aimed to strengthen their internet literacy and help them avoid falling victim to misinformation, allowing them to respond more wisely to the abundance of unregulated information on social media (Cho et al., 2024).

The positive impacts of social media on society include the development of *Personal Learning Environments (PLE)* and *Professional Learning Networks (PLN)*. PLE refers to educators' efforts to create technology-rich learning environments. This does not necessarily involve direct technology integration but emphasizes a gradual and consistent process of building such environments. Meanwhile, PLN is a networking community of educators who exchange information online to enhance their competencies. Beyond improving professional skills, PLN also fosters creativity, making the teaching and learning process more engaging and less monotonous (Bruguera et al., 2019).

Social media can also be a collaborative medium for student communication, particularly in creating active, communicative, and interactive learning experiences. Examples include forming groups on applications like WhatsApp or conducting regular discussions via Zoom. Teachers can better understand students' habits and attitudes toward social media through such collaborative discussions and supervision. This is vital because social media significantly influences students' character development (Faizi et al., 2013). In addition to communication and collaborative processes, many teachers assign students to create blogs to foster initiative in writing and producing creative content on social media. Before the current era of audio-visual dominance, blogs were popular and became a trend among internet users, including those who shared educational information through diverse writing styles (Cho et al., 2024). However, social media has also caused psychological and mental health issues for students, such as tendencies to compare themselves with others, exposure to pornography, experiences of cyberbullying, unproductive debates in comment sections, and the development of apathy. Thus, teachers should consider employing a *cognitive reappraisal approach*, which involves analyzing negative thoughts and subsequently taking preventive measures to ensure those negative thoughts do not blend with emotions, potentially leading to undesirable actions (Septiana, 2021).

During the early stages of the COVID-19 pandemic in 2020, schools began implementing distance learning (PJJ). Teachers relied on platforms such as Zoom for teaching activities, Google Classroom for assignment submissions, and YouTube as a reference medium. The transition from face-to-face to remote learning required significant adjustments, and numerous challenges arose during the adaptation process. Nevertheless, teachers persevered in utilizing technology to ensure their schools remained functional during the pandemic (Salehudin, 2020). Research conducted by Wayan et al. (2020) involved ICT soft skills training related to Microsoft applications. The findings showed that prior to training, teachers' understanding of Microsoft Word was 57.50%, which increased to 88.19% after the training. Similarly, regarding social media, teachers at TK Kumara Buana Denpasar initially had only 57.43% comprehension, which improved to 87.50% after undergoing ICT training. At the time, schools were still using the 2013 curriculum, necessitating the use of Microsoft Word for preparing student report cards.

Based on the issues and previous research findings mentioned above, the author proposes an idea involving three variables: social media, self-directed learning, and teachers' self-development. This approach particularly aims to cultivate initiative in creating content on social media. Social media is no longer separate from the real world; it has become an integral part of it. In fact, being inactive on social media for just a few weeks can lead to some friends perceiving us as non-existent. This contrasts with the earlier days of social media, prior to 2010, when logging in and out was an inherent part of social media activity. Excessive use of social media, however, impacts psychological well-being and dulls critical thinking skills, contributing to lower literacy levels. Teachers can encourage productivity in creating educational content by introducing such practices to their students at school. Leveraging current trends to produce positive, educational content can be achieved through collaborative efforts between teachers and students. When both teachers and students consistently create educational content on social media, this professionalism builds what is known as personal branding.

B. LITERATURE REVIEW

The principle of personalization in 21st century pedagogy refers to the objective condition that both teachers and students possess distinct characteristics. Each teacher has diverse learning experiences and varying capacities in developing instructional approaches. Within the classroom, the teacher serves as a curriculum developer who understands students' talents, interests, and challenges. Students' socioeconomic and cultural backgrounds also correlate with their interests and aptitudes. Therefore, employing a uniform teaching method for all students becomes irrelevant under such circumstances. It necessitates the use of differentiated strategies, methods, or approaches to accommodate this diversity.

A teacher's ability to interpret instructional content while understanding students' backgrounds and individual needs can give rise to a personalized approach to learning. Personalized teaching and learning styles can be adapted to real-world

contexts, as well as to the needs and challenges students face(Scott, 2023). A personalized approach in learning is essential due to the highly diverse needs of students. These needs are shaped by the rapidly evolving demands of the contemporary era. Teachers who fail to adapt to these changing demands risk becoming irrelevant. They may be abandoned by their students, who could instead turn to alternative learning sources available in the digital realm.

The varying learning paces and talents among students must also be taken into account to design instruction that is more individualized, distinctive, flexible, and contextual. Such an approach provides greater space for students to develop their autonomy and creativity. A personalized approach to learning can be developed through collaboration and the sharing of information with colleagues regarding experiences or innovative practices related to students' talents and progress. Personalized learning is not merely about adding new elements to existing effective practices; rather, it involves doing things differently by accommodating self-directed learning (Leadbeater, 2008). Through personalized learning, individuals approach problems in their own way, comprehend ideas at their own pace, and respond differently to various forms of feedback (Hampson, Patton, & Shanks, 2011).

Teachers in the 21st century must be capable of fostering a sense of wonder in students about both the process and outcomes of learning. They must also inspire students to explore the learning experiences, knowledge, and skills they have acquired both inside and outside the classroom. A personalized approach in this era demands teacher creativity. Imaginative and creative instructional design plays a crucial role in enabling the learning environment to achieve its intended goals. The creativity and capacity of teachers to design engaging learning activities are essential actions.

McLoughlin and Lee (2008a:12) assert that learning practices employing a personalized approach in the form of creative pedagogy can foster a wide range of student competencies that align with their backgrounds, talents, and interests. Personalized approaches also open space for the emergence of various forms of learning required in this era, such as:1). learning aimed at developing digital competencies focused on individual creativity and performance; 2)strategies for meta-learning, including student-designed learning; 3) modes of inductive and creative reasoning and problem-solving; 4)learner-driven content creation and collaborative knowledge-building; 5) horizontal (peer-to-peer) learning; and 6) collaborative learning and peer assessment (Sebotsa et al., 2019).

Creative Teacher

A creative teacher is able to maintain their independence and autonomy in teaching, in alignment with their own potential. In contrast, an uncreative teacher is one who teaches solely by adhering to standardized procedures. While uncreative teachers tend to rely heavily on textbooks as the sole source of learning, creative teachers enrich textbook content by integrating their own experiences and those of their students as valuable learning resources.

For creative teachers, the scarcity of learning materials serves as a stimulus that prompts innovative responses. Textbooks, for instance, are viewed not as the only source, but as one among many that can be further developed using a variety of available resources. With their ability to design and expand content, creative teachers do not simply deliver textbook definitions. Instead, they facilitate students' awareness of the importance of ethical behavior in social interactions and collective engagement.

In the hands of a creative teacher, students are supported in developing problem-solving skills relevant to social interactions, such as conflict resolution and the importance of politeness in language use and practical communication skills. The cultivation of polite language in daily social interactions becomes a crucial element in the learning process. This reflects the teacher's capacity to interpret and address students' social interaction challenges in their everyday lives (Riza & Rambe, 2010).

Teacher-Centered Instruction

Conventional teaching, also referred to as traditional teaching, is teacher-centered. A common method used in this approach is lecturing, where the teacher verbally delivers the lesson content and students listen. Although conventional teaching methods remain necessary to equip 21st-century learners, they primarily provide students with foundational information about various challenges. Planners and learning facilitators can assist students in developing or mastering skills relevant to conventional teaching. However, transmission-based learning models that emphasize memorization or the application of simple procedures are ineffective for enhancing the skills required in this century. Higher-order skills, such as critical thinking, cannot be achieved solely through the presentation of facts and concepts. Such advanced skills require learning approaches that provide opportunities for their development. Shifting the teacher's role from the center of the learning activity to making the student the focal point is not new. Providing students with more space to openly develop ideas, ask critical questions, and connect learning materials to everyday experiences has been a longstanding practice.

Trilling and Fadel (2009) state that, in principle, 21st-century pedagogy must be able to balance several aspects related to learning. Some principles and characteristics of 21st-century pedagogy can be summarized in the following points: 1) Student-centered learning should be balanced with teacher-centered instruction; 2)Learning oriented towards life skills relevant to the social and environmental context (contextual learning);3) Learning supported by the use of technology; 4) Learning that encourages collaboration;5) Problem-based learning that develops problem-solving skills;6) Learning that fosters higher-order thinking skills; 7) Developing fluency in the use of information, technology, and media;8) Encouraging reflective activities and assessment through self-assessment or peer assessment; 9) Utilizing the environment, community members, and local figures as learning resources for students. Based on the ten points above, learning based on competitive achievement is no longer relevant in the 21st century. What is now needed is learning that facilitates student cooperation or collaboration within diverse teams, thereby

producing learners who are proficient in communicating with others. Transmission-style learning, which often involves low-level knowledge and is reflected in the use of worksheets with multiple-choice questions, should be replaced by reflective learning.

Reflective activities can foster creativity in students by providing space to develop new ideas and thoughts. The use of technological learning aids is indeed a necessity in this era. However, technology is merely a tool. In the hands of a creative teacher, the focus is not on how sophisticated the technology is used, but rather on how students can leverage technology to develop their own potential. Providing meaningful learning experiences, autonomous activities, and opportunities for creativity in facing real-world conditions requires creative pedagogy. Creative pedagogy is characterized by the development of learning that facilitates students in problem-solving activities and producing ideas through project-based learning (Fadhilah et al., 2022).

Components of a Creative Teacher

There are five components of creativity that describe creative thinking abilities or creative habits of mind, developed by Lucas and Spencer (2017:278-290), which are: inquisitive, imaginative, persistent, collaborative, and disciplined. Each of these habits can be further divided into three characteristics, which serve as sub-habits and indicators to facilitate teachers in assessment. Inquisitiveness is the habit of showing attention to areas of interest and possessing curiosity about new things. It also reflects an intrinsic motivational drive.

This habit is characterized by three traits) Asking questions to learn more and developing new ideas from the answers obtained; 2) Actively exploring to find answers or gain more knowledge about areas of interest; 3) Thinking and behaving skeptically towards encountered information, followed by critical efforts to seek answers. The second component, imaginative, is a crucial characteristic of creative competence, referring to the ability to propose solutions or possibilities in an imaginative manner. This component can be divided into three indicators: 1) The ability to offer solutions by processing, experimenting with, and improving ideas into something new; 2) Making connections through synthesis, analogy, and imagining by mixing or combining different elements into something novel; 3) Using intuition to develop thoughts about what has been learned or to make connections with new ideas. The third component is persistent. A creative individual is someone who does not easily give up when faced with new situations.

This is characterized by: 1) Enjoying challenges and, with perseverance, viewing difficulties as problems to be solved. Problem-solving ability is supported by tenacity; 2) Being willing to be different and take risks due to self-confidence; 3) Tolerating uncertainty when goals have not yet been achieved. The fourth component is collaborative, which highlights the social dimension of creativity related to the role of groups that inspire and influence each other alongside individual potential. This component includes three elements: 1) The ability to produce creative work; 2) Giving and receiving feedback, as creativity is formed through learning from others; 3)

Willingness to collaborate with anyone, adjusted to the needs of the situation. The fifth component is disciplined, referring to a character trait that binds an individual to pay attention to their potential, produce work, and maintain skills or expertise. This aspect includes: 1) Diligently practicing, studying, and improving abilities; 2) Critically reflecting on what has been learned and experienced, courageously and skillfully making decisions; 3) Taking pride in one's potential while being willing to learn from shortcomings or problems and striving to solve them to enhance abilities (Muh Hisein Baysha, 2022).

Education Needs to Adapt to Global Values

The future brought by the process of globalization is a society based on knowledge (knowledge-based society). This future society is one that changes and is founded on discoveries that improve the quality of human life. An innovative attitude is a necessary condition to be developed in modern education. Therefore, teaching and learning activities in both formal and informal educational institutions are directed towards fostering innovation, inquiry, and a critical attitude that questions the possibility of better discoveries.

A sense of dissatisfaction with what has been achieved is a characteristic of a knowledge-based society. This means that innovative individuals who work hard and seek objective truth through experimental data are essential within educational institutions (Bruguera et al., 2019). An innovative attitude requires time management in work, controlled quality in tasks, and openness to seeking improvements. A knowledge-based society is also a communicative society. Therefore, mastery of the world language (English) and computer languages are absolute requirements for societal progress. Additionally, social sciences are indispensable in human communication, followed by morality that regulates the sustainability of a community. Is there a global or universal model in implementing modern education as described above? Certainly not, as each community has its own choices based on their needs.

In this regard, vigilance is necessary against what is called cultural imperialism, as previously explained. Likewise, we adopt the paradigm that hybridization occurs between external elements and local culture. Certainly, in the process of cultural hybridization, we must not lose our own identity. As seen in the absorption of modern values by Japanese society during the Meiji era, and similarly what is currently happening in Chinese culture, which is even flooding the global market with its industrial products, Chinese cuisine, and traditional Chinese medicine. Moreover, every culture possessed by human communities has an equal right to be disseminated in today's era of globalization(Shi-Jer Lou1 et al., 2012).

The Learning Concept of Ki Hadjar Dewantara and the Implementation of Digital Literacy in Modern Education

The learning concept promoted by Ki Hadjar Dewantara is based on five principles, one of which is the principle of freedom. According to Ki Hadjar Dewantara, learning must be grounded in individual ability, aligned with one's nature,

not contradictory to culture, tolerant, and respectful of the rights of others. This freedom, or personal capability, aims to enable students to freely develop their creativity, feelings, and will in the learning process, which is summarized as "competency" (Mujito, 2014). Consequently, educators must first liberate themselves in fulfilling their roles so that they can empower students during the learning process. Only through a free learning process can students explore the values and character within themselves to be represented as holistic competencies, which bring forth knowledge and good practices with the goal of solving problems in the classroom, school, and surrounding environment.

A second misconception arises from the term digital literacy. Digital literacy has long been advocated within Indonesian education. However, it seems that it has yet to receive adequate attention from schools as curriculum implementers. Therefore, the author argues that students should be facilitated with time to learn using their smartphones, laptops, and social media. The use of technology closely related to students' lives can provide the perspective that many beneficial things can be gained through their devices and internet quota, beyond merely seeking the latest news from YouTubers who sometimes do not offer educational content or simply chasing likes and comments (da Silva Bueno et al., 2023).

The essence of literacy in the digital era lies in this very point. Students are not only taught how to use technology but also to practice polite behavior on social media, respect others' opinions, and appreciate diversity. Thus, the knowledge gained from technology must be complemented with openness of heart and strong character. Given that technology is highly dynamic and challenging for curricula to keep pace with (Malihah & Setiyorni, 2019), it requires the sensitivity of all stakeholders to adapt by maximizing the development of competencies, especially those of teachers and students in digital literacy. This can be realized through creative and collaborative pedagogy across the entire school ecosystem. As stated by Scott (2015) and Timperley, Kaser & Halbert (2014), it is crucial to transform today's schools into communities with strong interconnectedness and high intellectual engagement. In this program design, the teacher plays a vital role as a facilitator by managing the learning process, selecting the most urgent topics to discuss amidst the abundance of materials, and choosing relevant data sources for students. Meanwhile, students act as knowledge producers by formulating questions, collecting and evaluating sources, and communicating their findings. As previously mentioned, collaboration among teachers, parents, and the community holds significant importance. Parents are expected to support by providing ideas and materials, monitoring their children's journals, and assisting them in achieving inquiry goals. The community here refers to experts, social communities, or local residents who can serve as data sources or respondents in student inquiry programs.

The first part, "My Personal Learning Goals," emphasizes the importance of setting learning objectives within the inquiry process. These goals guide the teacher in facilitating students towards the competencies expected from the inquiry. To establish these objectives, teachers guide students by first explaining the desired basic

competencies and assisting students in identifying the skills required to achieve them (Dangi et al., 2023). The second part, "My Group Investigation," involves the teacher determining the social interaction topics to be explored. For instance, topics such as human interaction with the environment, socialization, and environmental preservation are chosen. These topics are urgent societal issues, such as the increasing number of natural disasters caused by inhumane human interaction and socialization problems, including tolerance challenges. Addressing tolerance regarding differences in thought, ethnicity, and skin color is critical. To find relevant materials, teachers should engage in digital literacy by sourcing credible information from digital platforms like Instagram or online news portals. After providing stimuli in the form of relevant materials delivered, for example, by group viewings of YouTube content students formulate inquiry questions. Students then elaborate on their observations through concept maps or brief notes. Following this, they create investigative questions, which are ideally sufficiently broad to allow depth and complexity but narrow enough to be meaningful and understandable, often beginning with "why" and "how." The role of questioning in inquiry is crucial.

According to Supriatna (2007), well-crafted questions facilitate critical thinking skills, position students as historical actors in their era, and promote the deeper empowerment of students' potentials. The third part, "Data Gathering," facilitates students in selecting relevant data sources aligned with the competencies and fostering creativity. Students practice divergent thinking by collecting their personal knowledge related to their investigation and compiling it into templates provided in this stage (Tay et al., 2023). Teachers' ability to assign meaningful and relevant tasks guides students to conduct appropriate searches, review, and analyze the validity of the information(McGill et al., 2023). Digital literacy skills, particularly the ability to sift through information noise, analyze data, and accept feedback from peers, become essential during this phase. The fourth part, "My Group Project," allows students to present their findings based on how they express their results regarding environmental preservation, in formats such as infographics, videos, poetry, or others. As assessment, teachers can facilitate peer assessment and feedback through classroom conferences. In summary, the teacher's role here is to provide freedom for students to express their analytical results in forms that they find comfortable (Martín et al., 2022).

Indicators as Benchmarks

The indicators used as benchmarks by the author include social media, teacher self-directed learning, and teacher self-development. Social media is a platform used by a wide range of people to exchange information, communicate, and even conduct business. Many people express themselves in various ways on social media. Since the COVID-19 pandemic, the exchange of information through user-generated content has become common. The rise of content creators continues to this day. Creating content no longer requires luxurious or professional equipment; even simple tools are sufficient (Hermawan, 2018). In this age of unfiltered information, educators face the

challenge of maintaining the quality of the content they either consume or create. As producers of information, they must act wisely. Much of the content on social media lacks proper research and scientific grounding. Educators, who are knowledgeable in various fields, are therefore responsible for participating creatively and educationally in social media while also monitoring the accuracy and credibility of information, especially in the face of hoaxes or misleading content (Septiana, 2021).

During the COVID-19 pandemic from 2020 to 2021, schools widely implemented distance learning methods. Distance learning refers to the teaching and learning process conducted without direct face-to-face interaction at school, instead utilizing online platforms such as Zoom and Google Meet for instructional activities, and Google Classroom for assignment management and archiving. The implementation of distance learning presented both positive and negative impacts. On the positive side, students were given space to explore and identify alternative learning resources, including videos, animations, and even social media platforms. However, the negative impacts included an increased volume of assignments, which often led to parents particularly at the elementary level having to take on a greater role in completing their children's schoolwork. Furthermore, some schools simply assigned tasks without providing any actual online instruction. From a broader perspective, challenges also arose in terms of internet infrastructure and policy support, which made it difficult for many teachers to conduct effective online learning (Salehudin, 2020). Despite the numerous challenges encountered in implementing distance learning, many formal educational institutions, such as universities, as well as informal education and training institutions, have continued to adopt and integrate distance learning approaches into their teaching systems.

Social media has become a primary necessity in daily life, inseparable from human habits. In the field of education, both students and teachers frequently use it. Ultimately, social media is a tool its impact, whether positive or negative, depends on the user. Here are some positive impacts of social media on education:

1. Connection with a Diverse Audience Both
   Students and teachers can connect with people from around the world to improve their competencies in education. They can also form educational communities where they share insights and information that enhance creativity in teaching, subject knowledge, and lesson quality (Salehudin, 2020).
2. Access to Information and Educational Resources
   The internet provides a wide range of information. Teachers and students can use this access to improve their skills by following academic websites or accounts for healthy discussions and gaining new insights (Wayan et al., 2020).
3. Enhancing Communication Skills in Information Management
   Information on social media can be delivered visually or audiovisually through text, images, or video content. Teachers should encourage students to create such content or take the initiative themselves to create educational content (Kemendikbudristek, 2023).

While the above points highlight the positive aspects of social media in education, it is important to remember that social media is a double-edged sword. Below are some negative impacts:

Negative Impacts of Social Media

1. Lack of Self-Confidence
   On social media, many people showcase their achievements. While seeking validation is natural, it can negatively impact students by making them compare themselves to others instead of learning from them. Teachers must provide motivation and support to help students build self-confidence (Sulfemi Wahyu Bagja, 2012).
2. Cyberbullying
   Cyberbullying is the act of harassing others online, often stemming from negative environments, a desire for self-gratification, or ignorance of its impact. Victims may experience shame, depression, anxiety, or even suicidal thoughts. Teachers must monitor students' social media use, hold discussions with perpetrators and their parents, and involve authorities when necessary (Salehudin, 2020).
3. Pornography
   Without proper supervision, students may be exposed to pornography, which can hinder brain development, especially at the junior high level. It affects memory and learning ability and can potentially lead to deviant behavior. It is a teacher's duty to prevent students from falling into these traps.
4. Aphetic Attitude
   An apathetic attitude, or indifference toward the surrounding environment, can also be attributed to excessive use of social media. Overuse of social media often leads to a lack of concern or unwillingness to engage with events occurring in one's immediate environment. This phenomenon contributes to a decline in students' empathy toward their surroundings. When students begin to lose their sense of empathy, it can negatively impact their personal development and social growth in the long term (Kemendikbudristek, 2023).

Self-Directed Learning

This refers not to students but to teachers preparing their own lesson materials before class. Teachers come from various academic backgrounds science, arts, humanities but academic background alone doesn't determine the quality of self-directed learning. More important is the teacher's character in teaching: how they communicate, narrate, connect interpersonally, and supervise students. Self-directed learning does not mean shifting academic burdens solely onto students (Sebotsa et al., 2019).

In the national education system, educators assess student learning outcomes through three major domains: the cognitive, affective, and psychomotor domains, as proposed by Bloom (1956:120). This assessment applies to both formal classroom instruction and informal curricular activities outside the classroom (Purnama, 2023).

1. Cognitive Domain
   The cognitive domain emphasizes intellectual capabilities and focuses on knowledge acquisition. According to Bloom, the cognitive learning hierarchy progresses from lower-order to higher-order thinking skills, starting with memorization and culminating in evaluation. The six hierarchical levels are: knowledge, comprehension, application, analysis, synthesis, and evaluation (Setiawan & Artini, 2021).
2. Affective Domain
   According to Krathwohl (2014:51), the affective domain involves emotional, attitudinal, and social aspects of learning, going beyond mere skills and knowledge. Krathwohl classifies affective learning into five hierarchical levels: receiving (being aware of or sensitive to stimuli), responding (active participation), valuing (assigning worth to phenomena), organization (integrating different values into one's own value system), and characterization by a value (internalizing values and consistently acting in accordance with them in social contexts) (Annisa, 2017).
3. Psychomotor Domain
   According to Simpson, the psychomotor domain pertains to physical movement and motor skills development, and is classified into six levels: perception (recognizing and interpreting sensory stimuli), set (readiness to act), guided response (imitating a model or following directions), mechanism (developing habitual movements), complex overt response (performing skilled movements with coordination), and origination (creating new movement patterns or unique responses) (Budi Minarti et al., 2023).

   Indicators of teacher self-directed learning are:

1. Freedom in Teaching Style
   Every teacher has a unique character and educational background. While they are free to choose a teaching style that suits them, they must remain objective in adapting to diverse student personalities in each class (Budi Minarti et al., 2023).
2. Developing Interest in Teaching
   Teaching is more than just reading from a textbook. It involves interest, talent, and skill. Teachers should avoid a materialistic mindset that views teaching merely as a job for salary. They must hone their analytical, summarizing, and public speaking skills to make their teaching more effective (Riza & Rambe, 2010).
3. Initiative in Self-Directed Learning
   One major barrier is the lack of support in the education sector, from insufficient salaries to inadequate facilities and training. While some teachers criticize policy-makers, once in power, they often fail to bring change. Taking initiative by expanding reference materials, improving communication, and fostering engaging classroom environments is crucial (Sijabat et al., 2022).

Teacher Self-Development

Self-directed learning is one part of teacher self-development, which aims to improve both professional and pedagogical competence. Teachers must also adapt to changing times. Forms of self-development include training, comparative studies, ongoing student supervision, and lesson evaluation. Key indicators of teacher self-development include (Noorjannah, 2014):

1. Participation in Training
   Training can include workshops or seminars now often conducted online. These sessions help teachers plan lessons, improve communication, and develop interpersonal approaches with students (Aidah, 2022).
2. Comparative Study Visits
   Visiting more advanced schools allows teachers to learn about human resources, curriculum, training, and teaching innovations. These visits must be followed by planning and implementing improvements (Husnani, Zaibi, Rollies, 2019).
3. Student Supervision
   With the rise of unfiltered information, supervising students is now part of teacher self-development. Students may be exposed to conspiracy theories, hoaxes, addictions, or pornography. Teachers must guide students toward building positive personalities and critical thinking skills (Fajar & Hartanto, 2019).

C. METHOD

The research employed a quantitative method, utilizing linearity testing and path analysis. Path analysis was originally developed by Sewall Wright for genetic studies but has since evolved and is now widely applied in social research. Data were collected using a questionnaire distributed via Google Forms, with a total of 150 respondents, all of whom are junior high school teachers. The study involved three research variables: X_1 (Social-Media), X_2 (Self-directed Learning), and Y (Teacher Self-Development).

D. RESULTS AND DISCUSSION

To assess the validity of the regression model used in this study, both the significance test and the linearity test were conducted. The significance test aims to determine whether the independent variables have a statistically significant effect on the dependent variable, while the linearity test evaluates whether the relationship between the variables follows a linear pattern. The results of these tests are summarized in Table 1 below:

Table 1. Summary of Significance Test Results and Regression Linearity Test

No	Regression	regression equation	F count	F table	Description
1	Y on X1	$\hat{Y}$1=63,91+0,43 X1	1.033	1.466	Significant linear
2	Y on X2	$\hat{Y}$2=19,78+0,88 X2	0.771	1.478	Significant linear
3	X2 on X1	$\hat{Y}$3=66,43+0,36 X3	0.791	1.466	Significant linear

The effect of teachers' self-development (Y) on social media (X1) shows an F-value of 1.033, which is smaller than the critical F-value of 1.466. This indicates that the relationship is both significant and linear. It can be concluded that these variables positively influence each other, and the regression model is statistically significant. The regression significance test results show that the calculated F-value is 48.93 and the F-table value is 3.90. Since the calculated F-value is greater than the F-table value, it can be concluded that the regression is significant".

The effect of teachers' self-development (Y) on self-directed learning (X2) is evidenced by an F-value of 0.771, smaller than the critical F-value of 1.466. This demonstrates that the effect is both significant and linear. It can be concluded that these two variables positively influence each other, and the regression model is statistically significant. The regression significance test results show that the calculated F-value is 235.302, and the F-table value is 3.905. Since the calculated F-value is greater than the F-table value, it can be concluded that the regression is significant."

The effect of self-directed learning (X2) on social media (X1) is indicated by an F-value of 0.791, which is smaller than the critical F-value of 1.466. This signifies that the effect is both significant and linear. It can be concluded that these two variables positively influence each other, and the regression model is statistically significant. The regression significance test results show that the calculated F-value is 42,933, and the F-table value is 3.905. Since the calculated F-value is greater than the F-table value, it can be concluded that the regression is significant".

Table 2. Path Analysis Table

Direct Influences	Path Analysis	Count	Table		Result of Hypothesis	Conclusion
			α=0,05	α=0,01		
Y to X1	0,163	2,89	1,66	2,35	H0 declined	Positive direct influence
Y to X2	0,705	12,46	1,66	2,35	H0 declined	Positive direct influence
X2 to X1	0,163	6,55	1,66	2,35	H0 declined	Positive direct influence

From the first hypothesis test, the path coefficient ϱY1=0.164 and the calculated t-value from the path analysis is 2.89, compared to the t-table values at α=0.05 (1.66) and α=0.01 (2.35). Since the t-value is greater than these critical values, it can be concluded that the result is significant. Therefore, it can be inferred that social media (X1) has a direct positive effect on teachers' self-development (Y).

From the second hypothesis test, the path coefficient ϱY2=0.704 and the calculated t-value from the path analysis is 12,46, compared to the t-table values at α=0.05 (1.66) and α=0.01 (2.35). Since the t-value exceeds these critical values, it can be concluded that the result is significant. Therefore, it is inferred that self-directed learning (X2) directly influences teachers' self-development (Y).

Self-directed learning towards social media.

From the third hypothesis test, the path coefficient ϱ21=0.474 and the calculated t-value from the path analysis is 6.55, compared to the t-table values at α=0.05 (1.66) and α=0.01 (2.35). Since the t-value is greater than these critical values, it can be concluded that social media (X1) directly influences self-directed learning (Y)

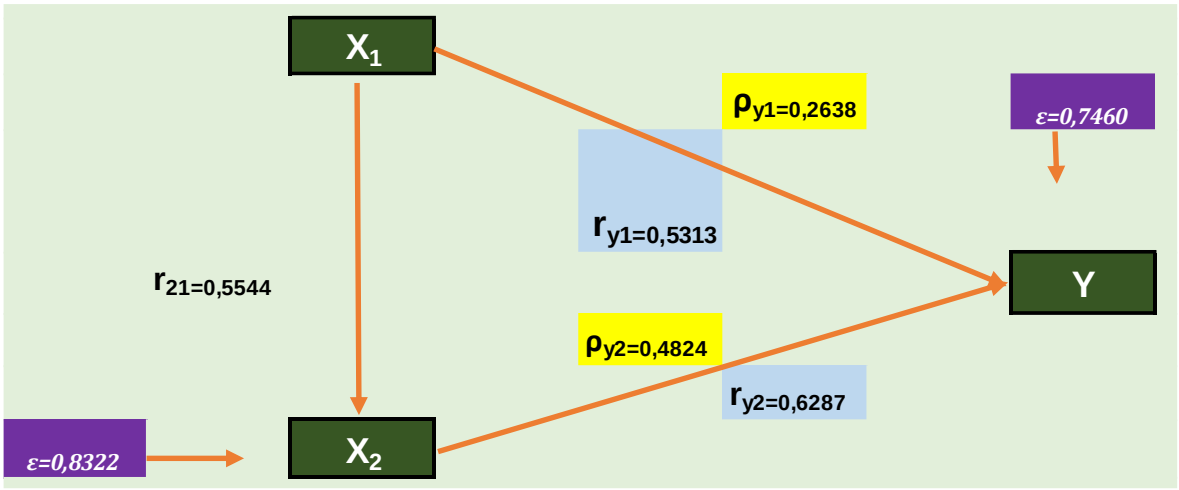

Figure 1. Structural Equation Model

The total influence of social media (X1) on teacher development Y, which includes the direct effect and the effect mediated through the correlational relationships with other exogenous variables: 0.0268 + 0.0548 = 0.0816. The total influence of self-directed learning (X2) on teacher development (Y) encompasses both the direct effect and the effect mediated through the correlational relationships with other exogenous variables. 0.4982 + 0.0548 = 0.5530. Thus, the total influence of exogenous variables on endogenous variables: 0.0816 + 0.5530 = 0.6347. It can be concluded that the total influence of social media (X1) and self-directed learning (X2) on teacher self-development (Y) is 63.47%.

The internet has become a fundamental necessity for society, facilitating access to vast information. Once confined to face-to-face interactions, communication is now possible online, enabling easier connections between individuals regardless of geographical distance. Digitalization has become an integral aspect of modern society and a core necessity. Social media and the internet have also profoundly influenced our social interactions. Since the onset of the pandemic in 2020, technology has emerged as crucial for survival, compelling civilization to adapt to these new circumstances (Sholekah & Wahyuni, 2019).

Social media information is rapid, free, and measured based on algorithms. Many students exploit the scattered information on social media to harm others. Since algorithms drive the information on social media, its quality is not influenced by third parties such as editors or curators. Instead, it is determined by the majority of social media users who consume that information. As a result, students are vulnerable to hoaxes. Teachers play a role as validators through the self-directed learning they facilitate (Cho et al., 2024).

Personal branding in this context refers to the competence of each social media user as a participant rather than merely a consumer. In education, it emphasizes teachers collaborating with students to create content on social media. The initiative of teachers to generate content on social media or to collaborate with students in content creation is referred to as professional use. While social media users generally engage with it for leisure, the teacher respondents in this study utilize collaboration

with students to persist in content creation on social media, whether in the form of assignments or creative school promotions (Hermawan, 2018).

Since social media represents a network connecting people globally, it inherently incorporates AI. The AI within social media reflects the attention each user gives to specific information, including the content we create. This attention is manifested through likes, comments, shares, and saves. The more attention a post receives, the more likely it is to be recommended at the top of search results. However, there is no guarantee that the AI within social media search engines understands the accuracy of the information source. Therefore, the role of teachers as information validators is crucial, leveraging their expertise and knowledge in their respective fields to ensure that the quality of content aligns with the accuracy of the information it conveys (Tom Nichols, 2024).

E. CONCLUSION

The results of the questionnaire distribution revealed that 63.47% of all variables, namely social media (X_1) and self-directed learning (X_2), contribute to teachers' self-development (Y). Additionally, the researcher conducted brief interviews with respondents, who were teachers. The interview results indicated that while the initiative to create educational content by both teachers and students has not yet been maximized, the respondents have made efforts to assign tasks such as creating educational video content, providing understanding about social media literacy, and engaging in discussions related to current trends. Alongside technological advancements, even in the education sector, social media is still predominantly consumed for personal entertainment and information exchange rather than for professional self-development. Nevertheless, the respondents have strived to provide optimal understanding of social media literacy and to encourage wise interpretation of information on social media.

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