Portraying the Use of Facebook for Educational Purposes among Female Undergraduates: Causes and Activities

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This study describes the use of Facebook for educational purposes among female students. The study focuses on two main objectives. First, the study reveals the causes to use Facebook as educational platform. Second, the study depicts the learning activities which female students did with Facebook. To explore the findings, the study gathered the data from survey among twenty-one female students of Bina Nusantara University who were selected randomly. They were asked to complete the closed-ended Likert-scale questionnaires. Then, the data were quantified and analyzed descriptively. The results show that the main reason of female students to use Facebook for learning was its ease accessibility from anywhere with the respondents' personal gadget. Finally, the research proved that female students were extremely used Facebook to post the writing assignments like stories and essays. Overall, the study significantly conveys the worth usages of social networking sites as Facebook for educational purposes.

Keywords: activities, causes, educational purposes, Facebook, females

INTRODUCTION

No doubt that the advancement of internet usage have aroused attention of educators and students recently. The advancement of internet has created a borderless world that change the paradigm of classroom learning. Classroom learning has been shifted from face-to-face learning become virtual learning. Thus, teaching and learning are no longer confined to the four walls of a classroom (Piccianno, 2009). As a result, educators need to be creative and always up-to date with the disruption of technology use in the classroom. Otherwise, students will be unenthusiastic and be passive toward the learning development process.

Accordingly, most students like to spend their time on social networking sites. Building relationship through online social media is getting popular among young generations, including university students. Therefore, using social networking site as Facebook as platform for enhancing learning development seemed to be aligned with the current situation. Mannan et.al (2012) pointed that "blending conventional face-to-face instruction with online learning activities can contribute to solve teachers' problem of inadequate class time, and can help teachers to make learning more appealing to the students". Shortly, providing online learning activities has become

best solution for mitigating classroom learning problem faced by most educators who teach in large classes with inadequate class time.

In relation to the application of Facebook for supporting educational purposes, people have several reasons to execute it in learning process. Hew (2011) indicates that the primary reason for using FB, found in his research, was keeping contact with current friends, and was rarely oriented to educational purposes. So, students also may have different reasons to execute Facebook (FB) as a supplementary tool of learning. Besides, gender dissimilarities also can contribute to the reason to use Facebook for educational goals as well as influence to activities performed through it. One of the bias is the way women maintain their private profiles. Chakraborty et.al (2013) said that "more women than men maintain private profiles, looking more cautious and with a greater sense of social responsibility". It means that females are more aware on information shared on Facebook. They are more careful on having interaction with others through the social networking site as Facebook. Because of those facts, this study wants to investigate common causes that influence female students to use Facebook. Also, this study would like to identify learning activities that are performed regularly by females through Facebook for supporting educational goals.

OBJECTIVES
The objectives of this study are as follow:

1. To verify the causes influence female students to use Facebook for educational purposes
2. To identify kinds of learning activities that female students regularly performed via Facebook to support the educational purposes

SIGNIFICANT OF THE STUDY
This study would be beneficial for educators as well as students to make use social media like Facebook for facilitating learning activities. In addition, this study will add contributions in technology enhanced learning field that support educational purposes. The result of the study will give valuable inputs for educators on the effect of massive usages of social media as Facebook for supporting learning process on gender differences, particularly among female university students.

LITERATURE REVIEWS
The popularity of social media site as Facebook among young generations is getting increased nowadays. Facebook is known as communication tool that allows user to make connection, share interest and join groups (Lantz Anderson, Vigmo and Bowen, 2013). In other words, Facebook is well known as social networking tool. Because of its popularity, university students use it a lot on daily basis for academic and social goals (Kirshner and Karpinski, 2010). It means that university students cannot stop of using it for educational and socialization goals.

Based on the fact above, it is clear that educators or teachers can accommodate social media like Facebook to enhance learning. It gives students to work collaboratively, learn together with peers, and also build learning communities through interaction between members of communities (Kabilan et.al, 2010). In short, Facebook integration in learning can generate dynamic learning process and meaningful interaction. Then, it supports Godwin-Jones (2008) who claim that "tools

and platform such as Facebook are useful to improve communication, human interaction, and language learning". Apparently, Facebook can become an effective learning platform since the learner can learn reading, writing, listening and speaking incidentally in informal manner. For that reason, university students can visibly learn shared-texts and have discussions with other classmates via Facebook.

Despite the fact that university students have a lot of reasons to use Facebook as informal learning platform, students and lecturers need to aware on certain risks of using Facebook in learning situation. Cheung et.al (2011) added that "social presence and group norms have strong influences of the use of Facebook (FB) among people nowadays". In other words, the main reason for applying Facebook is for preserving social communities, keeping contact with friends, and having entertainment. However, self-disclosure personal information is one of major risks that commonly exists among users of Facebook. This risk is mostly applied by men than women due to the tendency of single men to report more their contact details such as email address, phone number and birthday showing they have desire to share as much information to other users (Young and Quan Hase, 2009). Meanwhile, Gross and Acquisity (2005) stated that "women like to maintain personal profile, looking more cautious with a greater sense of responsibility". In other words, women are strongly aware of privacy and security setting. Most women do not easily want to disclose the personal information especially if they have had unpleasant experiences, so they prone to change their Facebook security settings.

Although the use of Facebook for learning has negative sides, most scholars and educators in higher education believe that it brings many positive outcomes to support educational purposes such as carrying collaborative learning environment, facilitating virtual communication, developing language learning, and assisting tutoring and counselling activities. First of all, Facebook can provide a collaborative learning environment. Voorn and Kommers (2013) mentioned that introvert college students saw social networking as a greater support for carrying collaborative learning and self- confidence. This fact constitutes to prior research findings of Stacey and Garbie (2007) found that struggling learners who were not able to follow the fast-paced class discussion prefer online activities which they perceive are much easier to comprehend, so they were more engaged during online activities as compared to face-to-face class activities, where only the more confident students would participate in the class dialogues. From this situation, it clearly emphasized that Facebook can truly provide meaningful learning experiences and can enhance students' communication skills.

Secondly, the application of Facebook in educational context can expedite online communication between students and other classmates or lecturers. Jong et.al (2014) claimed that Facebook was chosen over other systems for resource sharing, engage faculty publications, and interaction with others. It can be concluded that Facebook is a tool for interacting with classmates.

Thirdly, Facebook is useful for language learning since it increases the pragmatic knowledge and practice communication between the communities. The students can join group chat and interact with the target language, i.e. English, and also they can observe exchanges occur in the group discussion forum. That's why Stevenson and Liu (2010) supported the idea of using Facebook for second language development. They argued that the students have high interest to participate

collaboratively with native speakers through a social network in order to increased motivation and performances in language learning.

Lastly, Facebook can assist tutoring and counseling activities. Academic advising is significantly influence the academic development of student for achieving better career and personal goals. Through Facebook, students do not need to have private schedule meeting with the academic advisor or counselor. They can directly write and send message to the advisor or counselor and by the time can read advising comments or feedbacks from the counselor. Moreover, the relationship between the advisor and the student may extend to be as friends, so it will be easily for the students to accept any advices from the counselor. McCarty (2012) proved that Facebook's interface can facilitate tutoring both synchronous and asynchronous. Therefore, Facebook can accommodate the presence of professional relationship.

METHOD
This study is a descriptive qualitative study. It involved twenty one (21) female students who study at different subjects at Bina Nusantara University. They were randomly selected in which batch and age were excluded. The data of this study were derived from respondents' responses on closed-ended Likert questionnaires. Then, the data were analyzed using descriptive analysis by means of percentages.

RESULTS

There were two important findings of this study. They are described as follow:

*1. Causes to use Facebook for educational purposes*
The first finding of this study described causes of using Facebook (FB) to support educational purposes among female undergraduate students. The figure 1 demonstrated five main causes' influenced female students to execute FB for educational goals. They were FB is safe to use for updating learning process information, FB can be assessed from anywhere with personal gadget, FB can be used for socializing with peers and lecturers, and FB can be used to check for academic notices and assignments.
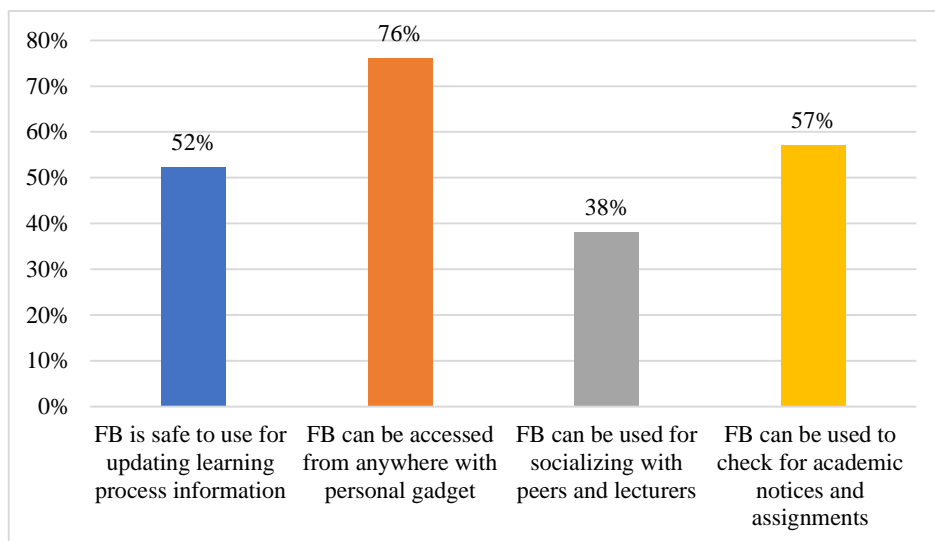
From the figure above, 76% of respondents agreed that the most influential causes was the accessibility of FB from anywhere with personal gadget. Another 57% of respondents claimed that FB was useful for checking academic notices and assignment. Then, 52% of respondents found that FB is safe for updating learning process information. Only small number of respondents (38%) believed that FB was suitable for socializing with peers and classmates. Overall, the results indicate that it is true that Facebook is a good platform to support academic tasks for achieving educational outcomes. Furthermore, this finding is in accordance to Goodwin-Jones (2018) who successfully proved that "Facebook are useful tool to improve communication, human interaction, and language learning".

2. Learning Activities done via Facebook to support educational purposes

The second finding of this study is dealing with most common activities that female students performed via Facebook in order to support educational purposes. From figure 2 below, the study found there were ten (10) common activities female students done through Facebook.
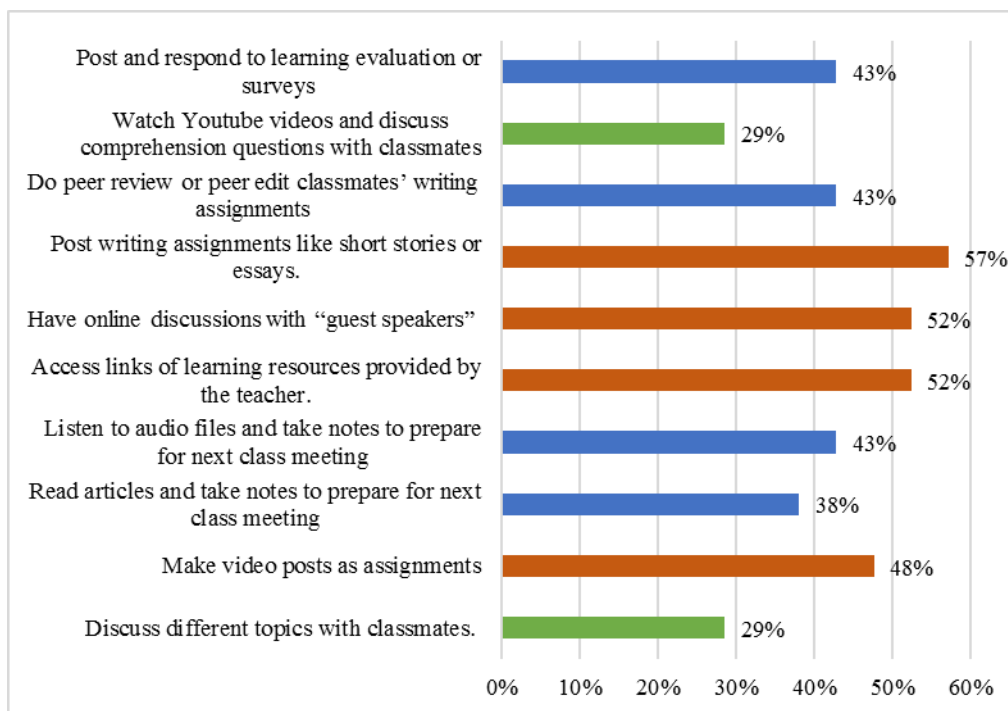
Among the ten activities, four activities out of ten were dominantly performed by female undergraduate students. The study revealed that 57% of the total respondents liked to post writing assignments as short stories or essays. Besides that, two activities like have online discussion with "guest speaker" and access links of learning resources provided were equally shared (52% each). Another activity as make video posts as assignment was fairly frequent done by females (48%). The least frequent activity performed via FB was Watch Youtube videos and discuss comprehension questions with classmates and Discuss different topics with classmates (29% each). In general, all activities completed through Facebook are supporting the educational purposes, specifically for enhancing learning process. In addition, the activities also resembled

four skills in language learning such as Reading, Listening, Speaking, and Writing. Interestingly, female students in this study are focusing more on having intellectual activities than entertainment activities. Thus, the findings are in line with Stevenson and Liu (2010) who assumed that Facebook is a convenient platform for language learning development.

CONCLUSION

Based on the fact that university students preferred to commence learning virtually than face-to-face, we could conclude that a social networking site as Facebook is very handy for facilitating the learning development process. Facebook can boost the motivation and the engagement of students particularly females in language learning. Females like to convert Facebook into their academic lives rather than using it for fun only. Eventually, some pitfalls of executing Facebook for educational purposes should be aware by undergraduate students, particularly females due to some risks of self-disclosure personal information and privacy bullying. Therefore, this study suggests for the further research should concentrate on challenges and best-practices of using Facebook for educational purposes.

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