

A SYSTEMATIC REVIEW OF COLLABORATIVE LANGUAGE LEARNING THROUGH SOCIAL MEDIA; GOOGLE CLASSROOM, TIKTOK AND MICROSOFT TEAMS

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ABSTRACT

This systematic review explores the use of collaborative language learning (CLL) through technology. It highlights specifically focusing on case studies involving popular social platforms such as Social Platform, Google Classroom and Microsoft Teams. As digital tools become increasingly essential for educational settings, these platforms have emerged as valuable resources for promoting group discussions, peer interactions, and collaborative students' language development, engagement, and motivation. Using the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 checklist, the study evaluates 29 peer-reviewed articles published in 2024, revealing that several functional social platforms tools such as social media application, google classroom from google and Microsoft teams promote collaborative language learning through technology among students through peer feedback and shared projects, enhancing critical thinking and their soft skills in cyberspace. The review synthesizes findings from a range of studies to assess how these platforms facilitate language learning by supporting synchronous and asynchronous communication, providing feedback mechanisms, and enabling peer collaboration in diverse educational contexts. This review also identifies challenges related to accessibility, digital literacy, and the integration of these platforms into traditional language curricula. Additionally, this paper highlights the potential of many social platforms started social media, Google Classroom and Microsoft Teams to foster an interactive, supportive learning environment, contributing to the development of both language proficiency and collaborative skills.

Keywords: *Collaborative Learning, Collaborative Language Learning, EFL, Social Media, Technology*

BACKGROUND

Technology's rapid growth has had a significant impact on many parts of human existence, including education. In particular, the use of technology into language learning has opened the door to novel techniques and revolutionized the learning experience for students all around the world. This research examines the changing landscape of collaborative language learning through technology, with a focus on the role of social platforms in fostering learner interaction, engagement, and knowledge creation.

Collaborative learning, which involves students working together to attain common learning objectives, has been shown to be successful in increasing active engagement, critical thinking, and communication skills. When integrated with technology, collaborative language learning extends beyond traditional classrooms, allowing students to engage with peers from other backgrounds and cultures. Social

platforms, with their interactive features and user-friendly interfaces, have emerged as effective tools for encouraging collaboration and generating dynamic learning environments.

Numerous researches have looked into the advantages and disadvantages of collaborative language learning using technology. According to Mudrikah et al., (2024) published in the journal *Economic Education Analysis*, underlined the relevance of social contact in collaborative learning environments. The study found that engagement with peers had a beneficial impact on collaborative learning, and social presence also played an important role. These findings highlight the importance of providing opportunities for learners to interact with one another and develop a feeling of community in technology-mediated language learning environments.

Further study has looked into the effects of technological collaboration on the improvement of language abilities. Based on a study conducted by Abdelshaheed (2024) published in the *Arab World English Journal* to investigate the impact of digital collaborative learning on reading comprehension and vocabulary acquisition among Saudi University English majors. The findings demonstrated that collaborative digital learning greatly increased reading comprehension and vocabulary learning when compared to individual digital learning. This study emphasizes the potential of internet platforms for improving language skills through collaborative activities.

The contribution of technology in facilitating collaborative learning has been additionally examined. In a study published in *Lingeduca: Journal of Language and Education Studies*, Rintaningrum, (2024) investigated the mediating role of technology in collaborative language learning. The researchers concluded that technology was critical in improving collaborative learning by offering a platform for interaction, resource sharing, and knowledge creation. They stressed that educators must understand how to properly use technology to enhance collaborative language learning.

Social networking sites platforms have been gaining popularity as instruments for collaborative language study. In research published in the *Research Journal in Advanced Humanities*, Khasawneh, (2024) looked at how Instagram and TikTok could help undergraduates learn foreign languages collaboratively. The results showed that using TikTok and Instagram improved collaborative learning experiences significantly, making group work more successful and fun. This study emphasizes the ability of social media platforms to engage learners and foster collaboration in language learning.

Considering the obvious advantages, there are still problems in establishing collaborative language learning via technology. In their qualitative case study published in the *Journal of International Multidisciplinary Research*, Astrini et al.(n.d.) investigated language acquisition through online collaborative learning at SMA Negeri 6 and SMA Negeri 1 Surakarta. The study stressed that online collaborative learning is a complex process that involves meticulous planning, design, execution, and evaluation. The researchers emphasized the need of resolving social, pedagogical, and technological issues in order to foster meaningful collaboration in online language learning contexts.

This research intends to add to the expanding body of information on collaborative language acquisition via technology by performing case studies on various social platforms. This study aims to give significant insights for educators, learners, and technology developers by investigating real-world instances of how social platforms are utilized to enhance collaborative language learning. The findings of this study will have an impact on the design and implementation of technology-mediated language learning environments that promote cooperation, engagement, and effective language acquisition.

RESEARCH METHOD

This systematic literature review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 checklist. The PRISMA checklist covers 40 criteria for increasing transparency in systematic reviews. This systematic literature review used a comparative research approach, namely descriptive comparison (Check & Schutt, 2012; Creswell, 2014; Sharp, 2003). This study serves as a methodical effort to demonstrate how social media impacts the language learning process through collaborative learning.

This study theoretically investigates the key components of how social media improves the efficacy of teaching and learning English by assessing chosen papers related to the use of social media platforms. The purpose of this systematic literature review is to offer readers with a better knowledge of the role of social media in the classroom, specifically in terms of boosting students' collaborative language learning. Electronic journals were the sources of information used for review. This study is based on a comprehensive analysis of publications gathered from the primary databases, Google Scholar. The literature was processed using journals dated between 2024. As a result, in this study, the researchers conducted the analysis in four steps.

Phase 1: Identification Phases

This stage of the systematic review entailed identifying relevant literature. This phase consists of two major procedures. The first step entailed gathering relevant papers and selecting appropriate articles based on inclusion and exclusion criteria. Studies like this may demonstrate the limitations of publication bias. This study did not include an analysis of literature from sources other than journal databases, such as book chapters, white papers, and technical reports.

As a result, the research focused on assessing peer-reviewed papers, which served as sources. Table 1 shows the primary databases used in this investigation, which were Google Scholar. Furthermore, the papers included in this systematic review were published in 2024. Given the increasing number of scientific papers being published, today's literature reviews must be aware not only of the broad direction and accomplishments of a field of study, but also of the most current findings in order to avoid being out of date. This procedure involved the usage of a variety of keywords. These include technology, social media platforms, collaborative language learning in schools, and the impact of social media platforms on students' collaborative language learning.

Table 1. Source of journals

| Journal Source | Quantity | Keywords |
|-----------------------|-----------------|---|
| Google scholar | 29 articles | Collaborative learning, technology, social media, Google classroom, Tiktok, Microsoft teams |

Phase 2: Screening Phase

As appropriate papers were selected from Google Scholar, duplicates were detected and eliminated within a week. The papers were then reexamined to confirm that the remaining articles fulfilled the researcher's criteria.

Phase 3: Eligibility Phase

In the third phase, the collected papers were examined for eligibility, which required them to meet the criteria specified in the inclusion column of Table A. This is an important step in ensuring that the data acquired for this study was of high quality and reliable.

Table 2. Inclusion Criteria

| Inclusion |
|---|
| Collaborative learning through social media Research methodologies: quantitative, qualitative and mixed method Sample or respondent various levels of education Journal Articles published in 2024 |

The articles reviewed concentrate on researchers who used social media to help students learn languages collaboratively. The papers were evaluated according to the criteria given in Figure 1.

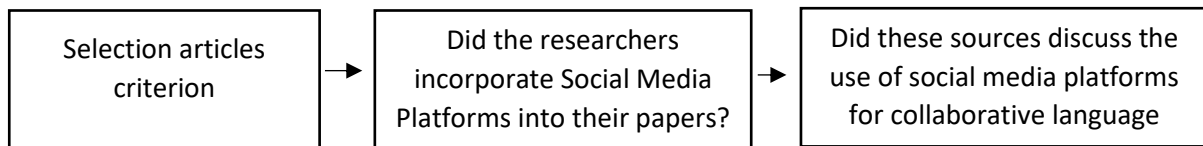


Figure 1. Assessment criterion in choosing articles

Phase 4: Exclusion Phase

After checking the articles who qualification within the third phase, the remaining articles were avoid from this efficient writing survey. The criteria of the avoid articles are expressed in Table 3. The exclusion step, just like the qualification step, was significant in guaranteeing that the analysts collected high-quality information

Table 3. Exclusion Criteria

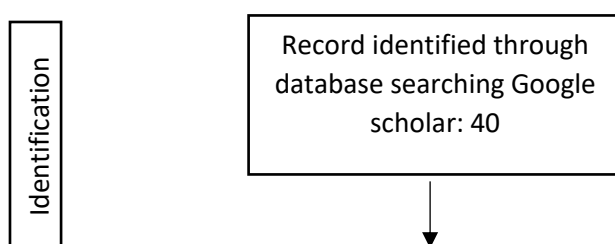
| Exclusion |
|--|
| Collaborative method did not implemented in language learning Collaborative learning did not use through social media Articles not published in 2024 |

There were 30 articles given data almost the part of Technology which is the use of social media in Collaborative Dialect Learning. Most of the examined articles appeared the combination of quantitative, subjective, and mixed-method sort ponders as portrayed in Table 4. The respondents from all of the ponders included all levels of instruction from essential until college level.

Table 4. Quantity of journals based on research design

| Research Design | Quantity |
|------------------------|-----------------|
| Quantitative Design | 11 |
| Qualitative Design | 13 |
| Mixed-Method Design | 5 |

Figure 2 portrays the total phase from phase 1 through phase 4 in clearer detail based on The Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 checklist in conducting this precise writing survey.



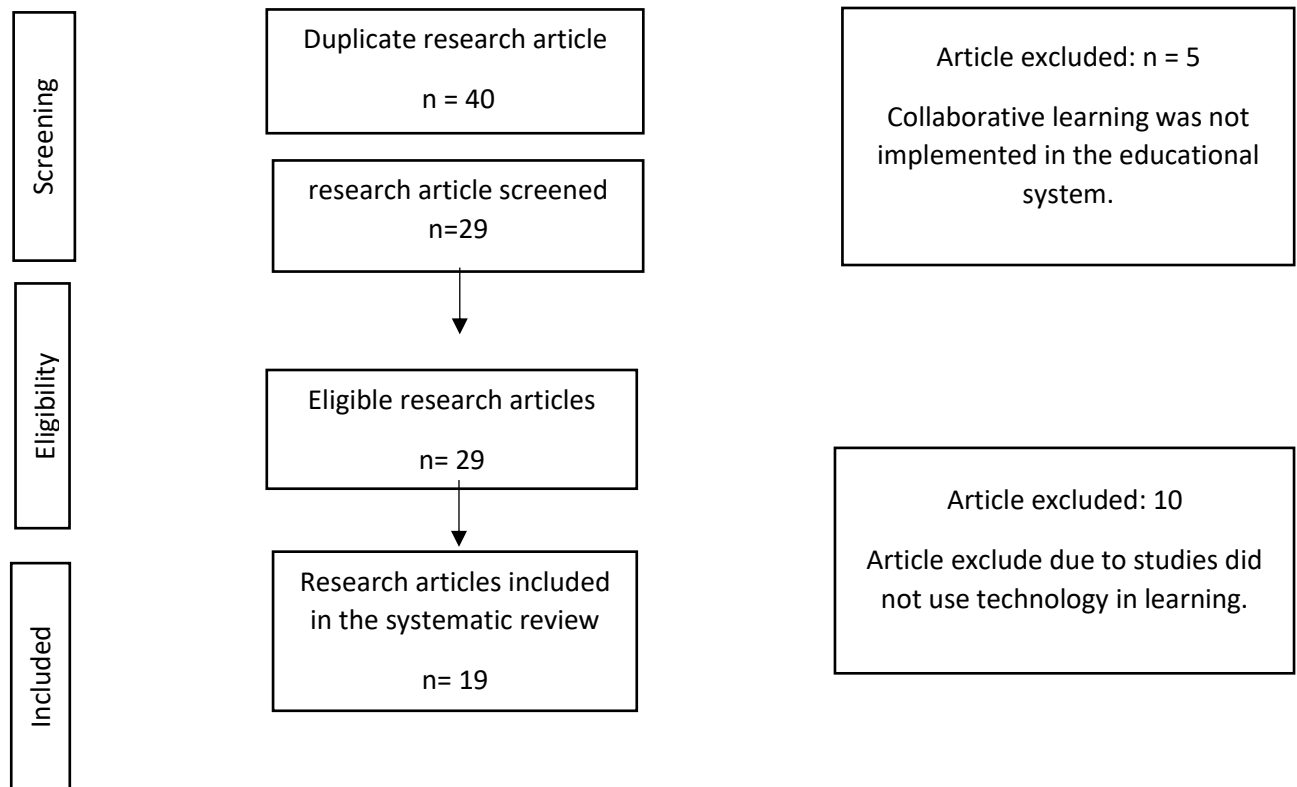


Figure 2. Stream chart of the research article selection process

RESEARCH FINDINGS

The findings of the inquire about papers will be looked into in-depth in this area. Due to the nature of examinations, 19 articles were chosen to be suitable in this orderly audit after four stages of choosing qualified articles for assessment. Numerous diverse analysts have displayed investigate on the part of Innovation utilizing Social Media Stages in Collaborative Dialect Learning, and the finest and most seminal of these investigate papers are portrayed in Table 5 underneath.

Table 5. Main Characteristics, Perspectives and perception of using Artificial Intelligence in enhancing students' writing skills

| Authors | Territory | Study Purpose | Participants | Discussion |
|-----------------|---|--|---|--|
| Mudrikah et al. | Semarang | This research deepens how social factors influence collaborative learning and student engagement, ultimately influencing student learning performance. | conomic Education students from the 2020 and 2021 classes. Based on the Slovin formula, the sample size was 206 students. | The research results showed that interaction with peers had a positive effect on collaborative learning, student-teacher interaction had no effect on collaborative learning, social presence had a positive impact on collaborative learning, use of social media had no effect on collaborative learning, cooperative learning had a positive impact on student engagement, Student engagement has a positive influence on student learning performance, |
| Rintaningrum | Batu sangkar | To investigate the role of technology in mediating collaborative learning in the context of language learning | 50 students of UIN student Mahmud Yunus Batusangkar | This research concludes that teachers are advised to better understand language learning through technology so they can teach students how to adapt to increasing technological changes. |
| Khasawneh | Unspecified, but relevant to global language education. | This study considered how digital collaboration can improve English majors' Reading Comprehension (RC) and Vocabulary Learning (VL) | Students and educators involved in English language programs. | The focus was to expand the study on how language learning platforms on Instagram and TikTok can be leveraged to enhance the collaborative learning experiences of foreign language undergraduates. |
| Astrini et al. | Surakarta | To develop a deeper understanding of the dynamics of cooperative learning. | 35 students participated in the study. | The purpose of the research was to develop a deeper understanding of the dynamics of cooperative learning. |
| Zahid et al. | Lahore, Pakistan | To find out the perceptions of Pakistani L2 learners and their | The students of BS English (n = 232) and | The predictable conclusion drawn from this investigation is that utilizing |

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|-----------------|-------------------------|--|---|---|
| | | English language teachers about web-based collaborative learning for the purpose of improving their English-speaking skills. | English language teachers (n = 12) belonging to 5 public-sector colleges in Lahore formed the samples of the study. | collaborative learning helps BS-English students build up their self-confidence. |
| Janah et al. | Java island, Indonesia. | to analyze social media use in collaborative learning on the implementation of online knowledge sharing to maximally improve student academic performance. | there were 359 respondents Diploma 3 and Undergraduate level | Online knowledge-sharing activities carried out via social media between teachers and students are able to increase student engagement in continuously updating the knowledge stored in the group. |
| Zhang & Gao | Northern china | this study longitudinally examines the dynamics and co-development of Chinese learners' enjoyment and group-level emotion regulation during online collaborative learning. | involved 268 Chinese undergraduate English-major students | The findings reveal that levels of enjoyment and two types of group-level emotion regulation, namely co- and socially-shared regulation, were relatively high at the initial stage and exhibited an increasing trend over time. |
| Olusegun | Nigeria | This study explores the role of social media-based peer collaboration in enhancing academic English proficiency. | 120 university students enrolled in English language courses at a higher education institution. | The results demonstrate a significant positive impact of social media-based peer collaboration on academic English proficiency, particularly in the areas of writingskills, vocabulary acquisition, and reading comprehension. |
| Avci & Adiguzel | Istanbul, Turkey | This study aimed to investigate the effect of using instant messaging application enabling instant feedback throughout the process of project work on the EFL prep school students' language | The undergraduate college students 2014-2015 academic year | The findings indicate that EFL students benefit from diverse learning experiences that foster meaningful interactions for real-world applications. Students exhibited positive attitudes toward engaging in both synchronous |

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|----------------------|-------------------------|--|---|--|
| | | improvement in a mobile-blended learning setting. | | and asynchronous communications with peers and instructors. |
| Suci et al. | Indonesia | To investigate how high school and college students accept and use social media for learning during distance education, to explore the role of social media in facilitating online collaborative learning. | High school students and colleges | Social media plays a vital role in supporting distance learning during the COVID-19 pandemic by facilitating communication and collaboration between students and teachers. Platforms like Facebook and WhatsApp are popular and user-friendly, enabling effective interaction, information sharing, and group collaboration on various learning projects. |
| Abdelshaheed | Kingdom of Saudi Arabia | This study considered how digital collaboration can improve English majors' Reading Comprehension (RC) and Vocabulary Learning (VL). | 60 female English majors at Majmaah University | The point is that the findings were based not only on the participants' perceptions of CDL but also on data obtained from a concise experiment. The study's critical results urge the researcher to conclude that CDL can be an up-to-the-minute alternative to traditional face-to-face competitive language classes |
| Arefian & Esfandiari | Iran | this study explored how the role of English-as-a-foreign-language (EFL) student teachers' ICR practices and ELOA can enhance student teacher's situated online teacher education. | 15 Iranian EFL student teachers were chosen purposively within a transcendental phenomenology | Applying ELOA and ICR during situated online teacher education, EFL student teachers could practice reflectively, assess themselves and their peers continuously and formatively, get meaningful feedback, become involved in learning and assessing |
| Heyang & Martin | China & Norway | Online teaching has become routine and a variety of virtual learning platforms are being | higher education institutions in China and Norway. | Social media platforms such as TikTok have the potential to blur boundaries of who has access to higher education |

explored. Within this article we, two higher dance education teachers and researchers, reflect on using TikTok in our work. Taking a duo ethnographic approach

encounters. At the same time, a platform such as TikTok also could create a bridge between what might ‘belong’ in higher education institutions and what might have previously been excluded or considered irrelevant or informal. These online platforms have not been designed with education at the core, but rather social interactions and engagement.

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|-----------------------------|-----------|--|--|---|
| Sapraz & Han | Sri Lanka | To evaluate the Digital Government Collaborative Platform (DGCP), which facilitates collaborations between the citizens and the government to address environmental issues in Sri Lanka. | 224 citizens participated in the survey | The DGCP received positive evaluations from the citizens and government officers. The platform is attractive, novel and pragmatic, also generating hedonic experiences for the citizens. The users believed that human values are reflected in the DGCP. |
| Hajarudin | Banten | This research explores the use of social media as a collaborative tool in English language learning at STIE Ganesha. | Students of Ganesha | The research results show that social media in English language learning encourages student collaboration, increases active participation, and stimulates project-based learning. Additionally, social media supports independent learning and the development of communication skills outside the classroom. |
| Putri Rahayu Magetan et al. | | This research evaluates the implementation of collaborative | All lecturers and students at Doctor Nugroho | The results show that this method effectively enhances students' understanding and engagement, with |

learning methods at two private University and STAI high technological support, although the universities in Magetan. Ma'arif Magetan. infrastructure still needs improvement. The role of lecturers in facilitating collaborative learning is very significant, and student satisfaction with this method is high, despite some challenges in its implementation. This method also has a positive impact on academic achievement.

| | | | | |
|-----------------|--------|---|--|---|
| Fahriany | Serang | To ascertain the students' perception of the use of Google Classroom in the learning process and to determine how students perceive Google Classroom as a medium for English learning | 90 students from five classes of SMAN 4 Kota Seran | The research indicates that students hold a positive view of Google Classroom as a learning tool. They reported easy access, useful features, effective communication, and overall satisfaction. Students faced no significant issues using the platform and appreciated its functionality for receiving feedback and facilitating discussions. |
| Sahputra et al. | Aceh | To improve student learning at Dayah Nurul Iman through the implementation of Google Classroom as an online learning platform. | Students in Islamic School Dayah Nurul Iman | The adoption of Google Classroom at Dayah Nurul Iman demonstrates how beneficial this technology is in improving student learning. Google Classroom outperforms WhatsApp in terms of facilitating registration, material delivery, and assignment submission, as well as content organization. |

| | | | | |
|-----------------|-----------------------|--|------------------------------------|--|
| Yuniarti et al. | Rejosari pringsewu | To socialize the use of Microsoft Teams from Microsoft Office 365 as a collaboration tool in the education sector. Microsoft Teams allows users to communicate and collaborate effectively on a single platform, including real-time document editing. | English teachers in SDN 3 Rejosari | Teachers experienced a 93% increase in understanding and mastery of Microsoft Teams 365 for Education, indicating an excellent category. The cooperation and spirit of the service team and teachers are outstanding. |
| Nazeef et al. | Karachi, Pakistan | The study examines the influence of collaborative learning on the academic performance of students at B.Ed. | 290 students | Collaborative learning has positive impact on students' academic performance because it improves their ability to think critically, increases their confidence, improves interpersonal abilities, gives them greater understanding, and helps them achieve their objectives. |

DISCUSSION

The affect of social components on collaborative learning and understudy engagement in financial matters instruction. Employing a quantitative approach with a test of 206 understudies, it evaluates how peer intelligent, lecturer-student intelligent, social nearness, and social media utilize impact collaborative learning and engagement, which in turn influence learning execution. Comes about appear that peer interaction and social nearness emphatically affect collaborative learning, whereas social media use and lecturer-student interaction don't. Collaborative learning and engagement emphatically impact understudy execution and act as arbiters, connecting social variables to execution results. The think about proposes extending future investigate to incorporate other factors, such as learning results, and broadening the test scope for more generalized discoveries (Mudrikah et al. 2024).

The article talks about the part of innovation in upgrading collaborative learning for dialect instruction. It investigates how joining innovation, such as online stages and computerized instruments, encourages intuitively dialect hone, permitting understudies to associate with peers and teaches over areas. This technology-driven approach makes a difference overcome conventional learning boundaries, empowering dialect learners to make strides communication, social understanding, and collaboration aptitudes. The study emphasizes that teachers ought to tackle innovation to form locks in, available learning encounters, supporting students' advancement in both dialect capability and innovative competence essential for future challenges (Rintaningrum, 2024).

The article investigates how social media stages, particularly Instagram and TikTok, can upgrade collaborative learning in remote dialect instruction among undergrad understudies. It presents discoveries from try and study including students, appearing that understudies who utilized Instagram Reels and TikTok brief recordings in bunch errands shown altogether way better collaboration and dialect capability compared to those who did not. The consider highlights like TikTok's two parts harmony and fasten and Instagram's Stories and Reels cultivate cooperation, move forward engagement, and make a sense of community among learners. The inquire about concludes that joining these stages into dialect learning emphatically impacts collaboration and scholarly results, recommending their potential as successful instructive apparatuses (Khasawneh, 2024).

The study investigates the significance of formative and summative assessments in enhancing online collaborative learning, emphasizing the role of teachers in fostering student engagement and participation. It highlights the necessity of clear expectations, a supportive environment, and the establishment of social relationships among students for effective collaboration. The research, conducted through interviews and observations, reveals that proactive support from teachers and continuous evaluation of the collaborative process are essential for improving language learning experiences. Limitations include a small sample size, suggesting the need for further research in diverse educational contexts(Astrini et al. n.d.).

The document provides an overview of research focused on online and collaborative learning aimed at improving English speaking skills among students in Pakistan. It discusses various studies that highlight the effectiveness of web-based collaborative learning, students' perceptions, and the challenges faced by both students and teachers. The current study employs a mixed-methods approach, involving a questionnaire and semi-structured interviews with students and teachers, revealing a strong preference for web-based collaborative learning to enhance speaking skills, while also addressing issues such as connectivity and workload (Zahid et al., 2024).

The provided text discusses the impact of social media on collaborative learning and academic performance among students, particularly during the COVID-19 pandemic. It highlights a study conducted in Java, Indonesia, which surveyed 359 diploma and undergraduate students, revealing that social media facilitates collaborative learning and knowledge sharing, leading to improved academic

performance as measured by GPA. The research employs quantitative methods, including Structural Equation Modeling (SEM) and Partial Least Squares (PLS), to confirm significant relationships between social media use, student engagement, and academic outcomes, emphasizing the importance of social media in enhancing educational experiences (Janah et al., 2024).

Using social media platforms like Facebook, Instagram, and YouTube to learn English. It emphasizes advances in student collaboration, active engagement, and communication skills. However, the report also highlights issues such as technology dependence and misinformation. A qualitative case study technique was utilized to conclude that social media improves learning experiences when many strategies are used to solve current issues. Hajarudin (2023)

The studies conducted by Sahputra et al. (2024) and Fahriany et al. (2022) both discuss Google Classroom, focusing on its role in education. At Dayah Nurul Iman, structured training improved both teachers' and students' familiarity with the platform, enhancing the learning atmosphere and outcomes. Despite challenges like a lack of Gmail accounts, features like calendars and class archives helped students manage their tasks effectively. Similarly, Fahriany et al. found students appreciated Google Classroom's user-friendly interface and assignment management but highlighted limitations in fostering peer interaction and discussions. Both studies emphasize Google Classroom's efficiency in supporting interactive and flexible learning.

The study by Putri Rahayu et al. (2024) examines collaborative learning in private higher education institutions in Magetan, Indonesia. It found that this method significantly boosts student engagement and understanding, with technology being a critical facilitator. However, moderate challenges related to infrastructure support were noted. The study underscores the importance of educators' roles in implementing collaborative strategies and recommends improvements in infrastructure and teacher training for better outcomes.

CONCLUSION

Collaborative learning is a crucial aspect of English language instruction, with social media platforms like TikTok and Instagram playing a significant role in enhancing student engagement and learning outcomes. Peer interaction and social proximity significantly impact collaborative learning, while social media use and lecturer-student interaction do not. The integration of technology, such as online platforms and computerized tools, can help students improve communication, social understanding, and collaboration skills. Social media platforms like Instagram Reels and TikTok's Stories and Reels have been found to foster cooperation, engagement, and a sense of community among learners. Teachers play a crucial role in fostering student engagement and participation, with clear expectations, a supportive environment, and the establishment of social relationships among students. The COVID-19 pandemic has further highlighted the importance of social media in enhancing educational experiences, particularly in English speaking skills. Further research is needed to explore the impact of social media on collaborative learning and academic performance.

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