



THE ROLE OF SOCIAL MEDIA AS A LEARNING MEDIUM IN DEVELOPING 21ST-CENTURY SKILLS AMONG STUDENTS-

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Abstract

The development of information and communication technology has brought significant changes to education, particularly in the use of social media as a learning medium. Twenty-first-century learners, who belong to the digital generation, are often familiar with social media platforms such as YouTube, TikTok, WhatsApp, and

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Instagram. This condition creates substantial opportunities for the education sector to integrate social media into the learning process to develop 21st-century skills, including critical thinking, creativity, communication, collaboration, and digital literacy. This study aims to examine the role of social media as a learning medium in developing 21st-century skills among students. The research employs a descriptive qualitative approach using a literature review (library research) method. Data were obtained through the examination of various literature sources, including national and international scientific journal articles, reference books, and relevant educational policy documents. Data analysis was conducted using content analysis techniques, encompassing data reduction, data presentation, and conclusion drawing. The findings indicate that the appropriate and well-directed use of social media can enhance student engagement in learning and support the development of 21st-century skills. Nevertheless, the role of educators is essential in designing structured learning activities, providing guidance, and fostering digital literacy so that social media can be utilized optimally and responsibly within the educational context.

Keywords: Social Media; Learning; 21st-Century Skills; Digital Literacy

A. INTRODUCTION

The rapid development of information and communication technology has brought major changes to various aspects of human life, including the field of education. Advances in digital technology have not only influenced the way people communicate but have also transformed how information is accessed, learning takes place, and interactions occur. Social media has become one of the technological products closest to students' daily lives. Almost all students, whether at the primary, secondary, or higher education levels, own and actively use social media. Platforms such as WhatsApp, Instagram, YouTube, TikTok, and other digital media have become an integral part of students' everyday activities for communication, information sharing, and self-expression⁷. This condition indicates that social media has great potential to be utilized as a learning medium when used appropriately and purposefully.

Social, national, and civic life in Indonesia is founded on the values of Pancasila, which serve as a guiding framework for regulating various dimensions of social life⁸. Islamic ethics holds a highly strategic position and role in shaping and reinforcing Pancasila ethics as a foundational and philosophical perspective in development⁹. Indonesia, as a country that is not formally based

⁷ Arridho, M. (2022). Perkembangan Teknologi Dibidang Pendidikan. *COMSERVA : Jurnal Penelitian dan Pengabdian Masyarakat*, 2(5), 468–475. <https://doi.org/10.59141/comserva.v2i5.345>.

⁸ Wawan, W., Rohmah, S. N., & Rahim, A. (2024). Implementasi Pancasila Sila Ke 5 di Ma'had Al-Zaytun Berdasarkan Pasal 34 Ayat 2 Undang-Undang Dasar 1945 dan Siyasah Dusturiyah. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(10), 11610-11622.

⁹ Aushafi, G. R., Rohmah, S. N., & Rahim, A. (2024). Analisis Peran Badan Permusyawaratan Desa (Bpd) Dalam Pemilihan Kepala Desa Menurut Undang-Undang Nomor 6

on Islam, often faces dynamics of interest in the process of integrating Islamic values and principles into the state governance system.¹⁰

The author chose the topic of the role of social media as a learning medium based on the reality that today's students are a digital generation that grows and develops alongside technology. Students tend to be more interested in learning that involves digital media compared to conventional, one-way teaching methods¹¹. Social media is characterized by interactivity, flexibility, and easy accessibility, allowing students to learn anytime and anywhere. However, the use of social media in education is often viewed negatively, as it is perceived to have more adverse effects, such as addiction, decreased learning concentration, and the spread of information that does not align with educational values.¹²

This perspective indicates that the use of social media in learning has not yet been fully understood comprehensively. Therefore, a scientific study is needed to examine the role of social media objectively as a learning medium capable of developing 21st-century skills among students. Twenty-first-century skills constitute a set of abilities that students need to face global challenges in the modern era. These skills include critical thinking, creativity, communication, collaboration, digital literacy, and problem-solving abilities¹³. Today's education no longer focuses solely on the mastery of knowledge but also on the development of skills relevant to the demands of the era. Social media has great potential to support the development of these skills, as it provides a space for students to discuss, collaborate, express opinions, and access a wide range of learning resources. The use of social media in learning can encourage students to be more active, independent, and creative in the learning process.¹⁴

Tahun 2014 Dan Fiqih Siyasa. *El-Siyasa: Journal Of Constitutional Law*, 2(1), 49-59.

¹⁰ Muhamad, F. R., Rohmah, S. N., & Rahim, A. (2024). Tinjauan Tentang Syarat Calon Presiden Pelajar Periode 2024 Berdasarkan Siyasa Idariyah Dan Undang-Undang Nomor 7 Tahun 2017 Di Ma'had Al-Zaytun. *Journal Of Islamic Studies*, 2(3), 332-343.

¹¹ Rejeki, R., Adnan, M. F., & Siregar, P. S. (2020). Pemanfaatan Media Pembelajaran pada Pembelajaran Tematik Terpadu di Sekolah Dasar. *Jurnal Basicedu*, 4(2), 337-343. <https://doi.org/10.31004/basicedu.v4i2.351>.

¹² Rahman, M., Nursyabilah, I., Astuti, P., Syam, Muh. I., Mukramin, S., & Kurnawati, W. O. I. (2023a). Pemanfaatan Media Sosial Sebagai Media Pembelajaran. *Journal on Education*, 5(3), 10646-10653. <https://doi.org/10.31004/joe.v5i3.1890>.

¹³ Mantau, B. A. K., & Talango, S. R. (2023). Pengintegrasian Keterampilan Abad 21 Dalam Proses Pembelajaran (Literature Review). *Irfani*, 19(1), 86-107. <https://doi.org/10.30603/Ir.V19i1.3897>.

¹⁴ Mongkau, J. G., & Pangkey, R. D. H. (2024). Kurikulum Merdeka: Memperkuat Keterampilan Abad 21 untuk Generasi Emas. *Journal on Education*, 6(4), 22018-22030.

The benefits of this study are generally expected to contribute to the field of education, particularly in developing innovative learning strategies that are relevant to the characteristics of 21st-century students. This research can serve as a source of information for educators regarding the potential of social media as an effective and educational learning medium. The findings are also expected to provide the public with an understanding that social media does not always have negative impacts, but can be used positively to support the learning process. Furthermore, this study can serve as a reference for educational institutions and policymakers in designing technology-based learning policies that are more adaptive to technological developments.

The urgency of conducting this research becomes even more significant when linked to the current educational context, which requires the ability to adapt to technological advancements. Digital learning transformation has become an unavoidable necessity, especially following major changes in learning systems that heavily utilize technology¹⁵. Students are required to possess self-directed learning skills, digital communication abilities, and the capacity to filter information obtained from social media. However, without proper guidance and utilization, social media can instead become a source of distraction and the spread of invalid information. This situation highlights the crucial role of educators in directing the use of social media to align with learning objectives and the development of 21st-century skills.

The development of 21st-century skills in education is essential. 21st-century education must equip students with critical thinking, creativity, communication, and collaboration skills to enable them to compete effectively in the global era¹⁶. This perspective indicates that the learning process needs to be designed innovatively and contextually. Furthermore, according to Anderson and Dron, digital technology and social media can serve as effective learning environments if designed with clear pedagogical objectives. Social media enables collaborative and participatory learning, which can enhance student engagement in the learning process. This view emphasizes that social media has great potential to be used as a learning medium that supports the development of 21st-century skills.

A common issue in educational practice is the limited use of social media as a structured learning tool. Social media is more often used by students for

<https://doi.org/10.31004/joe.v6i4.6323>.

¹⁵ Andi Sadriani, M. Ridwan Said Ahmad, & Ibrahim Arifin. (2023). Peran Guru Dalam Perkembangan Teknologi Pendidikan di Era Digital. Seminar Nasional Dies Natalis 62, 1, 32–37. <https://doi.org/10.59562/semnasdies.v1i1.431>.

¹⁶ Insani, S. P., Nurmawanti, I., & Witono, A. H. (2023). Kreativitas Guru di Abad 21 dalam Mengatasi Kejenuhan Belajar Matematika Siswa. 5, 67–72.

entertainment and personal communication rather than for academic activities¹⁷. Educators also face various challenges in utilizing social media, such as a lack of pedagogical understanding, limited digital skills, and concerns about the negative impacts of social media use. These conditions result in the potential of social media as a learning medium not being fully optimized. Therefore, research is needed to examine in depth the role of social media in learning and its contribution to the development of 21st-century skills among students.

This study is important because it can provide an overview of how social media can be used effectively in the learning process. The research is expected to identify forms of social media utilization that support the development of students' critical thinking, creativity, communication, and collaboration skills¹⁸. In addition, this study can provide practical recommendations for educators on integrating social media into learning wisely and responsibly. Thus, social media can serve not only as a means of entertainment but also as an educational tool that supports the achievement of educational goals.

Based on the description above, it can be concluded that the development of digital technology, the demand for 21st-century skills, and the high use of social media among students are the main reasons for conducting this research. This study is expected to make a tangible contribution to the development of learning that is relevant to contemporary needs and supports the improvement of education quality. Therefore, the author has chosen the research title: "The Role of Social Media as a Learning Medium in Developing 21st-Century Skills among Students."

B. METHODS

This study employs a descriptive qualitative approach using a literature review (library research) method. The descriptive qualitative approach was chosen because this research aims to systematically examine and describe the role of social media as a learning medium in developing 21st-century skills among students. Qualitative research allows the researcher to gain an in-depth understanding of educational phenomena based on theoretical studies and previous research findings¹⁹. The literature review method was conducted by

¹⁷ Faidah, A. N., Satria, A., & Sulistyani, A. (2022). Pengaruh Ice Breaking Terhadap Minat Belajar Bahasa Indonesia Siswa Kelas IV Madrasah Ibtidaiyah Muhammadiyah Sukajati Haurgeulis. *SALAM: Jurnal Sosial dan Budaya Syar-i*, 7(11), 1063–1072. <https://doi.org/10.15408/sjsbs.v7i11.28251>.

¹⁸ Mantau, B. A. K., & Talango, S. R. (2023). Pengintegrasian Keterampilan Abad 21 Dalam Proses Pembelajaran (Literature Review). *Irfani*, 19(1), 86–107. <https://doi.org/10.30603/Ir.V19i1.3897>.

¹⁹ Meleong, L. J. (2018). *Metologi penelitian kualitatif*. Bandung: PT Remaja Rosdakarya..

examining various sources relevant to the research topic. The data sources in this study include national and international scientific journal articles, reference books, seminar proceedings, and educational policy documents related to social media, digital learning, and 21st-century skills. The literature used was selected based on the criteria of topic relevance, source credibility, and the novelty of the references to ensure that the data obtained has a high level of accuracy.²⁰

The data collection technique was carried out through documentation, by tracing, reading, and recording important information from various literature sources that discuss the use of social media in learning and the development of 21st-century skills. The data obtained were then classified based on the focus of the study, such as the types of social media utilized, the forms of implementation in learning, and the 21st-century skills developed, including critical thinking, creativity, communication, collaboration, and digital literacy.²¹

The data analysis technique in this study employed content analysis. Content analysis was conducted by identifying concepts, main ideas, and research findings from each literature source analyzed. Subsequently, the data were systematically examined by comparing various perspectives and research results from experts to identify patterns, similarities, and differences regarding the role of social media in learning. The data analysis process was carried out through the stages of data reduction, data presentation, and conclusion drawing, resulting in a comprehensive and meaningful synthesis²². To ensure the validity of the data, this study employed source triangulation, which involves comparing information obtained from various references and previous research findings. Source triangulation aims to enhance the validity and credibility of the research findings, ensuring that the results of the study can be scientifically justified.²³

C. RESULTS AND DISCUSSION

The review results indicate that students are situated in a 21st-century context characterized by the rapid development of digital technology and the Fourth Industrial Revolution, which have fostered the formation of a more open and globally connected society. These changes are reflected in students' daily

²⁰ Zed, M. (2014). Library research methods. Jakarta: Indonesia Torch Foundation.

²¹ Meleong, L. J. (2018). *Metologi penelitian kualitatif*. Bandung: PT Remaja Rosdakarya.

²² Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (Edition 3). Los Angeles London New Delhi Singapore Washington DC: Sage.

²³ Sugiyono. (2019). *Metode penelitian pendidikan: (Pendekatan kuantitatif, kualitatif dan R & D)* (Cet. 6). Bandung: Alfabeta..

lives, particularly in their interaction patterns, ways of acquiring information, and use of social media²⁴. Social media is utilized not only as a means of communication but also as a learning medium that supports the learning process in the digital era. This condition indicates that social media has become an inseparable part of the dynamics of 21st-century learning.²⁵ The 21st century is markedly different from previous centuries. In this era, rapid developments and changes, especially in technology and information, have made it possible for anyone to access various information quickly, anywhere.

Learning media refers to tools or means used to deliver educational messages. Such media can include human interactions, reality, moving or static images, written texts, and recorded audio. Utilizing social media as a learning medium is an appropriate step to ensure that educational messages are conveyed effectively and that a high-quality learning process occurs. Social media emerges as a platform where students actively engage in the virtual world, facilitating access to information and knowledge, as well as enabling active participation in the learning process, such as asking questions and exploring information in depth. On the other hand, the unregulated use of smartphones has the potential to reduce students' focus and motivation to learn outside the school environment. The misuse of smartphones by children can lead to aimless usage. Meanwhile, 21st-century students are expected to develop the 4C skills: critical thinking, creativity, communication, and collaboration. If students' learning effectiveness is low, achieving these 21st-century skills becomes difficult²⁶. Therefore, the role of the teacher as a facilitator is essential in providing adequate support during the learning process to help develop students' personal capacities.²⁷

By using social media, students are able to be more active in learning because they can easily access information to deepen their understanding of the material presented by teachers at school. This can have a positive impact on students by helping them think more critically and not rely solely on a single learning source²⁸. Dave Kerpen states that social media is a platform consisting

²⁴ Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, Vol.12 No. 1.

²⁵ Siregar, A. (2021). Efektivitas Penggunaan Media Sosial Sebagai Media Pendidikan. *Edu-Riligia: Jurnal Kajian Pendidikan Islam Dan Keagamaan*, Vol.5, 4.

²⁶ Farida, E. (2019). Media Pembelajaran Teknologi Digital Untuk Meningkatkan Efektivitas Belajar Siswa Pada Abad-21. *Jurnal Didaktika Pendidikan Dasar*, Vol. 3, No. 2.

²⁷ Zazin, N., & Zaim, M. (2020). Media Pembelajaran Agama Islam Berbasis Media Sosial Pada Generasi-Z. *Proceeding Antasari International Conference*.

²⁸ Rahman, M., Nursyabilah, I., Astuti, P., Syam, Muh. I., Mukramin, S., & Kurnawati, W.

of text, images, and videos that are connected online and shared by individuals or organizations. Its most common use is as an information tool, allowing users to easily view and follow accounts that provide the information they need.²⁹

Social media must be utilized optimally to achieve educational goals. Its use in learning should not be limited to mere usage but must also be integrated, meaning that social media should be designed in such a way that it becomes an inseparable part of the learning process. The use of social media in learning must also be accompanied by proper and well-prepared instructional steps to ensure that the learning process proceeds according to the lesson plan. The social media platforms discussed in this article are those popular in Indonesia and widely used for learning, such as YouTube, TikTok, WhatsApp, and Instagram.³⁰

The use of social media is found across various fields of activity, including education. Many schools utilize technological advancements to support learning. Learning strategies in the 21st century have shifted from traditional methods to more advanced digital systems to meet the demands of the Fourth Industrial Revolution. The 21st century requires new skills, namely the 4Cs, and the implementation of these skills has been demonstrated in research³¹. This study shows that fifth-grade teachers at SD PUI Haurgeulis have integrated 21st-century skills into the planning and implementation of learning. In the planning phase, the 4C skills were incorporated into the lesson plans (RPP) through the use of the Project-Based Learning (PBL) method and daily assignments. During implementation, particularly amid the Covid-19 pandemic, learning was conducted through limited face-to-face sessions and distance learning (PJJ) utilizing modern media such as WhatsApp groups and videos, while still applying PBL and daily assignments that included 21st-century skills. The challenges that arose during the learning process were effectively managed by the teachers.

Firstly, YouTube serves as a mediating medium, and understanding can be achieved through both visual and auditory channels, creating conditions that enable students to easily grasp knowledge, skills, and attitudes³². The study

O. I. (2023b). Pemanfaatan Media Sosial Sebagai Media Pembelajaran. *Journal on Education*, Volume 05, No. 03.

²⁹ Apriansyah, & Antoni, D. (2020). Pemanfaatan Media Sosial Sebagai Media Pembelajaran Pada Mahasiswa Perguruan Tinggi Di Sumsel. *Jurnal Digital Teknologi Informasi*, Volume 1 Nomor 2.

³⁰ Nasution, A. K. P. (2020). Integrasi Media Sosial Dalam Pembelajaran Generasi Z. *Jurnal Teknologi Informasi Dan Pendidikan*, Volume 13, No. 1.

³¹ Sahidah, M., & Sulistiyani, A. (2022). Penerapan Keterampilan Abad Ke-21 Dalam Pembelajaran Masa Pandemi Covid-19 Siswa Kelas V Sekolah Dasar Persatuan Umat Islam Haurgeulis. *SALAM Jurnal Sosial Dan Budaya Syar-i*, Vol. 9 No. 1.

³² Faizah, T. I., & Fatayan, A. (2022). Pengaruh Media Youtube pada Pelajaran Pendidikan

conducted by Wulandari (2023) shows that the use of YouTube as a learning medium greatly aids in achieving the learning objectives of classifying living organisms. YouTube is considered more engaging and prevents students from becoming easily bored. Furthermore, the use of YouTube as a learning medium strongly supports 4C-based learning, which helps train students' abilities and skills to face future technological challenges.³³ Furthermore, the study by Wahyuni, Irmawati, & Fitri (2024) found that educational YouTube media is highly suitable for use as a visual learning tool in mathematics. Through illustrative videos, graphs, and animations, YouTube can enhance students' enthusiasm for learning, motivation, interest, cognitive abilities, creative thinking, understanding of mathematical concepts, participation, and learning outcomes. With these various positive effects, YouTube can be utilized as an innovative medium in mathematics education.³⁴

Secondly, TikTok is an audiovisual social media platform, meaning it can be both seen and heard. This social media platform has a large number of users, particularly among students³⁵. The study conducted by Arnisah, Harahap, & Hasibuan (2025) indicates that the majority of respondents felt that learning biology through TikTok helped them understand the material. In other words, TikTok has the potential to be utilized as an alternative learning medium that supports students' learning processes in the digital era and serves as a relevant innovation in addressing the challenges of 21st-century education.³⁶ Further evidence is provided by the study of Ismaniyah, Syafi'i, Fahmi, & Thohir (2024), which concludes that TikTok has the potential to increase students' interest in and understanding of religious material through short, creative, and interactive content, while also promoting self-directed learning and the development of 21st-century skills such as critical thinking and collaboration. However, its use faces several challenges, including the demands of digital literacy, the limited duration of videos, and the potential exposure to content that is not aligned with Islamic

Lingkungan & Budaya Jakarta (PLBJ) Materi Alat Musik Gambang Kromong kepada Minat Siswa Sekolah Dasar. *Jurnal Basicedu*, Volume 6 Nomor 3.

³³ Wulandari, W. (2023). Analisis Faktor Yang Mempengaruhi Peran Sosial Media Youtube Dalam Pembelajaran Pada Materi Klasifikasi Makhluk Hidup. *Berajah Journal Jurnal Pembelajaran Dan Pengembangan Diri*, Volume 3 Nomor 1.

³⁴ Wahyuni, Irmawati, & Fitri. (2024). Efektivitas Penggunaan YouTube Sebagai Media Pembelajaran Matematika. *Jurnal Konatif: Jurnal Ilmiah Pendidikan*, Volume 2 No.1.

³⁵ Buana, T., & Maharani, D. (2020). Penggunaan Aplikasi Tik Tok (versi Terbaru) Dan Kreativitas Anak. *Jurnal Inovasi*, Vol 14 No 1.

³⁶ Arnisah, M., Harahap, R. D., & Hasibuan, R. (2025). Efektivitas Penggunaan Media Sosial Tiktok Untuk Pembelajaran Biologi di SMA Negeri 1 Rantau Utara. *Bioscientist: Jurnal Ilmiah Biologi*, Vol. 13, No. 2.

values. Therefore, strategic efforts are needed, such as teacher training, the development of ethical guidelines, and strengthening digital literacy, to ensure that the use of TikTok in religious learning is more effective and remains consistent with Islamic teachings.³⁷

Thirdly, WhatsApp is a social media application used for chatting, calls, and video calls, equipped with the ability to send documents, photos, videos, files, and audio ³⁸. The study conducted by Yuningsih (2021) in classes VIIC and VIID showed that the use of WhatsApp in teaching descriptive text writing skills, as measured through tests administered by the teacher, proved to be highly effective. Furthermore, the study conducted by Utami & Utami (2020) indicated that: (1) the implementation of the Group Investigation (GI) model was able to increase learning participation by maximizing the use of WhatsApp Groups as a discussion medium (during topic identification, task planning, and investigation stages) and as a means for submitting video reports and presentations according to the agreed schedule; (2) the GI implementation also increased the number of students achieving the Minimum Competency Criteria (KKM) through discussion, investigation, and presentation activities facilitated by WhatsApp Groups as a communication medium. The success of WhatsApp utilization heavily depends on the dedication and active role of the educators. The most effective learning technology is one that aligns with learning needs, student characteristics, the availability of infrastructure, and the context of the learning environment.³⁹

Fourthly, Instagram is a social media platform that was initially used to share daily life activities with close friends or new people who have similar interests, in the form of text, photos, and short videos. However, with the increasing number of Instagram users, this free application, created by Kevin Systrom in 2010, has expanded its features to become a highly interactive and communicative platform.⁴⁰ The study conducted by Sinatrya & Aji (2020) found that the online flipped classroom learning model using Instagram as a social media platform is effective⁴¹. Furthermore, this type of learning also provides

³⁷ Ismaniyah, F., Syafi'i, I., Fahmi, M., & Thohir, M. (2024). Pemanfaatan Tiktok sebagai Inovasi Media Pembelajaran PAI di Abad 21. La-Tahzan: Jurnal Pendidikan Islam, Volume 17, No. 1.

³⁸ Saputra, S. (2020). Efektivitas Komunikasi Interpersonal Dalam Kegiatan Pembelajaran Melalui Media Whatsapp Group. Jurnal Professional Fis Unived, Vol.7 No.1.

³⁹ Utami, S., & Utami, P. (2020). Peningkatan Partisipasi Belajar dan Hasil Belajar Peserta Didik Teknik Audio Video di Masa Pandemi Covid-19 dengan WhatsApp Group. Elinvo (Electronics, Informatics, and Vocational Education), Vol. 05/ No. 1.

⁴⁰ Ghifari, A. D. A., Widyaningrum, R., & Maudiarti, S. (2021). Pengembangan Konten Pembelajaran di Media Sosial Instagram untuk Mata Pelajaran Sosiologi Kelas X di SMAN 103 Jakarta. Jurnal Pembelajaran Inovatif, Vol.04/No.01.

⁴¹ Sinatrya, P., & Aji, S. U. (2020). Efektivitas Model Pembelajaran Flipped Classroom Daring Menggunakan Media Sosial Instagram Di Kelas X Smk. Jurnal Primatika, Volume 9, Nomor 2.

students with new experiences and is considered effective in the learning process. Additionally, the study by Asrofi & Amin (2024) showed a significant improvement in students' social competencies, particularly in collaboration and communication skills, along with increased motivation and engagement in learning. These findings emphasize that social media plays an important role in learning strategies to develop social skills in the digital era. However, further research is needed with a broader geographical and demographic scope, as well as exploration of various other digital tools, to optimize the integration of technology in education and better support the development of social competencies in line with contemporary demands.⁴²

Thus, it can be concluded that when used appropriately and purposefully, social media platforms such as YouTube, TikTok, WhatsApp, and Instagram make a significant contribution to supporting the learning process, particularly in enhancing subject matter understanding and developing 21st-century learning skills. The use of social media in the educational context contributes positively to the development of 21st-century skills—especially critical thinking, creativity, communication, and collaboration—provided it is accompanied by adequate literacy and guidance from educators.⁴³

D. CONCLUSION

Based on the results of the review and discussion, it can be concluded that social media has great potential as a learning medium that is relevant to the characteristics of 21st-century students. Social media platforms such as YouTube, TikTok, WhatsApp, and Instagram can be utilized to support a learning process that is more interactive, flexible, and contextual. The use of social media in learning has been proven to enhance subject matter understanding and develop students' critical thinking, creativity, communication, and collaboration skills when designed with clear pedagogical objectives.

However, the use of social media in learning is not without challenges, such as the potential for distraction, limited digital literacy, and the risk of content misuse. Therefore, the role of educators is crucial as facilitators in

⁴² Asrofi, & Amin, M. (2024). Efektivitas Pembelajaran Berbasis Proyek dengan Media Instagram Stories untuk Meningkatkan Kompetensi Sosial Siswa. *Jurnal Penelitian Tindakan Kelas*, 2 (2).

⁴³ Norhidayah, S., Ningsih, S. H., & Rizqi, M. (2025). Pemanfaatan Media Sosial Sebagai Media Pembelajaran Jenjang Sekolah Menengah: Tinjauan Literatur Tahun 2020–2025. *Jurnal Staika: Jurnal Penelitian Dan Pendidikan*, Vol. 8, No. 2.

guiding, supervising, and monitoring social media use to ensure it aligns with educational goals. With proper guidance, strengthened digital literacy, and structured lesson planning, social media can serve not only as a source of entertainment but also as an effective educational medium that supports the development of 21st-century skills and the improvement of learning quality.

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