

Exploring Students' Perception on Self-Taught in Learning German Through Instagram Reels

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Abstract. The objective of this research is to investigate the perspectives of students regarding the process of acquiring German language skills through self-guided learning using Instagram clips. This research employs a qualitative methodology, employing interviews as the primary data collection method. The study involves a sample of 12 individuals who have acquired proficiency in the German language through self-guided learning using Instagram clips. The findings suggest that students hold a favorable impression towards the utilization of Instagram reels as a means of learning German. This good perception can be attributed to the platform's ability to provide an enjoyable and engaging learning experience. Users perceive the platform as beneficial for enhancing their auditory comprehension and spoken communication abilities, and express gratitude for the adaptable nature it offers. Nevertheless, several individuals raise apprehensions regarding the absence of a well-defined framework and rigorous content evaluation, which therefore hampers their ability to gauge their own advancement and may result in potential mistakes in language acquisition. In general, the findings of the study indicate that Instagram reels exhibit potential as a valuable instrument for autonomous language acquisition. However, additional investigation is important to adequately address apprehensions over the caliber of content and the platform's sustained efficacy.

Keywords: Student' perception, self-taught, instagram reels, German language.

INTRODUCTION

The self-taught learning technique encompasses several key components, including an individual's capacity to identify their own learning needs, establish personalized learning objectives, access the requisite resources to fulfill those objectives, and assess their own knowledge acquisition. Despite its perceived limitations, self-directed learning offers individuals a more accessible means of acquiring knowledge and skills. This educational approach has numerous benefits, with the most significant being its ability to cultivate self-reliance by reducing our need on external support. The acquisition of a solid foundation is an essential prerequisite for the study of any language. The process of language acquisition is a dynamic phenomenon that commences at birth and persists throughout an individual's lifespan. Students acquire linguistic proficiency through engaging in various forms of communication to express their thoughts, feelings, and personal encounters. This is facilitated via the establishment of interpersonal connections with family members and friends, as well as through the endeavor to comprehend and interpret their immediate environment. Acquiring linguistic proficiency facilitates active participation in multicultural communities, both domestically and internationally, and serves as a fundamental means of communication and engagement.

Engaging in independent learning activities can be highly advantageous, as they facilitate the enhancement of existing skills and talents. The requirement to assume personal accountability is inherent in the pursuit of self-directed education. The process of self-training can be achieved by recognizing our current limitations and actively pursuing solutions to overcome them. The capacity to independently manage our study schedules and determine the allocation of time for academic pursuits will contribute to the advancement of our personal freedom and development as individuals. Our proficiency in various skills is a direct outcome of our autodidactic endeavors, as we consistently

engage in deliberate exercise to enhance our aptitude. The aforementioned phenomenon might be attributed to the inherent nature of self-directed learning, wherein the subjects of study are chosen based on personal interest and genuine curiosity. To mitigate the potential experience of monotony and boredom associated with continuous learning, it is imperative to use strategies.

According to Arsyad (2006), the name "media" is derived from the Latin word "medium," which carries connotations of being in the center, serving as an intermediate, or facilitating introduction. Sanjaya (2014) posits that the media serves as a mediator between information sources and information recipients. In essence, the media functions as a conduit for transmitting information from the originator to the receiver. According to Sanjaya (2014), learning media, also known as learning tools, encompass a wide range of components present in the student's environment that have the potential to facilitate the learning process. According to Gagne, learning medium is defined in the following manner. According to Gerlach and Ely (1971) as well as Arsyad (2006), learning media refer to entities, materials, or occurrences that establish circumstances conducive to the acquisition of knowledge, skills, and attitudes by students. According to Rohadi (2018), learning media can be defined as a tool or medium that facilitates the transmission of instructional content from educators to learners.

Hence, the term "learning media" encompasses any resource that can be employed by educators and learners to facilitate the development of an internal interactive learning experience. A learning medium can be appropriately classified as such if it fulfills two essential properties, namely fixativeness and manipulativeness. In his work, Arsyad (2006) offers a clear and comprehensive elucidation of the three themes under discussion, which can be summarized as follows:

Firstly, we shall examine the fixative attribute of the medium. The aforementioned characteristic delineates the ability of the medium to capture, retain, preserve, and reproduce events or entities. Furthermore, the manipulative characteristics of the media facilitate the conversion of an event or object into an alternative representation. This phenomenon is facilitated by the manipulative characteristics exhibited by the media. The utilization of accelerated video presentations has the capacity to compress the temporal perception of events that typically span over several days, creating an illusion that these events occurred only a few minutes in the past. Moreover, with regard to the advantages, Arsyad (2006) asserted that the incorporation of instructional media yields three pragmatic benefits. To commence, enhancing the clarity of information and messages can be achieved by employing educational media, hence expediting and enhancing the efficacy of learning processes and outcomes.

Furthermore, the utilization of educational media has the potential to enhance and guide the attention of children, consequently fostering their drive to learn. This can further facilitate direct engagement between students and their surroundings, as well as provide opportunities for independent study tailored to individual talents and interests. Furthermore, the utilization of educational media can effectively overcome the constraints imposed by sensory perception, physical distance, and temporal restrictions. Learning media exert a significant influence, encompassing their functionality and the advantages they offer, on both the efficacy of the educational process and the resulting learning achievements. The reason for this phenomenon is in the ability of various forms of educational media to elicit cognitive and affective responses from users, hence facilitating the learning process. According to Tafonao (2018),

The exploitation of social media has the potential to enhance the efficiency of learning for both students and teachers. By employing this approach, the presentation of the content will cease to be characterized by a lack of variation or interest. Enhancing one's lexicon by means of Instagram Reels, particularly in the format of videos, can contribute to the development of both auditory comprehension and oral proficiency in the desired language. Although it may appear to be a restricted approach to education, self-directed learning using Instagram Reels offers a streamlined means of acquiring desired knowledge. Notwithstanding its apparent constraints, this form of schooling presents various benefits, such as fostering self-reliance by reducing reliance on external support. The acquisition of a solid foundation is an essential prerequisite for the comprehensive study of any language.

The present study employs qualitative research methodologies to conduct a thematic analysis, which entailed interviewing over 20 students who are currently enrolled in the German language education study program. The participants included in this study were queried on their perspectives

regarding the utilization of Reels-Instagram as a tool for self-directed German language acquisition. A considerable proportion of the surveyed students have incorporated Instagram reels into their self-directed German language learning endeavors. However, it is worth noting that among the 20 participants surveyed, there exists a subset who have not utilized Instagram reels as a means of self-taught German language acquisition. While a significant proportion of pupils have the belief that the utilization of Instagram reels is advantageous for self-directed German language acquisition, a considerable number of individuals have already commenced employing this approach. Therefore, this research is based on the results of a survey conducted with a sample size of twenty students. The primary objective of this study was to examine and present the overall impressions of students regarding self-directed German language learning via Reels-Instagram.

Numerous academic investigations have consistently demonstrated the validity of students' perceptions on the efficacy of employing Instagram as a tool for self-directed learning in the context of acquiring foreign language skills. The concise format of knowledge available on Reels-Instagram has led to assertions of the inherent benefits of utilizing this platform for self-directed learning. This assertion holds particular validity when considering the process of acquiring language. The utilization of Reels-Instagram is thought to possess the capacity to function as a platform for autodidactic education. This is achieved by effectively conveying the advantages and disadvantages of each alternative by means of the perspectives of the participants.

The primary aim of this article is to conduct an analysis on the utilization of content found on Instagram reels as a medium for self-directed German language acquisition, highlighting its potential as an alternative educational approach. This alternate approach to German language acquisition becomes particularly advantageous for students who encounter challenges comprehending German instruction within a traditional classroom setting. The present study employed a qualitative methodology, namely conducting interviews with German language education students who are currently enrolled in the 2021-2022 level of instruction or are classified as novices in the study of German. This project aims to investigate the use of Instagram media reels as a tool for self-education, specifically focusing on the effectiveness and engagement of German language acquisition. Researchers utilize Instagram as a platform due to its perceived high appeal, ease of accessibility, and visually pleasing presentation through reels and videos. These features are believed to facilitate the enhancement of German language acquisition through self-directed learning. The present study is expected to generate interest among readers regarding the utilization of Instagram reels for self-taught German language acquisition. This interest will be fostered through an examination of student perspectives regarding the efficacy of different instructional approaches.

METHODS

The primary method of data collection for this qualitative study involved the utilization of interviews. The present study utilized Ma's (40) sociocultural framework to examine the self-directed learning experiences of students acquiring the German language. The sociocultural framework developed by Ma (40) was employed to examine the self-directed learning experiences of pupils. According to Kvale (41), conducting interviews in the participants' native language offers researchers a more straightforward approach to exploring their activities, experiences, and opinions. This would enable the researchers to gain further insights into the characteristics and behaviors of the individuals. The primary language of the individual. Due to their prior experience with independent learning, the children encountered a novel and distinctive experience when they first engaged with social media. This product is newly developed and possesses unique characteristics. The semi-structured interviews were utilized as a tool to gather further information pertaining to the educational participants' backgrounds and their engagement with self-directed learning via social media platforms.

A cohort of ten female students was enlisted as participants for the present investigation, resulting in a total sample size of ten individuals. The individuals were chosen on the basis of their age and engagement in self-directed educational pursuits. In activities of self-directed learning. The individuals involved in the study were students who were enrolled at Medan State University. The individuals in question were enrolled as students within the Faculty of Arts and Languages, pursuing studies in the German language. The notification pertaining to the recruitment of participants for this study was disseminated through the Zoom application, with the consent of the instructors. Obtaining

permission was facilitated by the fact that the author is also the instructor. The age range of the individuals was between 19 and 20 years. Table I displays the demographic characteristics of the subjects.

Table 1: Participant Demography

Participant	Gender	Age	Departement	Semester
RP	Female	19	German	4 th
MT	Female	20	German	4 th
PA	Female	20	German	4 th
LS	Female	18	German	4 th
CC	Female	19	German	4 th
RM	Female	19	German	4 th
AM	Female	19	German	4 th
NN	Female	19	German	4 th
EY	Female	18	German	4 th
JK	Female	20	German	4 th
GH	Female	20	German	4 th
AM	Female	19	German	4 th

A significant proportion of the research participants reside in locations beyond the city of Medan. Medan, the geographical location of the university. In the past, they had rented accommodations in close proximity to the school. Prior to commencing the investigation, the authors requested the participants to complete a consent form, so showing their voluntary agreement to partake in the study. The level of engagement demonstrated by individuals. The authors elucidated the objective of the study, expounded upon the research methods employed, and delineated the potential dangers that may arise. The students subsequently consented to engage in a sequence of interviews, from which emerged data that constituted information about the participants' lives. In order to safeguard the anonymity of the participants, the writers choose to employ pseudonyms instead of disclosing their complete names.

The data acquisition process was conducted in a sequential manner. Initially, the author delineated the research objectives and solicited the involvement of students. After obtaining the participants' consent to take part in the study, a survey in the form of a Google form was disseminated to them. The survey encompassed inquiries pertaining to the educational background of the respondents as well as their experiences with self-directed learning through the utilization of social media platform Instagram's reels feature. the assigned tasks, I felt a sense of accomplishment. I believe that I have gained valuable knowledge and skills from this experience. Following the completion of the written interview conducted using the Google form, the subsequent stage entailed arranging the online interview. The arrangement of the online interview was conducted.

The scheduling of online interviews was determined by the availability of the participants. Interviews are typically performed via digital communication platforms such as Whatsapp and Zoom video conferencing. The interviews were taped as part of the application study. The duration of each interview ranged from twenty to thirty minutes. The interview data was carefully reviewed multiple times prior to being documented or transcribed into tables to facilitate its identification and categorization. The interviews were conducted in the Indonesian language.

Two data gathering approaches were employed. Methods The initial approach involved conducting written interviews through Google forms, whereas the subsequent approach entailed virtual interviews conducted via video platforms such as Zoom. The study employed a semi-structured virtual interview methodology to explore the participants' experiences and expectations pertaining to the utilization of Instagram Reels as a tool for self-directed German language acquisition. Topics The interview encompassed discussions on the advantages of utilizing Instagram Reels as a tool for self-directed German language acquisition, the obstacles encountered during the process of learning via Reels on Instagram, and the interviewees' prospective outlook on the potential of Reels Instagram content for language learning. During the course of the interviews, the participants responded to the inquiries promptly and without any apparent reluctance. Inquire without reluctance. Given the preexisting rapport between the author and interviewer.

The author and the participants maintained a dynamic characterized by the roles of instructor and pupil. Frequently, they engage in discussions pertaining to subjects beyond the realm of academia. academic. Consequently, the author successfully elicited additional participant data. Following the completion of the participant interviews, the subsequent phase entailed the analysis of the collected data. The process of examining and interpreting data. Prior to doing data analysis, the author provided the participants with the opportunity to engage in member checking, wherein they were given the chance to review the interview data. The data collection method employed in this study was member checking. This measure was implemented with the objective of enhancing the reliability of the data and ensuring the integrity of the data reconstruction process.

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Table 2. Data Reconstruction Poces

Interview data	Coding	Theme
EY	Content comes with accompanying text/captions to convey ideas that can facilitate understanding	Advantages of using Instagram Reels
MT	It's great because you can use social media while learning and if you're lucky you can get a FREE German course or test!!!	Challenges in using Reels instargaram for German language learning.
NN	No direct practice.	Drawbacks of using Instagram Reels for German language learning.

RESULTS

Upon careful analysis and subsequent evaluation of the participant interviews, it became evident that several themes emerged as the central focus. The primary focus of this analysis pertains to the benefits associated with the utilization of the Instagram application's reels feature in the context of self-directed German language acquisition. The second theme pertains to the shortcomings or limitations experienced when utilizing the Instagram application reels for self-directed German

language acquisition, while the last theme revolves around the recognition of employing the Instagram program reels for self-taught German learning.

Advantages of using the Instagram application reels in self-taught German learning

When queried about the potential advantages of Instagram reels for self-taught German students, a significant majority of 88% of the interviewees responded affirmatively, acknowledging its usefulness. According to certain sources, utilizing the Instagram application's reels feature for self-taught German learning can be seen as a viable option in the realm of smart learning. This approach is considered effective as it allows for flexible learning opportunities that can be accessed conveniently, regardless of time and location. By leveraging this platform, individuals can save time and effort while enhancing their digital skills and literacy.

The presenter elucidated the merits of utilizing the Instagram application reels for self-directed German language acquisition, expressing a same optimistic viewpoint. The efficacy of utilizing Instagram's reels feature for self-directed German language learning is reinforced by the advantages identified through the analysis of interview responses. The statements made by the sources provided partial disclosure from a subset of them.

Table 3. Student' Perceptions of the advantages of using the Instagram application reels in self-taught German learning

No	Student' Perceptions	Participant
1	Instagram reels are great for self-studying German. The videos are simple to understand because they are brief and interesting. Also, they're made by native German speakers, so I can practice my pronunciation and expand my vocabulary	P3
2	Instagram reels are useful for teaching contemporary German and providing real-world terminology. In addition, I can hone my listening and speaking abilities, which are fundamental to mastering the language.	P5
3	Instagram reels are great for self-studying German because the videos are engaging and simple to understand. The short video format makes studying German less intimidating, and it's a terrific method to pick up the language in a casual setting, which is how I prefer to study	P6
4	Because they feature so many native speakers, I find Instagram reels to be an excellent resource for teaching me German on my own. Hearing actual native German speakers has been really helpful in picking up practical phrases and vocabulary	P7
5	The advantage is that we can learn in a relaxed, simple way, we can learn anytime and anywhere	P9
6	Instagram reels are great for people like me who are learning German on our own because they can be accessed at any time and from any location. It's easier to study German because I can practice my listening and speaking abilities whenever I want, wherever I am	P10
7	It's much easier to listen to, can be learned anywhere, when we forget a learning material, we just have to play video reels	P11

A significant majority, comprising 88% of the interviewees, expressed agreement regarding the efficacy and utility of utilizing Instagram reels as a self-directed learning tool for acquiring proficiency in the German language. This consensus was reached after the interviewees were provided with a comprehensive description of the benefits associated with this approach. Out of the total participants who served as resource persons, a proportion of 12% did not significantly impact the efficacy of utilizing Instagram reels for self-directed German language acquisition. Instagram reels offer a readily accessible and visually appealing avenue for language acquisition, particularly in the context of German. This platform provides an enjoyable, user-centric, and effective approach to language learning.

In general, it appears that students have a very favorable impression of the idea of using Instagram reels as a kind of self-directed German education. They value the fact that the films are entertaining, interesting, and genuine, and believe that watching them is an efficient, up-to-date, and easy method to improve their German language skills.

Disadvantages of using Instagram reels in self-taught German learning

During the interview, participants were queried about any challenges encountered when utilizing the Instagram application's reels feature for self-directed German language study. The individuals articulate grievances over their lack of strength, which aligns with the prevailing viewpoint shared by the majority of the aforementioned responses. Common challenges encountered when utilizing the Instagram program's reels feature for self-guided German language acquisition encompass the absence of a direct means to seek clarification for areas of uncertainty, the limited duration of content, and the absence of opportunities for direct application and practice. The participants exhibited a high level of confidence in identifying the limitations associated with utilizing the Instagram application reels for self-directed German language learning. These limitations encompassed the following aspects:

Table 4. Student' Perceptions of the disadvantages of using the Instagram application reels in self-taught German learning

No	Student' Perceptions	Participant
1	Instagram reels are not made to help you learn a language in a structured way, which makes it hard for me to build a good foundation in the language.	P1
2	Instagram reels tend to focus on short phrases, slang, and catchy phrases, which may not help me as a student build the large vocabulary I need for good conversation.	P2
3	A lot of Instagram reels have unprofessional content, like misspelled words and bad words, which can be bad for students trying to learn how to use language correctly.	P4
4	Since the length of the video is limited, the videos often don't finish explaining the subject when learning German.	P8
5	Instagram reels don't give me a chance to talk to other language learners or experts, which is important for me to get comments on my progress, clear up any questions I have, and learn from others.	P12

Nevertheless, upon closer examination, the majority of limitations encountered when utilizing the Instagram application for self-taught German learning can be attributed to internal factors, such as limited internet data allocation. Additionally, these limitations are also associated with the brevity and lack of comprehensive content in Instagram reels, despite their widespread usage. The aforementioned resource can be utilized in the context of independent language acquisition with the purpose of conveying comprehensive, lucid, and unequivocal information pertaining to the German language.

When queried about the potential influence of the aforementioned issues on their educational experience, all participants concurred and shared a unified viewpoint of the limitations inherent in these Instagram films. Moreover, it has been reported that individuals assert that their learning performance is occasionally impacted, particularly in instances where there is a network failure or a decrease in network speed.

The impression of the realization of using the Instagram application reels in self-taught learning German based on the student's perception.

Upon conducting interviews with the participants who served as resource persons, an analysis was conducted to examine their perspectives on the impressions derived from the practical utilization of the Instagram application reels in the context of self-directed German language acquisition. The survey results indicate that 92% of participants who possess Instagram accounts acknowledged following accounts that feature German learning content in the form of reels. A total of 96% of the

participants reported consistently encountering Instagram videos content related to learning German, constituting 4% of the sample. This prevalence is attributed to the convenient accessibility of such information. Consequently, a significant majority of participants, specifically 88%, express their endorsement for enhancing awareness and fostering mutual interest in utilizing the Instagram application reels as a means of self-directed German language acquisition. Experience and awareness are immediately perceived in the process of self-directed learning.

Table 5. The impression of the realization of using the Instagram application reels in self-taught learning German based on the student's perception

No	Students Impression	Participant
1.	I found Instagram reels to be distracting as I often found myself scrolling through unrelated content instead of studying German	P1
2	I appreciated the opportunity to learn German while being entertained by creative and cultural content on Instagram reels	P2
3.	The short length of Instagram reels made them easy to fit into my busy schedule, allowing me to study German on the go	P3
4.	I found that following German-speaking influencers on Instagram reels helped me practice my listening and comprehension skills in a real-world context	P4
5.	The ability to slow down or replay Instagram reels helped me catch and learn new vocabulary and phrases that I would have missed otherwise	P5
6.	I enjoyed practicing my pronunciation alongside German speakers on Instagram reels, which helped me improve my accent and intonation	P6
7.	Instagram reels provided diversity in learning materials that textbooks or other resources may lack, making my learning experience more well-rounded and interesting	P7
8.	I found Instagram reels to be a great way to practice listening to different dialects of German, preparing me for real-world interactions in German-speaking countries	P8
9.	The visuals and animations on Instagram reels helped me understand German grammar concepts more quickly and easily	P9
10	I enjoyed training my ear for the German language by listening to German music and popular culture on Instagram reels	10
11.	Instagram reels provided an excellent way to learn German for free, which was especially helpful for students on a tight budget	P11
12.	Overall, I found Instagram reels to be a useful and engaging supplement to my self-taught German learning, which helped me develop a more well-rounded set of skills in the language	P12

A significant majority of interviewees, specifically 98% of respondents, expressed a strong recommendation for utilizing the Instagram application reels as a valuable tool for self-directed German language study. This sentiment was consistently shared throughout all participants within the aforementioned 98% subset of responses. When students utilize this approach, they will have convenient access to grammatical explanations, assignment suggestions, and teaching materials, which may be accessed at their discretion due to the flexibility of accessing them anytime and anywhere.

Students are perceived as pivotal in managing the perpetual influx of change, thus rendering this approach appealing. Furthermore, in light of the rapid advancement of technology, a considerable number of educational institutions have granted their students the freedom to utilize the internet for social media purposes. This is particularly evident in the fact that nearly all students possess an Instagram account, as confirmed by the unanimous response of 100% of the participants. This finding aligns with the notion that students' preparedness for learning is influenced by the delivery of engaging instructional resources.

DISCUSSION

The utilization of social media platforms for the purpose of language acquisition has shown a notable increase in recent years. Instagram, in particular, has emerged as a widely utilized site for acquiring knowledge of the German language through the utilization of concise video content referred to as reels. The production of these reels is frequently undertaken by German language instructors, those who possess native fluency in the language, and individuals who have a strong passion for language acquisition.

Instagram, a commonly utilized social media platform among students, serves as an appealing alternative for German language study resources. This particular social media platform is mostly focused on facilitating the sharing of photos or videos through online means. The functions offered by Instagram provide significant support for educational purposes, particularly in the realm of composing captions. Individuals have the ability to upload various types of content, such as images, videos, or reels, and engage in discussions by providing comments on these posts. The social media posts are accompanied by text or captions that serve to communicate thoughts through written language. The author's conclusion is that utilizing Instagram as an educational tool for generating captions facilitates an easier and more enjoyable means for students to enhance their writing abilities. This approach allows students to effectively express themselves while staying current with digital trends in the modern world.

The objective of this research was to investigate the perspectives of students who have independently acquired proficiency in the German language by utilizing Instagram reels as a learning tool. The research revealed that the utilization of Instagram reels as a tool for language acquisition was widely valued by the student population. The participants reported that the material was both enjoyable and captivating, providing them with the opportunity to acquire knowledge at their preferred speed and location.

Several students have indicated that Instagram reels have been beneficial in enhancing their listening and speaking abilities. This is attributed to the fact that the information shown in reels is authentic, hence exposing them to a diverse range of accents and dialects. The interviews done as part of the study unveiled that students perceived the platform as highly beneficial for acquiring grammar structures and vocabulary within a contextual framework.

Nevertheless, a number of students have raised apprehensions over the efficacy of content moderation on Instagram videos. Due to the absence of established regulations, a considerable number of individuals expressed uncertainty over the veracity of the information and its suitability for their respective levels of proficiency. Hence, it is imperative to investigate quality control protocols in order to guarantee the accuracy, relevance, and utility of the content being conveyed via these platforms to the learners.

The findings of the study also indicated that students who exclusively depended on Instagram reels as their primary source for language learning encountered challenges in adopting a systematic approach to their learning endeavors. The lack of a formalized course curriculum or structured study plan resulted in a dearth of objective criteria for assessing their advancement. Hence, it is advisable for students to utilize Instagram reels as an ancillary resource for the purpose of language acquisition, in conjunction with well-organized language learning curricula that offer guidance and enable the monitoring of their overall advancement.

Acquiring proficiency in the German language has become significantly more accessible. Individuals have the option to enroll in classes offered in urban areas or pursue self-directed study using the abundant educational resources available on the internet. The utilization of online resources for educational purposes, particularly in the form of dispersed materials, can be tailored to accommodate individuals with varying levels of proficiency, including those who are new to the subject matter. When acquiring proficiency in the German language, pupils are required to attain mastery in four essential skills: listening, speaking, reading, and writing. Writing skills encompass the ability to effectively articulate and express ideas through the medium of written language. As stated by Musfiqon (2012:28), learning media encompass both tangible and intangible resources that are intentionally employed as intermediates between educators and learners to enhance the effectiveness and efficiency of comprehending educational content. The incorporation of instructional media within the educational context is anticipated to stimulate students' inclination, engagement, and drive towards learning.

CONCLUSION

Utilizing Instagram as a mobile platform for language learning is not devoid of challenges. Therefore, the focal point of mobile learning is the learners, and the effective implementation of mobile learning necessitates a comprehensive comprehension of learners' viewpoints, particularly their perspectives on mobile learning within informal learning environments (Byrne & Diem, 2014; Ch'ng & Samsudin, 2013; Kukulska-Hulme, 2012). The process of analyzing data. Mobile learning encompasses not only the portability of technological devices, but also, and more significantly, the portability of temporal, spatial, and experiential dimensions of learning. In the context of self-directed learning activities. The Acquisition of the German Language in Indonesia The present discourse centers on the sociolinguistic setting of the German language in Indonesia. The objective of the current study was to investigate the utilization of Instagram, a widely used social networking platform, as a mobile language learning tool by English language learners (ELLs) in informal learning environments. Additionally, the study attempted to determine if there were any distinct learner profiles among ELLs. Instagram is a smartphone application that can be accessed through the Google Play Store or the Apple Store for iPhone users. Dewi and Salam (2018) noted that students acquire knowledge through the use of Instagram, enabling them to extend their learning opportunities through engaging in many learning activities. This is particularly significant as traditional classroom settings often impose time constraints that may hinder the effectiveness of the learning process. Moreover, the extent of research examining the comprehensive utilization of mobile language learning in informal settings, where learners take full control and direct their own learning, is limited. This scarcity can be attributed to the fact that the majority of studies exploring the language learning capabilities of social networking platforms are either guided by teachers or conducted within the framework of formal language learning. Instagram also facilitates the engagement of learners in a purposeful manner with respect to urban, varied, and future-oriented objectives in their pursuit of academic development, instructional practices, and acquisition of knowledge. Mobile learning has garnered significant praise for its transformative and emancipatory reconfiguration of the learning process. Through the utilization of mobile devices, learners are afforded enhanced mobility, enabling them to establish spontaneous learning environments and personalized learning ecosystems (Bachmair & Pachler, 2014; Kukulska-Hulme, Gaved, Jones, Norris & Peasgood, 2017; Kukulska-Hulme & Sharples, 2016; Wong, Milrad & Specht, 2015). In summary, Instagram reels represent a novel instrument that holds promise in complementing language acquisition endeavors. However, it is imperative to acknowledge that these resources should be utilized in conjunction with structured programs, as they lack formal elements and quality assurance, potentially resulting in content that may not be suitable for individuals at all levels of proficiency. Hence, it is imperative for future investigations to delve into the optimal methods of incorporating these platforms inside formal language learning curricula.

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