

## Winning the Hearts of Generation Z: Personal and Digital Approaches in Educational Public Relations Management

Najiburrohman<sup>1</sup>, Hasan Baharun<sup>2</sup>, Maripaz C. Abas<sup>3</sup>, Ana Jamila<sup>4</sup>

<sup>1,2,4</sup>Universitas Nurul Jadid, Probolinggo Indonesia,

<sup>3</sup>Cotabato State University, Philippines

najiburrahman@unuja.ac.id<sup>1</sup>, ha54nbaharun@gmail.com<sup>2</sup>,  
mcabas@cotsu.edu.ph<sup>3</sup>, annajamila03@gmail.com<sup>4</sup>

**Abstract:** *Amidst the advancement of the digital era, schools are faced with increasingly complex challenges in managing public relations (PR) in education, especially in terms of reaching and involving Generation Z. This study aims to examine the use of social media as a strategic means of disseminating information, forming a positive image, and encouraging active participation of stakeholders. Through a qualitative approach, data collection was carried out using observation and interview methods involving teachers, PR staff, and students at MTsN 1 Probolinggo. The research findings indicate that platforms such as WhatsApp, Instagram, TikTok, and YouTube play a significant role in supporting communication and publicizing various school activities. Schools that routinely update content on social media are generally more effective in attracting Generation Z and increasing student engagement. In addition, a personal communication approach such as the use of direct messages and online interactive sessions plays a role in strengthening public trust. The results of this study indicate that the planned use of social media can enhance the effectiveness of school communication and build a positive institutional reputation. However, obstacles such as content management and limited resources in the social media team are still obstacles that need to be resolved through the formulation of a more structured digital communication strategy.*

**Keywords:** *Social Media, Public Relations, Generation Z*

### Introduction

In the rapidly advancing digital era, social media has become a primary communication tool in various sectors, including education in Indonesia. Technological development is now inseparable from daily life, with almost all activities increasingly relying on digital platforms. At the educational level, particularly at MTsN 1 Probolinggo, the challenge of attracting and engaging Generation Z who are digital natives has become increasingly urgent. Data show that almost all students in Indonesia access the internet daily, using social media not only for entertainment but also for communication and information sharing.

Despite this digital shift, many educational institutions still rely on conventional communication strategies.<sup>1</sup> Limited technological knowledge, lack of infrastructure, and unfamiliarity with digital marketing concepts are among the contributing factors. This has created a gap between the communication methods used by schools and the expectations of Generation Z students, who prefer dynamic, interactive, and visually appealing digital interactions.

Although several studies have discussed public relations management in education, few have specifically examined how personal and digital strategies can be integrated to attract and win the hearts of Generation Z in the context of secondary education. Previous research has often focused on general PR strategies without addressing the rapid influence of social media or the unique communication preferences of Generation Z.<sup>2</sup> Therefore, this study aims to fill that gap by exploring how schools, particularly MTsN 1 Probolinggo, can leverage both personal approaches and digital platforms to build stronger engagement with students and the wider community. Observations conducted at MTsN 1 Probolinggo reveal that most students spend significant time on platforms like Instagram, WhatsApp, TikTok, and YouTube. However, the school's current use of these platforms is largely limited to administrative announcements, lacking the engaging content and interactive strategies favored by Generation Z. There is a clear need to shift towards creating creative, visually appealing, and interactive content that aligns with the interests of today's students.

Thus, the purpose of this study is to identify effective public relations management strategies that combine personal interaction and digital communication to better connect with Generation Z at MTsN 1 Probolinggo. The central research question is: How can personal and digital approaches in public relations management attract and win the hearts of Generation Z at MTsN 1 Probolinggo?

By answering this question, the study seeks to offer practical insights for optimizing digital platforms, improving school branding, and enhancing communication effectiveness in the digital era. It also emphasizes the importance of creating viral and engaging content, providing responsive service, and developing a systematic digital communication strategy to strengthen the reputation and appeal of educational institutions among Generation Z and the broader community.

---

<sup>1</sup> Bamidele Micheal Omowole et al., "Barriers and drivers of digital transformation in SMEs: A conceptual analysis," *International Journal of Frontline Research in Multidisciplinary Studies* 5, no. 2 (2024): 19–36. <https://doi.org/10.56781/ijrst.2024.5.2.0037>

<sup>2</sup> Christopher Vardeman, "Advertising to Gen-Z college students with memes? A focus group study," *Qualitative Market Research: An International Journal* 27, no. 1 (2024): 1–18. <https://doi.org/10.1108/QMR-05-2023-0073>

## Method

This study uses a qualitative approach that aims to gain an in-depth understanding of public relations strategies in education in attracting Generation Z through personal and digital approaches. This study was conducted at MTsN 1 Probolinggo, a high school in Indonesia that is facing communication challenges in the digital era. This study is a qualitative descriptive study that aims to comprehensively capture a phenomenon based on empirical data obtained from the field. Informants in this study include teachers, public relations staff, and students of MTsN 1 Probolinggo. The selection of informants was carried out purposively, considering their direct involvement in school communication activities, both through social media and through personal interactions.<sup>3</sup>

Data collection in this study was carried out through observation and interview methods. Observation was used to trace digital communication activities carried out by the school, such as content shared on social media and interactions on various digital platforms. Meanwhile, interviews were used to gain an in-depth understanding of the experiences, perceptions, and communication strategies applied in building relationships with students and the community.<sup>4</sup> The researcher acted as the main instrument in this process, with the help of interview guidelines and observation notes compiled based on the focus of the study, namely the effectiveness of personal and digital approaches in public relations practices in the field of education.

Data analysis in this study was conducted using a thematic analysis approach. Each finding from the interview and observation results was classified into main themes that followed the theoretical framework used, such as media Richness theory, engagement theory, and uses and gratifications theory. The analysis process includes the stages of data reduction, data presentation, and drawing a conclusion.<sup>5</sup> To ensure the validity of the data, the researcher applied the source triangulation technique by comparing information obtained from various informants and data collection methods. In addition, validation was also carried out through

---

<sup>3</sup> Mebrat Gedfie Wondim, "Parental Engagement in Early Childhood Education: The Case of Debre Tabor Schools, Ethiopia," *European Journal of Education* 60, no. 1 (2025): e12817. <https://doi.org/10.1111/ejed.12817>

<sup>4</sup> Kun Dai dan Thanh Pham, "Graduate employability and international education: An exploration of foreign students' experiences in China," *Higher Education Research & Development* 43, no. 6 (2024): 1227-42. <https://doi.org/10.1080/07294360.2024.2325155>

<sup>5</sup> Mitchell Nicmanis, "Reflexive content analysis: An approach to qualitative data analysis, reduction, and description," *International Journal of Qualitative Methods* 23, no. March (2024): 16094069241236604. <https://doi.org/10.1177/16094069241236603>

member-checking, namely by confirming the results of data interpretation with informants to ensure the accuracy of meaning.

## Result

### *The Role of Social Media in Educational Public Relations Management*

Social media plays a crucial role in distributing information and building a positive image of educational institutions.<sup>6</sup> At MTsN 1 Probolinggo, this is reflected in the way the school communicates with students, parents, and the community in general. The use of platforms such as Instagram, WhatsApp, TikTok, and YouTube has helped expand the reach of information related to school activities, while strengthening public trust and increasing student participation.

"With social media, it is easier for us to convey information to students, parents, and the community, not only conveying information, but schools can also collaborate with other schools to participate in online competitions." (HM\_2024)

"The school tries to update every day on the school's social media accounts, especially on Instagram, because students tend to be more active there. Every activity that wants to be uploaded must first be confirmed by the principal." (IS\_2024)

These findings support the Media Richness Theory,<sup>7</sup> which argues that communication media with a high level of information completeness such as social media can strengthen communication effectiveness, especially in complex contexts such as the world of education.

Table 1. The Social Media in Educational Public Relations Management

Aspect	Research Findings
Role of Social Media	Disseminating information and building a positive image of the school.
Platforms Used	WhatsApp, Instagram, TikTok, YouTube.
Benefits of Social Media	<ol style="list-style-type: none"> <li>1. Facilitate school communication with the community.</li> <li>2. Increase student participation.</li> <li>3. Support broad school promotion.</li> </ol>
Management Strategies	<ol style="list-style-type: none"> <li>1. Upload content regularly on the school's official account.</li> <li>2. Ensure principal approval before publication.</li> </ol>

<sup>6</sup> Sarthak Sengupta dan Anurika Vaish, "Long Paper A study on social media and higher education during the COVID-19 pandemic," *Universal Access in the Information Society* 23, no. 3 (2024): 1249-71, <https://doi.org/10.1007/s10209-023-00988-x>.

<sup>7</sup> Maryam Shahbazi dan Deborah Bunker, "Social media trust: Fighting misinformation in the time of crisis," *International Journal of Information Management* 77 (2024): 102780. <https://doi.org/10.1016/j.ijinfomgt.2024.102780>

Challenges	3.	Prevent the spread of inaccurate information.
	1.	Requires structured management.
	2.	Need a special team to manage social media efficiently.

The use of social media also strengthens the principles of Engagement Theory (Kearsley & Shneiderman, 1999), which emphasizes that meaningful engagement can be created through collaborative digital activities, such as online competitions and interactions in the form of online questions and answers.

*Digital integration and a personal approach in communication*

The combination of digital communication strategies and personal approaches is an important factor in reaching Generation Z, known as the generation that grew up in the digital era <sup>8</sup>. At MTsN 1 Probolinggo, direct communication via WhatsApp and live broadcasts on Instagram strengthen the school's responsiveness and help build trust from the community.

"The school utilizes social media to convey information to students and parents, by following this, we also hold live sessions on Instagram for direct Q&A." (HM\_2024) "I feel very helped by the communication via WhatsApp and the live Q&A session on Instagram, it can overcome the difficulty of meeting in person. With this technology, I can contact the school directly and get a quick response." (WM\_2024)

This phenomenon is in line with the Uses and Gratifications Theory <sup>9</sup>, which states that audiences actively choose the type of media that can fulfill their needs, such as fast access to information, openness, and personal relationships.

*Use of technology in learning*

The use of technology at MTsN 1 Probolinggo has been carried out optimally. Teachers utilize devices such as laptops, projectors, and e-learning platforms in the learning process, while students tend to access materials through smartphones and various educational applications.

Table 2. Using Technology in Learning

Aspect	Teacher's Response	Students' Response	Conclusion
--------	--------------------	--------------------	------------

<sup>8</sup> Interactions Between et al., "Baileo : Literacy Education : A Case Of Millennial," *Baileo: Jurnal Sosial Humaniora* 1, no. januari (2024): 141-54. <https://doi.org/10.30598/baileofisipvol1iss2pp141-154>

<sup>9</sup> Jemal Mohammed Haile, "International Journal of Educational Development Social media for diffusion of conflict & violence in Ethiopia : Beyond gratifications," *International Journal of Educational Development* 108, no. May (2024): 103063. <https://doi.org/10.1016/j.ijedudev.2024.103063>

Type of Technology	Laptop, projector, e-learning platform	Smartphone, learning application	Teachers and students utilize a variety of digital tools.
Usage Frequency	Every day	Every day	Technology is used routinely.
Challenges	Network problems, lack of teacher training	Focus disturbance, limited access	Technical challenges and user readiness.
Benefits	Improving learning effectiveness and access	Learning is more flexible and interesting.	Technology supports learning effectiveness.

This phenomenon is in line with the Technology Acceptance Model <sup>10</sup>, which states that perceptions of the benefits and ease of use of technology are determining factors in the adoption of technology in education.

*Positive and negative impacts of technology on Generation Z*

Although technology can improve the image of schools and support the learning process, there are still challenges for schools, especially those related to the tendency of students to focus more and rely on fast information with increasingly sophisticated technology.

“Technological advances make it easier for us to promote schools, but there are also negative impacts, such as students becoming very dependent on technology.” (GR\_2025)

This finding is in line with a study conducted by <sup>11</sup>, which revealed that excessive exposure to digital media can cause attention disorders in adolescents.

Observation results at MTsN 1 Probolinggo show that technology plays an important role in the communication and learning process. Platforms such as Instagram, TikTok, and the school website are used strategically to showcase the school's programs and achievements, attract prospective students, and strengthen the image of the educational institution.

In the learning process, technology is used through platforms such as Google Classroom and YouTube, which makes learning more interactive.

---

<sup>10</sup> Muhammad Al-shorbagy dan Souheil Hallit, "ChatGPT usage and attitudes are driven by perceptions of usefulness, ease of use, risks, and psycho-social impact: a study among university students in the UAE," *Frontiers* 9, no. August (2024): 14141758, <https://doi.org/10.3389/feduc.2024.1414758>.

<sup>11</sup> Khushi Suhag dan Shyambabu Rauniyar, “Social Media Effects Regarding Eating Disorders and Body Image in Young Adolescents Search methodology,” *Cureus* 16, no. July 2014 (2024): 58674, <https://doi.org/10.7759/cureus.58674>.

Semester exams are also carried out using special applications on smartphones.

Some challenges arise, namely, students' concentration is often disturbed by entertainment applications, as well as the tendency of some students to rely too much on Google to get instant answers without going through a deep learning process. To overcome this problem, the school enforces a policy of limiting smartphone use during class hours and strengthening supervision from teachers.

## **Discussion**

Social media functions as a strategic means of communication in strengthening interactions between educational institutions and stakeholders.<sup>12</sup> Its success can be evaluated based on the level of response, the breadth of audience reach, and the intensity of engagement that occurs.<sup>13</sup> In addition, this platform supports the openness of information and allows institutions to manage their reputation directly and in real-time, and is widely known by the wider community.<sup>14</sup> Obstacles in implementing social media can arise due to the dissemination of inaccurate information and ineffective content management.

The combination of digital technology with a personal approach to communication increases the efficiency of message delivery.<sup>15</sup> This integration allows schools to implement data-based communication that can be tailored to each individual's preferences and needs.<sup>16</sup> Social media plays an important role as a means to support personalized communication across a wide range of platforms used by schools.<sup>17</sup> However, the main challenge

---

<sup>12</sup> Ashok Enhancing audience engagement through AI-powered social media automation Enhancing audience engagement Manoharan, "Enhancing audience engagement through AI-powered social media automation," *World Journal of Advanced Engineering Technology and Sciences* 11, no. March (2024): 150–157, <https://doi.org/10.30574/wjaets.2024.11.2.0084>.

<sup>13</sup> Mounia Lalmas, "MEASURING USER," n.d.

<sup>14</sup> Sushim Kanchan dan Abhay Gaidhane, "Social Media Role and Its Impact on Public Health: A Narrative Review," *Published via DMIHER School of Epidemiology and Public Health* 15, no. January 2022 (2023): 1–10, <https://doi.org/10.7759/cureus.33737>.

<sup>15</sup> Uduak Udoudom et al., "Promoting Health Education Through Effective Communication For Development," *Journal of Education Technology* 2, no. 1 (2023): 68–88. <https://doi.org/10.61784/wjit3012>

<sup>16</sup> Julien Cloarec, Lars Meyer Waarden, dan Andreas Munzel, "Transformative privacy calculus: Conceptualizing the personalization-privacy paradox on social media," *Psychology Marketing*, no. March (2024): 1574–96, <https://doi.org/10.1002/mar.21998>.

<sup>17</sup> Jiayuan Chen et al., "A Revolution of Personalized Healthcare: Enabling Human Digital Twin with Mobile AIGC," in *Arxiv*, vol. 38, 2024, 1–8. <https://doi.org/10.1109/MNET.2024.3366560>

lies in maintaining a balance of communication between automation processes and direct human interaction that remains authentic.

The use of technology in learning plays an important role in improving the efficiency and quality of education.<sup>18</sup> The use of laptops, projectors, learning applications, and interactive media makes it easier for students to access materials more flexibly.<sup>19</sup> The main challenges that arise include limited facilities and infrastructure, and the readiness of educators to adopt digital technology for teachers and improving supporting facilities are fundamental aspects in the success of implementing this technology.<sup>20</sup> However, periodic evaluation is needed to measure the extent to which technology contributes to the achievement of student learning outcomes.

Generation Z is growing up amid digital advancement, where technology influences the way they think, behave, and communicate.<sup>21</sup> Easy access to information strengthens today's digital literacy but also has the potential to reduce critical thinking skills and concentration levels.<sup>22</sup> Technology also contributes to shaping social identities for schools, which tend to be more flexible and also prioritize virtual collaboration. Although technology opens up opportunities for innovation and creativity,<sup>23</sup> One issue that has come to light is that students are not focusing on their learning.<sup>24</sup> Digital addiction remains a major challenge that require further attention.

---

<sup>18</sup> Olateju Temitope Akintayo, Chima Abimbola Eden, dan Oyebola Olusola Ayeni, "Evaluating the impact of educational technology on learning outcomes in the higher education sector : A systematic review," *OARJ open access research journals* 6, no. 05 (2024): 2024. <https://doi.org/10.53022/oarjms.2024.7.2.0026>

<sup>19</sup> Shaheen Parveen dan Shaikh Imran Ramzan, "The Role of Digital Technologies in Education : Benefits and Challenges," *Advanced Engineering and Management* 02, no. 06 June 2024 (2024): 2029–37.

<sup>20</sup> Bustanol Arifin, "Integrasi Penguatan Pendidikan Karakter Dalam Pembelajaran Berbasis Literasi Digital Pada Peserta Didik Sekolah Dasar," *Of Social Science Research* 4 (2024): 13547–55. <https://doi.org/10.31004/innovative.v4i3.12108>

<sup>21</sup> Demi Oba dan Jonah Berger, "How communication mediums shape the message," *Consumer Psychology* 34, no. June (2023): 1–19, <https://doi.org/10.1002/jcpsy.1372>.

<sup>22</sup> Khaydarov Ilkhom Tuxtayevich, Pardaeva Sojida Ahmatovna, dan Muradova Nasiba Turgunbayevna, "Different Approaches to Enhance Critical Thinking in Digital Education," *Virtual Conferences* 1, no. 7 (2024). <https://doi.org/10.69848/sreports.v1i7.5086>

<sup>23</sup> Khursanaliyev Boburmirzo dan Solidjonov Dilyorjon, "Foresight, innovation strategies, and technological guideline for turning a small business into a corporation," <https://doi.org/10.1051/e3sconf/202453802015> 538, no. June (2024). <https://doi.org/10.1051/e3sconf/202453802015>

<sup>24</sup> Arniah Arniah, Ahmad Rifa'I, dan Miftahul Jannah, "Peran Guru dalam Meningkatkan Karakter Kedisiplinan Siswa Madrasah Ibtidaiyah," *Jurnal Basicedu* 6, no. 5 (2022): 8626–34, <https://doi.org/10.31004/basicedu.v6i5.3843>.

In practice, educational public relations management combines personal and digital approaches as an effective effort to attract attention from Generation Z. Social media plays a role as the main tool to strengthen the relationship of openness of information to the wider community. Generation Z, who grew up in the digital era, tends to rely on technology, so education needs to utilize social media, interesting content, and interactive technology to reach them effectively. Technology also plays a role in building the school's social identity and encouraging collaboration and creativity. Therefore, regular evaluation and balance in its use are needed so that its use can be optimized.

## **Conclusion**

This study emphasizes that social media plays an important role in today's era in managing public relations in education, especially in building the image of the school and strengthening communication between schools, students, parents, and the general public. The use of platforms such as WhatsApp, Instagram, TikTok, and YouTube allows for faster dissemination of information and reaching a wider audience. A communication approach that combines digital strategies with direct interaction, such as live Q&A sessions on Instagram and personal communication via WhatsApp, has been shown to increase public participation and trust in schools. In addition, the use of technology in learning provides significant benefits in improving the flexibility and effectiveness of education, although it still faces challenges, such as limited infrastructure and the readiness of educators to adapt to digital technology.

This study contributes by providing a deeper understanding of the use of social media and technology by educational institutions to strengthen communication strategies and improve effectiveness in the learning process. This study also highlights the challenges that need to be addressed, including the need for a dedicated team that can manage social media professionally. There should also be stricter supervision of technology use in the learning process to ensure students maintain focus. Based on these findings, it is hoped that schools can design more optimal policies and strategies for utilizing social media and learning technology effectively.

## **Bibliography**

- Akintayo, Olateju Temitope, Chima Abimbola Eden, dan Oyebola Olusola Ayeni. "Evaluating the impact of educational technology on learning outcomes in the higher education sector : A systematic review." *OARJ open access research journals* 6, no. 05 (2024): 2024. <https://doi.org/10.51594/ijmer.v6i5.1091>
- Al-shorbagy, Muhammad, dan Souheil Hallit. "ChatGPT usage and attitudes are driven by perceptions of usefulness, ease of use, risks, and psycho-social impact : a study among university students in the UAE." *Frontiers*

- 9, no. August (2024): 14141758.  
<https://doi.org/10.3389/feduc.2024.1414758>
- Arifin, Bustanol. "Integrasi Penguatan Pendidikan Karakter Dalam Pembelajaran Berbasis Literasi Digital Pada Peserta Didik Sekolah Dasar." *Of Social Science Research* 4 (2024): 13547–55.
- Arniah, Arniah, Ahmad Rifa'I, dan Miftahul Jannah. "Peran Guru dalam Meningkatkan Karakter Kedisiplinan Siswa Madrasah Ibtidaiyah." *Jurnal Basicedu* 6, no. 5 (2022): 8626–34.  
<https://doi.org/10.31004/basicedu.v6i5.3843>
- Between, Interactions, Generations In, Families I N Suli, dan Central Maluku. "Baileo : Literacy Education : A Case Of Millennial." *Baileo: Jurnal Sosial Humaniora* 1, no. januari (2024): 141–54.  
<https://doi.org/10.30598/baileofisipvol1iss2pp141-154>
- Boburmirzo, Khursanaliyev, dan Solidjonov Dilyorjon. "Foresight, innovation strategies, and technological guidelines for turning a small business into a corporation." 538, no. June (2024).  
<https://doi.org/10.1051/e3sconf/202453802015>
- Chen, Jiayuan, Changyan Yi, Hongyang Du, Dusit Niyato, dan Jiawen Kang. "A Revolution of Personalized Healthcare : Enabling Human Digital Twin with Mobile AIGC." In *Arxiv*, 38:1-8, 2024.  
<https://doi.org/10.1109/MNET.2024.3366560>
- Cloarec, Julien, Lars Meyer Waarden, dan Andreas Munzel. "Transformative privacy calculus : Conceptualizing the personalization-privacy paradox on social media." *Psychology Marketing*, no. March (2024): 1574–96.  
<https://doi.org/10.1002/mar.21998>
- Dai, Kun, dan Thanh Pham. "Graduate employability and international education: An exploration of foreign students' experiences in China." *Higher Education Research & Development* 43, no. 6 (2024): 1227–42.  
<https://doi.org/10.1080/07294360.2024.2325155>
- Haile, Jemal Mohammed. "International Journal of Educational Development Social media for diffusion of conflict & violence in Ethiopia : Beyond gratifications." *International Journal of Educational Development* 108, no. May (2024): 103063. <https://doi.org/10.1016/j.ijedudev.2024.103063>
- Kanchan, Sushim, dan Abhay Gaidhane. "Social Media Role and Its Impact on Public Health : A Narrative Review." *Published via DMIHER School of Epidemiology and Public Health* 15, no. January 2022 (2023): 1–10.  
<https://doi.org/10.7759/cureus.33737>  
<https://doi.org/10.7759/cureus.33737>
- Manoharan, Ashok Enhancing audience engagement through AI-powered social media automation Enhancing audience engagement. "Enhancing audience engagement through AI-powered social media automation." *World Journal of Advanced Engineering Technology and Sciences* 11, no. March (2024): 150–157. <https://doi.org/10.30574/wjaets.2024.11.2.0084>
- Nicmanis, Mitchell. "Reflexive content analysis: An approach to qualitative

- data analysis, reduction, and description." *International Journal of Qualitative Methods* 23, no. March (2024): 16094069241236604. <https://doi.org/10.1177/16094069241236603>
- Oba, Demi, dan Jonah Berger. "How communication mediums shape the message." *Consumer Psychology* 34, no. June (2023): 1-19. <https://doi.org/10.1002/jcpy.1372>
- Omowole, Bamidele Micheal, A Q Olufemi-Philips, O C Ofadile, Nsiong Louis Eyo-Udo, dan Somto Emmanuel Ewim. "Barriers and drivers of digital transformation in SMEs: A conceptual analysis." *International Journal of Frontline Research in Multidisciplinary Studies* 5, no. 2 (2024): 19-36. <https://doi.org/10.56781/ijrst.2024.5.2.0037>
- Parveen, Shaheen, dan Shaikh Imran Ramzan. "The Role of Digital Technologies in Education: Benefits and Challenges." *Advanced Engineering and Management* 02, no. 06 June 2024 (2024): 2029-37. <https://doi.org/10.47392/IRJAEM.2024.0299>
- Sengupta, Sarthak, dan Anurika Vaish. "LONG PAPER A study on social media and higher education during the COVID-19 pandemic." *Universal Access in the Information Society* 23, no. 3 (2024): 1249-71. <https://doi.org/10.1007/s10209-023-00988-x>
- Shahbazi, Maryam, dan Deborah Bunker. "Social media trust: Fighting misinformation in the time of crisis." *International Journal of Information Management* 77 (2024): 102780. <https://doi.org/10.1016/j.ijinfomgt.2024.102780>
- Suhag, Khushi, dan Shyambabu Rauniyar. "Social Media Effects Regarding Eating Disorders and Body Image in Young Adolescents Search methodology." *Cureus* 16, no. July 2014 (2024): 58674. <https://doi.org/10.7759/cureus.58674>
- Tuxtayevich, Khaydarov Ilkhom, Pardaeva Sojida Ahmatovna, dan Muradova Nasiba Turgunbayevna. "Different Approaches to Enhance Critical Thinking in Digital Education." *Virtual Conferences* 1, no. 7 (2024). <https://doi.org/10.69848/sreports.v1i7.5086>
- Udoudom, Uduak, Anthony Igiri, Kufre George, dan Kalita Joseph Aruku. "Promoting Health Education Through Effective Communication For Development." *Journal of Education Technology* 2, no. 1 (2023): 68-88. <https://doi.org/10.58578/alsystech.v2i1.2399>
- Vardeman, Christopher. "Advertising to Gen-Z college students with memes? A focus group study." *Qualitative Market Research: An International Journal* 27, no. 1 (2024): 1-18. <https://doi.org/10.1108/QMR-05-2023-0073>
- Wondim, Mebrat Gedfie. "Parental Engagement in Early Childhood Education: The Case of Debre Tabor Schools, Ethiopia." *European Journal of Education* 60, no. 1 (2025): e12817. <https://doi.org/10.1111/ejed.12817>