Effect of Using Social Communication in Education during the COVID-19 Pandemic

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Abstract—This paper is to find out how to explore the effect of the use of social media in the educational process, During the COVID-19 pandemic. The effect of the use of social media in education has a great effect on the benefits of use, cooperation, interaction, and time spent on social networks the longtime of social communication means increasing interaction, cooperation and sharing. The availability of educational content on social networks leads to first, increased interaction and collaboration. Second, increased content exchange and interaction. Third the content will not be limited to a certain class of students or teachers, but it will be open to everyone. The findings of this study can effectively first, assist students in learning. Second, Students can improve their knowledge not only from the in-class instruction, but also through peer assessing on social media. Third this will improve the quality of educational content and this will have positive effects in the educational process. During the COVID-19 pandemic, the online learning system service has come to play a fundamental role in the educational and social process, as students or teachers spend a long time on the Internet in websites and social networking sites.

Index Terms—Education, social communication, social media, cooperation, interaction, COVID-19.

I. INTRODUCTION

The subject became the social requirements of the priorities of interest organizations, where it is difficult to manage any organization to ignore, though there is no agreement on a specific type of social requirements of the organization, and different organizations in the use of those requirements in accordance with the needs of the organization, sociology have been known to social demands on it the study of the social lives of individuals, either in groups or communities, have sometimes defined as a study of social interactions [1].

The social requirements help to the widening circle of social relations and take personal responsibility and attention, and independence academic and social independence, through social networking. A social network is a social structure made up of individuals or organizations called nodes, which are connected by more than one type of bonding, such as kinship, friendship, common interests, exchange transactions, football, relationships cultures, relationships of knowledge, and beliefs [2]. Nodes represent the relations between the actors in the network. There can be many types of relations between the nodes or more held. A

social network, in its simplest form, is a map of the specific relationships between nodes, where the nodes represent people or organizations and relationships are the lines, as show in Fig. 1.
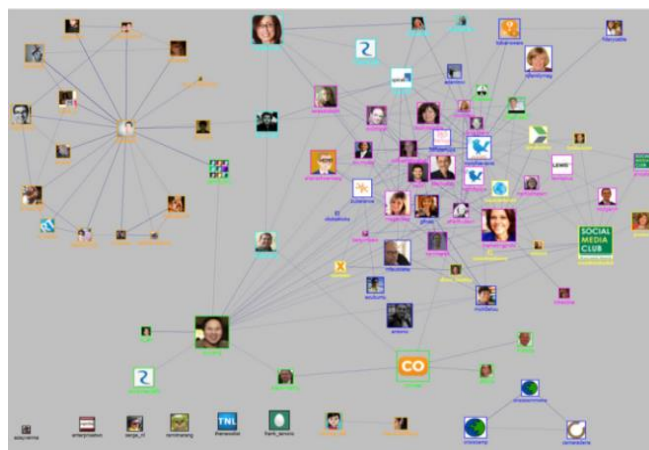

Fig. 1. Social network nodes.

The social networking services are set up by companies and program them to collect users and friends. To share activities and interests, to search for making friends, and search for activities. To concerns of other people, most of the existing social networks currently provide a range of services to users such as instant messaging and private messages and e-mail, video, blogging and file sharing, and other services [3]. Social networking brought about a major change in how communication and participation between people and communities and information exchange. Social networking gathering of millions of users at the moment and classified according to their nature of social networking to a range of categories [4]. Social media includes a diversity of applications with different core functions and structures. The most popular and high-profile social media.

1) Social Networking sites.
2) Blogs.
3) Wiki.
4) Forums or online message boards.
5) Podcasts.
6) Content communities

Social networking represents a quantum leap in communication through the World Wide Web interactively much larger than the former. The use of the Internet and mobile technologies to turn communication into interactive dialogue is called social media and social networking. Andreas et.al, defined a social network as a set of internet applications that build on the ideological and technological bases of web 2.0, which allows the creation and sharing of content that is created [5], [6].

According to different studies [6]. There are basically seven kinds of social media:

1) Social networks: These sites allow people to build personal web pages and then connect with friends to share content and communication. The biggest social networks are MySpace, Facebook, and Bebo.

2) Blogs: Perhaps the best-known form of social media, blogs is online journals, with entries appearing with the most recent first.

3) Wikis: These websites allow people to add content to or edit the information on them, acting as a communal document or database. The best-known wiki is Wikipedia4, the online encyclopedia which has over 2 million English language articles.

4) Podcasts: Audio and video files that are available by subscription, through services like Apple iTunes. Forums are as for online discussion, often around specific topics and interests.

5) Forums: Came about before the term social media and are powerful and popular elements of online communities.

6) Content communities: Communities that organize and share particular kinds of content. The most popular content communities tend to form around photos (Flickr), bookmarked links (del.icio.us), and videos (YouTube).

7) Microblogging: Social networking combined with bite-sized blogging, where small amounts of content are distributed online and through the mobile phone network. Twitter is the clear leader in this field.

Social Networking Platform Supporting E-Learning

Social networking provides features and characteristics developed to support learning. Some of these features are:

1) Participation: Social media encourages contributions and feedback from everyone who is interested. It blurs the line between media and audience.

2) Openness: Most social media services are open to feedback and participation. They encourage voting, comments, and the sharing of information. There are rarely any barriers to accessing and making use of content – password-protected content is frowned on.

3) Conversation: Whereas traditional media is about broadcast (content transmitted or distributed to an audience) social media is better seen as a two-way conversation.

4) Community: Social media allows communities to form quickly and communicate effectively.

5) Communities: Share common interests, such as a love of photography, a political issue, or a favorite TV show.

6) Connectedness: Most kinds of social media thrive on their connectedness, making use of links to other sites, resources, and people [6].

Social media, through blogs, social networks, web forums, and other social media, can provide teachers and students a space in which they can discuss their experiences and their lessons. The social media of education helps the teacher, student establish long-lasting relationships and powerful interactions with each other. These interactions help them determine educational organizations' needs. This process results in increased interactions, strengthening their learning process [7]. The most popular social networks are Facebook, LinkedIn, Twitter, Google+, Pinterest, and YouTube [8].

II. RELATED WORKS

Shih proposed merging coeducation with Facebook. Students can improve their professional knowledge through peer assessment. The blended learning approach can significantly enhance the students' learning motivation and instructional strategies are provided to educators [9].

Zhao *et al.* Developed an interactive and collaborative platform e-learning system. His approach combines the advantages of a learning management system and social programs. Then the platform user can build and expand personal social networks. Finally, the proposed system allows the user to have their own interaction account. The disadvantage of this platform is limited to the social feature in e-learning systems such as blogs and forums. The platform didn't use the available social system features. The advantage of his platform increases interaction between the e-learning users [10].

Hagit Meishar-Tal *et al.* Proposed the use of Facebook as an alternative to the LMS. As a platform for the content provider and interactions between users. And also Analyzed the differences between Facebook and the learning management system. Ownership, login, creating and sharing content, content management, organizing content, the relationship between content and interaction, synchronous interaction, and assessment tools. Despite the significant differences between the Facebook group and the traditional LMS, use the Facebook group as an alternative to an LMS [11].

Gila Kurtz Discuss the effect of integrating Facebook group and course website on participation and perceptions on learning. Such that use of two virtual platforms for learning. Show that Facebook can be used for discussion and exchange of knowledge. Students reported that Facebook helps enhance the interaction and social learning processes with emphasis on the involvement of the learner, and contributes effectively, and frequently interacts with peers and the instructor [12].

Yingxia proposes using social media in their teaching social media placations and its motivators in and out of the classrooms. The results showed that the use of social media has positive effects on the results of student learning and satisfaction [13].

Wan Roslina proposes using social media had given a huge impact on student's life. And social media has dominated their communications with friends and family, which give influence students' self-concepts [14].

Hamed Fawareh, Abdullah Alia He suggested that the integration of the social network with e-learning systems is essential to increase the use of the benefits of social interactions and technologies in the development of education [15], [16].

Gilbert M. Talaue He suggested of this article is to assess the impact of social media on academic performance of selected college students, and the social networks becomes an integral part of the students' full life In their free time In Kuwait, institutions, universities, and schools have stopped teaching due to the new virus (COVID-19). They are using

social media to end the school year.

The results of the study on English language students showed that students' use of social media has increased significantly. The participants showed a positive attitude towards the use of social media [17].

COVID-19 has led to an increase in the use of distance learning and social media for educational and communication purposes. The paper aims to investigate the factors that impact communication and collaboration in a distance learning environment in and outside of the virtual classroom during the COVID-19 pandemic and the role of social media in this process [18].

During the COVID-19 outbreak, educational institutions were closed, and students worldwide were confined to their homes. Social media provides a learning platform that enables students to easily communicate with their peers and subject specialists and is conducive to students' CL [19].

The COVID-19 pandemic led to surprising and unexpected experiences for Saudi university students. Precautionary and preventive measures taken to contain this pandemic impacted the social and educational aspects of these students' lives.

Social Impact Theory (SIT) was applied to illustrate these impacts. The survey yielded 1,360 responses. The results showed high to moderate levels of agreement regarding students' perceptions of the positive and negative impact of the COVID-19 pandemic on their lives, with social aspects impacted more than educational ones; and no statistically significant gender differences [20].

III. METHODOLOGY

Five hundred and twenty interviews were conducted in the zarqa university through the e-learning system is one of the most regimes spread in use among students. Where questionnaire included all student groups of males and females of all their faculties, has been designed this study in order to understand students' attitudes and perceptions of the effect Of using social communication In education, and how the prevailing understanding when students affect the policies and methods that were executed.

Data Collection: Interviews were conducted in a manner of electronic questionnaires using a set of questions selected and set out in "Table I" as the questions focused on a number of issues relating to using social communication in education.

Respondents: They are random group students who responded to the questionnaire, without specifying the people who answered the questionnaire and the different distribution of academics at the university, the study included all students at the university.

Interview context: We have been conducting the interview by asking questions to students the" electronic questionnaire" Through the university's e-learning system. This study highlighted the effect of using social communication in Education University of the zarqa. The issues discussed in this paper effect of using social communication in the educational process.

This study focused on the effect of using social communication in education in the zarqa university students' awareness about electronic systems and the means of social

communication at the university of zarqa. The purpose of this study is to help the zarqa university management to study the level of effect of using social communication in education. The results of this study can also help to gather enough information to improvise their education system.

The access to information necessary for this study through data collection and interviews with related parties as it includes the establishment of an electronic questionnaire be available to all students, male and female from different backgrounds Academy so it was a questionnaire designed to take into account the effect of using social communication In education aspects of the use, which includes the questionnaire to the many questions that assess effect Of using social Communication In education for users of these sites by students and faculty members, and the following table shows the Table I.

TABLE I: QUESTIONS EFFECT OF USING SOCIAL COMMUNICATION IN EDUCATION

#	Questions
1	I consider in general and social media have a positive impact in my life.
2	Besides e-learning also use other social networks.
3	I agree that teaching materials can be more useful when the introduction into social media, rather than inside the classic E-Learning.
4	I agree that with the relevant educational material on social media comments can help me with my studies.
5	I agree that social media can be useful to study.
6	I agree that learning in groups using the means of social communication can be more efficient.
7	I agree that the public have access to educational material on social media is appropriate.
8	I use social media.
9	On average a day, I use social media.
10	I am concerned about my privacy regarding the use of social media in the context of e-learning.

So that questions the questionnaire were classified into three measures: Measure the impact of social media on the user, Measure of cooperation and interaction, and Measuring time of use, the following Table II shows the effects of using social communication in education.

TABLE II: QUESTIONS THE QUESTIONNAIRE WERE CLASSIFIED INTO THREE MEASURE

#	Measure	Question number
1	Measure the impact of social media on the user	Q1, Q10
2	Measure of cooperation and interaction	Q2,Q3,Q4,Q5,Q6,Q7
3	Measuring time of used	Q8, Q9

IV. RESULTS

Recorded all the answers from the questionnaire, where

the data is separated using the results on question level and three measures. Based on the demographic this refers to shown in Table III below.

TABLE III: RESULTS

Question	Response	Average	Total
Q1	Yes	72%	374
	No	28%	146
Q2	Yes	76%	397
	No	24%	123
Q3	Yes	56%	291
	No	44%	228
Q4	Yes	63%	328
	No	37%	191
Q5	Yes	71%	368
	No	29%	151
Q6	Yes	80%	414
	No	20%	105
Q7	Yes	66%	343
	No	34%	176
Q8	Several times a day	70%	366
	Once a day	15%	78
	Once a week	18%	3
	Sometimes	11%	58
Q9	Less than 10 minutes	22%	112
	Between 11 and 30 minutes	30%	157
	Between 31 minutes and 1 hour	21%	108
	More than 1 hour	28%	143
Q10	Yes	55%	285
	No	45%	234

The study concluded the use of social communication in the educational process. As one of the social communications and therefore the employment of modern communications technology in the academic learning process, as shown in Table IV.

TABLE IV: RESULTS MEASURE EFFECT OF USING SOCIAL COMMUNICATION IN EDUCATION

Measure		
Measure the impact of social media on the user		
Response	Average	Total
Yes	63.5	659
No	36.5	380
Measure of cooperation and interaction		
Response	Average	Total
Yes	68.66667	2142
No	31.33333	974
Measure time of use		
Response	Average	Total
Several times a day	70%	366
Once a day	15%	78
Once a week	18%	3
Sometimes	11%	58
Less than 10 minutes	22%	112
Between 11 and 30 minutes	30%	157
Between 31 minutes and 1 hour	21%	108
More than 1 hour	28%	143

The study found that the rate (63.5) with the impact of social media on the user. And that the percentage (36.5) is not the impact of social media on the user, And as shown in Fig. 2, the impact of social media on the students, where he was directing a number of questions Nos. Q1, Q10. Where the number of answers pointed to the effect of social communication on 659 students and the number of responses that indicate not to affect 380, as shown in Fig. 3.
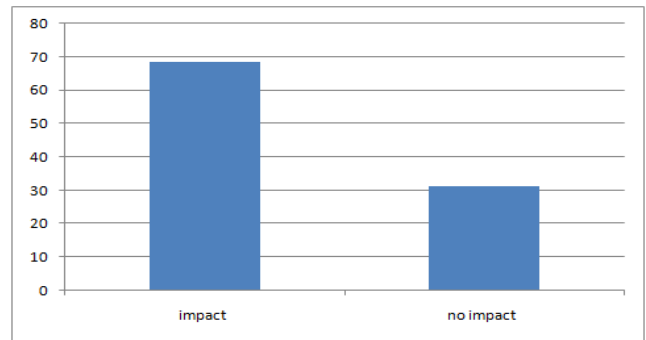

Fig. 2. Impact & not the impact of social media of social media on the user.
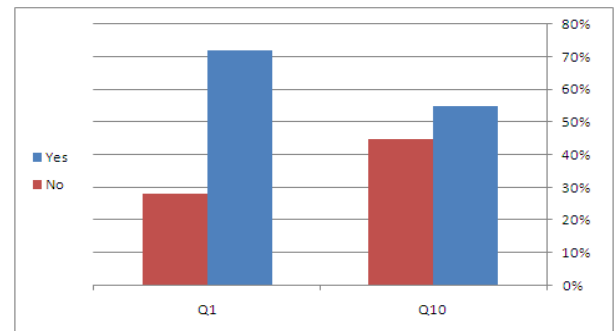

Fig. 3. Impact & not the impact of social media of social media on the user.

And the rate (68.66667) with the cooperation and interaction. And that the percentage (31.33333) is not the cooperation and interaction, as shown in Fig. 4.
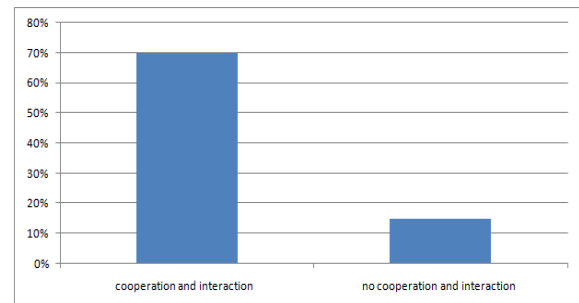

Fig. 4. Cooperation and interaction & not cooperation and interaction.

The cooperation and interaction, where he was directing a number of questions Nos. Q2, Q3, Q4, Q5, Q6, Q7. Where the number of answers that pointed the cooperation and interaction in social communication to 2142 students and the number of responses that indicate not to cooperation and interaction 974, as shown in Fig. 5.
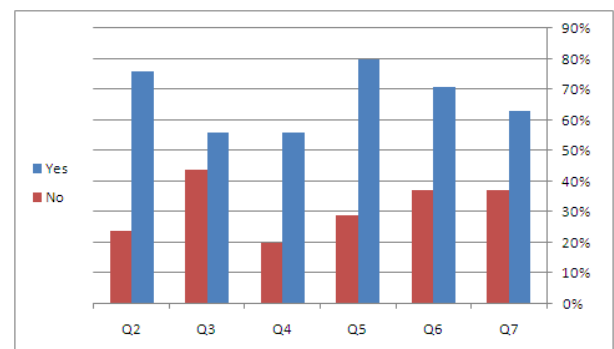

Fig. 5. Cooperation and interaction No.Q2,Q3,Q4,Q5,Q6,Q7.

The rate of day of use 70% several times a day, 15% one-time, 3% once a week 11% sometimes, as show in Fig. 6.
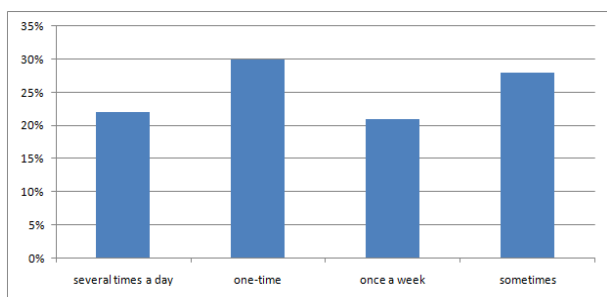

Fig. 6. Rate of the day of use.

The day of use, where he was directing a number of questions Nos. Q8. Where the number of answers that pointed day of use in several times to 366 students, one-time to 78 students, once a week to 3 students, and sometimes to 58 students.

The rate of time of use is 22% less than 10 minutes, 30% between 11-30 minutes, 21% between 31 min -1 h, 28% more than an hour, as shown in Fig. 7.

The time of use, where he was directing a number of questions Nos. Q9. Where the number of answers that pointed day of use in less than 10 minutes to 112 students, between 11-30 minutes to 157 students, between 31 min -1 h to 108 students, and more than an hour to 143 students.
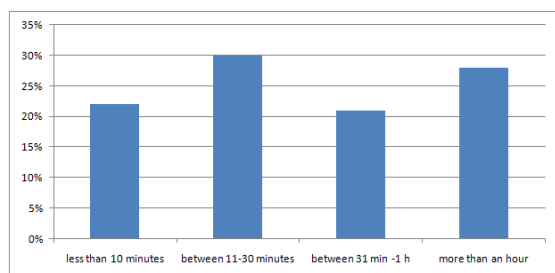

Fig. 7. Rate of the day of use.

V. CONCLUSION

The main purpose of this study was to analyze and identify the impact of the use of social media in the educational process on the first, the impact of social media on the user. Second, cooperation and interaction. Third, time of use spent browsing social media. The results show the positive effects of the use of social communication in education. And the results revealed that online social Communication had given huge impact on the student's education. The results also show that social Education creates several new communication types. This has helped enhance the learning process during the COVID-19 Pandemic.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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