

INSTAGRAM AS COGNITIVE LEARNING ASSESSMENT TOOL: OPPORTUNITIES AND CHALLENGES

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Abstract: Instagram is one of the popular social media, with the most users aged 18-24 years. The features provided by Instagram are varied and interesting, enabling learning assessments to be carried out using these social media. Looking at the traditional learning assessment so far, this study intends to examine the opportunities and challenges of Instagram when used in cognitive learning assessments. The approach and type of research used is a qualitative approach, with the type of literature study. The data that became the source were several documents, books, and scientific literature. The results of this study show the opportunities of using Instagram as a cognitive assessment tool are: 1. Multimedia-based Instagram is more interesting to use as a cognitive assessment tool; 2. Using Instagram as a cognitive assessment tool can improve ICT skills for students and teachers; 3. Easy to analyze learning assessment data on Instagram; 4. It becomes simple if Instagram is used both as an assessment tool and class activities; 5. Instagram features are easy to use in supporting learning assessments; 6. Prompt feedback from the assessment in various formats. While the challenges are: 1. Educator skills in adjusting Instagram features with the form of learning assessment; 2. Changes to Instagram's policy require adaptation for its users; 3. The need for a computer or mobile phone with good internet access; 4. Minimum age limit for Instagram users; 5. Ensure that students have good academic integrity during the learning assessment.

Keywords: *Instagram; Cognitive; Learning Assessment; Opportunities; Challenges*

A. INTRODUCTION

Statista Research Department in February shared an infographic that generation Z dominates around 79% of the total number of social media users in Indonesia, from an accumulated age of 13-24 years (Statista Research Department, 2020). Furthermore, Statista showed the data about the percentage of popular social media during 2019-2020 and the results show that Youtube-88%, WhatsApps-84%, Facebook-82%, and Instagram-79% (Statista Research Department, 2020). Moreover, NapoleonCat statistics uploaded infographic data on Instagram social media users in Indonesia. Researchers took three months of data starting from July, August, September 2020. The survey on July 73,790,000 was dominated by ages 18-24 to 27 million users. Then, August 77,190,000 were dominated by ages 18-24 with 28 million users. September totaled 78,670,000, accounting for 28.7% of Indonesia's population. Meanwhile, ages 18-24 are the largest user group with 29 million users (NapoleonCat.com, 2020). NapoleonCat data shows that there is an increase in monthly Instagram users. A fantastic number, where the age range of Instagram users is dominated by generation Z adults. This data-based concrete evidence shows the enthusiasm of Generation Z in exploring information from Instagram.

I-Generation or generation Z was born from 1995-2010. Generation Z love does many activities simultaneously and spending time surfing in cyberspace, as the explanation of Putra (Putra, 2016) that generation Z has the ability to perform multitasking activities such as; listening

to music, using cell phones, social media, and using a PC at one time. Furthermore, generation Z is always looking for encouragement and challenges continuously, is not afraid of change because they feel the internet is in their hands. As the result, in solving problems, generation Z tends to identify and look for them on the Internet (Bencsik et al., 2016). Familiar with the technology and sophisticated gadgets since childhood is the cause of the development of generation Z personalities to be more practical and quicker in responding to everything, including reacting to information and searching for content on various social media platforms, including Instagram.

Hanip Pujiati, Zahra, Ellis Tamela (Pujiati et al., 2019) explained that Instagram is a media site and can be downloaded for free via smartphones and tablets as a platform for sharing photos to users. It was founded in 2010 by Kevin Systrom and Mike Krieger and is a social media that is quite widely used today. Instagram facilitates its users to capture, filter, and share their every precious moment in life in the form of images and videos not only to their followers on Instagram but also synchronize to other social media platforms, such as Facebook and Twitter. It also gives a chance to users to express themselves, such as writing captions on photos or videos, sharing information, interacting with others, spending free time, and even for entertainment. Since proposing the concept of visualization as an Instagram character, companies have even used it to promote their products and services. In a short time, Instagram has reached millions of user accounts because it is very popular and friendly to users. There are billions of photos uploaded to this platform from more than 150 million active users worldwide. This made Instagram in 2011, one year after its launch, awarded as App of the Year by Apple Inc.

The features of Instagram such as Direct Message, IGTV, Stories, Shopping, and Search and Explore. Until 2020, Instagram continues to make updates and add new features in the application (Pokrop, n.d.). Reporting from napoleoncat.com some of the updates are: 1. Suggested posts; 2. 2020 Story stickers; 3. Posting to multiple accounts; 4. New Instagram Story notifications; 5. Create Story template; 6. IGTV Preview; 7. Instagram Dark Mode; 8. New Instagram inbox organization; 9. Suggested unfollow; 10. Remove followers; 11. Instagram Alt text; 12. Restrict accounts; 13. Age limit. With features that are constantly being updated, it's no surprise that Instagram has become popularly used by people in this world.

Instagram is widely used in education as a tool to improve learning outcomes. According to Michael W. Kirst, Instagram can be a great educational tool that makes the educational process unique, interesting, and insightful. The following benefits of Instagram can be used to rationalize this opinion (Kirst, n.d.):

1. Develop creativity, as the majority of Instagram users want to impress followers and other users with visuals that are aesthetic, beautiful, and attractive.
2. Become tech-savvy, students are required to learn and master the internet to become technology experts, by utilizing social networks as one of the exercises to become proficient users.
3. Learn from gurus, the teacher's use of Instagram indirectly becomes a source of inspiration and learning for students, so that many students start to become followers of the teacher's Instagram account.
4. Online studying, educators can provide creative assignments, and conduct evaluations via Instagram such as making photo essays, uploading photos with certain themes in the Instagram feed, making videos, and more. Tasks that have been completed by students at home, then uploaded by marking the teacher to get an assessment.
5. Team building, class accounts can be created. This thing helps build a stronger team because it shows group membership.

Concerning the advantages of Instagram in education, Pujiati et al (2019) stated that teachers should be aware of the fact that the young generation is more familiar with Instagram and requires them to integrate it into classroom activities. Students can exchange opinions and participate in questions and comments on photos or videos as well as engage in online discussions. These make the learning environment will be more fun and interesting and further increases the autonomy of students in learning as a result. Furthermore, the fact that generation Z tends to solve

problems on the internet, it is a great chance for teachers to conduct learning assessment by using Instagram.

Learning assessment is required in every learning process. There are formative and summative assessments as an assessment approach. Formative assessment aims to provide feedback in improving the learning process so that students can improve their understanding. Meanwhile, summative assessment functions to periodically assess student achievement. In the last development, the assessment was divided into three (Direktorat Pembinaan Sekolah Dasar, 2018);

1. Assessment of learning is an assessment of student achievement.
2. Assessment for learning is an assessment that intends to identify the obstacles faced by students so that educators find strategies to create more effective learning and easy-to-understand presentation methods.
3. Assessment as learning is an assessment that involves the participation of students to activate their thinking power during the learning process and outcomes so that they can become independent learners.

According to its development, assessment of learning can be said as a summative assessment. Then, assessment for learning and assessment as learning can be classified as a formative assessment. The task of educators in assessment should emphasize assessment for learning and assessment as learning so that the meaning of the learning process appears in students. While the assessment of the cognitive domain is included in the Basic Competence (KD) and Core Competence-3 (KI-3), educators measure the abilities of students which include factual, conceptual, procedural, and metacognitive dimensions at the thinking process level. (Direktorat Pembinaan Sekolah Dasar, 2018). Anderson and Krathwohl revised Bloom's Taxonomy phases of thinking with remembering, understanding, applying, analyzing, evaluating, and creating (Wilson, 2016). The application of learning assessment needs to pay attention to various aspects (Ramdhani et al., 2020), including the depth of learning material, the condition of students' abilities, and the use of media that make it easier for educators to evaluate learning performance.

Formative assessment with conventional models, on average, requires a fairly long estimate, still using paper in its implementation (Ramdhani et al., 2020). It's carried out by distributing question sheets to students, then educators ask students to answer the questions related to the course, the process of distributing question sheets and answering time takes a long time (Pratama, 2019). Another aspect behind the innovation in learning assessment is the condition of students who need creative, interesting, and friendly assessment media with psychological conditions because the process of the assessment implementation is often too monotonous, tense, and stressful (Mujaiyanah, 2020). Kivunja stated that educational institutions should seek opportunities by utilizing social media in pedagogical practice, if educators plan and implement them properly, social media will generate effective support in 21st-century learning, teaching, and assessment activities (Kivunja, 2015). Instagram that used by the majority of generation Z students and offers practical features that can facilitate answering the obstacles of students in carrying out the assessment.

The learning process by utilizing the Instagram social media platform as a learning media has been widely used at various levels and subjects. However, its use in learning assessment is less. As far as the research conducted, there is an article from Helena and Tuhumury (2019) that discusses the use of Instagram as a tool to assess speaking skills and strategies to increase student participation in learning English, the use of Instagram media has positive results, both from the effectiveness and reactions of students that feel happy with the strategy.

The descriptions of some of the paragraphs above illustrate that the current generation is very close to gadgets and social media, including Instagram. It becomes a necessity if Instagram's features are used as cognitive learning assessments. This topic encouraged researchers to further identify the opportunities and challenges of Instagram in cognitive learning assessment.

B. MATERIAL & METHODS

This research uses a qualitative approach with the type of literature study, as explained by Cresswell that a qualitative approach is used to explore and understand the meaning of the problem, the data is interpreted in a narrative form (Creswell, 2014). This type of literature study is

a literature search to obtain research data, it means that literature studies limit its activities only to literature collection materials (Zed, 2014). The data described comes from several scientific literature and books. The literature and books used are related to learning assessment, 2013 curriculum assessment guidelines, and documents that provide information about Instagram. Data analysis was performed by data reduction, data display, conclusion, and interpretation.

C. RESULT & DISCUSSION

Considering that only 1 study has used Instagram as an assessment tool, the researchers in this section provide further explanations about the opportunities and challenges of using Instagram social media for the cognitive assessment tool.

The opportunities for Instagram as the cognitive learning assessment tool are:

1. Multimedia-based Instagram is more interesting to use as a cognitive assessment tool

Instagram is a social media with visuals as the main character. However, the features in it are multimedia-based. As explained by Azyan Yusra Kapi (Kapi Kahbi et al., 2017), a multimedia application is a creative presentation of a combination of media such as sound, graphic, text, and animation. The development of such applications supports the education system by improving the knowledge-sharing process and at the same time influencing people to think creatively. This explanation is in line with Kirts (Kirst, n.d.) statement that using Instagram is useful for developing creativity. So, using Instagram as a cognitive assessment tool will be more interesting and at the same time foster knowledge sharing as well as develop the creativity of its users.

2. Using Instagram as a cognitive assessment tool can improve ICT skills for students and teachers

We realize that our students today are technology users. Geck defines that these 21st-century learners are 'mobile generation', as Oparaocha explains that they have grown up with tablet PCs, smartphones, and various social media platforms that are common in everyday life (Onyema & Daniil, 2017). Furthermore, 21st-century calls for important skills that students must possess. The World Economic Forum (WEF) developed the 21st Century Education framework and revealed that there are 16 important skills that students in this century must have to survive and succeed, one of them is information and communication technology (ICT) literacy (Agenda, 2016). Understanding that students need this ICT skill in the 21st century, it is a wise step for teachers to apply Instagram as technology in learning assessment so both students and teachers can develop ICT skills.

3. Easy to analyze learning assessment data on Instagram

Instagram has an 'Instagram insight' feature. The teacher is required to activate the Instagram business feature as a social media analysis that makes teachers easier to monitor student engagement. The teacher is required to activate the Instagram business feature as a social media analysis that makes teachers easier to monitor student engagement. Al-Fajri explained that data visualization is provided on activity that contains data interaction which records the interactions of each visitor who provides feedback, reach data (the number of achievements towards content at any time), and impressions (the total number of visitors who have seen the displayed content). The content feature contains the achievements of each post, story, and promotions uploaded. Moreover, the Audience feature serves to understand the characteristics of followers (Alfajri et al., 2019). Although this feature is widely used in business and marketing, teachers can also use this feature to find out more about student involvement in cognitive learning assessment.

4. It becomes simple if Instagram is used both as an assessment tool and class activities

As we know that Instagram is commonly used as a learning material delivery tool. It will be very easy if Instagram is also used as an assessment medium with its various features. Various sites can be used as online assessments, both formative and summative. The five best assessments that teachers can use are Socrative, Google Forms, Mentimeter, Poll Everywhere, and Kahoot (Gerencer, n.d.).

These media sites have their advantages and disadvantages and have also been widely adopted by Instagram. With the various features that Instagram has, teachers can choose which features are suitable for cognitive assessment so it makes the learning process simple. It would be better to use Instagram if there are similarities in the features and purpose of the assessment used.

5. Instagram features are easy to use in supporting learning assessments

This statement is supported by the results of the research in peer-reviewing with Instagram media. The research states that one of the advantages of online peer-review using Instagram is that Instagram is convenient and easy to use (Sirait & Marlina, 2018). What teachers and students need to be noted is how their creativity to use the features of Instagram.

6. Prompt feedback from the assessment in various formats

Instagram as an online assessment may give a chance to teachers and students to exchange their feedback from the assessment directly. One of the most highly reported benefits of online assessment is the ease associated with providing detailed feedback to students. Feedback can be given in different formats in an online environment, such as written, audio-recorded, or video-recorded; this diversity can improve the accessibility of feedback for some students. Instructors and students both highlight their appreciation for timely and frequent feedback. In general, students are more motivated and tend to achieve higher grades when formative feedback is available. Teachers can utilize automated feedback on certain types of assessments, which reduces their workload, particularly in large classes, for example, online assignments can have built-in hints or feedback that can become available when students submit a wrong answer (Weleschuk et al., 2019).

In using Instagram as a cognitive assessment tool, apart from having the opportunity, some challenges might be faced in its use. Some of these challenges include:

1. Educator skills in adjusting Instagram features with the form of learning assessment

It cannot be denied that educators must always be open to technological developments. Educators should tackle these challenges with a positive attitude, such as building a network with a generation that is always updating Instagram features. In the end, the willingness to learn about Instagram's features is the main provision in honing educator skills.

There are planning, learning materials, learning strategies, learning tools/media, and evaluation in learning (Sulaiman, 2011). In this case, educators must always upgrade and plan the learning assessments by exploring Instagram's features first, then determining the form of learning assessment, then carrying out the assessment process with the objectives to be achieved and the selected techniques.

2. Changes to Instagram's policy require adaptation for its users

Instagram gradually updates Instagram features, so it requires gradual adjustments for users to get used to the latest features. This update is one of the challenges for educators in learning assessment. For example; a feature that is commonly used is removed and developed by Instagram, so educators must have an alternative by designing an assessment with other features.

3. The need for a computer or mobile phone with good internet access

The internet to access Instagram social media requires a stable and good signal. This challenge may not be felt by users who are in areas with good internet connections, but for users who live in the area or who have a bad internet connection, Instagram will be difficult to access. The next challenge is the need for a supporting device, considering that Instagram requires a large enough data storage space.

4. Minimum age limit for Instagram users

The varied content of Instagram makes Instagram issue a minimum age limit for using the application. The minimum age set by Instagram is 13 years old (Instagram, 2020). This provides information that students who can conduct assessments with the help of Instagram start from junior high school to college level. Meanwhile, elementary students should do an alternative assessment with other online platforms.

5. Ensure that students have good academic integrity during the learning assessment

The challenge that needs to be anticipated is the possibility of students distributing online assessments, considering that assessment is a confidential matter. Educators are worried about academic mistakes which include plagiarism, cheating, and cheating on their peers. Indirectly, every educator feels that he or she does not have the same ability to monitor students to ensure academic integrity, analyze effective ways to assess student learning outcomes and reduce cheating (Weleschuk et al., 2019).

The possibility of using the 2 windows opening feature on students' devices is a concern that there will be dishonest attitudes by cheating or browsing answers. An alternative to this problem is by providing a time limit for answering questions in real-time. Each item has a limited time to answer, and when the time runs out, the questions will disappear and change. This trick can minimize the opportunity for students to copy answers.

D. CONCLUSION

The utilization of Instagram as a cognitive assessment in learning have its opportunities and challenges. The result showed that the opportunities of using Instagram as a cognitive assessment tool are: 1. Multimedia-based Instagram is more interesting to use as a cognitive assessment tool; 2. Using Instagram as a cognitive assessment tool can improve ICT skills for students and teachers; 3. Easy to analyze learning assessment data on Instagram; 4. It becomes simple if Instagram is used both as an assessment tool and class activities; 5. Instagram features are easy to use in supporting learning assessments; 6. Prompt feedback from the assessment in various formats. While the challenges are: 1. Educator skills in adjusting Instagram features with the form of learning assessment; 2. Changes to Instagram's policy require adaptation for its users; 3. The need for a computer or mobile phone with good internet access; 4. Minimum age limit for Instagram users; 5. Ensure that students have good academic integrity during the learning assessment.

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