Rethinking of Learning Media Through Optimizing the Use of Social Media (Instagram) in Learning Activities in Schools

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Abstract. The purpose of this study is to reveal in depth the readiness of teachers in utilizing learning technology as a response to community needs 5.0. One of them is by utilizing social media (Instagram). The data in this study were obtained through observation, interviews and documentation aimed at several informant teachers, students and the school with a purposive technique. Considerations of teachers choosing Instagram as a learning media include (1) Instagram being the most popular social media in the community, (2) Instagram is very popular among millennials, (3) Instagram is the most social media owned by students, (4) media for approaching students, (5) a means of controlling the character of students, and (6) the most important is suitable and relevant to the type of material being taught. Strategies used by teachers in utilizing Instagram in learning by designing learning plans in a participatory way involving students. In implementing Instagram learning more widely used to share material, assignments and discussion forums. The learning situation is conducive because students' enthusiasm in using Instagram is very good, Wi-Fi access is supporting, and there is facilitating IT utilization training for teachers and students. Even so learning has not been fully achieved because of the limited content from Instagram that cannot cover learning needs and not all students have adequate socio-economic support.

Keywords: Learning Activities, Instagram, Social Media, Learning Technology

1. Introduction

The learning process is essentially a communication process, namely the process of delivering messages from message sources through certain media channels to message recipients. The success of the learning process can be seen in the development in the form of advances in knowledge, understanding, attitudes and behavior, skills, skills, abilities, and acceptance as well as other aspects [1]. However, not infrequently, the learning results obtained are not very satisfying or there is no change in behavior as expected, because it is caused by communication that does not run smoothly, meaning that during communication there may be interference or obstacles [2].

In conceptual and rigid learning in the classroom, sometimes the concentration of students is divided with other things, as a result students do not understand the subject matter, as well as Sociology subject matter which is the concept of society which seems difficult to teach without going through lectures. Teachers need to use various supporting tools that are close to the student environment so that students are interested or having motivation in learning sociology. In this case, it is necessary to have

innovation in learning to build students' thinking, how students learn to find information on their own, connect the topics that have been studied and can interact in multi-directions. Innovative learning that needs to be developed must pay attention to aspects of cost effectiveness and efficiency, and practical and theoretical learning also involves all components in the education system itself from students, parents, community, society and culture [3].

The digital era brings changes in all lines of life, including in the world of education. Not only students but teaching staff are also required to be technology literate. Education for the younger generation today must be carried out with the millineal generation pattern. There must be a strategy and policies so that IT-based education is progressing rapidly. One of the demands in the 4.0 industrial revolution is the openness of information that flows very quickly through the internet. The fourth industrial revolution is underpinned by artificial intelligence and it will change the workplace from task-based characteristics to human-centered characteristics. Because of the convergence between humans and machines, it will reduce the subject distance between the humanities and social sciences as well as science and technology [4].

In the context of learning, teachers should take advantage of various technologies to facilitate the achievement of learning objectives. The skills of teachers in utilizing various components in learning both material content and relevant learning methods are formulated in full through the TPACK (Technological Pedagogical Content Knowledge) learning approach [5]. In reality, some teachers have begun to use the internet for various kinds of learning activities such as the implementation of distance learning activities called e-learning, information sources for learning activities, learning media and even as a support in learning methods and techniques. The key to success in distance learning, online learning and blended learning is that there is a need for a three-stage identification process: (1) awareness / exploration, (2) early adoption / implementation, and (3) mature implementation / growth [6]. These three components can be built if there is an initial knowledge base possessed by both teachers and students. One of them is the teacher starting to use various social media such as blogs, youtube, line, whatsapp, facebook, instagram and so on in learning. Various forms of social media are recognized by many parties as being able to transfer information so quickly, but they are still not maximally used in learning because of cultural resistance and educational institutions themselves [7]. [8] the teacher uses the internet as one of the learning media with the aim that students are more active in participating in learning and make it easier for students to find sources of study that exist in the most actual society. The urgency of digital learning media is when the community is faced with a situation which then requires the implementation of distance learning. The rise of online learning has created new strategic opportunities in learning, namely through MOOC (large-scale online courses) and SPOC (small and private online courses), both managed by the government and the private sector [9], [10], [11].

Social media offers several opportunities in the classroom, including increasing student engagement, building student professional and peer networks and developing their social media skills [12]. It is undeniable that the use of social media in learning is reaping pros and cons among schools and in the community. One of the impacts of using social media-based learning technology is being able to improve the learning experience, but the learning experience it has does not always lead to better things [13]. Therefore, for social media to be very effective in supporting learning, it must be done by following a clear and measurable framework [14], [15], [16]. Interesting collaborative learning can also be carried out using social media, besides dialectical processes and social interactions are also intertwined in communication through social media [17]. Most of the teenagers in the world are familiar with the use of social media, their behavior in the use of social media is also very diverse and dominated for entertainment needs and self-existence [18]. One of the social media that is quite popular among the younger generation is Instagram. Instagram as a supporting tool for Sociology learning is expected to greatly assist teachers in the process of communication and interaction outside of the classroom and can be used as a medium for assisting in achieving Sociology learning objectives in accordance with the curriculum and influencing the understanding of the concept of Sociology. It is hoped that Instagram social media can spur the learning process and outcomes of students with dynamic, creative and relevant conditions with everyday life. Learning using Instagram is proven to be able to improve students' ability

to write descriptive text, because the display of images on Instagram tends to be more attractive and easier for students to understand [19],[20],[21], [22].

The objectives of the learning process can be achieved well if supported by several factors, including learning media. Media is one of the factors that determines the success of the learning process because media helps students and teachers in delivering subject matter [23]. The main function of learning with Instagram social media tools based on the results of the research is to guide students to achieve the mission and goals of the school. The school mission in question is to develop deep and broad insights in science and technology, life skills and skills for all students as provisions for independent living and further study. Then the school's goal in question is to increase the number and quality of teachers' abilities in ICT-based teaching and E-learning. In addition, learning activities using Instagram also have a controlling function by trying to control and direct students in activities using social media wisely and appropriately. This article will explore the considerations made by the teacher in choosing Instagram social media as a learning medium to the strategy for its use in Sociology learning activities, especially so that learning objectives are also well achieved.

2. Research Method

In this research uses a qualitative descriptive approach. This research was conducted using this approach, which aims to find out in depth about the implementation and preparation made by teachers and students in sociology learning activities using Instagram. This research was conducted on 23 November 2017 to 21 March 2018. The research location is in public senior high school (SMA Negeri 1 Cepu). The main informants in this study were several students of social science class in XII grade who were selected according to the interview criteria and one of the inspiring sociology teachers. The supporting informants in this study were peer teachers who were selected according to the criteria, the principal, the curriculum representative, and the guardians of the students who were selected according to the criteria. The focus of this research is to empirically try to explore the implementation of the use of Instagram as a learning support tool in SMA Negeri 1 Cepu.

The data collection techniques used in this research were observation, interview and documentation. To make it easier to collect data, researchers are also part of the Instagram social media class which also acts as an observer. The research data were analyzed by using qualitative descriptive analysis techniques and data validity testing using triangulation of sources. Data analysis techniques include data collection, data reduction, data presentation and verification or drawing conclusions.

3. Result and Discussion

The proper and optimal use of IoT (Internet of Things) in an educational institution will be a new way to reproduce knowledge and achieve learning goals more effectively [24]). There are many technologies developed both in general and specifically in educational technology. The process of integrating and linking with related sources greatly determines how the learning process is carried out [25]. Likewise, the use of social media for learning is very dependent on initial considerations before coming to the decision to choose one type of social media that is considered the most appropriate to arrive at a strategy in using social media.

3.1. Considerations of Teachers Using Instagram in Sociology Learning Activities
In choosing social media to be used as a learning media, the teacher has several considerations that are quite relevant to the current situation of students. The use of Instagram as a supporting tool for sociology learning is included in innovation because it feels new in the world of education. The diffusion step taken by the teacher for this innovation is to communicate the use of Instagram by coordinating the students of each class who are able to use Instagram as a forum for collecting assignments and learning outside the classroom (using interpersonal channels) to introduce and spread the innovation. In line with Rogers diffusion theory of innovation [26], there are three main concepts that Rogers discussed, namely innovation, diffusion, and adoption. Innovation is an idea, practice or object that is perceived as

something new by individuals. Meanwhile, diffusion is the process of communicating an innovation through certain communication channels within a certain time to members of the social system. Adoption will occur when individuals fully put an innovation into practice as the best option. It is in the context of the diffusion of innovation towards final adoption that Rogers offers characteristics that can help reduce uncertainty about innovation that affects the level of one's adoption of new products. Considerations in choosing Instagram social media are also portrayed in the light of 5 concepts of innovation characteristics consisting of relative advantage, compatibility, complexity, trialibility and observability of the innovation itself.

3.1.1. Approaches to Millennial Youth. The main reason for choosing Instagram media as a supporting tool for sociology learning, is that the current life of students outside of school and inside school is very closely linked to friendships in the school environment and outside of school. Of course, there is a need for a connection between himself and his friendship. In this case, the gadget is the one that most functions to connect him with his friends and also to explore himself more deeply in the millennial era like now. For this reason, it's no wonder that every time in every corner we always see millennials who can't be separated from their gadgets for the sake of their existence in friendship in cyberspace and real world. This is what gives teachers the idea of using gadgets and social media that are trending among students to enter the friendship area and get closer to the students so they can understand each other and get good feedback in learning activities. In this case, the researcher found similarities with Rogers' concept of the characteristics of innovation in which teachers consider using Instagram media as an approach to today's students. The consideration of this millennial adolescent approach is in accordance with Rogers' concept of relative advantage and compatibility. Where in relative advantage, it refers to the advantages of Instagram which is current and close to the lives of millennials so that it is more communicative and interactive in its use in sociology learning activities and it is easy to embrace all students to take advantage of Instagram. Meanwhile, in compatibility or suitability, the approach of millennial adolescents is in accordance with the progress of science and technology which is increasingly progressing and developing rapidly so that teachers have to adjust which method is appropriate or appropriate and current in order to be closer to their students. In the millennial era, every student has the right to have good computational knowledge including taking advantage of various technological developments, because it is a child's right [27].

3.1.2. Social Control. One of the teachers' considerations for using Instagram social media in sociology learning is as a social control tool. The social control tool referred to above is that which can effectively control students at any time starting from controlling their relationships to controlling the development of mastery of sociology learning materials. On the internet, people can find information that is free without control and is free to behave, this is what makes teachers want to unite their students in one Instagram account so that they can direct their students to more positive things, use social media wisely and can provide information. which is positive, useful, and does not spread hoaxes (fake news). This social control is related to Rogers' concept of innovation characteristic which refers to relative advantage as well. Where in this case the teacher's advantage in using Instagram can monitor student development outside the school environment, can easily enter the circle of student friendships, and get closer to each other so that it can direct students in a more positive direction without the need to force.

3.1.3. According to Student Character. In choosing supporting tools for sociology learning, the teacher also adjusts each student's different character. Some media are also adapted to certain materials that are deemed suitable for each student who has different characteristics. So that they don't just use Instagram, the teacher also pays attention to students who prefer writing arguments, presentations, and even making documentaries. This is done by the teacher to find out the potential of each student in order to embrace all of them, because not all students like sociology subjects. The teacher hopes that by considering Instagram as a supporting tool for sociology learning, students can easily learn about sociology and start

liking these learning activities in a fun way. The use of Instagram that is adjusted to the characteristics and interests of students in the consideration of using Instagram in sociology learning activities includes Rogers' concept of compatibility. Compatibility is the degree of an innovation that is perceived in accordance with existing values, past experiences, and according to the needs of potential adopters. In this study, the attitude of the teacher's consideration in choosing Instagram adjusts to the needs of students today, namely bringing students closer to the use of sophisticated technology so that learning is more enjoyable and not clueless to changing times but does not leave the old culture. Adopters in this study are students who are taught and educated by teachers, where these students have the characteristics of talents, interests and different learning styles.

3.1.4. In Accordance With The Material Taugh. Before using media or learning support tools, the teacher considers social media according to the material to be taught. This is done so that the learning objectives can be achieved. The teacher mapped the characteristics of the material that was suitable to be delivered using social media, Instagram and which ones were less relevant. As with internet media in general, teachers use it when explaining material on social conflicts, social deviations, norm values, social change, the impact of globalization. Then use Instagram in special materials, namely in the chapter on social change and the impact of globalization. The teacher focuses on the material using Instagram because it is suitable and students need real examples in the material. This will also attract students' interest in learning. In the realm of sociology learning, to provide examples to students, it must be in accordance with existing and latest social facts / phenomena, it must be up to date and cannot use examples that have passed. So that students can better understand the material provided by the teacher. The attitude of the teacher who considers the suitability of the material to be taught to students with appropriate tools and supports learning in the material. Not only in the use of Instagram, the use of documentary films, power points, wall magazine and others, the teacher also adjusts to the existing material. This is done by the teacher so that students' understanding is more open in accepting the material being taught and building the student's mindset rather than having to learn contextually, which is mostly done only by memorizing the material and easily forgotten at the next meeting, this is in line with the concept of compatibility.

3.1.5. Instagram is The Most Popular Social Media . Today Instagram is become favorite by millennial teenagers. Quoted from the digitalentrepreneur.id blog article which states that Instagram is in the top poll in 2018 as the champion of social media and social media which is the most hits among teenagers. This is because Instagram is considered quite a new home for teenagers after Facebook and most of the students interviewed chose Instagram instead of using Facebook again. They feel that Instagram is the easiest social media to use, easily displays their existence, makes it easy to make new friends, and is more up-to-date because it has various new features that attract the attention of netizens, who are mostly teenagers. The large number of students who use Instagram makes teachers have ideas to make social media more useful and its use towards more positive things. Teachers use Instagram social media because it makes it easier for students to understand sociology lessons in a contemporary way, easy because most students use it, and it is considered time-effective and cost-effective. The advantages of Instagram are that it is used as a medium or tool to support sociology learning, which is simple because the captions are limited to only a few characters so that students provide their analysis to the point or focus on photos that are posted, as well as systematically because it can be seen when students post photos so that they are easily sorted who first uploads the task in the form of a photo. The above refers to the relative advantage of Instagram itself, then compatibility, and complexity. The teacher also considers using Instagram as a learning support tool or media because it has advantages such as being easy to use by students because students are familiar with social media. Another relative advantage is that it is cheap so that students do not need to spend a lot of money to print or photocopy assignments and save time because they do not have to make portfolio assignments or wall papers which require a long time and a lot of capital. Complexity or complexity is a perceived level of innovation that is difficult to understand or use. The innovation promoted by the teacher has the initial aim of making

it easier for students to absorb monotonous sociology learning material, therefore the use of Instagram is an innovation that has been calculated how to use it that is not difficult or complicated for students so that it is easily accepted by students. As for the ease of using Instagram social media, it is effective and efficient in time for collecting assignments and coordinating students as well as being economical in spending even though in its implementation there are several obstacles. Before Instagram was used as a supporting medium in learning activities, Instagram also had a function to predict hyper-reality based on the content or material posted on the Instagram [28].

3.2. The teacher's strategy before using Instagram in Sociology Learning

The strategy of using Instagram in sociology learning is carried out in order to adapt the various materials and abilities of students. Then the teacher also has its own strategy to keep students' attention so they don't get bored of using Instagram in learning. The use of Instagram social media in sociology learning is not used fully as material support. Only used as an alternative, therefore 1 semester is used (Instagram) a maximum of 2 times so that students don't get bored quickly in its use. This is done also because it takes into account the abilities of some children who have limitations both socio-economically and students' interest in Instagram. This means that teachers do not only use Instagram media as an alternative to supporting sociology material, but also use other media in order to adapt the material and students' abilities. The technical steps in determining a learning strategy using Instagram include:

3.2.1. Consolidate Between teacher and student. In making and planning learning using Instagram social media, it is carried out collaboratively between teachers and students. Thus, students are expected to feel responsible for the content uploaded in the account. Planning contains about using social media that is easy and often accessed by students, selecting appropriate assignment material or encyclopedia content and is supported in Instagram's social media features, rules or instructions for using Instagram media and knowing tools and material that can be used to help create and complete Duty. The task carried out is taking photos related to material that has been discussed in class as real examples, causes or solutions. Before creating assignments, students are given initial knowledge about material about social change as well as directions on what to look for, photograph, compare or analyze. Students are also presented with documentation of the results of photo assignments and analysis of seniors or alumni who have been given similar assignments before. This is done to provide an overview of the assignments that will be designed or created by the next student. Teachers and students collaboratively arrange assignment collection schedules. Activities at this stage include: making a schedule for submitting assignments, determining the deadline for submitting assignments, determining rules for uploading assignments to make it easier for teachers to assess assignments, determining and filling in each other's information content to be displayed in the Instagram account in addition to the collection material task. The agreed schedule and contents must be mutually agreed so that teachers can monitor learning progress and work on assignments outside of the classroom.

3.2.2. Identifying the potential / abilities of students in accessing social media. The internet is a media that is currently very popular with the public. Teenagers, who are generally students, in their daily lives cannot be separated from the use of internet networks and social media. Most of them are confirmed to have accounts on various social media such as Facebook, Twitter, Snapchat, and Instagram is no exception so that they are always up to date and hits among their friends. Students of SMA Negeri 1 Cepu use internet and social media services mostly through each student's smartphone or laptop at certain times such as during breaks or empty class hours. Even in active lesson hours, students can access the internet if it is needed for the learning. As explained in the discussion about collaboration between teachers and students, in choosing social media Instagram as a learning medium, of course, the teacher has careful considerations and agreement with students. The teacher sees students' habits in using social media and

takes this opportunity to offer students about innovations in learning using social media. Students also choose Instagram because most students are always actively using Instagram, it's easy to use and doesn't require a lot of money like photocopying or printing. Because it has been agreed and mutually agreed upon, the teacher believes students are capable of doing assignments by using Instagram easily. However, it turns out that there is a small proportion of students who do not like this use. They think that online assignment forms make them difficult. Because among them, they don't have smartphones and have no interest in playing social media, so to collect their assignments they have to create a social media account and ride or borrow a friend's smartphone to access Instagram. If this is allowed, it will create an inequality in results between students who are mostly accustomed to using social media and students who are mostly students who do not use social media. This is included in the concept of 5 characteristics of Rogers' innovation, namely compatibility, where the degree of an innovation is perceived according to existing values, past experiences, and according to the needs of potential adopters. In this case the teacher adjusts to the needs of students who like learning through visuals who have the potential to become adopters, namely by using Instagram twice in one semester.

3.3. Using of Instagram Social Media in Sociology Learning

Learning that utilizes Instagram social media is carried out on social change material which is the subject matter of the odd semester of Sociology class XII grade in the 2013 curriculum for sociology subjects. The learning model is implemented as an innovation for conventional learning carried out by most teachers and attracts students' interest in learning sociology in a fun way. Sociology subjects are very well known for their theory and memorization so that to attract students' interest in reading and learning, teachers must find ways to use innovative learning that is very close to the lives of their students. The teacher feels that by utilizing Instagram social media in sociology learning it will be appropriate to use certain materials as well as be effective in providing understanding of real examples in sociology material and inculcating social values to students.

Learning by utilizing Instagram social media is a learning model that deals with the description of social phenomena, social problems and social facts, student critical analysis, problem solving, decision making, the process of searching for various sources, even discussing with each other in class with material materials. which was posted on the Instagram account. The teacher creates an account @sosiologi_smansacepu on Instagram, specifically for collecting assignments and information related to social spheres. Social science class in XII grade students are required to follow or follow this account so that they do not miss information about the assignments to be given.

Students are given material first in class, then the teacher provides classroom assignment instructions and the instructions are repeated in the Instagram account that the teacher has created. Then students can search for assignment material through various sources and post it on the Instagram account of each student according to the instructions given by the teacher. By using the hashtag and mentioning the @sosiologi_smansacepu account, student assignments in the form of photos and their analysis in the caption column can be directly entered into the Instagram account @ sosiologi_smansacepu. The teacher can easily assess the student's homework by opening the part of the photo marked in the hashtag. This is because the marked photos have a systematic time sequence, so that the teacher knows who submitted the assignment for the first time. The assignment given by the teacher during the research was the assignment of social change material around the students' environment. In the material for social change, there is a sub-chapter of material for social change that is intended / intentional and social change that is unwanted / intentional. Students will be given assignments related to the sub-chapter material, by looking for real or real examples of deliberate changes and unintentional changes around their environment, then analyzing these events by linking the material provided by the teacher.

3.3.1. Instructions for the Use of Instagram by Teachers to Students.
The teacher announced the assignment instructions on the Instagram account page @sosiologi_smansacepu. The instructions given by the teacher are in the form of scheduling assignments according to class. The scheduling is divided into several days according to each class with a limit of 00.00 WIB. The teacher provides a clue upload

information or assignment upload rules in the caption column, making it easier for students to do assignments and upload according to the criteria proposed by the teacher. In order for the assignments to be neatly arranged and easy to find and easy to sort, the teacher also encourages students to write down the predetermined hashtags, tag the @sosiologi_smansacepu account and not to privatize each student's Instagram account so that it is easier to re-post by the teacher.

3.3.2. Mentoring in the Use of Instagram. The teacher not only gives assignment instructions and receives a collection of assignments in the form of posting photos from students, but he also provides directions or guidance to students with various positive posts on the @sosiologi_smansacepu account. The post is in the form of an encyclopedia article about the outside world and news related to sociology material. The actions taken by the teacher were to monitor as well as direct and guide students to always be up to date with existing social facts, wiser using social media, to be more thorough in finding, selecting and reading news so that they can fend off the existence of hoax news. Not only from the teacher who fills in the material and reposts of student assignments, students can also make their contribution on the Instagram account @sosiologi_smansacepu in the form of sharing encyclopedia knowledge about social and culture or the latest news around the community by tagging (marking) source of the account info to the @sosiologi_smansacepu account. Visibility or observability is the degree to which an innovation can be seen to others. The innovations made by the teacher in this case can be seen for others, both in the category of students, SMANSA alumni, students, as well as student guardians and other common people. This is because the Instagram account created by the teacher is not privatized and is intended not only for SMANSA students but also for the public. Therefore, the content or content of the @sosiologi_smansacepu Instagram account is not only a collection of student assignments but there are several encyclopedias about social knowledge, news or actual social phenomena as well as information about competitions, high schools and scholarships for students. The goal is to make it easier for anyone, not only students, to learn and understand the sociology that is in the environment through this account, and so that other sociology teachers and teachers of other subjects are inspired and adopt these innovations in each learning activity.

3.3.3. The Evaluation in Using Instagram. There are two evaluation models carried out, namely the first regarding the feedback obtained in learning using Instagram, then the second regarding the aspects of the assessment made by the teacher as a measure of the achievement of competency standards and the progress of each student. The teacher's assessment of the student's photo assignment was carried out in accordance with the aspects that had been made by him himself, including the suitability of the photo with the requested assignment material, the student's ability to analyze social facts according to the material in the class presented in the photo post assignment, and the student's ability. in taking photos (photography). The assessment is carried out by the subject teacher. At the end of the lesson, the teacher and students make flashbacks of the activities and assignments that have been carried out. This evaluation activity is carried out individually. Students are asked to express their experiences while carrying out the assignments given by the teacher, express their views on things that are encountered in the field, and make class discussions feel more real so that in the end a conclusion is found on the understanding of the material that has been stated at the beginning of the lesson or in other words students able to construct their own knowledge related to the material that has been discussed.

3.4. Factors that influence the implementation of the use of Instagram
There are various factors that influence the implementation of sociology learning that uses Instagram at SMA Negeri 1 Cepu. The use of media in learning activities can be classified into 2 factors, namely supporting factors and inhibiting factors. Based on the findings obtained in the study, these 2 factors are the keys to the sustainability of learning activities that use Instagram.

3.4.1. High student interest in Instagram. The teaching and learning process will run smoothly if it is accompanied by an interest in the students in the lessons that are being studied [29]. The interest of the

grade XII in social science class students of SMA Negeri 1 Cepu is quite high towards social media, especially Instagram, this can be seen by many who have Instagram accounts and are active in their use. Instagram supports the ease of communication, because with the ease of establishing communication even though it is not in the classroom, it will foster solid cooperation between teachers and students and produce something effective and efficient. Most of the time that teenagers spend surfing in cyberspace is to access social media and the most popular is Instagram. Although rarely use it for learning activities, students are very enthusiastic when social media is used in learning activities [30].

3.4.2. Wifi facilities that support learning activities. Internet access as the main source of learning using social media, especially sociology subjects that use Instagram, students and teachers have been provided or facilitated by routers for wifi transmitters that are spread across several locations in the school. The state of the wifi router at SMA Negeri 1 Cepu is quite good and widely spread in several areas so that the signal is easy to get and maximizes internet use inside and outside learning activities. The range of this wifi signal is very strong, it can reach outside the school environment. Each class at SMA Negeri 1 Cepu can access the internet via the available wifi network. Wifi access is available up to 24 hours so they can access the internet at any time and make it easier for some teachers who have to complete some work until the afternoon. However, the limited amount of internet access capacity becomes an obstacle in the use of internet access among students. Many students complain that internet access speeds are only around 10 mb / kbps which can only be used for browsing. Then this limitation also results in long buffering or loading when users are booming or if there are events at school. The school stated that this action was carried out as an effort to prevent misuse of the internet by students during class hours and in the school environment. [31] facilities are a factor that becomes an obstacle in implementing innovative problem-based learning models. The school facilities that are the problem are the slow internet so that children are not comfortable in browsing and searching activities. This shows that the facilities and infrastructure are indeed important to support learning activities, especially WIFI facilities which greatly support learning activities using the internet. Maximizing services and facilitating technology-based learning support is proven to be correlated with the achievement of learning objectives and makes learning more effective [32].

3.4.3. IT development training support for students and teachers. The number of elderly teachers at SMA Negeri 1 Cepu is one of the obstacles for schools in developing innovative learning to get more attention from schools. In IHT activities which are held every few months in 1 year discussing assistance in implementing K13, making Lesson Plan, Assessment, Brefieng, and the use and development of technology, one of which is E-Rapport. There are also activities carried out with Telkomsel provider, namely training on making teaching material applications, training on developing learning media based on Android, and workshops on making teaching material applications and the use of ICT in learning. The purpose of the workshop is to introduce and teach students and teachers to be able to develop the making of Android-based teaching materials where teachers are providers of teaching materials while students are developers and know the role of ICT in the world of the IT industry, and hope that with this training students and teachers can apply in learning. So that learning is more interesting and interactive in the future. Facilitating teachers in designing ICT-based and rich learning and providing adequate feedback is considered more challenging in teacher training [33], [34].

3.4.4. Limitations of the menu on Instagram to achieve learning goals. Is an obstacle caused by the media device or the tool itself. The problem with Instagram is that the caption is limited so that it cannot explain the analysis in the posted photos in detail, the video that is displayed is only 1 minute long so it is not enough to display the task in video form and if you upload a photo with a pixel size that is too large the photo is not can be uploaded directly, must be reduced the size first. However, Instagram's weaknesses do not affect sociology learning that utilizes social media because the weaknesses only cover content and technicalities.

3.4.5. Students' Diverse Socio-economic and Cultural Background. With different student backgrounds, making this one of the obstacles and challenges for the teacher in implementing innovative learning models using gadgets. Some of the student guardians also expressed their opinion that the assignment given by the teacher was too troublesome for parents in terms of economic ability, although on the other hand they also appreciated the creativity of the teacher and their children. Apart from economic issues, socio-cultural issues are also one of the considerations of parents. Sometimes the content on social media is considered less appropriate to their culture. Therefore, it is very necessary to develop effective learning methods to use social media to support student learning, taking into account cultural and religious aspects [17]. Instagram can also be used to develop learning based on Cultural Relevant Pedagogy (CRP), Digital Visual Literacy, and a Critical Feminism, because Instagram is a virtual class that requires symbols and interpretations [35]. In addition, assignments via Instagram are still not a habit in learning, so there are also some who still complain about piling up tasks and feel overwhelmed. This is because in making this assignment students have to find a location or source of information that is different from their friends in the Cepu sub-district, which is still considered narrow in scope. Then some students also feel burdened because they have to rent a camera to do their work. Even though there are several complaints, the teacher remains optimistic and still recommends using a makeshift tool in doing tasks such as a smartphone camera which is no less good.

Merton in [36] functions as observable consequences that lead to adaptation to the adjustment of a particular system, in the results of this study is the function of using Instagram social media as observable consequences that lead to adaptation for students and teachers for the adaptation of the technology literate education system. However, in social systems, structures, and institutions can have negative consequences on the social system, this idea Merton calls dysfunction. Likewise, in the use of Instagram social media as a sociology learning aid, there is a dysfunction in its implementation. The dysfunction is found in the constraints in implementing the use of Instagram, for example a result of the interest of students, a small proportion of whom do not like playing social media, students who have no potential or their learning method is not in the visual field and students whose economic background cannot afford to buy gadgets and the ability of teachers who are not sufficiently qualified in providing innovation in learning. This makes these students lag behind students who have gadgets, often play on social media and students whose interest in learning uses visual objects. It is even more difficult for the majority of teachers who still use contextual learning clueless in the use of technology so that they cannot support innovation and do not make much change for progress in the field of education.

In the context of using social media as a learning aid for sociology subjects, its manifest function includes developing deep and broad knowledge of science and technology, life skills and skills for all students as provisions for independent living and further study, increasing the number and quality. The teacher's ability to teach based on ICT and E-learning and has a controlling function by trying to control and direct students in using social media wisely and appropriately. The hidden function (latent) or unexpected consequences of using Instagram, namely the imbalance of the conditions of some students who are burdened because they find it difficult to take part in learning, especially in assignments outside of school and conditions related to the interest in using Instagram media itself and the economic situation of some families. small students. In implementing the diffusion process itself, communication elements are needed. Communication channels play an important role in this process, because through these channels new ideas (innovations) are transmitted from the source of the social system. Good communication will minimize misunderstanding of information. The initial information that the teacher believed was that the average student was already using a smartphone so that there was no difficulty using Instagram in sociology learning. But the fact is that there are some students who do not use smartphone so they end up taking a ride on Instagram accounts on their friends' smartphones for the sake of this task. This illustrates that the lack of communication that occurs between teachers and some of their students creates obstacles in the diffusion process for the innovation itself so that it has not run smoothly and has become a dysfunction for some students.

4. Conclusion

Based on the results of research and discussion, the following conclusions can be drawn: (1) The teacher has several considerations for using Instagram as a supporting tool in sociology learning, namely the approach to millennial adolescents in terms of their hobbies so that they are easily accepted and make learning activities fun, social control outside. the scope of the class and school, according to the character of students, according to the material taught, and is the most popular social media among other social media circles. (2) The implementation of the use of Instagram as a supporting tool for Sociology learning activities includes the teacher's strategy, namely only using Instagram as a collection of assignments only twice in one semester so that students do not get bored quickly in its use, then also fill in information content outside of school as a distraction . Preparation for using Instagram media as well as the teacher consolidating with students and identifying students' abilities in accessing Instagram social media.

Then in its implementation there are instructions, mentoring and evaluations carried out by teachers to students. (3) In its implementation, teachers get support from students' high interest in Instagram, supporting WIFI facilities, and support for IT development training for students and teachers. However, several obstacles were also found, namely technical and non-technical constraints. This technical obstacle is from Instagram, which has weaknesses covering the time limit and file size for content, but this does not affect sociology learning. Meanwhile, the non-technical constraints come from the economic factors of students and students who are not really interested in playing social media, where these constraints more or less affect the process of using Instagram media in sociology learning activities. So that learning using social media can run well and achieve its learning objectives, it is necessary to embed social media-based educational technology into the academic curriculum both as a learning strategy and as an evaluation and assessment tool [37].

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