

Integration of Social Media Based Microlearning in Education Strategy Planning in The Digital Era

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Abstract

Rapid advances in digital technology require a transformation of educational strategies to better align with the characteristics of modern learners. This study analyzes the integration of social media based microlearning as an innovative pedagogical strategy in the digital age. Using a qualitative approach and a systematic literature review, the research synthesizes the implementation of microlearning across various platforms, including TikTok, Instagram, YouTube Shorts, and WhatsApp. Findings indicate that strategically designed microlearning can optimize cognitive load, enhance information retention, and stimulate motivation for self-directed learning by delivering content in concise, interactive units. Furthermore, the use of audiovisual features on social media has been shown to significantly increase students' emotional engagement and active participation compared with conventional methods. However, the success of this integration depends on modular curriculum planning, educators' digital fluency, and robust institutional policies to mitigate the risks of digital distraction. This study concludes that, when managed strategically, social media can be transformed into an effective and sustainable tool for educational innovation within the Indonesian education system.

Keywords: Microlearning; Social media; Educational strategy planning; Digital age; Cognitive load

Introduction

The digital transformation that has occurred in the current era of globalization has brought fundamental changes to all aspects of society, particularly in the education sector, which is now required to continuously adapt to the changing behavior of the younger generation who were born and raised in a highly dynamic technological environment. This phenomenon creates its own challenges for formal educational institutions, where the packaging of learning materials can no longer rely solely on conventional methods, but must transform to suit the characteristics of digital students who have very specific, fast, and technology-based learning preferences. Innovation in learning strategies has become an increasingly crucial instrument in efforts to improve students' cognitive capacities, especially to foster critical thinking skills amid the onslaught of digital information that risks shifting the role of teachers if educators are unable to adapt to new ways of distributing knowledge. The gap between the learning styles of students who want flexibility and instructional methods that tend to be rigid is the basis for the urgency of conducting research on more adaptive and efficient learning approaches (Fitriani, 2021).

On the other hand, the COVID-19 pandemic that has swept the world since early 2020 has accelerated digital transformation in education. Learning, which was previously conducted face-to-face, had to switch to an online format as an effort to prevent the spread of the virus. This situation has created various new challenges, especially regarding the effectiveness of distance learning. Various complaints have emerged from

students and university students regarding boredom due to monotonous online learning, difficulty understanding the material due to the lack of direct interaction with educators, and a decrease in learning motivation. Mental health issues such as stress and anxiety have also been reported to have increased among students during the online learning period, which in turn can affect their academic performance.

Conventional learning methods that rely solely on assignments, lectures via video conference, or the use of long and dense presentation slides have proven to be ineffective in online learning conditions. Students experience cognitive overload when they have to process large amounts of information over a long period of time without adequate interaction. The human attention span tends to be short, especially when interacting with digital screens, making traditional learning approaches increasingly irrelevant to today's learning needs.

Various studies have shown the potential of microlearning in improving learning effectiveness. Studies conducted in various countries report that microlearning can increase learning motivation, improve concept understanding, strengthen long-term information retention, and encourage active engagement of learners in the learning process. Social media platforms such as TikTok, Instagram, YouTube, and Facebook, which are popular among the younger generation, are also beginning to be used as a medium for delivering microlearning content, given their characteristics that support the dissemination of short and visually appealing content. The issue of learning effectiveness in this modern era is closely related to the ability of students to process information that often comes in large volumes but has a limited attention span. The *microlearning* approach has emerged as a strategic pedagogical solution by presenting content in small fragments or micro units that are highly focused on a specific competency goal. The potential of *microlearning* as an innovative learning strategy lies in its ability to meet the needs of the digital generation through the presentation of concise, compact, and easily accessible information via various technological devices. By activating prior knowledge through modular content, *microlearning* not only facilitates information retention but also provides learners with a sense of quicker achievement, thereby maintaining their intrinsic motivation to continue exploring the material without feeling overwhelmed by the complexity of a broad curriculum (Tafonao, 2018).

However, the effectiveness of using this digital learning strategy must still be critically evaluated through an in-depth study of actual learning outcomes and technical obstacles that may arise during the implementation process. Although *microlearning* has been proven effective in strengthening short-term memory and increasing student participation, challenges such as limited technological infrastructure, uneven internet access, and challenges in designing content that is concise yet conceptually meaningful remain obstacles that need to be overcome. Therefore, comprehensive research is needed to identify the determining factors for the successful adoption of *microlearning* so that its enormous potential can be optimally utilized to shape complex competencies that are relevant to the demands of the 21st century. Through a systematic and evidence-based approach, it is hoped that this innovative learning strategy can become the foundation for building an education system that is more resilient and adaptive to future technological developments (Kosim dkk., 2025).

This study was designed with a series of systematic objectives aimed at strengthening the effectiveness of learning in the era of digital disruption through an innovative approach. The main objective is to conduct an in-depth analysis of the extent to which the implementation of microlearning strategies can significantly improve students' critical thinking skills and self-directed learning motivation, as proposed by (Rosyidah & Ahnaf, 2025) in their conceptual framework on cognitive capacity in the cyber era. Additionally, this study

aims to evaluate the impact of using highly penetrated social media platforms such as TikTok in creating an interactive learning ecosystem, as well as how its visual characteristics and short duration affect cognitive learning outcomes when compared to conventional methods. Furthermore, this study seeks to identify and classify the most relevant microlearning media formats for adaptation in formal education curricula, referring to the diversification of media formats developed by (Pebriantika dkk., 2024) for higher education institutions. Comprehensively, this study also aims to formulate a practical guidance model for educators in designing small-unit-based educational content that can minimize cognitive load while maximizing knowledge retention for learners with limited attention spans amid the rapid flow of digital information. Theoretically, this study has great urgency in enriching the literature on educational technology and modern learning theory, particularly in relation to the effectiveness of delivering material in modular or micro-unit form. The results of this study are expected to make a substantive contribution to strengthening the theoretical basis regarding the relationship between digital content segmentation and improvements in students' long-term memory, as well as broadening the understanding of the application of Social Learning Theory in the context of interactions on social media. In line with the views of (Tafonao, 2018), this study will provide a scientific basis for the development of learning strategies that prioritize personalization and independence for adult learners and digital generation students. Thus, academically, this research serves as an important reference for future researchers who wish to explore instructional dynamics in the Society 5.0 era through the integration of non-traditional technology platforms that have become an integral part of today's cyber society.

In practical terms, the significance of this research touches various levels of stakeholders in the world of education, from the instructional level to institutional policy. For educators, the results of this study can be used as practical guidelines in developing teaching materials that are more adaptive, interesting, and not boring, so that they are able to respond to the challenges of learning burnout that often arise in static online learning systems. For educational institutions, this research provides strategic insights into the urgency of developing digital infrastructure and improving media literacy competencies for educators. In addition, for students, the application of the results of this study is expected to create a learning experience that is more flexible, time-efficient, and relevant to their lifestyles, thereby improving overall academic achievement. Ultimately, this research is expected to provide concrete solutions for efforts to improve the quality of national education through the use of smart technology oriented towards the needs of future students.

Methodology

This study uses *library research*, which is a systematic approach conducted by collecting, reviewing, and analyzing various relevant scientific sources to obtain a comprehensive picture of the effectiveness and planning of *Microlearning-based* learning strategies. This method allows researchers to synthesize important findings from previous studies without directly collecting primary data. Literature studies were chosen because they can identify patterns, trends, and factors that influence the success of structured *microlearning* integration, thus providing a strong basis for the development of digital learning theory and policy. In addition, this approach provides space for researchers to evaluate the effectiveness of using various social media such as TikTok, Instagram, and YouTube Shorts by comparing existing empirical study results (Grant & Booth, 2009).

Data analysis used a qualitative descriptive approach, which was carried out through several systematic stages to ensure accurate and in-depth literature synthesis results. This analysis process began with data

reduction, which involved selecting and focusing on information from various journals that had been collected, specifically those discussing the implementation of *microlearning* on specific *platforms* such as TikTok and Instagram.

Results and Discussion

The Dynamics of Educational Strategy Transformation in the Digital Age

This literature review shows that the digital era is not merely a phase of technological transition, but rather a disruption that forces educational institutions to completely reorient their strategies. The linear, *top-down*, long-term teaching model is now considered irrelevant to the characteristics of modern learners. As stated in the draft strategy plan, this involves changing teaching from a traditional linear system to a more flexible and adaptive model to understand the changing nature of knowledge for modern learners, integrating digital methods that were originally implemented as an emergency measure due to the Covid-19 pandemic into a permanent component of long-term strategic planning, utilizing developments in digital technology to support *e-learning*, digital literacy, and the use of educational applications to make learning more interesting and efficient, using the National Education Standards (SNP) as the main quality reference in curriculum and work program development, and instilling a culture of transparency in educational institutions, involving teachers, students, parents, and the community actively in improving the quality of learning services through regular discussion forums and secure feedback mechanisms, providing incentives and professional training for teachers to ensure equal educator competence, and gradually procuring digital facilities. This change requires a deep understanding of the changing nature of knowledge in the eyes of learners. Knowledge today is fluid, distributed, and instantly accessible.

Findings from (Nugraha dkk., 2021) confirm that the COVID-19 pandemic experience has been a catalyst that accelerated the acceptance of digital methods. Something that was originally considered an emergency solution has now transformed into a permanent component of long-term strategic planning. Institutions no longer ask *whether* to use technology, but rather *how* to integrate it effectively. In this context, *microlearning* serves as a much-needed bridge connecting the rigid requirements of formal curricula with students' modular and fast-paced digital information consumption habits. Future education strategy planning must be able to absorb this flexibility so that institutions remain relevant in the eyes of *digital natives* (Nugraha dkk., 2021).

Analysis of Cognitive Mechanisms: Cognitive Load Management Strategies

One of the most significant findings in this discussion is the effectiveness of *microlearning* in managing cognitive *load*. Based on a study, the limitations of human *working memory* are often a major obstacle in conventional learning. The discussion of these cognitive mechanisms can be broken down into several fundamental aspects (Kosim dkk., 2025):

- Information Segmentation and Thorough Processing: By breaking down complex material into small units lasting between 2 and 7 minutes, the brain is given the opportunity to consolidate information more thoroughly. Before the cognitive system experiences *fatigue* or *mental exhaustion*, students have already completed one unit of competency. This prevents information *overload*, which often causes students to lose focus in the middle of long traditional lectures.
- Improved Retention through Single-Topic Focus: Focusing on a single topic at a time (*single-topic focus*) consistently improves long-term memory retention. This phenomenon proves that *microlearning* is not about simplifying material, but rather about improving the quality of focus. With

short durations, students can give their full attention (*high-intensity engagement*), which neurologically strengthens synaptic pathways in the brain, allowing information to be retained longer than with macro learning, which is often absorbed only superficially (Rosyidah & Ahnaf, 2025).

Social Media as an Organic and Participatory Learning Ecosystem

The discussion on the use of social media shows a shift in the function of digital platforms from mere entertainment tools to innovative and organic educational instruments. Based on a synthesis of the literature, each platform has a unique strategic role in supporting the digital education ecosystem:

- TikTok and YouTube Shorts (Audiovisual Revolution): The main advantage of these platforms lies in their dynamic audiovisual features and use of recommendation algorithms. Explain that TikTok's personalized algorithm allows educational content to reach students according to their interests without the need for active searching. This creates high emotional engagement because the material appears among their favorite content, thereby reducing psychological resistance to the learning process (Fitriani, 2021).

For example, the @bu_guru_titin account on TikTok has successfully demonstrated how elementary school learning materials can be packaged in short, interactive videos, so that students feel like they are interacting with familiar figures in their digital space. In the field of science and popular knowledge, the @kokbisa account has become one of the most successful pioneers in utilizing YouTube Shorts and TikTok to dissect complex concepts such as astronomy or macroeconomics through dynamic animations. The fast visuals and to-the-point narration on this account prove that *microlearning* can spark deep curiosity in less than a minute. Additionally, accounts such as @teguhtw on TikTok often present educational content related to digital literacy and data security that is highly relevant to the needs of today's cyber society. The use of *green screen* features to dissect news articles or provide quick practical tutorials provides a "just-in-time" learning experience, where information is obtained exactly when it is needed. Meanwhile, on the YouTube Shorts platform, creators such as @ZidnaImawan provide examples of how strategies for delivering lecture material or technical tutorials can be broken down into small, non-intimidating parts. The success of these creators in gathering millions of viewers confirms that future educational strategy planning must adopt this "snackable" communication style.

- Instagram (Aesthetics and Data Visualization): Instagram, through its *Reels* and Infographics features, has proven to be effective in presenting dense visual data. Emphasizes that presenting material through aesthetic graphics helps spark students' curiosity without the burden of heavy text. Attractive visuals serve as memory anchors that make it easier for students to recall information later on (Fitriani, 2021).

For example, accounts such as @folkative or @gnfi (Good News From Indonesia) often use the carousel format to summarize complex social issues and historical facts into easy-to-digest graphics, which trigger active engagement from learners through the comments section. In the fields of science and general knowledge, accounts such as @kokbisa or @sains_pedia utilize iconic character designs and contrasting color palettes to simplify abstract concepts in physics or biology. In addition, language learning accounts such as @guruku_mr_d show how the *Reels* feature can be used to dissect grammar

mistakes in less than 60 seconds with humorous yet substantive delivery. The success of these accounts in attracting millions of followers proves (Fitriani, 2021) theory that attractive visual packaging is the main "gateway" for student memory retention. This inspires formal education strategy planning, suggesting that teachers can adopt a similar visual style or even collaborate with content curators to ensure that curriculum material is not only conveyed but also "consumed" voluntarily by students in their daily social media browsing activities.

- WhatsApp and Telegram (Intimate Distribution Channels): As the most popular communication platforms in Indonesia, WhatsApp serves as an intimate distribution channel. The practicality of access via mobile phones allows students to engage in flexible *self-paced learning*. Note that the use of groups as a medium for micro- discussions makes the guidance process more responsive, eliminates bureaucratic barriers between teachers and learners, and facilitates *peer-learning* naturally (Santi dkk., 2024).

In practical terms, the WhatsApp Channels feature is now widely used by educational institutions and communities to send daily snippets of material. For example, the official channel @Kemdikbudristek often shares brief graphic information about education policies or literacy tips that can be consumed in seconds. In addition, learning communities such as Ruangguru often utilize interactions via WhatsApp to send short quizzes or "Quick Formulas" that are specifically designed to be easily read on mobile screens without having to open other heavy applications. The Telegram platform offers advantages in terms of educational *bot* features and massive group member capacity, making it a highly organized repository of micro-materials. Concrete examples can be seen on the @EnglishDay or @PintarBahasa channels, where every day a new vocabulary word is sent along with its audio pronunciation, which is a concrete form of audio-visual *microlearning*. For exam preparation, channels like @InfoCPNS or @UTBK_Saintek provide a daily question bank in the form of a *Poll* feature, allowing students to conduct instant self-evaluations during their free time.

Psychological Impact: Intrinsic Motivation and Learning Satisfaction

Research conducted explains that *microlearning* strategies have a significant positive impact on students' intrinsic motivation through a mechanism known as *instant gratification* or measurable instant satisfaction. In conventional education systems, *reward systems* tend to be *delayed gratification*, where satisfaction or achievement is usually only obtained after students pass major exams or receive report cards at the end of the semester. The long time gap between the learning process and the appreciation of results often causes a decline in enthusiasm along the way. Conversely, in the *microlearning* ecosystem, students feel capable of mastering one small concept or one specific competency every day in a short time (Fidan, 2023).

In the context of education in Indonesia, this approach is highly relevant and urgent in order to overcome the increasing *academic burnout* among students. The abundance of abstract theoretical material in thick textbooks often creates mental barriers, where students feel overwhelmed even before they open the first page of the book. This condition of "analysis paralysis" can be mitigated by *microlearning* because the *barrier to*

entry is very low. A student who might feel reluctant to read a journal for an hour would not mind watching a two-minute graphic explanation video during their break time.

The increase in student participation is due to *the seamless integration of learning* into their digital lifestyles. With a format that resembles high-quality entertainment content, students no longer feel that they are undergoing a rigid, formal, and intimidating learning process. Instead, they feel that they are "consuming quality content" that is relevant to their immediate needs (*just-in-time learning*). This shift in perception is crucial in planning future education strategies; namely, how to change the face of education so that it is no longer seen as a tedious cognitive burden, but rather as part of a digital lifestyle that enriches oneself. Thus, social media-based *microlearning* not only improves the way students learn, but also improves the emotional connection between students and knowledge itself.

Strategic Challenges and Solutions for Sustainable Education Management

Although the integration of social media-based *microlearning* has had a positive and significant impact on student engagement, this discussion will identify critical systemic challenges. These challenges require mature and holistic management solutions in national education strategy planning so that digital innovation does not merely become a trend, but rather a substantive transformation.

a) Mitigating Knowledge Fragmentation and Modular Curriculum Design

The main risk that arises in the micro approach is the potential fragmentation of knowledge, where fragmented material can lead to *superficial learning* among students. The fear that students will only master bits and pieces of information without understanding *the big picture* is a major criticism of this strategy. To mitigate this risk, suggest designing a modular curriculum with a strong *storyline*. In strategic planning, each micro unit should not stand as an isolated entity; it must be designed as part of a cohesive grand narrative. Educators need to develop a clear *learning roadmap* so that at the end of the module series, students have the synthesis skills to bring the pieces of information back together into a complete holistic understanding. The digital "scaffolding" approach—where each micro-content builds the foundation for the next is key to maintaining academic depth amid the brevity of delivery (Santi dkk., 2024).

b) Distraction Management and the Urgency of Digital Ethics Literacy

The second challenge relates to the dual nature of social media as a "double-edged sword." warn that the existence of addictive entertainment content and platform algorithms designed to maintain user attention are real distractions that can divert students' focus from instructional goals. Without strong self-management, students risk getting caught up in the flow of consuming non-educational content. Therefore, educational strategy planning should not only focus on content creation, but should also include intensive digital literacy and cyber ethics training. Today's educators bear a new responsibility as facilitators who guide students to have self-discipline in navigating platforms. A transformation in consumption behavior from passive-receptive to active-critical is essential for students to be able to filter information and use social media algorithms to support their intellectual growth, rather than becoming victims of the digital platform's attention economy (Nugraha dkk., 2021).

c) Resolution of Access Justice (*Digital Divide*) in Indonesian Geography

Structurally, Indonesia's vast and diverse geographical conditions present a major challenge in the form of a *digital divide* or access gap. The implementation of cloud-based *microlearning* will be very effective in urban areas, but risks triggering educational inequality in 3T (Frontier, Outermost, Disadvantaged) areas that have limited internet infrastructure. The main recommendation from this study is the implementation of an inclusive *hybrid* strategy. National education strategy planning must be able to combine digital micro-based content with similar offline adaptations. For example, the use of flashcards, pocket modules, or the use of school intranets to distribute short video content without internet quota restrictions. By ensuring that the principles of *microlearning* namely, concise, focused, and modular, are accessible both online and offline, educational institutions can guarantee equitable access for all Indonesians without exception, while reducing disparities in education quality between regions.

Reorienting the Role of Educators as Architects of Learning Experiences

The results of this study confirm that the role of educators in the modern education ecosystem must undergo a fundamental and radical transformation. Today's educators can no longer position themselves as the sole "source of information" or *sage on the stage*, but must transform themselves into reliable "*learning experience designers*" and content curators. In a landscape of abundant information, the main challenge for students is no longer finding information, but validating and simplifying it. This is where the role of educators becomes crucial in having sufficient digital literacy to sort through quality material on the internet, verify its validity, and present it in a *microlearning* format that is relevant to current media consumption trends.

The harmony between visually appealing content (*aesthetic engagement*) and *academic substance* is key to the success of this integration. Educators are required to have instructional design skills that can balance entertainment aspects so that educational messages are not lost behind visual aesthetics. This strategy requires educators to understand media psychology, such as the use of *fast-paced storytelling*, the selection of attention-grabbing color schemes, and the use of concise yet meaningful diction. This transformation ultimately requires the courage of institutions to provide autonomy and creative space for educators to innovate using social media platforms as "classrooms without boundaries." Institutional support in the form of creative content production training and the provision of supporting infrastructure will accelerate the transition of teachers from mere instructors to digital architects capable of inspiring students wherever they are.

Conclusion

The integration of social media-based *microlearning* serves as a fundamental solution to the challenges of cognitive disruption in the digital education era. Theoretically, this strategy is proven effective in mitigating cognitive overload by segmenting complex materials into small units lasting between 2 and 7 minutes. This modular approach allows the brain to consolidate information more thoroughly, which significantly improves long-term memory retention compared to traditional macro-learning methods. Practically, platforms such as TikTok, Instagram, and WhatsApp have revolutionized the learning ecosystem, shifting it from a rigid, static model to an organic and participatory one. The use of dynamic audiovisual features and personalized algorithms reduces psychological resistance and creates high emotional engagement. Furthermore, the "instant gratification" mechanism inherent in micro-content triggers intrinsic motivation, allowing students to feel a sense of achievement daily without being overwhelmed by a broad curriculum.

Beyond these cognitive and psychological gains, this study also confirms that the success of social media-based microlearning is not merely a matter of technological adoption, but of strategic educational governance. The findings show that three elements must move in tandem for the transformation to be sustainable: pedagogical redesign (modular curricula built around a coherent learning roadmap), human capacity (educators repositioned as learning experience designers rather than sole information sources), and structural readiness (equitable digital infrastructure across regions). Where any one of these elements lags behind, the potential of microlearning risks being reduced to fragmented, entertainment-driven content without lasting educational value. At the same time, this study acknowledges its own limitations. As a literature-based synthesis rather than an empirical field study, the conclusions drawn here describe patterns and mechanisms reported across existing research rather than outcomes measured directly among Indonesian learners. Variations in platform algorithms, student demographics, subject matter, and regional infrastructure mean that the effectiveness of microlearning strategies is likely to differ across contexts and cannot be assumed uniform. This gap between conceptual promise and context-specific evidence underscores the need for further empirical validation, particularly within the Indonesian education system. Overall, this study affirms that when strategically managed, social media-based microlearning can be transformed from a mere digital trend into a sustainable pillar of national educational strategy planning one that is adaptive to the characteristics of digital-native learners while remaining anchored in sound pedagogical principles.

Recommendations:

Modular Curriculum Planning

Educators should design curricula with a strong "learning roadmap" or storyline to ensure that fragmented micro units build toward a holistic understanding and avoid superficial learning.

Reorienting the Educator's Role

Teachers must transition from being the sole "source of information" to becoming "learning experience designers" and content curators who can balance visual aesthetics with academic substance.

Digital Literacy and Ethics

Educational strategies must include intensive training in digital literacy and cyber ethics to help students develop the self-discipline needed to navigate addictive social media algorithms effectively.

Inclusive Hybrid Strategies

To bridge the "digital divide" in regions with limited internet, institutions should adapt microlearning principles into offline formats, such as pocket modules, flashcards, or school intranets.

Institutional Support

Schools and universities should provide autonomy, creative production training, and necessary infrastructure to empower educators to innovate within "classrooms without boundaries".

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