Content Analysis on Mediamorphosis Assisted Learning in Higher Learning Institutions

Norhapizah Binti Mohd Burhan

Academy of Contemporary Islamic Studies, Universiti Teknologi MARA Cawangan Pahang (Kampus Jengka), 26400 Bandar Pusat Jengka, Pahang, Malaysia
Email: drizahuitm@gmail.com

Ab Halim Tamuri

Centre of Education and Diversity Universiti Kebangsaan Malaysia 43600 Bangi, Selangor, Malaysia
Email: abhalim@ukm.edu.my

Ainun Izzati Masriman

Academy of Contemporary Islamic Studies, Universiti Teknologi MARA, 40450 Shah Alam, Selangor, Malaysia
Email: ainun.izzati95@gmail.com

Ramlan Mustapha

Academy of Contemporary Islamic Studies, Universiti Teknologi MARA Cawangan Pahang (Kampus Raub), Felda Krau, 27600 Raub, Pahang
Email: ramlan@uitm.edu.my

Norazah Mohd Nordin

Centre of Innovation in Teaching and Learning Universiti Kebangsaan Malaysia 43600 Bangi, Selangor, Malaysia
Email: drnmn@ukm.edu.my

Abstract
The influence of technology and mediamorphosis at various levels is on the rise. Traditional media have undergone innovations in accordance to the advancement of technology. Its contributions are currently benefited extensively in life and applied in education. This article analyses mediamorphosis assisted learning in Institutions of Higher Learning focusing on its implementation and challenges. This qualitative study employs content analysis frameworks from the Education Resources Information Centre (ERIC), Directory of Open Access Journal (DOAJ), Google Scholar, and SAGE search engines. The focus is related to mediamorphosis assisted learning between 2015 and 2020. The findings revealed that learners obtained positive effects in learning through mediamorphosis compared to traditional methods.

Facebook and Twitter are the preferred platforms among lecturers and students due to their accommodating format for teaching and learning. The use of mediamorphosis allows learning to be more open as ideas can be shared; learning materials are interactive, creating effective learning. Therefore, educators and learners need to be familiarised with the new media technology, especially with emphasis to the latest education medium.

Keywords: Content Analysis, Learning, Mediamorphosis, New Media Technology, Challenges

Introduction

New media can be defined as the change in digital communication technology which is linked through the wireless network called the Internet. Generally, new media does not adhere to a specific definition as its nature mutates in time, in an ongoing manner. Mediamorphosis is the result of any unavoidable media transformation (Achmad and Ida, 2019). Educational development plans are designed to generate substantial advancement in educational operative systems, such as changing production delivery models technologically, enabling the innovation to deliver and adapt education to all levels of learners. The implementation of global online learning has restructured online learning as a crucial component in institutions of higher learning. This advancement of technology in the era of the millennials is a pressing issue for the Alpha generation as they apparently are not able to survive without the use of internet technology in their daily existence.

The culture of the youth today has transformed into a cyber culture that is unchanging because of the media logic that has become a reality in life (Tolnaiová, 2014). Data in a study (Yi, 2017) show that learners spend more time on the internet as compared to studying using traditional media. But some media are ineffective for some learners as they need to upgrade their use. The growth of mobile technology has had a tremendous impact in the formation of the coming society. The use of media or mediamorphosis has both positive and negative implications. The demand to own smartphones, tablets, laptops, and other such gadgets are on the rise as they have become a current necessity (Gupta, 2015).

The transition in teaching methods from traditional to digital media according to (Davidovitch and Belichenko, 2018) needs to be appropriated from several aspects. This is more so when social networking is seen as a strong intermediary at the beginning of communication (Can and Gokce, 2019). Social media that served once as a resource for information, have now transformed into a domain for relieving stress, searching for acquaintances, sharing daily activities, and more (Iwamoto and Chun, 2020). Technological development has now been adopted by society in advancing the education system (Nicolaou et al., 2019).

The digital era has shown that social media are crucial in supporting tertiary students to expand their social connection between peers and institutions of higher learning (Bagci and Bagci, 2020). The involvement of learners with digital media is a wise idea in maintaining the learning momentum now (Mclain, 2019). The growth of a society has its axis in the global development of technology (Cartner and Hallas, 2017). The importance of social media is agreed upon by most researchers and learners (Nagel et al., 2018). Nations which acknowledge digital technology advancement such as Thailand have begun to prepare learners to face digital learning and working through the internet network (Seechaliao, 2017). Learners who are used to the social media will require time to employ the platform for learning purposes (Brien and Freund, 2018). This is expected as the medium is used for informal discussions with contents written in contractions. Yet it is acceptable to these young learners who prefer interacting in a casual manner as compared to formal instructions. The behaviour of learners plays an important role in ensuring that learning based on digital

technology bears fruit. The main elements in learning are teachers, the education system, peers and the society (Wang and Han, 2020). The integration of technology-based education and the encouragement from the surrounding are major influences in motivating learners to be successful. This social networking allows communication to be more open (Wadmany, 2018).

Definition of Mediamorphosis
Mediamorphosis derives from two different words which are 'media' and 'morphosis'. The dictionary definition of 'media' is a tool or medium in communication or in a relationship. In other words, this scientific term, when combined, speaks of the drastic change of digital media technology in world media today. Moreover, findings in a study (Achmad and Ida, 2019b) define any unavoidable transformation of the media is called mediamorphosis. Social media is defined in general terms as applications connected to the internet used for communication in various formats and media platforms (Syahputra, 2018). Mediamorphosis is learning using any digital technology platforms such as Whatsapp, Telegram, Google Classroom, websites and more. Mediamorphosis emphasises the role and functions of ICT as a tool for teaching and learning (Puteh and Abd Salam, 2011).

The education system should always explore new methods to maintain a favourable learning momentum so as to ensure the enhancement of learning quality (Nicolaou et al., 2019). Technological transformation that creates simulations allows virtual interaction through the screen of a computer. The ability to surf digital media and to interact in a new context encourage its use in daily life (Bagarukayo, 2018). Effective learning designs using the social media will influence and improve the educational component beyond its previous form (Bagci and Bagci, 2020).

Fidler's theory shows the increase in the development of new media. (B.J et al., 2020) explain that in the early stage, the new technology creates joy, confusion, and the lack of acceptance as a whole. At the later stages, the society begins to adapt to the new technology by penetrating its use in daily life. The final stage sees new technology to be well accepted and its innovation becoming a technological standard.

The Principle of Mediamorphosis
According to Fidler (1997A), the six mediamorphosis principles in his study are:
1) **Coevolution and coexistence**: all forms of media communication coexist and evolve within an expanding, complex adaptive system. As the new form emerges and develops, it influences over time and to varying degrees the development of every other existing form.

This first principle explains that every time technology changes, social media should also adapt to it. Facebook, for example, which began as a platform for sharing pictures and searching for friends, with the advancement of technology, has now the function to tag pictures, discover locations, and even used for business purposes.
2) **Metamorphosis** or new media do not arise spontaneously and independently – they emerge gradually from the metamorphosis of older media. When newer forms emerge, the older forms tend to adapt and continue to evolve rather than dying.

The second principle explains the renewal from older versions to simpler, newer ones. This can be seen in the comparison of Facebook which allows essay compositions and Twitter with its limited writing space. The younger generation apparently prefers the Twitter medium in contrast to the older generation.

3) **Propagation.** The emerging forms of communication media propagate dominant traits from earlier forms. These traits are passed on and spread through communicatory codes called languages.

This principle highlights how certain social media can be used for encrypted two-way communication. For Facebook and Twitter media, they are more open compared to Whatsapp and Telegram which are meant to be encrypted two-way communication.

4) **Survival.** All forms of communication media as well as media enterprises are compelled to adapt and evolve for survival in a changing environment. Their only other option is to die.

Development has diversified search engines. The more popular search engines among youths and adults are Google and Yahoo. Google improves its system while Yahoo has remained at its old stage in the years. These search engines can flourish if upgraded and otherwise they are bound to become obsolete.

5) **Opportunity and need.** New media are not widely adopted on the merits of technology alone. There must always be an opportunity as well as motivating social, political, and economic reasons for new media technology to be developed.

Online learning emerged aggressively when the condition created new opportunities and ideas, where renewal was necessary in pressing times. This was seen during the Covid-19 pandemic that necessitated online learning using platforms such as the Google Classroom, Zoom, Meet and the like. These platforms allow high quantity interactions. Perhaps, without the outbreak, such platforms would not have appeared.

6) **Delayed adoption. N**ew media technologies always take longer than expected to become commercial successes. They tend to require at least one human generation (20-30years) to progress from proof of concept to widespread adoption.

Intense competition overshadowed certain platforms such as Telegram and Zoom. The use of Telegram fell behind because of its similarity to the Whatsapp application. Yet it re-emerged in popularity for downloading movies, songs and large-scale documents.

The business revolution sparked the computer industry technology transformation towards wireless internet networking as a platform and the attempt to understand the change (Batchelder, 2010).

Advantages of Mediamorphosis

Learning by using media is relatively new among the more senior lecturers. Nevertheless, online learning creates an opportunity for learners to explore materials and share them with others (Arendale, 2017). The digital media environment enhances and fulfils communication needs. The main characteristics of the Alpha Generation is the intense desire to learn and discover answers through existing digital media platform (Can and Gokce, 2019).

The use of social media is readily absorbed by the new generation due to its user-friendly nature which is easily learned (Mclain, 2019). Hence there is hardly any rejection of digital media technology from among the younger generation since they are used to it from an early age. Learning based on social media enables educators to plan interesting learning activities well, communicate ideas and materials and learners gain knowledge by themselves without depending on their lecturers solely (Seechaliao, 2015).

Social media-based learning may open the mind if practised globally. The method is also able to change the mind-set of the society to be more receptive to a greater world in building a sophisticated generation (Lang-wojtasik et al., 2020). This approach builds a firmer relationship between students and educators as they frequently communicate, tolerate and

respect each other, and have the interest to continue teaching and learning sessions (Safotso, 2018).

Mediamorphosis in Education

Daily life today cannot be without the penetration of social networking that may be used in facilitating the education system which includes teaching and learning (Davidovitch and Belichenko, 2018). The internet networking is able to link various major applications such as Facebook, YouTube, Whatsapp, Instagram, Google Meet and their like. The most important element in learning sessions to emphasise capability and effectiveness of subjects is the visual media, which aid in enhancing comprehension of learning materials in a more creative manner (Nicolaou et al., 2019).

Deeper approach by learners to access the content and network will develop their knowledge and change the education system of an institution from the perspective of the society. Many students have shown a positive reaction in the use of Facebook in learning due to the platform being flexible and having learner-centred activities (Bagarukayo, 2018).

Technology is an informal medium which is innovated to be merged into a formal education system (Anderson, 2013). This is because the context of education does not exist beyond media technology. To ensure the effectiveness of the media platform, educators need to be more concerned towards the level of students' use of social media, understand deeper the management of the platform and more (Nagel et al., 2018). While the media platform has benefits for development and education, its use needs to be observed so as to avoid its domination over daily life patterns (Anderson, 2013).

Teaching and learning sessions require creativity and attention in the instructional components such as learning content, learning techniques, learning objectives, student problems and many other issues (Seechaliao, 2017). The approach or presentation of a social media platform is different in format and function. Creer mentions the same in saying that the variety of social media platform used has diversified capabilities and functions, for instance, in the use of templates, content and so on (Creer, 2018).

Social media is not limited to Facebook, Instagram, YouTube, Twitter, Ning, Xing, and Tumblr only. Any website created in mobile applications and is able to connect people is known as social media (Brien and Freund, 2018). According to Maresova et al. (2020), the use of digital media technology, especially social media platforms, attracts students to enrol for further studies because of their ability to reach the multitudes (Maresova et al., 2020). Innovation in the education system is crucial in adapting teachers' skills with learning practice using digital media technology (Wadmany, 2018).

Objectives of the Study

This article aims to elaborate on today's learning scenarios that use new media as the main medium of learning in higher education institutions based on literature writing between 2016 until 2020. The objectives of the study are as follows:

- To identify the implementation of new media-assisted learning in higher learning institutions.
- To analyze the challenges faced in implementing learning using new media.

Methodology of the Study

The study uses the qualitative approach to determine the implementation methods and challenges of mediamorphosis in institutions of higher learning. The research design is

content analysis which utilises the gathering of document and journal analysis of past studies from 2016 until 2020. The keywords used to collect the related data are mediamorphosis, new media in education, education media, teaching strategy, challenges of new media in education, new media in learning, and social media in education.

The content analysis approach helps in critically analysing the variable sources in a research (Roller, 2019). As the first step, the researcher gathered journal articles which focused on institutions of higher learning. Selection was made for the journals dating the last five years from 2016 until 2020. Then, the researcher sifted for the method used by past researchers in their studies on delivering information based on the internet and learning by using the social media platform. At the final phase, the researcher analysed the implementation and challenges faced by several parties such as learners, educators, and institutions in launching the use of digital media technology in the education system. A systematic data collection ensures validity in information analysis and reliability of the data. This qualitative study aims also to scrutinise the naturalistic importance of the subject and research topic (Rukajat, 2018).

No	Sources	2016	2017	2018	2019	2020	Total
1	ERIC		6	5	5	11	27
2	DOAJ				4		4
3	GOOGLE SCHOLAR	1	2	3	6	3	15
4	SAGE					1	1
Overall Total							47

Figure 1: List of search engines 2016-2020

Based on the content analysis of 47 journals between the years 2016 and 2020 accessed from search engines such as ERIC, Directory of Open Access Journal (DOAJ), Google Scholar and SAGE, only 27 journals were directly related to the current study. From the data retrieved from those 27 journals, five themes were established, namely learning instruments using mediamorphosis, learning methods used in mediamorphosis, learning challenges in using mediamorphosis, learners' attitude towards mediamorphosis learning and the benefits of learning using mediamorphosis.

Findings and Discussion
  I.   *Learning tools using Mediamorphosis*
The surge of national development based on technology has changed the traditional education system to a more modern one. Based on previous journals, the social media platform is a mediator for the needs of life now. This is due to the development of technology being merged in various aspects of life including the education system. The renewal of the system is a relief for the current generation as they have been exposed to it from a young age, enabling them to easily accept the learning system based on the media platform. Social media is used more than for searching information, where it also serves as a virtual communication tool. The analysed data reveal that the choice platform for learning based on popularity are Facebook, Twitter, Instagram, YouTube, Whatsapp and many more. Table 1 shows the social network surfed most often by the society based on past studies.

Table 1

Variable	f	%
Facebook	13	2.4
Twitter	22	4.0
Instagram	233	42.4
Whatsapp	247	45.0
YouTube	27	4.9
Diger	7	1.3
Toplam	549	100.0

Source: (Can and Gokce, 2019)

This study is supported by data from another study (Nagel et al., 2018) in Table 2 which shows the percentage of how active students use the social media platforms.

Table 2

Social media platforms	Percentage of students active in the platforms	Percentage of those who surf at least once a day
Facebook	95.4%	39.7%
YouTube	77.0%	0.0%
Instagram	71.3%	34.2%
Twitter	69.0%	43.2%
LinkedIn	66.7%	11.5%
Snapchat	46.0%	69.7%
Google	33.3%	3.3%
Tumblr	26.4%	41.7%

Source (Nagel et al., 2018)

The table above clearly shows that students are very active in social media websites although in varying platforms. Perfecting learning requires innovation in line with the development of digital media technology to avoid learners from experiencing boredom in learning (Nicolaou et al., 2019). Interactive learning starts with a clear objective and a learning structure capable to attract learners.

 Online learning may cause a rift in the relationship between educators and learners. This can be overcome in the learning context by uniting them in learning based on mediamorphosis. A study Iwamoto and Chun (2020) states that learners are prone to spend time on the Facebook and Instagram platforms due to the sharing found therein. Facebook is a tool that functions as a mediator in learning sessions known as a 'pedagogical glue' as it is able to encourage collaboration in the current environment without having to face one another (Giannikas, 2019). Moreover, Facebook supports learning and involves learners actively in learning sessions.

Facebook can serve as a learning sharing platform among members and create positive communication. Today, the Alpha Generation communicate through social media platforms to start relationships or to maintain existing ones (Davidovitch and Belichenko, 2018). The education system can utilise the Facebook technology to ease students in completing assignments and apply current knowledge in learning. This website has a great potential in promoting informal learning and maintain social interactions in the communicative aspects and in working together (Bagarukayo, 2018).

Social media can be used as a domain for discussions, the sharing of knowledge or a tool for the delivery of news quickly and accurately (Fauzi, 2017). Facebook allows educators to communicate with learners in specific research or in teaching and learning. The various social media platform gives the opportunity to learners to personally delve into learning materials, make decisions and share. Learning using the mediamorphosis method grants flexibility to the education system in time and space. Media platform is not limited only for Facebook. Google Suits, for instance, is prepared for educators and learners as an alternative to traditional learning (Arendale, 2017)

The use of Twitter enables learners to have discussions both in and outside of a classroom, creating a positive effect on learners' achievement aspect. The implementation of user-friendly digital media technology allows a speedy adaptation for students to the changes (Mclain, 2019). Past studies have shown that Twitter was introduced to enable a continuation of class discussions outside and support in assignment portfolios becoming better besides displaying faster information assessing abilities (Lemon et al., 2019). Educators prefer providing additional information through social websites such as Facebook, Twitter or Flickr for project work and uploading videos from YouTube in class (Saunders et al., 2017).

Data gathered from past studies show that almost all learners use Instagram, a preferred application with the highest hits after YouTube with 87.1%, Twitter 78.8% and Facebook at 55.3%. Other social media platform percentages are below 50% (Tutgun-ünal, 2020). Another study shows the percentage of Diploma students using Twitter is at the lowest at 57.1%, Degree students at 60.7% while Master students are at 81.8%. Both Instagram and Facebook can be universally used as they are well accepted. Other closely related social media include Linkedln, Tumblr, Snapchat, (Nagel et al., 2018). A study (Seechaliao, 2015) also presents the percentage of lecturers using social media in their courses at 70.97%, with Facebook being the most visited platform at 38.59%.The percentage of lecturers who always struggling and searching for informations to overcome problems in using social media during teaching is at 48.84%. The percentage of lecturers who use detailed information to avoid the use of social media is at 48.84%. The combination of social media and online instruction given during learning scores the highest at 95.45%. The concept of knowledge and technological skills should be combined to allow learners to practise High-Level Thinking Skills appropriate with learning activities (Wang and Han, 2020).

The social media mostly used by academic staff to maintain communication among students are Facebook, Twitter, and YouTube (Sutherland et al., 2020). The use of these social media in daily life somewhat assisted the platform to be merged in learning. The Facebook and Twitter platforms are the highest choices among educators and learners compared to others due to their user-friendly nature. But for audio-visual use, users prefer YouTube, Netflix, Vimeo, and many others. Advances in technology heightens the level of education alongside the development of a nation (Nicolaou et al., 2019). Although there are doubts on the use of social media in the context of education, feedback from learners on teaching and learning show that it is easier with the aid of digital media technology (Brien and Freund, 2018).

The social interaction between learners and educators improves with the contribution of communication in the environment of digital media networks such as Instagram, Whatsapp and the like (Can and Gokce, 2019). Popular social media platforms based on searches can be categorised to include Facebook, YouTube, MySpace, Flickr, Slideshare, wiki, blog, podcasts and many more. Most lecturers prefer using these applications to broadcast learning content needed in a class or to provide additional materials. Facebook has the potential to support the education system in the context of current learning, project collaboration and in

strengthening the relationship between educators and learners (Seechaliao, 2015). Lecturers prefer using YouTube in teaching, so students are more open in appreciating learning contents. Past studies have established that social networking websites are the most common tools used in teaching (Zgheib and Dabbagh, 2020).

The use of social media such as Facebook, Whatsapp, wiki, Skype, and Google Hangout also helps in creating students' knowledge and makes learning scopes undaunting in institutions of higher learning (Mnkandla and Minnaar, 2017). The strategy of universities in using social media networks is to achieve their aims to enhance social interactions upon their targets. Therefore, the continuous effort to inculcate learning based on mediamorphosis among lecturers in ensuring learners are not left behind in learning is commendable. Social media network is crucial for learners in obtaining practical information and build new relationships. The wide sharing of information using mediums such as Facebook, Twitter, YouTube and Whatsapp among students and lecturers helps multiply social interactions among them (Maresova et al., 2020). Most of the data analysed focus on learning methods through Facebook as it is an appropriate platform to be used in education.

II.   Learning Methods using Mediamorphosis

The use of devices linked to the internet network creates a continuity of learning without the barriers of time and space even when one is at home. In other words, learning content has been transferred to one's fingertips (Hetrick, 2020). This wave of modernisation has enabled the new generation to opt for learning based on objects and graphics in three dimensions and beyond. The use of appropriate colours, video recordings and animations are an ideal strategy for teaching and learning sessions. The use of proper graphics can deliver meaning in interesting ways and clarify ideas better. This digital media technology uses the informal written form and emoticons to present communication in a colourful manner (Creer, 2018). The use of technology in the education system facilitates education nowadays. Lecturers admit spending a great amount of time to record audios or create podcasts so students can find time to listen to them. Students need not worry if lessons are missed as podcasts can be accessed through their mobile devices (Arendale, 2017).

The development of digital media technology has made the world realise that the internet is able to penetrate any knowledge barrier. This development is not merely limited to highlighting audios, videos, pictures, or dimensional object animation, but it can even pinpoint time and locations accurately in real time (Squires, 2017). The contemporary society mostly agrees to incorporate the use of social media in education as it is convincingly evident that such media can improve the skills of oral communication through videos, audios and so on. Nowadays, most websites contain a plethora of visual media to produce the latest information in the most interesting ways. While there are differences in social media for entertainment and education, the positive acceptance from learners makes them negligible (Nicolaou et al., 2019).

The literacy practice among students in having discussions and sharing through this medium could strengthen peer interaction, allow open commenting, share materials and learn criticism in the learning process. Students are required to complete assignments such as to produce videos, upload content onto social media, and share in class group platforms. These activities encourage the use of technology in the education system and foster learners' humanitarian skills. The inclusion of technology in learning sparks learners' abilities to interact, communicate, and work together in the new context of practising knowledge (Bagarukayo, 2018).

The traditional concept of learning involved only the chalk board and lectures for educators. Now, learning based on mediamorphosis has undergone explicit changes with the use of materials on slides which can be transferred to netbooks or mobile devices. Textbook contents can be downloaded into tablets or laptops. The internet connection is crucial in ensuring these multimedia materials such as audio talks, presentation videos, three-dimensional graphics and their like may be accessed (Saunders et al., 2017). The advantages of platforms such as Facebook, YouTube, Twitter, and the rest are beneficial in achieving the desired objectives. Mobile gadgets like smartphones, tablets and laptops facilitate the editing and work on materials (Slim and Hafedh, 2019).

The use of technology has neither been explored fully nor scrutinised by the education sector. Generally, social media attract focus by virtue of their extensive use of short videos, audio, video links, dimensional graphic presentations and more. These elements attract viewers in search of new ideas, the latest trends and information on current issues. The education system based on digital media technology assists in motivating learners to be more dedicated in learning (Maresova et al., 2020). Even so, the learning rate of learners depends on the internalising of information while using such technology (Recondo and Amato, 2020).

III.   Learning Challenges using Mediamorphosis

It cannot be denied that the use of social media technology carries both positive and negative effects. Concerns in accepting digital media technology include the stealing of privacy rights, copyrights, and intellectual property. In using the internet, a fraction of the society is worried if private data be manipulated in the registration or creation of accounts by unscrupulous parties, who may disrupt the professional and private lives of students beyond a classroom. Not all students are adept in managing mass media technology as there exist issues of the lack of support from educators of higher learning institutions in using it in research, and teaching and learning sessions. The use of technology practised in a university should abide by the IP to avoid confusion in content involving work or personal matters (Sutherland et al., 2020).

Educators are also too dependent on coded knowledge and prior experience. They need to ensure that motivation and growth are stimulated well to create a balance in the learners' cognitive and metacognitive performance in learning (Nicolaou et al., 2019). Learners often complain of their challenge in the cost of uploading videos and the time involved while having poor internet network. Moreover, there are learners who face difficulty in the mediamorphosis method of instruction as they do not own laptops or smartphones to support its use. Added to this situation are learners who refuse to merge their private lives with that of education purposes. Even when processing videos, some students require assistance from others. Although online learning is being accepted by many, there are those who find it too taxing to follow (Arendale, 2017).

There are levels of differences in the expertise of handling social media technology for teaching and learning due to the scarcity in formal instruction on it. These barriers lead to the limitation in the use of social media in learning (Bagarukayo, 2018). Other studies show that educators are unable to employ social media extensively since learners themselves lack the skills and are not exposed to such digital media technology. From the perspective of the society, learning with the use of social media platform presents challenges. The new generation is inextricably connected to electronic media use (Mclain, 2019). Its use is not limited to leisurely activities but extends to an overuse resulting in health problems such as gadget addiction, spinal pains or other detrimental issues such as academic deterioration,

poor time management, and disruption in sleep patterns due to the time spent gazing at the screen. The tendency for the society to socialise has decreased while its dependency on the internet is on the rise. The addiction to social media requires a motivational remedy that it would not distant the society from physical activities (Erbaş and Gümüş, 2020).

Another challenge is when educators prefer the traditional teaching profession approach of face-to-face interactions (Anderson, 2013). This is aggravated with the existence of a handful of educators believing that the merge of social media technology in the education system is the main cause of failures due to social media addiction (Tutgun-ünal, 2020). The generation gap has caused uncertainty and lack of control among educators in instructions and guidance for learners which raise the problems in time insufficiency in managing the technology (Brien and Freund, 2018). To this is added the issue of not desiring personal information to be intermingled with social media use in learning.

If learners often use the social media platform in their daily lives, guidance is necessary if it is to be used in the education context. A factor which influences the effectiveness of using social media in learning is the class condition. If the classroom environment does not support the use of technology, it makes it difficult for mediamorphosis. A study (Cartner and Hallas, 2017) summarises past researches that the main challenge is the mind set of educators who do not consider professional development to be linked to technology. Therefore, they refuse to change their teaching methods even when surrounded with new technology. In reality, the use of new technology offers additional support for communication among educators and learners, even though the society is aware that digital media may lack sincerity in communication, genuine friendships and cause extreme gadget addiction (Bagci and Bagci, 2020).

While the use of technology has benefits in education, overdependence on it may negatively impact daily life such as addiction. Uncontrolled use of social media may lead to health issues. This has to be considered as issues emerging among learners if the platform continues to be utilised in education (Wang and Han, 2020). Therefore, educators need to make changes to proceed with the teaching and learning process as change is the main factor in ensuring effective learning techniques.

IV.   *Learners' Attitude towards Mediamorphosis Learning*

The important components to ensure learning based on mediamorphosis runs smoothly are the educator and the student. Problems will arise if only one of the parties accepts the learning method which uses the social media. Some students agree on the use of mediamorphosis in learning as it provides comfort in assignment discussions, offers quicker access to materials, ensures accurate delivery of information, and improves social communication between older and newer students. Facebook is the platform that provides the best landscape to be used to gather knowledge from the students' perspective. Facebook offers a format to achieve readiness, with better mobility and achievable strategies (Bagarukayo, 2018). The millennial society from various generations is prone to use this social media in their work and daily life. Its use is not limited to leisure time usage as almost all members of the society prefer to use it in daily life aspects such as in communication, making appointments, having discussions, searching for information, making study notes and so on (Erbas and Gumus, 2020).

Students responded positively when asked regarding learning based on mediamorphosis. This is because they can communicate with their educators in a more casual manner. For students, the social media help them to build a more open relationship with the university officials

(Brien and Freund, 2018). Data from past studies reveal that students prefer to use the technological network to search for information at the college or university. Although in the initial stages, they had to leave their comfort zone and delve into the learning system based on mediamorphosis, they eventually learn of its benefits. The sharing of information and assignments through the social media is less daunting compared to using formal mediums such as the email or face-to-face (Maresova et al., 2020).

Another study (Davidovitch and Belichenko, 2018) reveals that some students agree that the use of Facebook in searching for information helps in learning as it is an interesting and informative platform. The use of digital media needs guidance such as 1) in the provision of active guidance rather than a passive one on its use, 2) considering students' styles and needs to ensure the quality of the content is preserved, 3) emphasising on good communication to allow interaction between educators and learners to occur. These convince them and motivate them to continue with the teaching and learning sessions. Learners would welcome the use of social media platforms if given the opportunity. But the teaching force and learners must be given guidance in managing digital media technology in the education system to ensure the change would make learning effective. The Alpha Generation requires careful strategy and motivation to support their learning styles in using the digital media.

V. The Benefits of Learning using Mediamorphosis

The developing modern world sees the nation being engulfed in the use of technology in several aspects. The benefits that can be gleaned from learning based on mediamorphosis include the ability of the learner to exchange information, work together on projects while maintaining distant communication with others. Social relationships become closer as with the use of social media, people can communicate online, play games together, know daily activities which are shared and so on, without always meeting. These are the best accepted communication tools by university students (Bagci and Bagci, 2020). Favourable social connection and networking offer great benefits to the development of academics. This is because they serve as intermediaries and professional support to academic development for the community and other forms of academic education. The social networking continuum and professional relationships aid in better academic development (Davidovitch and Belichenko, 2018).

Besides that, students' motivation increases with the aid of social media technology in the education context. The overall ability to use digital media technology in institutions of higher learning proves the enhancement of professional development and the effective growth of an institution. The use of this platform is indeed important in education as it is able to heighten communication and create efficient learning opportunities (Can and Gokce, 2019). The blogging concept can hone the creative thinking of learners and increase trust on the use of social media during discussions. Time management and financial control are perks of using social media online learning. The effects of using social media have been reported to include collaborative learning, teaching strategies that yield results, support for digital learning styles and increase in motivation for both educators and learners (Seechaliao, 2017).

The advantages of social media are not limited to the education system but are also utilised in a larger field which is in the business sector. Conventional media will change with the development of technology and the economy. Students' exposure in using social media now will help them in the future when facing the challenges of new media (Tutgun-ünal, 2020). The data of a study (Maresova et al., 2020) showing the speed in which social media deliver information cannot be refuted. The social media platform allows users to provide feedback

on broadcasts. This enables organisations to improve their services in giving satisfaction to the consumers (Maresova et al., 2020). Social media are important channels in supporting and understanding current issues as they happen. The social media platform is crucial in building connections in new environments, searching for practical and important information for learners and for those who will become learners. Findings in a study show that networks such as the social media provide opportunities and new perspectives for students to work together as a community, enhance student motivation, familiarise students to mutual collaborations and more (Zgheib and Dabbagh, 2020).

Global use of social media has made the technology to have great potential in creating learning opportunities and exposure to different cultures. Learning based on mediamorphosis can create stronger academic identity and character. This is more so with the merge of formal and informal learning, which could improve learners' communication as they become more open and comfortable to voice their opinions (Anderson, 2013). Effective learning is by planning learning according to one's comfort. The education context functions to make changes in teaching and pedagogical practices in learning. The result of continuous use is the honing of learners' talents and encouragement to play active roles among other students (Cartner and Hallas, 2017). The preference of lecturers in using ICT during teaching and learning sessions can consolidate learners' interest in obtaining more information.

Social media websites allow activities to be conducted in an informal manner. Students become for confident to approach lecturers through casual online interactions. This situation creates a smart academic community in providing feedback in learning. Students become more confident in presenting themselves to solve assignments in practical ways. For passive students, the benefits of social media include the completion of work by themselves based on information obtained virtually. This allows better understanding and the formation of learners' firmer confidence (Bagarukayo, 2018). It is evident here that there are countless benefits that can be reaped from learning based on social media technology.

Conclusion
This study epitomises past studies which have shown the positive effects of teaching and learning sessions facilitated with social media. The advancement of technology offers vast learning opportunities in the most conducive ways (Slim and Hafedh, 2019). Most educators agree that the use of social media in learning facilitates the growth of the industry and education (Sutherland et al., 2020). Although this study and previous ones do not specify which platform is used formally in education systems, the findings show a positive outlook towards the use of social media in learning. The use of social media platform in learning assists learners to explore and learn by themselves (Giannikas, 2019).

It cannot be denied that the world today has changed due to the intense development of technology, which makes conventional education to be transformed to one based on digital media. The use of digital media offers various facilities, and the researcher believes that institutions of higher learning should adapt themselves to the e-learning culture appropriate with the needs of the students. Therefore, the education system needs to re-evaluate methods and opportunities to inculcate digital media technology into learning activities.

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