



# INTERNATIONAL PROCEEDING OF INNOVATIVE SCIENCE AND TRANSDISCIPLINARY STUDIES

e-ISSN: 2746-3338

Available online at <https://ipistrans.lppmi.or.id>

Email: [proceedings@lppmi.or.id](mailto:proceedings@lppmi.or.id)

## Facebook as a Learning Medium for Indonesian Language Based on Love and Ecology Curriculum Reorientation in the Digital Community Era

Syechti Nugrah<sup>1</sup>, Fahri Adam<sup>2</sup>

---

### Corresponding Author

---

Email:  
[syechtinugrah@unj-jakarta.ac.id](mailto:syechtinugrah@unj-jakarta.ac.id)<sup>1</sup>  
[fahriadam@unj-jakarta.ac.id](mailto:fahriadam@unj-jakarta.ac.id)<sup>2</sup>

---

### Keywords

*Facebook, Indonesian language learning, love pedagogy, ecological education, digital community, curriculum reorientation*

---

### Abstract

---

The integration of social media platforms, particularly Facebook, into Indonesian language learning represents a significant pedagogical shift in the digital era. This article explores the potential of Facebook as a learning medium that incorporates values of love and ecology within the Indonesian language curriculum. As digital communities continue to expand, educational paradigms must adapt to harness these platforms for meaningful learning experiences. This study examines how Facebook can facilitate collaborative learning, promote environmental awareness, and foster affective engagement among students. The reorientation of curriculum to include digital platforms like Facebook requires careful consideration of pedagogical frameworks that balance technological innovation with humanistic and ecological values. By integrating love-based pedagogy and ecological consciousness into Facebook-mediated language learning, educators can create transformative learning experiences that prepare students for active participation in digital society while maintaining cultural and environmental sensitivity. This approach offers new possibilities for Indonesian language education in contemporary contexts.

Universitas Negeri Jakarta, Indonesia<sup>1</sup>  
Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta,  
Indonesia<sup>2</sup>

---

The International KKN-IK Program 2026 (29 January - 4 February 2026), held in a hybrid format, with the theme "Love-Based Curriculum and Ecological Service to Build Sustainable Local and Global Communities," organized by the Institute for Research and Community Service (LPPM) of Universitas Islam As'adiyah Sengkang, Indonesia

---

## INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed educational landscapes across the globe, creating unprecedented opportunities for innovative pedagogical approaches. In Indonesia, where internet penetration has reached significant levels, social media platforms have become integral to daily communication, particularly among young people (Nasrullah et al., 2020). Facebook, despite the emergence of newer platforms, remains one of the most widely used social media applications in Indonesia, with millions of active users engaging in various forms of communication and content sharing daily. This widespread adoption presents unique opportunities for educators to leverage familiar digital spaces for language learning purposes.

The integration of social media into formal education has been supported by numerous scholars who recognize the potential of these platforms to enhance student engagement and facilitate collaborative learning. According to Manca and Ranieri (2016), social media platforms offer affordances that align well with contemporary pedagogical theories, including social constructivism and connectivism, which emphasize learning through interaction and network building. Facebook, in particular, provides multiple features such as groups, pages, live streaming, and multimedia sharing that can be strategically employed to create rich language learning environments. These features enable students to practice language skills in authentic, meaningful contexts while developing digital literacy competencies essential for the 21st century.

However, the mere adoption of technology does not guarantee effective learning outcomes; rather, the pedagogical framework guiding technology integration determines educational success (Muhsyanur and Mustapha, 2023; Muhsyanur, 2024a). Freire's (2020) critical pedagogy emphasizes that education should be an act of love and freedom, fostering humanization and critical consciousness among learners. This perspective is particularly relevant when considering how digital platforms can be used not merely as content delivery systems but as spaces for transformative learning experiences. Indonesian language education, rooted in rich cultural traditions and values, must maintain its essence while adapting to digital modalities, ensuring that technology serves to enhance rather than diminish the humanistic dimensions of learning.

The concept of love-based pedagogy has gained renewed attention in recent years as educators seek to address the emotional and relational aspects of learning (Muhsyanur, 2024b; Santalia et al., 2025). hooks (2020) argues that love as a foundation for education creates spaces where students feel valued, respected, and empowered to engage deeply with learning materials. When applied to digital learning environments like Facebook, love-based pedagogy manifests through caring teacher presence, supportive peer interactions, and curriculum design that honors students' lived experiences and cultural identities. For Indonesian language learning, this approach can help students develop not only linguistic

competence but also appreciation for the cultural richness and diversity embedded within the language.

Simultaneously, the ecological crisis facing our planet demands that education systems integrate environmental consciousness into all aspects of curriculum (Muhsyanur, Inne Pelangi, 2021). Capra and Luisi (2014) advocate for ecoliteracy as an essential component of contemporary education, arguing that students must develop understanding of ecological principles and their interconnections with human systems. Indonesian language education, when infused with ecological awareness, can help students articulate environmental concerns, engage in sustainability discourse, and develop the linguistic tools needed for environmental advocacy. Facebook's capacity for community building and information dissemination makes it a potentially powerful platform for fostering ecological consciousness among language learners.

The convergence of digital technology, love-based pedagogy, and ecological education creates a unique opportunity for curriculum reorientation in Indonesian language teaching (Muhsyanur, 2025). Mishra and Koehler (2006) emphasize that effective technology integration requires careful consideration of the relationships between content, pedagogy, and technology—a framework known as Technological Pedagogical Content Knowledge (TPACK). Applying this framework to Indonesian language education in the context of Facebook requires thoughtful planning that ensures technological features support pedagogical goals while delivering meaningful content that reflects both humanistic and ecological values. This article explores how such integration can be achieved, offering insights for educators seeking to reimagine Indonesian language curriculum for the digital age.

## **DISCUSSIONS**

### **Facebook as a Collaborative Learning Space for Indonesian Language**

Facebook's inherent social nature makes it particularly suitable for collaborative language learning, where interaction and communication are central to skill development. The platform's group feature allows educators to create dedicated learning communities where students can engage in discussions, share resources, and collaborate on projects in Indonesian language (Muhsyanur et al., 2021). According to Rasiah (2014), Facebook groups facilitate peer-to-peer learning by creating informal spaces where students feel comfortable experimenting with language, making mistakes, and receiving feedback from both teachers and peers. This collaborative environment aligns with sociocultural theories of language learning that emphasize the importance of social interaction in cognitive development. Students can practice writing skills through posts and comments, develop reading comprehension by engaging with diverse texts shared by classmates, and even practice speaking through video features or voice messages (Muhsyanur, 2020).

The affordances of Facebook extend beyond simple text-based communication to include multimedia sharing, which enriches language learning experiences. Students can share photographs, videos, and audio recordings that demonstrate their understanding of Indonesian language and culture, creating multimodal texts that reflect contemporary communication practices (Godwin-Jones, 2018). For instance, students might create video presentations about Indonesian literature, share photographs with captions describing local ecological features using descriptive Indonesian prose, or collaborate on digital storytelling projects that incorporate traditional narratives with modern environmental themes. These activities not only develop language proficiency but also digital literacy skills essential for navigating contemporary media landscapes. Furthermore, the public or semi-public nature of Facebook posts encourages students to produce higher-quality work, knowing their efforts will be viewed by authentic audiences beyond just the teacher.

### **Integrating Love-Based Pedagogy in Digital Language Learning**

The implementation of love-based pedagogy within Facebook-mediated Indonesian language learning requires intentional design that prioritizes students' emotional well-being and cultural identities. hooks (2020) asserts that love in education is not sentimental but rather a practice of care, respect, and commitment to student growth and liberation. In the digital context, this manifests through teachers' consistent presence in online spaces, providing encouraging feedback, celebrating student achievements, and creating classroom cultures where vulnerability and risk-taking are supported (Muhsyanur et.al, 2025b, 2025a). When students share their written work or engage in discussions about Indonesian culture and values on Facebook, teachers practicing love-based pedagogy respond with affirmation of effort, constructive guidance, and recognition of individual progress. This approach helps counteract the potential isolation and anxiety that can accompany digital learning, fostering instead a sense of belonging and community.

Moreover, love-based pedagogy in Indonesian language education involves centering students' lived experiences and cultural backgrounds as valuable knowledge sources. Darder (2017) emphasizes that critical pedagogy rooted in love honors students' cultural identities while supporting their critical engagement with social realities. Facebook provides unique opportunities for students to share their own stories, family traditions, local dialects, and community practices in Indonesian language, creating curriculum content that emerges from students' lives rather than being imposed externally (Muhsyanur et al., 2022). For example, students might interview family members about traditional ecological knowledge, share these narratives on the class Facebook group, and engage in discussions comparing various regional perspectives on environmental stewardship. Such activities validate students' cultural heritage while developing academic language skills and fostering appreciation for Indonesia's rich linguistic and cultural diversity (Muhsyanur et.al, 2025a).

### **Ecological Consciousness through Digital Indonesian Language Learning**

Integrating ecological education into Indonesian language learning via Facebook creates opportunities for students to develop environmental literacy while enhancing linguistic competencies. Capra and Luisi (2014) argue that understanding ecological principles—such as interdependence, diversity, cycles, and resilience—is essential for addressing contemporary environmental challenges. Facebook can serve as a platform for students to explore these concepts through Indonesian language by engaging with environmental content, participating in virtual eco-activism, and documenting local environmental conditions. Students might join or create Facebook pages dedicated to environmental issues in Indonesia, follow conservation organizations, and analyze how environmental discourse is constructed in Indonesian language across different media sources. These activities develop critical reading skills while building specialized vocabulary related to ecology and sustainability (Muhsyanur Muhsyanur, 2023).

Furthermore, Facebook's networked nature allows students to connect their classroom learning with broader environmental movements and communities of practice. Wals (2011) emphasizes that transformative environmental learning occurs when students engage with real-world sustainability challenges through authentic participation in communities. Through Facebook, Indonesian language students can interact with environmental activists, researchers, and community leaders, exposing them to diverse perspectives on ecological issues affecting Indonesia. Students might collaborate on projects documenting local environmental changes, interviewing community members about traditional sustainable practices, or creating awareness campaigns about plastic pollution, deforestation, or marine conservation—all conducted in Indonesian language. These authentic communication tasks not only develop advanced language skills but also empower students as environmental advocates capable of contributing to sustainability efforts within their communities.

### **Curriculum Reorientation: Practical Strategies and Considerations**

Reorienting Indonesian language curriculum to incorporate Facebook as a learning medium requires systematic planning that addresses pedagogical, technical, and ethical considerations. Mishra and Koehler (2006) and Ibrahim (2020) emphasize that successful technology integration depends on teachers' ability to navigate the complex relationships between technological, pedagogical, and content knowledge. Educators must first develop their own digital competencies, understanding Facebook's features, privacy settings, and potential risks before implementing it in teaching (M Muhsyanur, 2023). Professional development programs should support teachers in designing learning activities that leverage Facebook's affordances while maintaining focus on language learning objectives and values-based education. Clear guidelines regarding digital citizenship, online safety, appropriate

---

communication, and respect for diversity must be established and reinforced throughout the learning process.

Implementation strategies should also consider equity issues and ensure that Facebook-based learning activities complement rather than replace other instructional approaches. Not all students may have equal access to internet connectivity or devices, and some may have legitimate concerns about social media use (Greenhow & Askari, 2017). Educators might adopt hybrid approaches where Facebook activities enhance but do not constitute the entirety of learning experiences, provide alternative options for students unable to participate online, and ensure that assessment practices recognize diverse forms of engagement and achievement (Kartini and Muhsyanur, 2025; Muhsyanur Muhsyanur, 2023). Additionally, curriculum design should include regular reflection opportunities where students examine their digital practices critically, considering how social media shapes language use, identity formation, and community building. By thoughtfully integrating Facebook into Indonesian language curriculum with attention to love-based pedagogy and ecological consciousness, educators can create transformative learning experiences that prepare students for meaningful participation in digital society while fostering humanistic values and environmental responsibility.

## **CONCLUSION**

The integration of Facebook as a learning medium for Indonesian language education, grounded in principles of love and ecology, represents a meaningful curriculum reorientation responsive to digital community realities. This approach harnesses the collaborative affordances of social media while maintaining humanistic and environmental values essential for holistic education. By creating digital learning spaces characterized by care, respect, and ecological consciousness, educators can facilitate authentic language development that extends beyond mere linguistic competence to include critical thinking, cultural appreciation, and environmental advocacy. The successful implementation of this pedagogical approach requires careful planning, ongoing professional development, and commitment to equity and inclusion. As Indonesian language education evolves in the digital era, Facebook and similar platforms offer promising opportunities to engage students in transformative learning experiences that honor cultural heritage, foster community connections, and prepare them for active citizenship in addressing contemporary ecological challenges through effective communication and collaboration.

## **REFERENCES**

- Capra, F., & Luisi, P. L. (2014). *The systems view of life: A unifying vision*. Cambridge University Press.
- Darder, A. (2017). *Reinventing Paulo Freire: A pedagogy of love*. Routledge.
- Freire, P. (2020). *Pedagogy of the oppressed* (50th anniversary ed.). Bloomsbury Academic.

- Godwin-Jones, R. (2018). Chasing the butterfly effect: Informal language learning online as a complex system. *Language Learning & Technology*, 22(2), 8-27.
- Greenhow, C., & Askari, E. (2017). Learning and teaching with social network sites: A decade of research in K-12 related education. *Education and Information Technologies*, 22(2), 623-645.
- hooks, b. (2020). *Teaching to transgress: Education as the practice of freedom* (Anniversary ed.). Routledge.
- Manca, S., & Ranieri, M. (2016). Facebook and the others: Potentials and obstacles of social media for teaching in higher education. *Computers & Education*, 95, 216-230.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Ibrahim, M. (2020). Psikologi Pendidikan: Suatu Stimulus Awal. In M. dan I. Rumalean (Ed.), *Forsiladi Pers* (Vol. 7, Issue 2). [https://books.google.co.id/books?hl=en&lr=&id=WT-HEAAAQBAJ&oi=fnd&pg=PR2&ots=orOGoJ4XaM&sig=\\_RldS7mWG5ZSpRE8sRmGX1Kt2Hs&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?hl=en&lr=&id=WT-HEAAAQBAJ&oi=fnd&pg=PR2&ots=orOGoJ4XaM&sig=_RldS7mWG5ZSpRE8sRmGX1Kt2Hs&redir_esc=y#v=onepage&q&f=false)
- Kartini and Muhsyanur. (2025). The Importance of Knowing Curriculum for Teacher : A Phenomenological Study in Indonesia. *International Proceeding of Innovativescienceand Transdisciplinary Studies*, 6(1), 127-137. <https://ipistrans.lppmi.or.id/index.php/proceeding/article/view/16/16>
- M Muhsyanur, S. Y. S. (2023). Deep Learning in Indonesian Language Learning Transforming Educational Paradigms Through Artificial Intelligence. *TRICKS : Journal of Education and Learning Practices*, 1(2), 49-60. <https://journal.echaprogres.or.id/index.php/tricks/article/view/34>
- Muhsyanur, Inne Pelangi, E. H. (2021). Literasi Digital: Implikatur Dalam Pemberitaan Wacana Pandemi Covid-19 Pada Portal Berita Lokal Kabupaten Wajo Berbasis Daring. *Totobuang*, 9, 47-59. <https://doi.org/https://doi.org/10.26499/ttbng.v9i1>
- Muhsyanur and Mustapha, B. (2023). Challenges and Strategies in Teaching Indonesian to Indonesian Occupied Students in Malaysia. *TRICKS: Journal Ff Education And Learning Practices*, 1(1), 32-39. <https://journal.echaprogres.or.id/index.php/tricks/article/view/6>
- Muhsyanur et.al. (2025a). Integrating the Curriculum of Love in Strengthening Indonesian Language Politeness Based on Islamic Educational Values among Students at As' adiyah Islamic University Sengkang. *Global Dialogues in Humanities and Pedagogy*, 4(10), 12-23. <https://journal.grasglobal.org/index.php/gdhp/article/view/41>
- Muhsyanur et.al. (2025b). Linguistic Identity Negotiation on TikTok : Glocal Practices of Indonesian Content Creators. *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra*, 20(2), 85-97. <https://doi.org/https://doi.org/10.18860/ling.v20i2.32574>
- Muhsyanur, M. (2020). Types and trust system based on the ideology of Bugis community culture on local interest values in cennung rara spells. *International Journal of Humanity Studies (IJHS)*, 4(1), 58-68. <https://doi.org/https://doi.org/10.24071/ijhs.v4i1.2652>
- Muhsyanur, M. (2024a). Ethnographic Exploration of the Utilization of Contextual Approaches in Learning Indonesian Vocabulary in Elementary Schools. *Journal of Student-Centered Learning*, 1(1), 73-84.
- Muhsyanur, M. (2024b). *Love-Based Curriculum as a New Paradigm in Language Education :*

- 
- Between Cognition , Affection , and Spirituality*. 2(5), 12–19.
- Muhsyanur, M. (2025). Praktik Alih Kode Bahasa Indonesia-Bugis dalam Pengajian di Pesantren As' adiyah: Strategi Linguistik untuk Memperdalam Pemahaman Keagamaan Santri Multikultural. *Sawerigading*, 31(1), 1–15. <https://sawerigading.kemendikdasmen.go.id/index.php/sawerigading/article/view/1560/0>
- Muhsyanur, M., Larisu, Z., Sanulita, H., Ertanti, D. W., & Widada, D. M. (2022). Indonesian netizens expressions potentially satire with the Covid-19 pandemic on social media Facebook. *Linguistics and Culture Review*, 6(1), 55–69. <https://doi.org/10.21744/lingcure.v6n1.1942>
- Muhsyanur Muhsyanur. (2023). The Effectiveness of Problem-Based Learning on Critical Thinking Skills in Indonesian Language Education. *TRICKS: Journal of Education and Learning Practices*, 1(3), 12–23. <https://journal.echaprogres.or.id/index.php/tricks/article/view/36>
- Muhsyanur, Rahmatullah, A. S., Misnawati, Dumiyati, & Ghufroon, S. (2021). The Effectiveness of “Facebook” As Indonesian Language Learning Media for Elementary School Student: Distance Learning Solutions in the Era of the COVID-19 Pandemic. *Multicultural Education*, 7(04), 38–47. <https://www.mccaddogap.com/ojs/index.php/me/article/view/8%0Ahttps://www.mccaddogap.com/ojs/index.php/me/article/download/8/10>
- Santalia, Indo, & Muhsyanur. (2025). The curriculum of love and eco-theology as the basis of the Istiqlal declaration implementation movement. *HUMANIST : As'adiyah International Journal of Humanities and Education*, 2(1), 33–42.
- Nasrullah, R., Othman, M. S., & Saaludin, N. (2020). Social media adoption model in Indonesia: Perspective from youth generation. *Journal of Physics: Conference Series*, 1450(1), 012065.
- Rasiah, R. R. V. (2014). Transformative higher education teaching and learning: Using social media in a team-based learning environment. *Procedia - Social and Behavioral Sciences*, 123, 369-379.
- Wals, A. E. J. (2011). Learning our way out of unsustainability: The role of environmental education. In *The SAGE handbook of environmental change* (Vol. 2, pp. 628-644). SAGE Publications.