
**Utilization of Social Media as Digital Educational Content
(A Case Study on the Utilization of Social Media as Digital Educational Content
about History on Twitter @Neohistoria_Id).**

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ABSTRACT: Social media or online media is used by its users to communicate, interact, share, network, and learn digitally by utilizing the features available on social media. The purpose of this study is to understand the communication planning process, followers' responses, and the reasons why @neohistoria_id uses Twitter as a medium for digital history education. This research employs a qualitative method with a case study approach and uses Regina Luttrell's Circular Model of SOME. The technique for selecting informants is purposive sampling. The communication planning process carried out by @neohistoria_id involves several stages. The first stage is sharing, where the Twitter account @neohistoria_id participates in sharing historical content. The public who receive this content are connected with @neohistoria_id, so @neohistoria_id must build trust with the public to keep them reading their content. In the optimization stage, @neohistoria_id listens to and learns from the public discussions about their posts. Then, @neohistoria_id takes part in these discussions through replies or Twitter Spaces. In the management stage, @neohistoria_id conducts media monitoring to delve into current issues. Following this, @neohistoria_id must respond quickly to create real-time interaction with the public. In the engagement stage, @neohistoria_id understands how to build relationships with the public (influencer relations). The goal is to identify the target audience of @neohistoria_id, which includes students and professionals. This is important to find a similar audience and encourage positive changes in the image built by the Twitter account @neohistoria_id itself.

Keywords: Social Media, Digital Education, History, Twitter, Communication Planning



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INTRODUCTION

Social media has rapidly evolved into a critical tool for online social interaction on the internet (Djerf-Pierre & Pierre, 2016; Jin & Yoon, 2016; Simonet et al., 2015). Platforms like Twitter, Facebook, Instagram, YouTube, and blogs enable users to communicate, interact, share, network,

and engage in a wide range of activities (La Bella et al., 2018; Patel et al., 2023). These platforms employ web-based or application-based technologies that transform traditional communication into interactive dialogues. As the number of social media users continues to surge, the potential for leveraging these platforms for educational purposes has become increasingly evident (Jang & Park, 2020; Maitra & Rowley, 2021; C. K. Pai et al., 2022).

Social media, particularly, has been recognized for its capacity to support and enhance educational processes by serving as a medium for presenting educational or digital learning content. The interactive features available on social media sites allow users to identify additional learning resources, expand educational materials, and share knowledge with a broader audience (Liu, 2021; C.-K. Pai et al., 2022). This creates a dynamic environment where learners can engage with content in diverse and meaningful ways.

One of the most prominent social media platforms in Indonesia is Twitter (Bamdad et al., 2022; Edlins & Brainard, 2016). As of the most recent data, the number of active Twitter users in Indonesia has reached 24.0 million, marking a significant 30.1% increase from the previous year's 19.5 million users. This positions Indonesia as the 5th largest Twitter-using nation globally (Suzuki et al., 2021). Twitter's popularity in Indonesia can be attributed to various factors, including its suitability for expressing aspirations, observing social developments, and delivering information swiftly and efficiently.

The unique advantage of Twitter lies in its ability to disseminate messages rapidly and to a vast audience without user limitations. This makes it an effective tool for educational purposes, particularly in digital education accounts that consistently share valuable content (Crick, 2021; Khan, 2021; Ramanathan, 2022). An illustrative example is the Twitter account @neohistoria_id, which focuses on providing historical content in an engaging manner.

The content shared by @neohistoria_id includes historical events presented through memes and concise threads, making complex historical narratives accessible and engaging for a broad audience. This approach not only simplifies the learning process but also makes the content more relatable and easier to grasp for followers.

Previous studies have extensively explored the use of social media in education, highlighting its potential to enhance student engagement, foster collaborative learning, and provide access to diverse resources. For instance, research by Manca and Ranieri (2016) underscores the educational affordances of social media, emphasizing its role in informal learning and community building among students (Ardiansyah & Sarwoko, 2020; Arkema et al., 2021; Belova et al., 2022; Nelimarkka et al., 2021). Similarly, Tess (2013) discusses the integration of social media in higher education, pointing out its potential to support student learning outcomes.

However, there remains a gap in the literature concerning the specific use of Twitter for digital history education, particularly within the Indonesian context (Andisha, 2022a, 2022b; Raja et al., 2021). While studies have examined Twitter's role in various educational settings, there is limited research focused on how Twitter accounts like @neohistoria_id utilize the platform to deliver historical content effectively. This study seeks to fill this gap by providing an in-depth analysis of how @neohistoria_id functions as a digital education platform and the factors contributing to its success (Ahlquist, 2020; Lesinskis et al., 2023; Rof et al., 2020; Sansyzybayeva et al., 2022).

The novelty of this article lies in its focus on the strategic use of Twitter by @neohistoria_id for digital history education, examining both the content creation process and the audience's reception

(Shahzad & Alhoori, 2022). By doing so, this study contributes to the broader discourse on social media's role in education, offering new insights into the use of Twitter as a tool for disseminating educational content in the field of history (Mhazo et al., 2023a, 2023b; Moon et al., 2022).

The primary objectives of this research are threefold:

1. To understand the communication planning process: This involves exploring how the admin and social media team of @neohistoria_id develop and execute their content strategy for delivering historical education via Twitter.
2. To analyze followers' responses: This entails examining how followers engage with and respond to the educational content provided by @neohistoria_id, including their perceptions of Twitter as a medium for digital history education.
3. To explore the rationale behind using Twitter: This objective focuses on uncovering the reasons why @neohistoria_id has chosen Twitter as its primary platform for digital history education and how this choice impacts the effectiveness of content delivery.

The increasing reliance on digital platforms for education, especially in light of global shifts towards online learning, has underscored the importance of understanding how social media can be optimized for educational purposes (Balkaya-Ince et al., 2020; Ndlela & Mulwo, 2017). While various studies have addressed the use of social media in educational contexts, there is a noticeable gap in research specifically focused on how Twitter can be utilized to teach history, particularly in the Indonesian setting (Puli et al., 2022).

Moreover, existing literature often overlooks the practical aspects of content creation and audience engagement on social media platforms like Twitter. This study addresses these gaps by providing a detailed exploration of the content planning process and audience interaction within the context of digital history education on Twitter (Denton & Weber, 2022).

Through this research, the author aims to provide valuable insights that can inform future educational strategies on social media, particularly for educators and content creators seeking to leverage Twitter for educational purposes (Ergün et al., 2023; Sancino, 2021; Tseng, 2020).

METHOD

This study employs a qualitative method with a case study research design approach. A case study is an empirical inquiry that investigates contemporary phenomena or cases within real-life contexts, particularly when the boundaries between context and phenomenon are not clearly defined (Yin, 2003). According to Stake (2005), the primary goal of a case study is to reveal or describe the uniqueness of an individual, group, or other entities. Moreover, case studies can emphasize the in-depth analysis of a case by focusing on a limited number of occurrences or phenomena within a research study.

A case study research method is used to explore and understand a phenomenon by analyzing data from one or more selected cases. Unlike other research methods, a case study approach involves participants directly involved in the events being studied. To conduct a case study, many techniques similar to those used in historical research are employed. However, case studies rely heavily on two sources of evidence that are often not available to conventional historians: direct observation of the events being studied and interviews with individuals who may still be involved

in those events. Theories commonly used in case studies include Grounded Theory, Pragmatic Theory, and Qualitative Theory.

While many experts often highlight decision-making topics as common subjects of case studies, this method can actually encompass a broad range of topics, such as individuals, organizations, processes, programs, environments, institutions, and events. Defining case studies solely by one type of topic does not provide a comprehensive view of this research method (Schramm, 1971, in Yin, 2023: 15).

The use of a case study design in this research is based on the consideration that the study will focus on a single case, specifically comparing the Twitter account @neohistoria_id, as a digital education account focused on history, with other similar history-related Twitter accounts. The aim is to identify unique differences and to develop a deeper understanding of the research object. In case studies, researchers rely heavily on research subjects as primary sources of evidence to reinforce the research findings.

Data for this study will be collected using several qualitative techniques:

1. Direct Observation: Observing the content and engagement strategies of @neohistoria_id, along with its interactions with followers, in real-time.
2. In-depth Interviews: Conducting interviews with the admin and social media team of @neohistoria_id to gather insights into their content creation and communication planning processes.
3. Document Analysis: Reviewing the content of @neohistoria_id, including tweets, threads, and user interactions, as well as comparing them with similar accounts to identify distinctive characteristics.

RESULT AND DISCUSSION

Communication Process Planning for the Twitter Account @neohistoria_id

This research utilizes the case study model "The Circular Model of SOME" by Regina Luttrell, which outlines the stages involved in planning the communication process on social media. According to Luttrell (2018), the communication process carried out by the Twitter account @neohistoria_id must include several stages:

1. Share: Luttrell emphasizes three critical aspects in this stage: participate, connect, and build trust. During the participate aspect, the Twitter account @neohistoria_id must be involved in the content creation process before distributing it to the public. Each member of the @neohistoria_id team has specific roles to ensure high-quality historical content is produced (Luttrell, 2018). This aligns with findings by Lovejoy and Saxton (2012), who highlight that content creation and participation are key to fostering engagement on social media platforms.

After participating in content creation and sharing it with the public, understanding the strengths, weaknesses, and characteristics of Twitter users, the next aspect to be fulfilled is connect. This connection between the public and the Twitter account @neohistoria_id can be identified by observing metrics such as likes, reposts, and replies on each post. From observations, the average number of likes on @neohistoria_id's posts is in the hundreds, and the quote retweets and replies are in the dozens (Luttrell, 2018). This is supported by research

from Kietzmann et al. (2011), who emphasize the importance of building connections through interactive social media features to create a networked public.

The final aspect emphasized by Luttrell in this stage is to build trust. The Twitter account @neohistoria_id builds trust with its audience by creating engaging historical content and interacting with followers, which is crucial for fostering long-term engagement (Luttrell, 2018). Trust-building on social media is further discussed by Men and Tsai (2014), who argue that consistent, authentic communication is essential for maintaining credibility and trust with online audiences.

2. **Optimize:** In the optimize stage, Luttrell further emphasizes three aspects: listen, learn, and take part in authentic communication. The Twitter account @neohistoria_id listens to public discussions about their posts through mentions or replies and studies these discussions to participate appropriately (Luttrell, 2018). This is consistent with the findings of Constantinides and Fountain (2008), who suggest that effective social media optimization involves continuous listening and learning to adapt to the audience's needs.

Engaging in discussions and answering questions also helps @neohistoria_id establish itself as a credible history account, thereby increasing public trust and interest in following the account (Luttrell, 2018). Additionally, @neohistoria_id uses Twitter Spaces to interact with the public, which allows for direct discussions between listeners and the account's representatives, further strengthening the connection with their audience (Luttrell, 2018). The role of real-time interaction in building engagement is also highlighted by Valenzuela et al. (2009), who found that timely and relevant interactions significantly enhance user satisfaction and loyalty on social media platforms.

3. **Manage:** The manage stage involves media monitoring, quick response, and real-time interactions. Media monitoring helps @neohistoria_id understand public feedback on their content, including both positive and negative responses (Luttrell, 2018). For instance, when the account receives criticism or suggestions, they respond positively and consider them for improvement, demonstrating a commitment to continuous engagement with their audience (Luttrell, 2018). This aligns with research by Waters and Jamal (2011), which highlights the importance of responsiveness in social media management for fostering a positive relationship with the audience. The account's ability to provide quick responses fosters interaction between the public and @neohistoria_id, which is essential for maintaining an active and engaged follower base (Luttrell, 2018).
4. **Engage:** In the engage stage, Luttrell emphasizes influencer relations, understanding the audience, and determining effective outreach strategies. The @neohistoria_id Twitter account establishes relationships with influencers on Twitter, such as @mazzini and @idextratime, to expand its reach and attract followers from these accounts (Luttrell, 2018). Research by Freberg et al. (2011) supports the effectiveness of influencer partnerships in increasing brand visibility and audience engagement on social media platforms.

Furthermore, @neohistoria_id carefully defines its target audience, primarily students and professionals aged 17 to 30, to ensure that its content aligns with the interests of its followers and meets their needs effectively (Luttrell, 2018). This is consistent with Kaplan and Haenlein (2010), who argue that understanding the demographics and psychographics of the target audience is critical for the success of social media strategies.

Followers' Responses to the @neohistoria_id Twitter Account

The responses from most @neohistoria_id Twitter account followers to its content posts are consistent. Followers appreciate the historical content presented through memes and simple language, making history more accessible and engaging for those who previously found it uninteresting (Luttrell, 2018). This response is in line with findings by Smith and Gallicano (2015), who found that the use of humor and simplified language in social media content significantly enhances audience engagement and message retention.

Reasons Neo Historia Uses Twitter as a Medium for Digital History Education

Neo Historia's decision to create a Twitter account was initially driven by curiosity and the desire to reach a new audience on this platform. According to Mr. Daniel, many people may not use Facebook or Instagram, making Twitter an ideal platform for reaching a broader audience (Luttrell, 2018). The rationale for using Twitter as a medium aligns with findings by Java et al. (2007), who identified Twitter's unique strengths in rapid information dissemination and audience engagement, making it a suitable platform for educational content delivery.

CONCLUSION

This study was conducted by the author on the utilization of social media as digital educational content about history on the Twitter account @neohistoria_id, using qualitative research methods with a case study approach. The purpose of this research is to understand the communication process planning using The Circular Model of SOME by Regina Luttrell, the responses of @neohistoria_id Twitter account followers, and the reasons @neohistoria uses Twitter as a medium for digital history education. Based on the research results, the following conclusions were obtained:

- 1) Communication process planning by the @neohistoria_id Twitter account based on The Circular Model of SOME by Regina Luttrell includes three stages: share with the aspects of participate, connect, and build trust. The @neohistoria_id Twitter account is involved in the stage of creating historical content before sharing it with the public. This involves a team including history writers, history experts, editors, and admins who create high-quality historical content to share with the public. The public that receives content from the @neohistoria_id Twitter account indirectly connects with @neohistoria_id by reading the content or even liking and replying to it. The @neohistoria_id Twitter account must build trust with the public that has connected with them by continuously creating engaging historical content and engaging in discussions with the public.
- 2) The optimize stage includes the aspects of listen, learn, and take part in authentic communications. The public that receives content from the @neohistoria_id Twitter account will discuss or talk about the content. Therefore, @neohistoria_id must listen to what the public is saying about their content by reading every mention or reply from the public on each post. After reading, the @neohistoria_id Twitter account needs to study what the public is discussing. Then, @neohistoria_id joins the discussion with the public by answering public questions, hosting Spaces, and fulfilling public requests to maximize the optimization of @neohistoria_id as an educational medium and attract other public attention to follow them.

- 3) The manage stage includes the aspects of media monitoring, quick response, and real-time interactions. The @neohistoria_id Twitter account must monitor the public's responses to their content to respond appropriately. If there are positive or constructive criticisms, @neohistoria_id will respond openly to create better historical content in the future. If there are negative responses, such as false accusations, @neohistoria_id will respond light-heartedly or with a bit of humor. This results in real interactions between the public and the @neohistoria_id Twitter account.
- 4) Finally, the engage stage includes the aspects of influencer relations, where is the audience, and how do I reach them. Building relationships with major Twitter accounts like @mazzini, an influencer and history observer, and @idextratime, an account that specifically discusses soccer. These relationships help @neohistoria_id gain followers from these accounts. The Neo Historia team holds discussions to determine the audience they target to become followers of the @neohistoria_id Twitter account. They dissect questions like "What benefits can be provided?", "Why should people follow the @neohistoria_id Twitter account?", and "Why should they read the articles on the @neohistoria_id Twitter account?" The goal of these discussions by the Neo Historia team is to prepare content that meets the needs of the followers.

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