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## THE UTILIZATION OF SOCIAL MEDIA IN THE STATE ISLAMIC UNIVERSITIES IN INDONESIA

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**Abstract:** This study aims to determine the trend of followers of each social media and the use of social media at four State Islamic Universities (UIN) in Indonesia. This study used a content analysis approach with data from websites. These documents could be downloaded from websites related to social media. The sample taken was four UIN which have relatively active social media in updating. Data validity was done by validating data internally as well as cross-data. The data analysis used interactive analysis and descriptive statistical analysis. Moreover, the results showed that the use of social media was varied. Facebook and Instagram were for academic activities, including promotion for prospective new students. It dominantly occurs in all research locations and is balanced with the content of national and religious activities.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui trend followers masing-masing media sosial, serta penggunaan media sosial di 4 Perguruan Tinggi Islam Negeri (UIN) di Indonesia yang fokus pada masing-masing pulau satu UIN. Penelitian ini menggunakan pendekatan analisis isi dengan data dari website berupa dokumen yang dapat diunduh dari website yang berhubungan dengan media sosial. Sampel yang diambil adalah 4 UIN yang memiliki media sosial yang relatif aktif melakukan update. Validitas data dilakukan dengan validasi data secara internal maupun data silang. Analisis data menggunakan analisis interaktif dan analisis statistik deskriptif. Hasil penelitian menunjukkan bahwa penggunaan media sosial bervariasi, di Facebook dan Instagram untuk kegiatan akademik termasuk promosi untuk calon mahasiswa baru dominan terjadi di semua lokasi penelitian dan diimbangi dengan konten ucapan kegiatan nasional dan keagamaan.

**Keywords:** social media; state Islamic university (UIN); a trend of followers

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## INTRODUCTION

The use of social media by universities has been very intensively carried out. European and North American universities and colleges invest in marketing activities on social media.<sup>1</sup> Most of the top 25 universities in Asia and Africa use Facebook, Twitter, LinkedIn, and YouTube for digital media marketing and social media. They differ in terms of their intended use and rate of digital technology adoption.<sup>2</sup> There is an apparent demand from consumers for this medium to be used as a marketing channel. Still, higher education institutions lack trust in this medium resulting a lack of current use.<sup>3</sup> Other findings suggest that the use of social media by higher education institutions is on the rise. Still, it is unclear whether content on university social media pages influences the prospecting process for student choice-making.<sup>4</sup> Social media platforms are the most important channels for promoting advertising campaigns and communicating with current and prospective students.<sup>5</sup> According to a study by EAB cited by Haley Marx, about 30% of the 9,500 students surveyed had opened a university website through the school's social media channels.<sup>6</sup>

Universities in Indonesia should do the same thing. Moreover, looking at data on Indonesian telephone, internet, social media users according to Wearesocial.<sup>7</sup>

**Table 1. Indonesian population data**

Indonesian Residents	Residents (in a million)
Population	268,2
Cellphone User	355,5
Internet User	150

<sup>1</sup> Motta, J., & Barbosa, M. (2018). Social Media as a Marketing Tool for European and North American Universities and Colleges. *Journal of Intercultural Management*, Vol. 10 | No. 3 | September 2018, 125–154.

<sup>2</sup> Paladan, N. N. (2018). Higher Education Institutions Embracing Digital & Social Media Marketing: A Case of Top 25 Universities in Asia & Africa. *Marketing and Branding Research* 5(2018), 159-167.

<sup>3</sup> Khan, R. H. (2013). Marketing Education Online: A Case study of New Zealand Higher Education Institution. *13th International Educational Technology Conference*. 103 ( 2013 ), pp. 637 – 646. Auckland: Procedia - Social and Behavioral Sciences.

<sup>4</sup> Nyangau, J. Z., & Bado, N. (2012). Social Media and Marketing of Higher Education: A Review of the Literature. *Journal of the Research Center for Educational Technology (RCET)*, Vol. 8, No. 1, Spring 2012, 38-51.

<sup>5</sup> Salem, O. (2020). Social Media Marketing in Higher Education Institutions. *SEA - Practical Application of Science*, VIII(23 - 2).

<sup>6</sup> Marx, H. (2020, April 20). University branding: How to build your school's brand on social media.

<sup>7</sup> Katadata. (2019). *Data Pengguna Telepon, Internet, Media Sosial Indonesia Menurut Wearesosial (2019)*. Katadata.

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Indonesian Residents	Residents (in a million)
Active Users of Social Media	150
Mobile Social Media Users	130

According to data from Katadata about social media users,<sup>8</sup> the total percentage of social media users in Indonesia can be seen in the following data.

**Table 2. The most frequently used social media in Indonesia**

Media social	%
YouTube	88
WhatsApp	84
Facebook	82
Instagram	79
Twitter	56
Line	50
FB Messenger	50
LinkedIn	35
Pinterest	34
Wechat	29

This case stated that Social media are viral among young people, including those attending universities and higher education institutions.<sup>9</sup> The statement is consistent with data from Global Web Index 2019 showing that people aged 16-24 spent the longest time on social media in 2018, with a daily average in 2018 spending 175 minutes for this age group globally.<sup>10</sup> It is consistent with the statement that social media is prevalent among young people, including universities and higher education institutions.<sup>11</sup>

Based on this potential, university enthusiasts are predominantly young people, so an in-depth study of the use of social media by higher education, especially UIN under the auspices of the Ministry of Religion, is needed. It was taken from UIN because this college is trying to attract a traditional market and a

<sup>8</sup> Katadata. (2020). *10 Media Sosial yang Paling Sering Digunakan di Indonesia*.

<sup>9</sup> Parusheva, S., Aleksandrova, Y., & Hadzhikolev, A. (2018, February). Use of Social Media in Higher Education Institutions – an Empirical Study Based on Bulgarian Learning Experience. *TEM Journal*, 7(1), 171-181.

<sup>10</sup> BBC. (2019, September 9). *Berapa Banyak Waktu Yang Dhabiskan Rakyat Indonesia di Media Sosial?*. Retrieved from BBC World Service.

<sup>11</sup> Aleksandrova, Y., & Parusheva, S. (2019). Social Media Usage Patterns in Higher Education Institutions - An Empirical Study. *ijET*, 14(5).

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potential market. After all, it has a non-Islamic study program. It has to compete with government universities under the auspices of the Ministry of Education and Culture. As a result of recent reports, the State Islamic University under the Ministry of Religion ranks below universities in Indonesia in general, namely on 36, 47, 64, etc.<sup>12</sup> It indicates that UIN generally does not need to evaluate various things and improve governance, especially its managed website. One of the hardest things to do as soon as possible is the management of social media. It will have a considerable impact on the brand of the State Islamic University in general and especially the potential use of social media, which is quite large on the Indonesian population.

In addition, it is based on the opinion that social media is extraordinarily high and ubiquitous, making it suitable for administrators, managers, students, and educators in higher education institutions.<sup>13</sup> Higher education institutions' interest in social media as part of a marketing tool is increasing, but little is known about the potential of this channel in higher education marketing strategies. Even less is known about the role of social media as an influencer of prospective students in study and university choices.<sup>14</sup> The results also show that social media advertising, brand products known and endorsed by celebrities with high image congruence, affects high consumer confidence, positive attitudes, and greater purchase intention than other social media advertising. Interestingly, there is no difference in consumer response between advertisements endorsed by celebrities with high or low congruence for products with unknown brands.<sup>15</sup>

From the various things, how is social media such as Facebook, Instagram, Youtube, and Twitter at UIN?. Therefore, this study aims to reveal the use of social media in UIN institutions.

#### RESEARCH METHOD

This study aims to reveal the use of social media at State Islamic Universities in Indonesia. The documents could be downloaded from websites related to university activities and their development uploaded on social media. This research used a

<sup>12</sup> Webometrics. (2021). *Rangking Web of Universities-Asia-Indonesia*. Madrid: CybermetricsLab.

<sup>13</sup> Chugh, R. (2020). Ritesh Chugh. (2020). The Role and Use of Social Media in Higher Education. *Higher Education Review*.

<sup>14</sup> Constantinides, E. (2012, January). Higher Education Marketing: A Study on the Impact of Social Media on Study Selection and University Choice. *International Journal of Technology and Education Marketing (IJTEM)*, 2(1), 41-58.

<sup>15</sup> Kusumasondjaja, S. (2014). Efektivitas Social Media Advertising: Peran Brand Familiarity dan Kongruensi Endorser. *Jurnal Manajemen dan Kewirausahaan*, 16(1), 83-92.

qualitative method. The research used a content analysis approach. It began with unification, data reduction, inference, and analysis.<sup>16</sup>

The design used is to look at the official social media used by each UIN to validate the texts or content on the social media, starting from Facebook, Instagram, Twitter, and Youtube. The data that has been obtained from social media is reduced and carried out abductively to conclude contextual phenomena, namely taking important points from contextual data reduction to be used as constructs. The final stage is the analysis. The research was started in early May to July 2020, and the population was taken from all UIN in Indonesia. The illustration is as follows.

**Table 3. UIN population using social media**

Island	The State Islamic Religious Higher Education/PTKIN	Social Media Communicated on the Higher Education Website				
		Facebook	Twitter	Youtube	Instagram	
Sumatera	UIN Arraniry Banda Aceh	-	V	V	V	
	UIN Sultan Syarif Qasim	-	-	-	-	
	UIN Raden Intan Lampung	V	V	V	V	
Jawa	UIN Syarif Hidayatullah Jakarta	-	V	V	V	
	UIN Sultan Maulana Hasanuddin Banten	-	-	-	-	
	UIN Suana Gunung Djati Bandung	V	-	V	V	
	UIN Sunan Kalijaga Yogyakarta	V	V	V	V	
	UIN Walisongo Semarang	-	-	V	-	
	UIN Maulana Malik Ibrahim Malang	-	V	V	V	
	UIN Sunan Ampel Surabaya	-	-	-	-	
	Kalimantan	UIN Antasari Banjarmasin	V	V	-	V
		UIN Alauddin Makassar	V	V	V	V
	Nusa Tenggara	UIN Mataram	-	-	-	-

The entire PTKIN will be studied with three considerations: utilizing social media, the type of social media informed on the main college website and at least three types of social media users. With these considerations, PTKIN was chosen as follows:

<sup>16</sup> Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology*. California: Sage Publications, 30.

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**Table 4. Social media sample used by UIN in Indonesia**

Island	The State Islamic Religious Higher Education/PTKIN	Social Media Communicated on The Higher Education Website			
		Facebook	Twitter	Youtube	Instagram
Sumatera	UIN Raden Intan Lampung	V	V	V	V
Jawa	UIN Sunan Kalijaga Yogyakarta	V	V	V	V
Kalimantan	UIN Antasari Banjarmasin	V	V	-	V
Sulawesi	UIN Alauddin Makassar	V	V	V	V

The validity of the data used triangulation methods by validating the data contained in documents on social media at each PTKIN studied, besides validating between social media within PTKIN. Data analysis used interactive analysis and descriptive statistical analysis.

#### THEORETICAL FRAMEWORK

There is no single definition for the term social media. Social media is an online platform that allows users to create profiles, connect with other users, and share and exchange content.<sup>17</sup> Social media is understood as a set of Internet-based technology services, which help improve interpersonal communication and collaboration among colleagues. These tools facilitate informal learning by acquiring and managing information, creating open spaces for discussion, conversation, and performing tasks outside the classroom. Users can connect to the network to create, edit, modify, and/or share content with others through virtual learning communities. Various elements have also been identified as essential parts for implementation in universities.<sup>18</sup>

Social media consists of activities that involve socializing and online networking through words, pictures, and videos. Social media redefines how we relate to one another as humans and to the organizations that serve us. It is a two-way discussion dialogue that brings people together to find and share information.<sup>19</sup> Social media is emerging as the most vital tool of various types of communication, equipped with the ability to share information, form opinions,

<sup>17</sup> Ryan, T. R., Allen, K. A., Gray, D. L., & McInerney, D. M. (2017). How Social Are Social Media? A Review of Online Social Behaviour and Connectedness. *Journal of Relationships Research, Volume 8*(e8), 1–8.

<sup>18</sup> Romero, O. C. (2015, June ). Social Media as Learning Tool in Higher Education: The case of Mexico and South Korea. *Sinética*(44), p.1-16.

<sup>19</sup> Reuben, R. (2008). *The Use of Social Media in Higher Education for Marketing and Communications: A Guide for Professionals in Higher Education*.

connect individuals and communities, and tools for active participation.<sup>20</sup> Social media refers to interaction among people who create, share and exchange information and ideas in virtual communities and networks.<sup>21</sup> Not much different from the others, Social media are computer-mediated tools that allow people to create, share or exchange information, ideas, pictures, or videos in implicit communities and networks such as Facebook, Twitter, Badoo, and Instagram.<sup>22</sup>

The understanding can be interpreted that social media makes everyone redefine two main things: how we interact as humans and relate to the organizations that serve us. They all mean that a two-way dialogue and discussion must bring people together to find and share information.

The social media component, according to Howard and Parks, consists of (a) the information infrastructure and tools used to produce and distribute content that has individual value but reflects shared values; (b) content that takes the digital form of personal messages, news, ideas, which are cultural products; and (c) the people, organizations and industries that produce and consume tools and content.<sup>23</sup> There are additions: social listening, social content, social engagement, social advertising & promotion, social media analytics, and measurement.<sup>24</sup>

## FINDING AND DISCUSSION

### The Use of Facebook

Facebook social media ownership is tracked through the link displayed on the website address of each UIN.

**Table 5. The use of Facebook**

PTKIN	Facebook	Information
UIN Raden Intan Lampung	<a href="https://www.facebook.com/uinradenintanlampung/">https://www.facebook.com/uinradenintanlampung/</a>	Not active
UIN Sunan Kalijaga Yogyakarta	<a href="https://www.facebook.com/UINSK/">https://www.facebook.com/UINSK/</a>	Active
UIN Antasari Banjarmasin	<a href="https://www.facebook.com/UINAntasariBjm">https://www.facebook.com/UINAntasariBjm</a>	Active
UIN Alauddin Makassar	<a href="https://www.facebook.com/uinmks/">https://www.facebook.com/uinmks/</a>	Active

<sup>20</sup> Bala, K. (2014, June ). Social Media and Changing Communication Patterns. *Global Media Journal-Indian Edition*, Vol. 5(Summer Issue No. 1).

<sup>21</sup> As'ad, H. A.-R., & Alhadid, A. Y. (2014). The Impact of Social Media Marketing on Brand Equity: An Empirical Study on Mobile Service Providers in Jordan. *Review of Integrative Business Economics Research*, Vol 3(1).

<sup>22</sup> Apenteng, S. A., & Pearl Doe, N. (2014, May). Social Media & Business Growth: Why Small/Medium-Scale Enterprises in the Developing World Should Take an Advantage Of it (A Case of the country Ghana). *IOSR Journal of Business and Management (IOSR-JBM)*, Volume 16(Issue 5), PP 76-80.

<sup>23</sup> Howard, P.N., & Parks, M.R. (2012). Social Media and Political Change: Capacity, Constraint, and Consequence. *Journal fo Communication*, 359-362.

<sup>24</sup> Gibbard, J. (2020). *Social Media Strategy: The Definitive Post*.

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One PTKIN, namely UIN Raden Intan Lampung, has a Facebook address. It is not actively used and even has no content at all. The Facebook used by PTKIN does not necessarily have followers or likes, so to see the following table:

**Table 6. The number of likes and followers on Facebook**

PTKIN	Facebook	
	Like	Followers
UIN Raden Intan Lampung	-	-
UIN Sunan Kalijaga Yogyakarta	24.607	25.568
UIN Antasari Banjarmasin	9.816	10.239
UIN Alauddin Makassar	31.590	32.551

In this case, UIN Alauddin has 31,590 likes and 32,551 followers. The others were between nearly 10,000 and 26,000 followings. The smallest one is UIN Antasari Banjarmasin.

An interesting phenomenon occurs in the following data, if you look at the distance between the founding of Facebook, namely on February 4, 2004, UIN's utilization can be seen as follows:

**Table 7. Distance of Facebook usage**

PTKIN	Page created	Difference
UIN Raden Intan Lampung	-	-
UIN Sunan Kalijaga Yogyakarta	December 16, 2011	7 years 10 months
UIN Antasari Banjarmasin	February 19, 2018	14 years 15 days
UIN Alauddin Makassar	January 24, 2012	Seven years 11 months, 20days

The description above shows that the one who has used Facebook the longest is UIN Sunan Kalijaga Yogyakarta. The difference between the establishment of Facebook and its usage is seven years and ten months.

The use of social media varies. On social media Facebook, the percentage is 90% evenly distributed across all contents. However, it is different from UIN Alauddin, which has the content of raising donations for caring about disasters according to the location of the campus. The data below can be viewed.



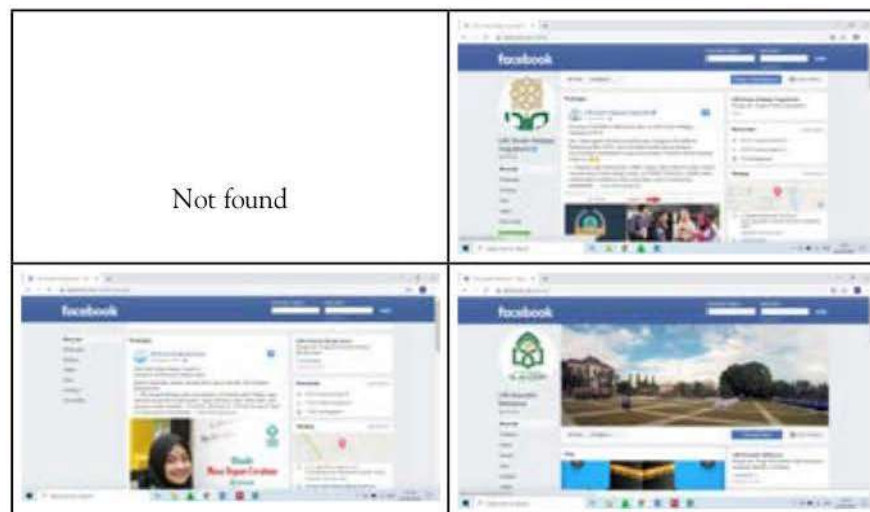
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**Table 8. The Contents on Facebook**

PTKIN	Facebook Contents				
	Academic Activities - Information for Old and New Students	Academic - Scientific Activities	Bureaucratic and Non-Academic Activities	Speech of National and Religious Activities	Donation Activities
UIN Raden Intan Lampung	-	-	-	-	-
UIN Sunan Kalijaga Yogyakarta	V	V	V	V	-
UIN Antasari Banjarmasin	V	V	V	V	-
UIN Alauddin Makassar	V	V	V	V	V
Percentage	75	75	75	75	25

The content is validated on the homepage of each Facebook social media and can be seen as follows:

**Figure 1. The four UIN Facebook in Indonesia**



The description above is the tendency of the information displayed for prospective new students and new students accepted by each UIN. UIN Antasari Banjarmasin tends to be a promotion for prospective new students. UIN Sunan Kalijaga Yogyakarta emphasizes information for new students who have been

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accepted. UIN Alauddin Makassar is dominant in news and information for old students.

**The use of Twitter**

Unlike the previous explanation, if Facebook media is not active, Twitter is all using it for social media.

**Table 9. The use of twitter**

PTKIN	Twitter	Information
UIN Raden Intan Lampung	<a href="https://twitter.com/uinradenintan">https://twitter.com/uinradenintan</a>	Active
UIN Sunan Kalijaga Yogyakarta	<a href="https://twitter.com/uinsk">https://twitter.com/uinsk</a>	Active
UIN Antasari Banjarmasin	<a href="https://twitter.com/UINAntasaribjm">https://twitter.com/UINAntasaribjm</a>	Active
UIN Alauddin Makassar	<a href="https://twitter.com/UIN_Alauddin">https://twitter.com/UIN_Alauddin</a>	Active

All UINs use Twitter services. However, the number of following and followers is different. The following data can be observed as follows:

**Table 10. The number of following and followers**

PTKIN	Twitter	
	Following	Followers
UIN Raden Intan Lampung	8	999
UIN Sunan Kalijaga Yogyakarta	45	20.800
UIN Antasari Banjarmasin	25	260
UIN Alauddin Makassar	25	8.534

For Twitter, the most following followers are UIN Sunan Kalijaga Yogyakarta with 45 and 20,800. The others are in positions under the 30 following. For the least number of followers is UIN Antasari Banjarmasin, with only 260 people. The minuscule following is UIN Raden Intan Lampung. The small number of followers is understandable because it has been active on Twitter. UIN Antasari has only been around for two years. Here's an overview.

**Table 11. Joined on Twitter**

PTKIN	Joined	Difference
UIN Raden Intan Lampung	May 2017	11 years, three months
UIN Sunan Kalijaga Yogyakarta	December 2011	5 years, 3 months
UIN Antasari Banjarmasin	February 2018	11 years, 11 months
UIN Alauddin Makassar	October 2010	Four years, seven months

The difference was obtained from the start of Twitter media on March 21, 2006, so the difference in usage by UIN can be calculated. The shortest distance occurred at UIN Alauddin Makassar, which used Twitter for four years and seven months from its social media.

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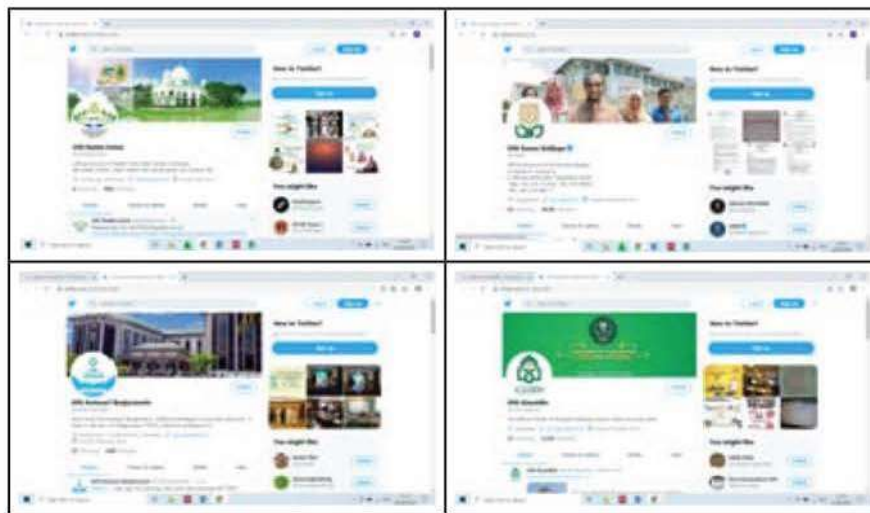
The use of social media varies. In Twitter, the percentage is 100% evenly distributed across all contents. The data below can be viewed.

**Table 12. The contents on Twitter**

PTKIN	Twitter Contents				
	Academic Activities - Information for Old and New Students	Academic - Scientific Activities	Bureaucratic and Non-Academic Activities	Speech of National and Religious Activities	Donation Activities
UIN Raden Intan Lampung	✓	✓	✓	✓	-
UIN Sunan Kalijaga Yogyakarta	✓	✓	✓	✓	-
UIN Antasari Banjarmasin	✓	✓ <sup>13</sup>	✓	✓	-
UIN Alauddin Makassar	✓	✓	✓	✓	-
Percentage	100	100	100	100	0

The content can be validated on the Twitter homepage, which can be seen as follows:

**Figure 2. Twitter 4 UIN**



The Twitter homepage of each UIN's Twitter shows that 2 UINs show the magnificent buildings they have, namely UIN Antasari and UIN Raden Intan.

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It is different from what was done by UIN Sunan Kalijaga, which featured a building and student representatives with an international student appearing in the middle. UIN Alauddin is only a sentence or word without displaying the building like the other three UIN. The information provided by all samples is in the form of brief information by adding the link. An overview of link trends can be seen as follows.

**Table 13. Links displayed on twitter**

PTKIN	Link
UIN Raden Intan Lampung	Only hashtags
UIN Sunan Kalijaga Yogyakarta	dominant Instagram, hashtags, website
UIN Antasari Banjarmasin	dominant Instagram, hashtags
UIN Alauddin Makassar	dominant website, Facebook, hashtags

#### The Use of Instagram

Not different from Twitter, social media Instagram is used by 4 UINs, with the following addresses.

**Table 14. The address of instagram**

PTKIN	Instagram	Information
UIN Raden Intan Lampung	<a href="https://www.instagram.com/uinradenintan/">https://www.instagram.com/uinradenintan/</a>	Active
UIN Sunan Kalijaga Yogyakarta	<a href="https://www.instagram.com/uinsk/">https://www.instagram.com/uinsk/</a>	Active
UIN Antasari Banjarmasin	<a href="https://www.instagram.com/uin_antasaribjm/">https://www.instagram.com/uin_antasaribjm/</a>	Active
UIN Alauddin Makassar	<a href="https://www.instagram.com/uinalauddin.ac.id/">https://www.instagram.com/uinalauddin.ac.id/</a>	Active

There are addresses to validate everything related to its use in each university. The simplest figure of using social media is used or not seen, can be seen from the number of posts, following, and followers.

**Table 15 The use of Instagram**

PTKIN	Instagram		
	Post	Following	Followers
UIN Raden Intan Lampung	963	115	43.400
UIN Sunan Kalijaga Yogyakarta	1400	142	48.800
UIN Antasari Banjarmasin	1242	263	20.000
UIN Alauddin Makassar	336	40	13.900

The data above shows that the highest number of posts is UIN Sunan Kalijaga Yogyakarta, with a total of 1400, and is in line with the number of followers, which is 48,800. The number of fans and posts among them can be due to using Instagram on each UIN. The figure is as follows.

**Table 16. Joined and the time difference in using Instagram**

PTKIN	Joined	Difference
UIN Raden Intan Lampung	May 2017	Six years, seven months
UIN Sunan Kalijaga Yogyakarta	December 2011	1 years, 2 months
UIN Antasari Banjarmasin	February 2018	7 years, 4 months
UIN Alauddin Makassar	October 2010	0 year

The difference is obtained from the start of Instagram and the time this media was established, namely on October 6, 2010. Apart from those factors, Instagram has a variety of content. The content of each UIN can be seen in the following table.

**Table 17. Instagram contents**

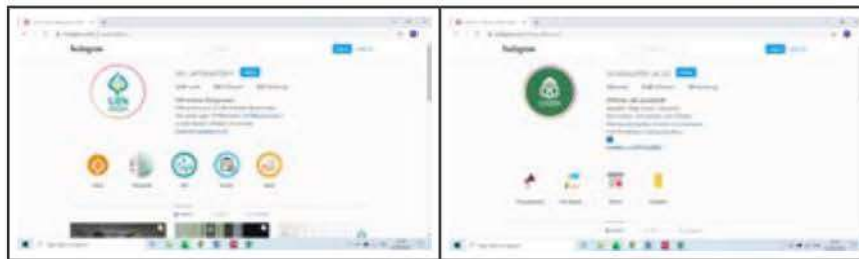
PTKIN	Instagram Contents				
	Academic Activities - Information for Old and New Students	Academic - Scientific Activities	Bureaucratic and Non-Academic Activities	Speech of National and Religious Activities	Donation Activities
UIN Raden Intan Lampung	V	V	V	V	✓
UIN Sunan Kalijaga Yogyakarta	V	V	V	V	✓
UIN Antasari Banjarmasin	V	V	V	V	✓
UIN Alauddin Makassar	V	V	V	V	✓
Percentage	100	100	100	100	0

The percentage above can be validated as follows.

**Figure 3. Instagram homepage 4 UIN**



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The description above is the tendency of photos and videos displayed for prospective new students and new students whom each UIN accepts. UIN Antasari Banjarmasin tends to be a promotion for prospective new students. UIN Sunan Kalijaga Yogyakarta emphasizes information for new students who have been accepted. UIN Alauddin Makassar is dominant in news and information for old students. The most Instagram highlights were UIN Raden Intan Lampung with 19, Yogyakarta 2, UIN Antasari 5 and UIN Alauddin 4 highlights.

**The Use of Youtube**

Suppose UIN Raden Intan Lampung does not own Facebook, then according to the following data. In that case, UIN Antasari Banjarmasin does not use Youtube social media.

**Table 18. The use of Youtube**

PTKIN	Youtube	Information
UIN Raden Intan Lampung	<a href="https://www.youtube.com/channel/UC5YknvNnrxr5aV8fYjWNWQQ?">https://www.youtube.com/channel/UC5YknvNnrxr5aV8fYjWNWQQ?</a>	Active
UIN Sunan Kalijaga Yogyakarta	<a href="https://www.youtube.com/user/UINSK">https://www.youtube.com/user/UINSK</a>	Active
UIN Antasari Banjarmasin	<a href="https://www.youtube.com/UIN%20Antasari%20Banjarmasin">https://www.youtube.com/UIN%20Antasari%20Banjarmasin</a>	Not Found
UIN Alauddin Makassar	<a href="https://www.youtube.com/channel/UCFyh9ZNM3oUc_3LTBBLGeQ">https://www.youtube.com/channel/UCFyh9ZNM3oUc_3LTBBLGeQ</a>	Active

UIN Antasari Banjarmasin does not have a Youtube account, so it impacts the number of subscribers. The figure is as follows.

**Table 19. The number of subscribers**

PTKIN	Youtube Subscriber
UIN Raden Intan Lampung	7.270
UIN Sunan Kalijaga Yogyakarta	9.180
UIN Antasari Banjarmasin	-
UIN Alauddin Makassar	169

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The data above shows that the highest number of subscribers is at UIN Sunan Kalijaga Yogyakarta. It happens because of some reasons. The first is the length of time they joined the social media Youtube. The time to join each PTKIN is as follows.

**Table 20. Distance of The time using youtube**

PTKIN	Joined	Difference
UIN Raden Intan Lampung	January 19, 2017	11 years, 11 months, 25 days
UIN Sunan Kalijaga Yogyakarta	December 16, 2011	6 years, 10 months, 2 days
UIN Antasari Banjarmasin	-	-
UIN Alauddin Makassar	January 11, 2016	Ten years, ten months, 11 days

The data on the difference above were obtained from the establishment of YouTube on February 14, 2005, with initial data from the social media youtube at each UIN. The table shows that the most prolonged time joining YouTube is UIN Sunan Kalijaga Yogyakarta. The youngest is UIN Raden Intan Lampung. The factors below are also a driving factor for a large number of subscribers. The content factor can also be the determinant. The figure is as follows

**Table 21. The contents of youtube**

PTKIN	Youtube Contents				
	Academic Activities - Information for Old and New Students	Academic - Scientific Activities	Bureaucratic and Non-Academic Activities	Speech of National and Religious Activities	Donation Activities
UIN Raden Intan Lampung	V	V	V	V	-
UIN Sunan Kalijaga Yogyakarta	V	V	V	V	-
UIN Antasari Banjarmasin	-	-	-	-	-
UIN Alauddin Makassar	V	-	V	-	-
Percentage	75	75	75	50	0

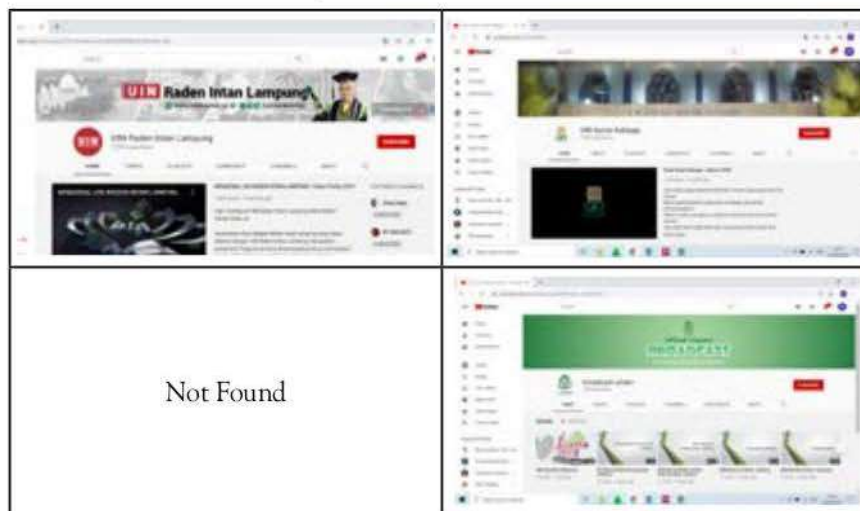
From February to July, Youtube UIN Raden Intan Lampung is intended for new students and prospective students. There are two main things: the profile of UIN Raden Intan Lampung and the arrangement of the green and beautiful environment, and the management of campus water as a promotional effort. In addition to providing information on registration and admission of new students. Other activities include webinars for 20 times, information related to corona

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prevention on campus as many as three videos, recitation of the al Quran as many as 30 impressions, one view of community service activities, and greetings of 3 videos of religious activities.

UIN Sunan Kalijaga Youtube broadcasts from February to July are intended for new students in a new student admission registration mechanism. There are five shows and promotional shows in the form of trailers of 2 videos. There are 2 YouTube for old students, namely graduation and final assignment approval mechanism. Activities related to lecturer careers consist of 2 videos, 24 videos of webinars, and six videos of Youtube containing religious greetings. UIN Alauddin Makassar is still very limited to 1 video about profiles for prospective new students. Especially in one profile for ISDB, and 15 video tutorials relating to impressions for the educational bureaucracy and education personnel. An overview of the homepage of each UIN can be seen below.

Figure 4. Youtube 4 UIN



The homepage of each UIN youtube looks more dominant as the institution's profile as the main menu. This was implemented by UIN Raden Intan Lampung and UIN Sunan Kalijaga Yogyakarta, while the profile of UIN Alauddin Makassar was integrated with other menus. There are five views on YouTube of UIN Raden Intan Lampung, which confirms the linking of the profile in a campus environmental structuring profile as many as five videos. However, most of the recitations of Al Qur'an because it coincide with the fasting month of Ramadan. Another video is an online seminar activity because it coincides with the outbreak of the coronavirus.



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Among the three UINs that have the most monotonous Youtube, social media is UIN Alauddin. They are more dominant in showing tutorials related to bureaucratic activities such as filling out SKH and <sup>23</sup> like. Those factors make UIN Sunan Kalijaga's Youtube the most-watched. The number of youtube watched by each UIN can be seen in the following table.

**Table 22. The number of youtube viewers**

PTKIN	Viewers
UIN Raden Intan Lampung	222.958
UIN Sunan Kalijaga Yogyakarta	950.049
UIN Antasari Banjarmasin	-
UIN Alauddin Makassar	24.036

Youtube that was watched shows that almost 1 million occurred at UIN Sunan Kalijaga. The second number was reached at UIN Raden Intan Lampung but not up to 250 thousand. The smallest was UIN Alauddin Makassar.

Higher education in Indonesia is indeed extensive in number. Data taken from Munadi found that there were approximately 408 government-owned universities and 4286 private universities. A large number of tertiary institutions causes robust and tight competition between state-owned universities, private universities, and government-owned and private-owned universities. Promotion is needed physically and in mass media, online and social media, and the digital and online world in its learning services.

The four selected universities are active on Twitter, Instagram, and Youtube. The only one that is not active on Facebook, namely UIN Raden Intan Lampung, and one that is not active on Youtube, namely UIN Antasari Banjarmasin. Each one that is worn has the following fans.

**Table 23. The number of fans**

PTKIN	Facebook Fans	Twitter Fans	Instagram Fans	Youtube Fans	Youtube Viewers
UIN Raden Intan Lampung	-	999	43.400	7.270	222.958
UIN Sunan Kalijaga Yogyakarta	25.568	20.800	48.800	9.180	950.049
UIN Antasari Banjarmasin	10.239	260	20.000	-	-
UIN Alauddin Makassar	32.551	8.534	13.900	169	24.036

The table confirms that, in general, UIN Sunan Kalijaga ranks first in the category of most fan ownership. In contrast, the second and third places differ according to fans on each social media, namely between UIN Alauddin Makasar and UIN Raden Intan Lampung. The last place is occupied by UIN Antasari Banjarmasin.

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### Managing Knowledge on Social Media

Table 7, 12, 17, 21 shows that almost all academic, non-academic activities are managed and uploaded on social media. The activities they do and upload are more than 75%. All UIN has run, even though a donation activity only uploads one on Facebook, UIN Alauddin. Other activities include utilizing and maximizing information on campus, including greeting tools for publicity tolerance and advertisements. The study results reveal that the integration of social media in learning can provide better test results for students and provide a voice or space for those who have never previously asked questions or participated in class.<sup>25</sup> Social media can also be used to promote student engagement. Students who frequently complain of being bullied or bored in class may find it comfortable to express their creativity and voice their opinions on social networking websites. Another finding from this study is that social media applications foster collaboration because they allow students to achieve common goals.<sup>26</sup> It shows that every learning stage up to the assessment stage must be continuously evaluated to present learning and assessment indicators maximally and comprehensively.

Social media needs to get attention, especially for leaders of educational institutions. Various data have revealed essential facts regarding the positive impact of various social media platforms such as Facebook, Twitter, Instagram, Youtube, etc. In particular universities, the various information and knowledge they possess must be well managed so that all of them can be widely used by various internal and external parties and even the general public. Even universities can take advantage of these platforms as a means for massive advertising and immediately impact consumers.

The shift of advertisements from a conventional model to social media platforms, primarily live to stream, has made some file a lawsuit against the Constitutional Court. In the end, the lawsuit was rejected because live streaming was a form of freedom to convey information and knowledge to the public quickly and accurately.<sup>27</sup> This decision should make universities better manage their respective university accounts to spread information, knowledge, and means of advertising. To take this opportunity, Higher Education must prepare a creative

<sup>25</sup> Javeed, A., Kibria, Z., Khan, Z., & Ghauri, S. K. (2020). Impact of Social Media Integration in Teaching Methods on Exam Outcomes. *Advances in Medical Education and Practice*, 11, 53–61.

<sup>26</sup> Faizi, R., El Afia, A., & Chiheb, R. (2013, October). Exploring the Potential Benefits of Using Social Media in Education. *International Journal of Engineering Pedagogy*, Volume 3(Issue 4).

<sup>27</sup> TheJakartaPost. (2021, January Friday 15). Court Rejects Petition to Classify OTT Firms as Broadcasting Media. Jakarta, DKI Jakarta, Indonesia.

team to manage its social media, both related to updating, content, and others, both delayed broadcast and live streaming. It is the most formidable challenge in managing social media at incorporation. It is believed that the creative team can do more. The knowledge of management that is focused on social media. It includes two crucial things. They are knowledgeable of production and distribution. There is no doubt that the university is the core of creating a product in the form of knowledge. This knowledge product can be found in various activities on campus, starting from research that has been carried out by professors, lecturers, and students. Besides that, it can also be found in learning places inside, outside the classroom, and laboratory. The last product is community service.

Another challenge that is no less important in creating knowledge products is the assurance of quality. Every university must make every effort to ensure that the knowledge products generated from these various activities must be high quality. Universities are expected to be present in the public space openly, especially on social media, to balance the validity of data, facts-myths, theories, etc. Do not let this happen, as has been mentioned in his book *The Death of Expertise*.<sup>28</sup> In this era of 4.0, the public got information on a large scale, to the point that there was an explosion of information to the public.<sup>29</sup>

The following management that must be managed is distribution management. It is essential management where various teaching and learning activities and knowledge products are distributed internally and externally between institutions and the broader community. In this case, the university will receive feedback, comments, suggestions, criticism directly from readers on these social media platforms. It is a differentiator from usual. It is used the sharing/distributing knowledge is only in the TV. <sup>10</sup>h, particularly the journal. Direct comments from the public will not occur. Facebook was part of the social glue that helped students adjust to university life. They even thought Facebook was used most notably for social reasons, not for formal teaching purposes. However, it is sometimes used informally for learning purposes.<sup>30</sup> A subsequent review of 57 <sup>3</sup>mpirical studies showed that (a) most of the studies reported a positive effect or feedback on using Facebook for academic purposes and recommended <sup>3</sup> integration into teaching and learning; (b) Facebook has proven effective as a platform for academic communication and is effective in promoting student-centered learning; (c) the effects of Facebook being used as a Learning Management System are diverse and less studied; (d) the quality of

<sup>28</sup> Nichols, T. (2017). *Tom Nichols, The Death of ExpertisThe Campaign against Established Knowledge and Why it Matters*. Oxford: Oxford University.

<sup>29</sup> Block, D. (2019). *Post-Truth and Political Discourse*. London: Palgrave Pivot.

<sup>30</sup> Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, social integration and informal learning at university: 'It is more for socialising and talking to friends about work than for actually doing work'. *Learning, Media and Technology*, 34(2), 141-155.

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the learning process related to Facebook and learning outcomes are still poorly learned; (e) Facebook may not be suitable for teaching in all disciplines; and (f) the study relies heavily on preexisting designs and self-reported data, which raises the problem of response bias.<sup>31</sup>

Meanwhile, Twitter itself is mainly used by people with a background in social science or humanities. People tend to take advantage of social ties on Twitter to search for information rather than looking for relevant tweets. Twitter is used in academia to acquire and share real-time information and to develop connections with others. Motivation for using Twitter varies by discipline, occupation, and work sector, but not much by gender. These factors also influence the sharing of various types of academic information. This study provides evidence that Twitter plays a vital role in scientific information discovery and cross-disciplinary dissemination. Most importantly, a large number of non-academic users support their claim of using the number of tweets as evidence for the non-academic impact of scientific research.<sup>32</sup> Research findings show that most scientific tweets have increased over time. Scientific tweeters are widespread worldwide but in a different pattern from the distribution of general Twitter users. In addition, scientific tweeters are more active in tweeting scientific products than in retweeting them in specific areas, and 73% of scientific tweeters use Twitter for professional purposes.<sup>33</sup>

Using Twitter in table 11, the university states one sentence followed by web links or links, hashtags, Facebook, and Instagram. This finding differs from the findings of Maresova and others. Universities are usually introduced in one sentence in the account description on Instagram. A link to their website then follows it.<sup>34</sup> In this study, Instagram only displays photos of activities or the like. The research results reveal that overall, the motive for using Instagram is mostly to view posts, especially those involving social interactions and distraction motives.<sup>35</sup> Meanwhile, on Youtube, the use of Youtube in the classroom affects

<sup>31</sup> Niu, L. (2019). Using Facebook for Academic Purposes: Current Literature and Directions for Future Research. *Journal of Educational Computing Research*, 56(8), 1384-1406.

<sup>32</sup> Mohammadi, E., Thelwall, M., Kwasny, M., & Holmes, K. L. (2018). Academic information on Twitter: A user survey. *PLoS One*, 13(5).

<sup>33</sup> Yu, H. Y., Xiao, T., Xu, S., & Wang, Y. (2019, August). Who Posts Scientific Tweets? An Investigation into the Productivity, Locations, and Identities of Scientific Tweeters. *Journal of Informetrics*, Volume 13(Issue 3), 841-855.

<sup>34</sup> Maresova, P., Hruska, J., & Kuca, K. (2020). Social Media University Branding. *MDPI: Edu.Sci*, 10(74), 1-14.

<sup>35</sup> Huang, Y.-T., & Su, S.-F. (2018). Motives for Instagram Use and Topics of Interest among Young Adults. *Future Internet*, 10(77).

student involvement. Therefore, more awareness is needed in universities to encourage professors to support their subjects with Youtube video clips.<sup>36</sup>

The various research results illustrate that the knowledge production process and the output can ultimately distribute knowledge through social media platforms. Various student learning experiences inside and outside the classroom, the results of experiments by students and lecturers, almost all of them are recorded indirectly. The question is, will you manage it?

Those two highlights can be used as a means of marketing the university's brand directly or indirectly. The study confirms that social network marketing is a popular marketing strategy for many business people.<sup>37</sup> Following in the footsteps of well-known social media networks like Facebook and Twitter, Instagram has joined the trend in 2010 and provides a profitable marketing platform for marketers to interact with their customers. Instagram is a social media network users worldwide, used as a marketing tool by many global business firms. It is a significant marketing tool that allows business communication to occur. Through Instagram, marketers can interact with their customers by sharing photos and videos and leaving comments to share information and receive comments and likes to get feedback from customers.

Findings suggest that some image types and styles are better than others regarding brand spread.<sup>38</sup> These findings also suggest that Instagram activity positively influences traffic to a company's website or webshop. According to the analysis, a company can increase its profile by following other users, commenting and liking other users' content, posting their content more often, using a greater variety of content, using hashtags more effectively, starting to post videos, and making more many integrations with other marketing channels.<sup>39</sup> Through interactive media such as images, videos, and stories with exciting texts, marketers, and brands can reach audiences and receive feedback in likes and comments.<sup>40</sup> Meanwhile, on Youtube, vlogs can be relied on as a fairly compelling marketing tool in certain groups.<sup>41</sup> Finally, the findings show that most libraries in

<sup>36</sup> Almobarraz, A. (2018). Utilization of YouTube as an Information Resource to Support University Courses. *The Electronic Library*, 36(1), 71-81.

<sup>37</sup> Huey, L. S., & Yazdanifard, R. (2014, September). How Instagram Can Be Used as a Tool in Social Network Marketing.

<sup>38</sup> Buinac, E., & Lundberg, J. (2016). Instagram as a Marketing Tool A Case Study about how Companies Communicate their Brands on Social Media.

<sup>39</sup> Nummila, M. (2015). Successful Social Media Marketing On Instagram.

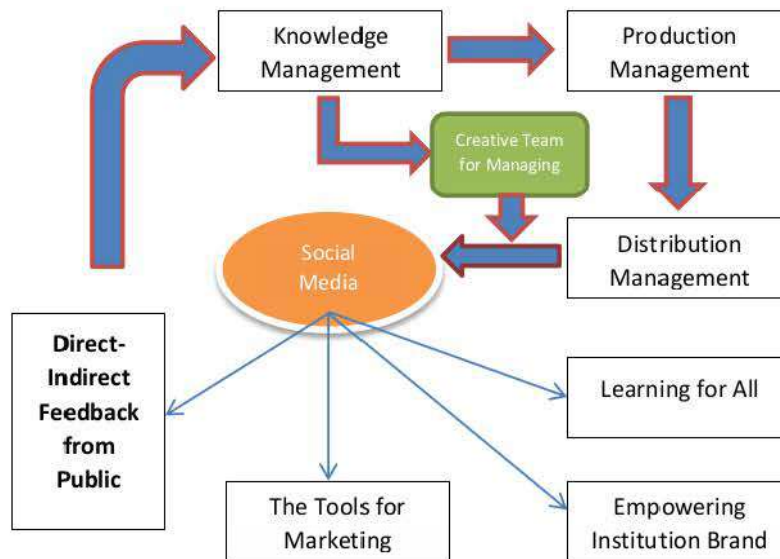
<sup>40</sup> Vinaika, R., & Manik, D. (2017, Oct - Dec ). How Instagram is Changing the Way Marketing Works? *International Journal of Management Business Studies*, Vol. 7(Issue 4).

<sup>41</sup> Pospisil, Zavadna, L. S., & Zavadny, J. (2017). Youtube as A Youtube as A New Means of Marketing Communication New Means of Marketing Communication. *Communications*, 2, 159-164.

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Hong Kong are adopting Facebook as a marketing tool.<sup>42</sup> International standard libraries don't have to use up-to-date technology but always use technology. It can use social media as much as possible to satisfy users in terms of accessibility.<sup>43</sup>

Diagram 1. The Framework of Knowledge Management



The diagram above is a scheme in which knowledge management in an educational institution cannot be separated from knowledge production management itself and distribution management. Meanwhile, in leading to social media, a creative team can assist in managing various things considered appropriate, attractive, and effective for anyone who gets information and even knowledge generated by the related institutions. Social media impacts learning, brand strengthening, ease of marketing, and direct and indirect feedback from the public. It can be seen directly by institutional management as a means of control and evaluation.

As the results of the study of the four UIN, they already have and make good use of various social media platforms. They even publish academic and research activities on these various social media. However, the challenge in the future is to improve the resulting knowledge product, distributing it designable continuously.

<sup>42</sup> Hei lam, E. T., Hang Au, C., & Chiu, D. K. (2019, May). Analyzing the use of Facebook among University Libraries in Hong Kong. *The Journal of Academic Librarianship*, Volume 45( Issue 3), Pages 175-183.

<sup>43</sup> Basuki. (2011). Membangun Learning Society di Perguruan Tinggi Melalui Perpustakaan. *Cendekia: Jurnal Kependidikan dan Kemasyarakatan*, Vol 9 no 1, 29-39.

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The last is increasing the number of followers in large universities with more than millions of followers. In contrast, UIN has not yet reached the number. The latest research results state that<sup>44</sup> The university can take this step to become a strategic and effective communication tool on its social media platforms.

### CONCLUSIONS

This study found that using Facebook social media at UIN Alauddin Makassar was the most liked by 31,590 people, while 32,551 people followed it. The unique content is in the form of donation activities for natural disasters in South Sulawesi. Twitter with the most followers is UIN Sunan Kalijaga Yogyakarta with a total of 20,800 people. The social media with the most followers is 48,800, the number of posts is 1,400. The most YouTube subscribers are UIN Sunan Kalijaga Yogyakarta with 9,180 people and 950,049 viewers. The use of social media varies. On Facebook and Instagram for academic activities, including promotions for prospective new students, is dominant in all research locations and balanced with greeting content for national and religious activities by 83.3%, for youtube 66.6%, which is dominant. Academic activities are the same as what happened on Twitter. Facebook's percentage is 66.6% for academic activities and balanced with national and religious congratulations. The development of social media content lies in fundraising activities on Facebook at UIN Sultan Alauddin Makassar.

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<sup>44</sup> Maresova, P., Hruska, J., & Kuca, K. (2020). Social Media University Branding. *MDPI: Edu.Sci*, 10(74), 1-14.

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## Karya5.8 the Utilization of ...

### ORIGINALITY REPORT

<b>13</b> %	%	%	<b>13</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	<b>Submitted to University of Wales, Bangor</b> Student Paper	<b>1</b> %
<b>2</b>	<b>Submitted to Amity University</b> Student Paper	<b>1</b> %
<b>3</b>	<b>Submitted to Asia Pacific Institute of Information Technology</b> Student Paper	<b>1</b> %
<b>4</b>	<b>Submitted to University of Witwatersrand</b> Student Paper	<b>1</b> %
<b>5</b>	<b>Submitted to Laureate Higher Education Group</b> Student Paper	<b>1</b> %
<b>6</b>	<b>Submitted to Namibian College of Open Learning</b> Student Paper	<b>1</b> %
<b>7</b>	<b>Submitted to Ruskin College, Oxfordshire</b> Student Paper	<b>1</b> %
<b>8</b>	<b>Submitted to Bridgepoint Education</b> Student Paper	<b>1</b> %
<b>9</b>	<b>Submitted to Bahcesehir University</b> Student Paper	<b>1</b> %

10	Submitted to Hariri Canadian University Student Paper	1 %
11	Submitted to Griffith College Dublin Student Paper	<1 %
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