

**BEYOND CONVENTIONAL JOURNALING: LEVERAGING SOCIAL MEDIA
MICRO-BLOGGING PLATFORMS TO FOSTER INTERACTIVE AND
ENJOYABLE LEARNING REFLECTIONS IN THE DIGITAL ERA**

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ABSTRACT

The development of information and communication technology has brought significant changes to the field of education, particularly in students' learning patterns in the digital era. Instagram and TikTok, which were initially known as entertainment platforms, are now increasingly being utilized as learning support media. This study aims to examine how students use Instagram and TikTok as learning strategies and as media for learning reflection in higher education. This study employed a descriptive qualitative approach using a purposive sampling technique. The research subjects consisted of 50 active students from several universities in South Sulawesi, particularly in the cities of Makassar, Bone, and Barru, who belong to the digital native generation. Data were collected through open-ended questionnaires and short interviews. Data analysis was conducted using the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing. The findings reveal that students utilize Instagram and TikTok not only as entertainment platforms but also as alternative learning media. TikTok is used to access tutorial videos, concise explanations of learning materials, and practical study tips that are easy to understand. Meanwhile, Instagram is utilized through micro-blogging features such as Instagram Stories to share learning progress, learning reflections, and academic interactions. The use of these platforms has positive impacts, including increased learning motivation, easier access to information, enhanced student creativity, and more interactive learning experiences. This study demonstrates that social media has substantial potential as a supporting learning medium in the digital era, particularly for digital native generations within higher education environments.

Keywords: Instagram, TikTok, social media, digital natives, learning reflection

ABSTRAK

Perkembangan teknologi informasi dan komunikasi telah membawa perubahan besar dalam dunia pendidikan, khususnya pada pola belajar mahasiswa di era digital. Instagram dan TikTok yang awalnya dikenal sebagai media hiburan kini mulai dimanfaatkan sebagai media pendukung pembelajaran. Penelitian ini bertujuan untuk mengetahui bagaimana mahasiswa memanfaatkan Instagram dan TikTok sebagai strategi belajar dan media refleksi pembelajaran di perguruan tinggi. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik purposive sampling. Subjek penelitian terdiri atas 50 mahasiswa aktif di beberapa perguruan tinggi di Sulawesi Selatan, khususnya di Kota Makassar, Bone, dan Barru yang tergolong sebagai digital natives. Pengumpulan data dilakukan melalui kuesioner terbuka dan wawancara singkat. Analisis data menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan Kesimpulan. Hasil penelitian menunjukkan bahwa mahasiswa memanfaatkan Instagram dan TikTok tidak hanya sebagai sarana hiburan, tetapi juga sebagai media pembelajaran alternatif. TikTok digunakan untuk mencari video tutor pembelajaran, penjelasan materi singkat, serta tips belajar yang praktis dan mudah dipahami. Sementara itu, Instagram dimanfaatkan melalui fitur micro-blogging seperti Instagram Story untuk membagikan progres belajar, refleksi pembelajaran, dan interaksi akademik. Penggunaan kedua platform tersebut memberikan dampak positif berupa meningkatnya motivasi belajar, kemudahan akses informasi, kreativitas mahasiswa, dan pengalaman belajar yang lebih interaktif. Penelitian ini menunjukkan bahwa media sosial memiliki potensi besar sebagai media pendukung pembelajaran di era digital, khususnya bagi generasi digital natives di lingkungan pendidikan tinggi.

Kata Kunci : : Instagram, TikTok, media sosial, digital natives, Reflaksi Belajar.

A.Introduction

The development of information and communication technology has brought significant disruption to the field of education, particularly in the aspects of learning and instruction. Information technology is now widely utilized by people around the world in various areas of life, including communication, business,

entertainment, and education. Easy access to the internet and the advancement of digital media enable individuals across different countries to obtain information quickly without limitations of space and time. In Indonesia, the use of information technology continues to increase alongside the growing adoption of smartphones and social media among

the public, especially among young people and university students. This situation has transformed digital platforms from merely tools for communication and entertainment into media for acquiring knowledge, sharing information, and supporting academic activities. Today's university students, often referred to as digital natives, no longer view the classroom as the sole source of knowledge. This paradigm shift demands learning processes that are more flexible, visual, and interactive.

The use of social media in education has shown significant growth in recent years. Research indicates that digital platforms can enhance student engagement in learning through the presentation of content that is more appealing and easier to understand. A study conducted by Deng and Yu (2023) explains that TikTok has a positive influence on learning motivation, curiosity, and student engagement in digital learning. Furthermore, other studies have shown that the use of short-video-based social media can help students understand learning materials more effectively, as the

content is delivered through a visual and communicative approach (Al-Harbi, 2021).

However, the reality in practice reveals a significant challenge in the form of digital distraction. Social media platforms such as Instagram and TikTok are often regarded as major obstacles to students' academic productivity. Nevertheless, upon closer examination, these platforms have evolved into massive informal educational ecosystems. The emergence of trends such as study-hack content, academic application tutorials, and short learning reflection videos indicates a substantial potential that has not yet been fully explored in supporting students' independent learning strategies. Conde-Caballero et al. (2024) explain that TikTok has considerable potential as a micro-learning medium in higher education because it can support collaborative learning, student engagement, and the delivery of concise yet effective educational content. Other studies have also emphasized that short-video-based social media can serve as an innovative tool for enhancing students' creativity and fostering

learning experiences that are more adaptive to the needs of the digital generation (Nwetwy, 2024)

This phenomenon is particularly interesting to examine because it reflects a shift in the way students absorb complex information, transforming it into simpler forms through micro-learning. Students tend to understand learning materials more easily through creative visualizations and concise narratives provided by educational content creators. In addition, the practice of sharing learning progress through micro-blogging features, such as Instagram Stories, appears to enhance motivation and provide opportunities for students to reflect on what they have learned at university. On the other hand, TikTok is increasingly being utilized as an alternative learning medium, enabling students to study various subjects through short tutorial videos that are interactive, practical, and easy to understand. Educational content on TikTok allows students to gain quick explanations of specific concepts, study tips, and academic tutorials that can be accessed anytime according to their

learning needs. González-Mohino et al. (2024) state that the use of Instagram in education can improve student motivation, communication, and participation through the presentation of short videos and interactive content that are more engaging for the digital generation.

In addition to increasing learning motivation and participation, social media is also considered capable of supporting students' learning reflection processes. A study published in Heliyon shows that digital platforms can create more collaborative, personalized, and flexible learning experiences for students, thereby encouraging the development of independent and reflective learning (Conde-Caballero et al., 2024). This indicates that social media does not only function as a means of entertainment, but also as an alternative learning space that can strengthen students' academic skills.

Considering the importance of understanding learning dynamics in the digital era, numerous previous studies have extensively discussed the use of social media in education in

general. However, there remains a research gap regarding studies that specifically focus on the use of Instagram and TikTok as supporting media for students' learning strategies and learning reflection. In fact, both platforms have unique characteristics in the form of short, interactive, and easily accessible visual content, which has the potential to influence how students acquire, manage, and reflect on knowledge. Previous research also emphasizes that the appropriate use of social media can enhance learning effectiveness, academic social interaction, and students' overall learning experience (Deng & Yu, 2023; Bharti et al., 2025).

Therefore, this study aims to explore how students utilize Instagram and TikTok not only as a form of entertainment but also as tools to support study strategies and as media for learning reflection. By focusing on the positive aspects generated, this research is expected to provide new insights for educators and students regarding the productive use of social media within the higher education ecosystem.

B. Research Method

The subjects of this study consist of active students from several universities in South Sulawesi, particularly in the areas of Makassar, Bone, and Barru, who are accustomed to using social media in their daily activities as well as in learning. The selection of these three areas is based on the researcher's ease of access in reaching participants. In addition, these areas were chosen to obtain a variety of student experiences from urban and semi-urban environments in utilizing social media as a support for digital learning. This study uses a purposive sampling technique, which is the intentional selection of participants based on specific criteria that align with the research objectives. According to Campbell et al. (2020), purposive sampling is used in qualitative research to select participants who have the most relevant experiences and characteristics related to the research focus, so that the data obtained are more in-depth and aligned with the study objectives (Campbell et al., 2020). The study focuses on how students utilize Instagram and TikTok as supporting media for learning

strategies, learning reflection, and the development of academic motivation in the digital era.

The selected participants consist of 50 students who are categorized as digital generation learners, familiar with technology, social media, and internet-based communication in their daily lives as well as in learning activities. According to Yildirim (2021), today's digital student generation is characterized by active use of social media as a means of communication, learning, collaboration, and the development of academic identity in digital environments (Yildirim, 2021). Participants were selected based on their involvement in the use of micro-blogging platforms and social media such as Instagram and TikTok as tools for sharing experiences, learning reflections, and digital interaction. Thus, the participants were considered capable of providing relevant data regarding the use of social media in supporting interactive and enjoyable learning reflection in the digital era.

Primary data were collected through open-ended questionnaires using the Google Forms platform. The

use of digital instruments in qualitative research is currently considered highly effective for reaching millennial respondents. Visual platforms such as TikTok and Instagram have become a "new frontier" in educational technology; therefore, data collection through digital channels is aligned with the participants' learning ecosystem. The questionnaire items were designed to explore participants' experiences in applying study tips (such as the Pomodoro technique or aesthetic note-taking methods) into their academic activities.

The data analysis process begins with the data reduction stage, namely filtering and focusing respondents' answers that are most relevant to the research objectives. According to Sa'diyah and Rosyid (2024), data reduction is the process of selecting, focusing, simplifying, and transforming raw data into relevant and focused information in qualitative research (Sa'diyah & Rosyid, 2024). Next, in the data display stage, the researcher presents the findings not in the form of statistical tables, but in the form of in-depth narrative descriptions. The researcher organizes excerpts from respondents'

answers into several main thematic categories to illustrate the relationship between students' learning experiences and learning theories in a more humanistic way. Miles and Huberman state that the most commonly used form of data display in qualitative research is narrative text so that the meaning of respondents' experiences can be deeply understood (Miles & Huberman in Sa'diyah & Rosyid, 2024). The final stage is conclusion drawing, in which the researcher verifies emerging narrative patterns to provide a comprehensive answer to the phenomenon of the transformation of students' learning strategies in the digital era. Conclusions in qualitative research are temporary and may develop in accordance with field findings until valid and consistent data are obtained (Sutikno & Hadisaputra, 2021)

C. Findings and Discussion

1. Findings

a. Instagram and TikTok as Supporting Learning Media

The results of the study indicate that most participants utilize Instagram and TikTok not only as entertainment

media but also as tools for obtaining academic information, sharing learning experiences, and engaging in digital learning reflection. Out of a total of 50 participants from several universities in Makassar, Bone, and Barru, the majority stated that they are more interested in learning materials presented through short visual content such as reels, educational videos, carousel posts, and micro-learning content available on social media.

This finding is consistent with the study by Widarti et al. (2023), which states that the integration of TikTok and Instagram in learning can increase students' learning motivation through more interactive, flexible, and engaging learning experiences. Students perceive that the delivery of learning materials through social media is easier to understand because it uses simple language, attractive visuals, and short presentation durations.

Several participants stated that TikTok helps them understand lecture materials that are considered difficult because learning videos are presented in a practical and communicative manner.

One participant stated:

"I understand the material more quickly when I watch short explanations through videos on TikTok compared to reading long explanations."

Another participant also mentioned:

"Instagram helps me find learning summaries, study motivation, and educational accounts that are useful for increasing my understanding."

In addition to being a medium for obtaining learning materials, Instagram and TikTok are also used by students to share learning experiences, create short notes, and reflect on their learning processes. These activities indicate a shift in students' learning patterns toward micro-learning-based learning, which emphasizes the delivery of information in a brief, visual, interactive, and easily accessible form at any time. This finding is supported by research by Rosa et al. (2025), which states that TikTok can help students understand learning concepts through creative visualization and simpler explanations.

Another participant also expressed:

"Educational content on TikTok makes me more motivated to learn because it

is delivered in a relaxed but easy-to-understand manner."

In addition to serving as an alternative learning medium, TikTok is also used by students as a medium for digital learning reflection. Some participants reported saving, sharing, and commenting on educational content as a form of reflection on their understanding during the learning process. These activities indicate a more participatory and collaborative learning interaction through social media.

These findings show that TikTok has undergone a transformation from being merely an entertainment platform into an alternative learning medium that supports learning motivation, student engagement, and learning reflection in the digital era. This result is in line with Asgar et al. (2024), who state that the use of TikTok in learning can increase student engagement and create a more active and enjoyable learning process.

b. Instagram as a Learning Reflection Medium

The findings of the study show that Instagram is also utilized by students as a medium for learning reflection

through features such as Stories, captions, reels, and micro-blogging. Of the 50 participants involved in this study, most reported using Instagram to share learning progress, short notes, academic experiences, and study motivation with peers through digital interaction.

Students perceive that sharing their learning process on Instagram provides additional motivational encouragement due to social support in the form of comments, likes, and responses from other users. In addition, the act of sharing learning experiences is considered to help students reflect on their understanding of the material they have studied.

This finding is consistent with the study by Putra et al. (2025), which states that Instagram can serve as a flexible learning medium while also supporting more active and communicative academic interaction among students in the digital era.

One participant stated:

“I often post my learning progress on Instagram Stories so that I am more motivated to achieve my study targets.”

Another participant also expressed:

“When I share notes or learning experiences on Instagram, I feel more confident and find it easier to recall the material I have studied.”

In addition to functioning as a medium for sharing information, Instagram also serves as a reflective learning space that allows students to express their academic experiences creatively and interactively. These activities demonstrate that micro-blogging social media can create a more enjoyable, flexible, and reflective learning experience aligned with the characteristics of digital natives.

These findings indicate that the use of Instagram in an academic context not only increases students' learning motivation but also supports social engagement and continuous learning reflection in the digital era

2. Discussion

The use of Instagram and TikTok has various positive influences on students' learning processes in the digital era. Based on the findings of the study, most participants felt that social media helped them obtain learning information more quickly and easily. Learning materials presented in the form of short videos, infographics, reels, and other visual content were

considered more engaging compared to conventional learning dominated by long textual materials. These findings can be linked to visual learning theory, which emphasizes that visually based information is easier to understand and remember because it involves more active cognitive processes in digital learning. Song et al. (2024) state that visual-based digital learning media can enhance student engagement and understanding through the presentation of more interactive and communicative learning materials (Song et al., 2024). Students also reported that the use of social media makes the learning process feel more flexible and less monotonous. They are able to access learning materials at any time according to their individual learning needs. In addition, the simple and communicative presentation of content helps students understand learning concepts in a more practical way. These findings indicate the application of self-directed learning, in which students independently determine the time, media, and learning methods that suit their needs. Chang, Choi, and Şen-Akbulut (2024) state that digital- and visual-based

contextual learning can enhance students' emotional, behavioral, and cognitive engagement in the learning process (Chang et al., 2024).

In addition to helping students understand learning materials, social media also has an influence on students' learning motivation. Many participants reported feeling more motivated to study when they encountered educational content, academic motivation posts, or learning progress shared by other users on Instagram and TikTok. Digital interactions such as comments, likes, and content sharing also contribute to creating a more active and supportive learning environment. This phenomenon can be explained through social learning theory, which states that individuals can learn through observation, social interaction, and the experiences of others in a digital environment. According to Almazroui (2023), the use of interactive digital media in learning can enhance students' motivation, creativity, and communication skills through more contextual and enjoyable learning experiences (Almazroui, 2023).

The results of the study indicate several positive impacts of the use of Instagram and TikTok in learning, including facilitating access to learning information and materials, increasing students' learning motivation, and helping students understand learning content through simpler and more practical visual presentations. Students reported that they find it easier to understand learning concepts through short videos, infographics, educational reels, and micro-learning content available on social media. These findings are related to micro-learning theory, which emphasizes learning in the form of short, focused, and easily accessible information, making it more suitable for the characteristics of the digital generation. Short-form content on TikTok and Instagram enables students to quickly understand materials without having to read long explanations as in conventional learning.

In addition, the use of social media is also considered capable of fostering students' creativity in expressing ideas and learning experiences. Some participants utilize features such as Stories, captions, short videos, and

micro-blogging to share learning notes, study progress, and their academic reflections in a creative and communicative way. These activities indicate the presence of reflective learning processes, in which students reflect on their learning experiences through digital media, thereby helping to strengthen their understanding of the materials they have studied.

One participant stated:

"Learning through Instagram and TikTok makes the material easier to understand because the explanations are short and the visuals are engaging."

Another participant also expressed:

"I feel more motivated to study when I see educational content or my friends' learning progress on social media."

The findings of the study also show that social media helps improve academic interaction among students through features such as comments, content sharing, and brief online discussions. These activities support a more active and collaborative learning reflection process in the digital era. This is in line with collaborative learning theory, which emphasizes the importance of social interaction and knowledge exchange in building

shared understanding among students.

However, some participants recognized that the use of social media also has the potential to cause distractions if not used wisely and in a controlled manner. Some students admitted that they are sometimes distracted by entertainment content when accessing social media for learning purposes. This phenomenon indicates that social media has a dual-function nature, meaning it can serve as both a learning medium and a source of digital distraction depending on students' usage patterns. Nevertheless, in general, the majority of participants perceived that Instagram and TikTok still provide positive benefits in supporting students' learning processes, academic motivation, and learning reflection.

The use of features such as Stories, captions, reels, and short videos also encourages students to become more creative in expressing their ideas, learning experiences, and academic reflections. Some students use social media to share brief notes, study targets, and experiences during their academic journey. These activities

help them reflect on the material they have learned while also increasing their confidence in expressing opinions. These findings show that social media does not only function as a medium for consuming information, but also as a medium for producing digital knowledge, enabling students to actively create their own educational content. Sari et al. (2023) explain that the use of digital-based learning media can enhance students' creativity in terms of fluency, flexibility, originality, and elaboration (Sari et al., 2023). On the other hand, the use of social media also expands academic interaction among students. They are able to exchange information, engage in brief discussions, and share learning resources more quickly through digital platforms. This indicates that social media does not only serve as a form of entertainment, but also functions as a supportive learning medium that is more interactive and collaborative.

Nevertheless, some participants recognized that the use of social media can cause distractions if it is not used wisely. Entertainment content that appears on their feeds sometimes diverts students' attention from

learning. However, in general, the majority of participants perceived that Instagram and TikTok still provide greater benefits in supporting the learning process, academic motivation, and learning reflection in the digital era.

D. Conclusion

Based on the results of the study, it can be concluded that Instagram and TikTok play a significant role as supporting media for student learning in the digital era. Both platforms are no longer used solely as a means of entertainment, but are also utilized as alternative media for obtaining academic information, understanding lecture materials, and engaging in learning reflection in a more interactive and enjoyable way.

The results of the study show that students use TikTok to search for learning tutorial videos, short explanations of course materials, study tips, and micro-learning content that is easy to understand. Meanwhile, Instagram is utilized through features such as Stories, reels, captions, and micro-blogging to share learning progress, academic notes, learning

motivation, and reflections on their learning experiences.

The use of Instagram and TikTok provides various positive impacts on students' learning processes, such as increased learning motivation, easier access to information, enhanced creativity in expressing ideas, and the creation of more flexible and collaborative academic interactions. The presentation of materials in short and communicative visual forms also helps students understand learning concepts in a simpler and more engaging way compared to conventional learning methods.

In addition, the use of social media as a medium for learning reflection shows that students are not only consumers of digital information, but also actively produce and share their learning experiences with their social environment in creative ways. These activities support the development of reflective learning and collaborative learning processes that are in line with the characteristics of digital native students in higher education.

Although social media has the potential to cause distractions when used excessively, the findings of the

study show that most students are able to use Instagram and TikTok productively to support their academic activities. Therefore, social media can be viewed as part of modern learning innovation that has the potential to support a more flexible, interactive, and adaptive learning process in the digital era.

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