

A Literature Informal Learning Review: Social Media Platform to Improve Corporate Citizen Knowledge

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Abstract - In this research we aim to examine the social media' platforms, companies use for informal learning, and the differences between generations in companies, on the usage of social media platforms. Before we started the review, we identified the main topics in informal learning. Then, we continued to conduct literature reviews to identify relevant literature and extract information on the practice of social media as an informal learning tool to gain knowledge. The value of social media as a medium of learning is also open freely to every element in the organization. Companies also build their intranet networks (Enterprise Social Media) to share projects that are more confidential. While intergenerational differences in behavior towards the practice of social media as a means of informal learning are not empirical available, and we would need further research. The different generation had a different approach in life, and it practically would be impacted to how they use their social media in daily activity; including as a learning tool.

Keywords: Social media, informal learning, workplace.

I. BACKGROUND

Indonesian residents aged 16 - 64 years are recorded to use the internet with an average time of approximately 7 hours 59 minutes per day. This figure is above the global average with a time of 6 hours 43 minutes per day. The number of internet users has also increased to 175.5 million, with social media access reaching 3 hours 26 minutes per day ("Kominfo: Pengguna Internet Di Indonesia Capai 175,5 Juta |Republika Online" 2020; "Riset: 64% Penduduk Indonesia Sudah Pakai Internet" 2020). YouTube is the platform most often used by social media users in Indonesia at this age range. The percentage using YouTube access reached 88%, while other social media such as WhatsApp 84%, Facebook 82%, then Instagram 79% ("10 Media Sosial Yang Paling Sering Digunakan di Indonesia | Databoks" 2020). With the current trend of internet user, it would be a waste if the development and advancement of internet technology only being used for fun.

One method of acquiring knowledge through informal learning, and with the rapid development of technology, various online resources have encouraged informal learning by enabling people to learn on demand and exactly when needed (Song and Bonk 2016). What is informal learning we discuss here? Informal learning is likewise characterized as any action that includes the quest for getting information or aptitudes that happens without remotely forced curricular models. Informal learning is embedded in meaningful activities that build person initiative, interest, or choice (Rogoff, Callanan, Gutierrez and Erickson 2016; Song and Bonk 2016). It is now broadly taken that informal learning plays an important role in learning at the workplace and more than 70% of work-based learning occurs informally (Clardy 2018).

Continuing to improve one's skills has become a key meta-competency from an employee viewpoint. It is important to learn in an independent way and to manage one's career independently, in line with the protean career principle that emphasizes individual career flexibility. In addition, learning support will not only improve employee competence from a social interaction viewpoint, which results in improved efficiency, but also contributes to the higher engagement (Kortsch, Schulte and Kauffeld 2019).

Today's workplaces are becoming more tech-savvy, especially with first-generation employees who grew up in the digital age entering the workplace (Ewing, Men and O'Neil 2019). Nevertheless, creativity has become an impetus for intergenerational challenges in the working world on a daily basis, and many recent college graduates believe that inflexible or outdated job styles are holding them down (PWC 2011). Many organizations are still struggling to take full advantage of new technology platforms and make full use of them (Ewing et al. 2019).

Today, the workforce in companies is filled by several different generations, with different attitudes and values. This raises the question, is social media a method that can be used for corporate citizens of different generations? Then by paying attention to the confidentiality of a business, is social media used by the general public suitable for use in companies? Are there any social media platforms today that can be accessed more privately for companies? So, this review aims to explore social media platforms, companies use for informal learning, and the differences in the practice of social media platforms between generations in companies. We think businesses should use these reviews to assess which social media platform is most suitable for them to use.

II. LITERATURE REVIEW

1) Generation in the workplace

The concept of "generation" is used both as an approach to grouping age groups, then it is defined as a group of people born at the same time. However, establishing a generational age limit is not a quick and firm distinction, only as a guide for generational analysis. There are distinct beliefs and features in each generation group that have a direct effect on attitudes and behavior. It happens because the same generation shares and experiences similar historical, social and cultural events, which affect the development of their attitudes and values (Mahmoud, Fuxman, Mohr, Reisel and Grigoriou 2020).

At the moment, there are three different generations in the workplace, baby boomers are considered to be the most loyal generation in the workplace, more task-oriented, enthusiastic, and prefer job security & monetary gain. Generation X with job security as paramount, they are more independent and less dependent on others for any assistance. Their model wants work-life balance and tends to be informal. This generation is classified as techno-literate. Generation Y is more exposed to different cultures which are supported by technology and the nature of diversity. Millennial are more confident in things, the events they are involved in, in an optimistic view, high self-esteem. They are more focused on achievement and looking for a challenging and confident job (Kothapalli and Thiruchanuru 2017).

Millennial or Generation Y trust comments and online posts more often share content when they like the title, without first verifying the details, unlike Generation X with greater life experiences and family commitments, who prefer to search for high-quality goods and services, compare them and try to get as much information as possible about potential purchases. As businesses begin to recognize these social habits and patterns, they are increasingly faced with the need to recognize and pursue social media-based communication strategies to communicate suitable information (Dabija, Bejan and Tipi 2018).

2) Informal learning

Informal learning consists of a series of educational practices that are based on exploratory, independent, social, spontaneous and self-controlled processes by learners usually without compulsory assessment and do not lead to certification (Criado, Herranz and Villodre 2019). Eraut in

2004 distinguished between three types of informal learning, implicit learning, reactive and deliberation. Implicit learning occurs anywhere even a person is not mindful of the process. For illustration, a tennis player knows about the angle of rotation of the ball without knowing the physical principle that underlies it. Reactive learning, on the other hand, the learning process is known to individuals. Nonetheless, they can occur unconsciously when performing certain actions. For example, a salesperson learns many different sales strategies when meeting the customers. In comparison to the other two forms of informal learning, deliberative learning is specifically taken into account by the learning process. Here, workers purposely set aside some effort to consider how and where they can assemble new data and bits of knowledge, subsequently starting their own continuous expert turn of events. A great representation of this sort of informal learning is gatherings. Such functions give an instant space to imparting data to partners and increasing new bits of knowledge, along these lines, empowering informal learning processes (Rehm and Notten 2016). Informal learning, involving human cognitive processes and behavior as well as socio-cognitive experiences, takes place in various ways (Jeong, Han, Lee, Sunalai and Yoon 2018).

3) Social media platform

Social networking is a series of internet-based software developed on the ideological foundation and Web 2.0 technology, according to Kaplan and Haelein, where content generated by fellow users is shared (Andersson and Wikström 2017). Therefore, social networking sites (SNS) are often referred to as these networks. These spaces are progressively being used as places for professionals to contact and deliberate current topics and issues related to their career, apart from recreational purposes for sharing hobby images and food videos (Rehm et al. 2016).

Social networking offers exposure of communicative behavior and longevity. In doing so, they extend the reach of individuals, networks and contexts from which individuals throughout the organization can benefit. Comments on social media are examples of symbolic explanation and communication tools for users to give opinions and participate in content construction. Ranking in social media is another example of interactivity and participation tools: valued content is highlighted to attract collaborators so they are directed to read it and benefit from the information. At the same time this serves as an intrinsic motivator, as it helps build a writer's reputation: they can see concrete input and the usefulness of their posts if acknowledged by peers (Touré, Michel and Marty 2017).

Social media gives us unparalleled opportunities, when interacting with others and learning about and from each other, to share knowledge and experiences. Basically, the platform offers an informal research space that can initiate the process of professional growth (Rehm et al. 2016).

III. METHOD

Before starting the review, we identified the main topic in informal learning, particularly in the workplace environment and what different generations see in their use of the platform. The next step is formulating research questions and identifying keywords to use in reference searches. Then, we continue organize a literature review to identify relevant literature and extract information on the practice of social media as an informal learning tool to gain knowledge among corporate citizens. We did a literature search from Google Scholar, while our keywords used (a) social media platforms, (b) informal learning, (c) different generations and (d) corporate usage. We initially examined article abstracts to determine which studies explored the use of social network platforms for informal study in the workplace.

All articles relevant to our research question are used, except all non-English articles are not used. Another criterion we use is that all years of research must be published from 2016 to 2020 to get the latest research results. Of the 78 articles we got, we took 21 articles as references because they had more specific keywords for social media and informal learning platforms, and specifically 3 articles

on which our review was based, because they have uses in the workplace and what types of social media platforms are used.

IV. FINDINGS

The selected articles are analyzed to fuller understand the practice of social media platforms for informal learning, and how to approach each generation in the organization. We looked at the research objectives, the theoretical framework, methods, participants, and the results obtained from the research.

The following table.1 is a summary of the literature which is used as an overview.

Table 1. Summary of 3 articles

Author(s)/ year	Research Objectives	Theoretical Framework	Methods	Participants	Key Findings
Karl Joachim Breunig (2016).	The primary aim of this study is to analyze how people work daily, connect with peers, record interactions, and seek information in global organizations, with the particular focus on how wikis allow interactive communication and learning.	A Knowledge Management framework, Workplace learning theory.	Qualitative (case-study), exploratory.	- One Case. 35 semi-structured interviews at 12 locations around the world; administrators, team leaders, developers, representatives of the Wiki team, and sales staff.	The findings of the study show that when communication is extended by the use of social media beyond face-to-face interaction in the local environment, all established learning and contextual variables of workplace learning are also achieved. Social networking increased the opportunity for virtual communication and search for people with sufficient information, expanding the pool of people with whom to communicate beyond the local setting, but without compromising the workplace learning factors outlined in previous studies. The study thus demonstrates how social media, such as wikis, among highly skilled and globally distributed information workers, can facilitate learning within a single corporation.
Carine Toure (2017).	The degree to which Enterprise Social Media (ESM) is actually an effective tool for the implementation of informal strategies for learning.	Technology acceptance model (TAM), Integrating Information System Success (ISSM)Models, Unified theory of acceptance and use of technology (UTAUT).	Qualitative (Interview).	10 collaborators, divided into 2 group consist of 5 peoples.	The study shows that ESM is ideal for promoting workplace informal learning methods. Indeed, social characteristics such as commentary, appreciation, activity indicators, particularly the meta-cognitive aspects, are tailored to stimulate user behavior and promote

	In adapting to learning objectives, what social features are most successful and how to make them consistent with the objectives and activities of organizations and collaborators.				learning.
Emma Forsgren and Katriina Bystorm (2017).	This research focuses on how social media in work activities can increase or decrease coherence. To conceptualize and analyze social media as mediating tools in the midst of the activities of which they become a part.	Activity theory.	Qualitative (Case study - Interview and observation). Purposive sampling.	21 knowledge workers.	Although its role is still not ideal, in a decentralized work climate, social media does add coherence to work activities.

V. RESULT AND DISCUSSION

It was Ivan Illich (1926 – 2002) provides the ideas on learning webs, and makes informal learning possible with the robust innovation in the internet age as long as an individual has the resources to access the world wide web. Via interactive learning, individuals who wish to broaden their expertise in a specific field of investigation may do so. One of the main objectives of virtual chat rooms and blogs, in particular, is to introduce a subject to other parties, some of whom are experts in the intended field of investigation, who may then be able to critique or justify the ideas of the author. Furthermore, experts can be found in various parts of the world through the internet (Farenga, Ness and Borland 2005).

SNS are now widespread and ubiquitous in the lives of young people around the world, and the rapid growth of SNSs and their use over the past five years has reformed the way learning is done. People are able to asking a question through SNS and getting the response from all over the world in second (Mpungose 2020). In recent the year, many organizations have developed their own system to preserve their knowledge and share among members. In order to enhance organizational efficiency, several organizations have chosen to adopt enterprise social media (ESM), especially in the context of knowledge sharing. Toure et al, in 2017 have identified the use of ESM as an informal learning tool, and were able to demonstrate that ESM is ideal for promoting informal learning methods in the workplace. ESM provides visibility and persistence of multiple communicative actions such as downloading, publishing content, identifying what others are doing, updating status, creating profiles, connecting with or following people.

Breunig in 2016 analyze how people work every day, connecting with peers, record interactions, and seek information in global organizations, with the particular focus on how wikis allow interactive communication and learning. In their research claim, wikis are the best social media platforms for knowledge management and communication between people who are geographically scattered. The

wiki pages available on the intranet of organizations also have a blog feature where individuals can leave feedback and offer ratings. Comments have the benefit of staff being able to connect and engage online in order to develop a body of information, minimizing the likelihood of forgetting or losing practice.

However, posts are also brief on the down side of using social media, and people give general information without giving specifics. This may be sufficient for updating, but not for creating a core knowledge corpus, and there are also questions about the authenticity and accuracy of produced and published knowledge. This may not be useful for informal learning, considering the fact that the published material is often not anonymous in ESM, as information often lacks detail and correction, especially if the object of knowledge being manipulated is technical (Toure et al. 2017). Social media has proven to be of benefit to knowledge workers in terms of maintaining coherence among work activities. Different forms of social media supplement, not substitute, current structures and how people prefer to create their own ecological connectivity for particular work activities. Organizations can merge the internal system (wikis) and the external system (Whatsapp, Linkedin , Facebook, YouTube) in order to obtain more value depending on the media 's particular capacity. In the end, social media helps bind various sections of the organization. Social networking obviously provides more opportunities for workers to communicate with each other while researching the interconnectedness of these activity networks, but not without friction (Forsgren and Byström 2018).

VI. CONCLUSION

Previous research findings so far offer an overarching rationale for the introduction of social media as an increasingly significant contact and interaction medium in the workplace. As long as the business has a means of connecting to the internet, the use of social media as a medium of learning is also openly accessible to any part of the organization.

Some companies also build their intranet networks (ESM) to share projects that are more confidential, and do not use external networks because it could fall into the hands of competitors. Forsgren and Byström use activity theory from research to explain the complexity of social media in the workplace and to become a tool for employees. Changes and trends in job practices are becoming clearer by delving further into the inconsistencies and appropriateness of the use of social media. This significantly promotes informal learning methods in the workplace by using an ESM that can be adapted to the company's goals. Then it is possible to modify social characteristics such as comments, gratitude, activity indicators to stimulate user behavior and promote learning, especially in the meta-cognitive aspects.

However, not many have examined intergenerational differences in behavior towards the practice of social media as a means of informal learning. We could explain from the way different generations use social media to communicate, or their buying habits online, it can be argued that there will be different approaches between generations. How their degree of adaptation is empirically uncertain through this review, we hope that further research will deepen this and address this gap.

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