Exploring students' perception on the use of Instagram as a platform in Creative Writing course

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A B S T R A C T

As a product of Information and Communication Technology (ICT), the commonly-used social media Instagram offers a new platform of digital writing with unique features that could facilitate and accommodate the exploration of creative writing genre. Through this study, 27 university students' perception were explored with qualitative descriptive study using open-ended questionnaire, interview and documentation to find out how they perceived this new platform in their writing journey in comparison to university website or traditional means like printed paper. For the findings, variety of students perception were showed in three different spectrums using thematic analysis: 1) majority of the students perceived their experience as positive one due to Instagram benefits as source of inspiration, creativity endeavour and larger engagement for their writing product; 2) some of the students also offered their negative experience in regards to word limitation and insecurity of uploading to public; 3) meanwhile, the more neutral one admitted that Instagram's benefit was just similar to other platforms. This study's significant can help future lecturer/teacher in adapting and evaluating the advantage and disadvantage of this application implementation for the improvement of future class.

1. INTRODUCTION

In the era of technology advancement in all sectors of life, education field could not be exempted from its impact. One breakthrough of technology's branches that widely transformed the current education field is through Information and Communication Technology (ICT). The roles of ICT are considered a powerful tool for changing and reforming educational practice to be better (Fu, 2013). Not only benefitted by the type of electronic devices such as computer and projectors, one of the ICT products that massively used in education environment is the existence of internet. Internet makes learning become accessible anytime and anywhere like in teleconferencing classrooms and other various learning platforms, including from social media.

In utilizing the use of internet, the branch of social media is very famous and favorable. The social media also grows not only for communicating but also for studying or learning (Rohmana, 2022). Indeed, one of the student's favorites of internet use is social media platform.According to Insani (2020) , social media are generally defined as forms of electronic communication websites for social network, such as Instagram. Created by Kevin Systrom and Mike Krieger, Instagram is a fun and quick way to share one's life in public setting through series of visual media like photos or videos with feature of caption on it (Listiani, 2016) . Compare to other social media applications, Instagram has its special place in students' heart due to its unique features. As stated by Kelly (2015) , Instagram's display is facilitating and reflecting students'

interest. This style of visual social-media is really attractive for students, a place where they can see each other post, hang-out and explore the world in virtual setting.

Taking this fact into account, utilizing the use of social media Instagram towards the goal of education is the desire of many teachers. Teacher could maximize the use of this social media Instagram as platform of learning, so that students can enjoy their time learning while scrolling through their favorite app. In education field, Instagram can help in integrating virtual services to support and enhance educational communication and engagement (Cornali & Cavaletto, 2021) . Indeed, teacher could be benefited by Instagram's caption for students in communicating their writing and by Instagram's hashtag for students' writing engagement, including in the exploration of creative writing skills.

Creative writing can be identified as study on how to produce writing with a style (Rifa'i, 2019). As a genre of writing, creative writing is an original imaginative production with the purpose to entertain and share human experience. It can also develop students' talent and craft in linguistics and contemporary culture (Earnshaw, 2007). Creative writing has their own signature that unique, original and creative compare to the traditional and formal writing genre (Dhyaningrum, 2017) . This relation of creative writing to the aspect of human creativity is closely related. Pope in Mintarini (2014) defines human creativity as the capacity to produce something innovative, novel, originally fitting and also appropriate to certain purpose. Creative writing genre indulge these aspect as its core so it called as creative writing or writing form in creative way.

In its practice, creative writing is dynamic in terms of challenge both for teacher to facilitate and students to participate or partake. In traditional manner, students' creative writing platform for display or communication is usually only submitted in the form of printed paper or sometimes online through university website. Unfortunately, this regular way restricts creative writing activity in only one tight way of engagement from students to teacher with no flexibility of further exploration. It is reducing the possible enjoyable endeavors for students where they can exchange, sharing and see each other products easily in public display. It also reduces the potential of students' creation from having real audiences (Mintarini, 2014) . Thus, to give students new dimension where they can showcase their creative writing pieces, then teacher has to come out with variety of ideas such as alternative platform using social media Instagram.

Instagram with its unique features could facilitate student creativity in this creative writing genre. Instagram with the feature of caption provide students space in displaying their writing (Johnson, 2021) . Not only that, with the additional picture features, students can add visualization to communicate their creative writing products. Through the option of video, students can also illustrate their writing with some background sound and moving picture. All of these feature is free, easily accessible to everyone; therefore, they can share, comment and see each other post not only the teacher. These variety of advantages also the reason that making this platform being used in Creative Writing course of Lambung Mangkurat University.

The students from English Language Education Study Program (ELESP) in Lambung Mangkurat University is very familiar with Instagram in their Creative Writing Class. As one of the elective courses for the 5th semester students, Creative Writing in its syllabus is defined as 2-credits course that guide post-intermediate students to master the writing skill of non-academic and creative genre that has the purpose of entertainment. According to the syllabus, this course covers several fiction and non-fiction, such as poetry, quote, creative advertisement, short story, film review, plays, creative articles, personal essay and memoir with the heavy

emphasize on the practice over the theoretical study. This course expected the students who take it to produce several pieces of writing in variety of forms.

The use of Instagram as technology and platform of displaying writing in ELESP has been implemented for few years starting from the pandemic till this new normal. Amidst these years of process, it is still important to see from the other lenses which is from students' personal perception toward the use of Instagram as display platform in Creative Writing class. It can be said that perception deals with students' process of thinking and perceiving their experience to get some insights, opinion or some understanding (Almukhlissy, 2020) . Every individual has their own perception or meaning of the world, so that is why different individuals might perceive the same thing in different ways either positive, negative or neutral one (Irwanto, 2002; Gasper, 2018). As stated by Mintarini (2014) in the previous study using blog, future researcher might be benefitted to explore other platform for Creative Writing course aside from blog to investigate students' perceptionand experience during the learning process. Therefore, it is interesting to see students' perspective in this matter regarding their opinion, experience, advantage, disadvantage and even struggle along the way of using Instagram platform in their writing. Thus, this study was created in the first place.

On the discussion of Creative Writing course, there had been a research conducted by Mintarini (2014) upon the utilization of blog as a display platform of students' creative writing. The findings showed that the majority of the students perceived the use of blog giving positive impact to their writings. It made them easy to communicate their writing, to engage and gain inspiration from seeing each other post. From this study, there is still contextual gap of platform that can be explored in Creative Writing course especially in the fact that the use of blog is not on the trend anymore like in early 2010s. Taking into account that Instagram is well-used by students nowadays and rank high in list of favorable social media, the researcher decided to use this application to answer the contextual gap. Therefore, taking this as inspiration and factoring the fact that there was no research done in investigating students' perception to Instagram's utilization in creative writing course, this research focused on that aspect.

Moreover, on the general discussion of Instagram, there had been several researches conducted in exploration of this field. Akhiar, Mydin, & Kasuma (2017) through their research investigated the perception of undergraduate students in Malaysia in their descriptive essay writing activity published on Instagram. The findings showed that majority of respondents perceived Instagram positively as a virtual storytelling platform that matches students' preferences and able to boost students' motivation (p. 58). In addition, still in the discussion of descriptive writing genre, Insani (2020) with her study found that the use of Instagram has significantly improved students writing skills and provided variations of writing to release students' boredom (p. 42). Another research conducted by Ramalia (2021) in investigating students' perception towards Instagram as their writing assignment platform also show positive results. Majority of the students agreed that Instagram was fun, easy, engaging and effective display platform to be used in writing assignment. Despite the stream of highlight given to the use of Instagram to specific and general genre of writing, there had been limited research and attention particularly on the contextual gap implemented in Creative Writing course that notably would frequent the realm of creativity endeavor for students. Thus, the researcher tried to explore students' perception of the use of Instagram in Creative Writing course.

Considering and taking into account these several previous studies in related field of teaching and learning language process, this research tried to answer and fill in the gap. This study would closely explored students' perception and experience of Instagram to its usefulness

or some troublesome they found in the way of using it as platform of display to communicating their creative writing product. Thus, this study covered and explored students' perception on the use of Instagram as the platform in their Creative Writing course.

2. METHOD

2.1 Research Design

This present study employed qualitative descriptive research. This method was chosen in accordance to the goal of the study that is to gain comprehensive summarization of specific events and to explore holistic and deeper understanding of participants (Lambert & Lambert, 2012) . Through this design, students' perception, experience, and attitudes were explore elaborately on the use of Instagram as the platform in their Creative Writing course.

2.2 Subject and Setting of the Research

In choosing research participant in this study, the researcher used purposive sampling technique to obtain purposively cases deemed rich in information for saturating the data (Lambert & Lambert, 2012). The participants of this study consisted of 27 students of English Language Education Study Program (ELESP) in Lambung Mangkurat University batch 2019 that have previously completed their Creative Writing course in the academic year of 2021/2022. They were the newest batch that complete this course; thus, it fitted into the criteria based on the concept of perception that refers to the way the brain perceives information based on memories and experiences (Schat, 2014) . During the class, the students were continuously assigned to upload their Creative Writing product to Instagram. Therefore, they were chosen as participant of this study.

2.3 Data Collection Procedure

In exploring and collecting ELESP students' perception, this research employed three instruments for gaining the data as follows:

The first instrument used within this study was an open-ended questionnaire given in English through online using Google form. This open-ended questionnaire contained 20 items from 4 sub-indicators consisting of students' perception on their performance expectancy (6 items), effort expectancy (4 items), facilitating condition (4 items) and social engagement (6 items) when using Instagram as platform in their Creative Writing class. This indicator model was adapted from the theory of UTAUT (Unified Theory of Acceptance and Use of Technology) by Venkatesh et al. (2003) and social engagement study by Gray & DiLoreto (2016) . These theories were chosen as the foundation because of its aimed to assess and evaluate the current state of knowledge to understand students' perception and acceptance of information and technology. Another key purpose was also to provide a basis for discovering the impact of the use of technology in education on students' perception, beliefs, and attitudes (Marchewka & Kostiwa, 2007).

The second instrument used in this study was interview. Interview was administered to clarify the answer of students' perception in the previous questionnaire as well as to investigate and comprehend more ideas of their understanding. The researcher conducted a semi-structured interview via online through WhatsApp voice/video call for six students who have each written or shown strong perception in questionnaire either majorly positive, negative or neutral perception. In accordance with the study done by Irwanto (2002) and Gasper (2018) , exploration of perception could be classified in three different spectrums such as: 1) Positive

perception indicated by students' agreement, enthusiasm, energy; 2) negative perception with students' tendency of disagreement, disapproval, lethargy; and 3) neutral perception when positive and negative affect are both minimal. So, there had been two students interviewed for each strong positive, negative or neutral perception.

The last instrument was documentation. In this study, the documentation presented in the form of students' previous creative writing form that have been uploaded in their Instagram account using hashtag #CreativeWritingELESPULM. The picture, caption, or video scene was captured or screenshotted to be the additional proof of the finding and discussions.

2.4 Data Analysis

The data from the open-ended questionnaire categorized based on their type of perception (Irwanto, 2002 ; Gasper, 2018) either positive, neutral or negative perceptions. This process conducted by using thematic analysis which was a method for analyzing, classified and summarized occurring themes in qualitative data into their own category (Braun & Clarke, 2012).

The general process of analyzing the data using thematic analysis were as follows: 1) familiarization with transcribing the set of the data, 2) developing codes to encompass the participants' responses into key themes, 3) identifying and classifying the data into its similar themes, and 4) re-examined all the themes to ensure that these themes reflected the questionnaire data and also answered the research questions.

As for the data from interview were analyzed and cross-checked with data from questionnaire. The three general process of interview analysis consisted of data organization, data reduction, and data display. After displaying the data, the researcher summarized and created conclusion of students' responses based on the research questions.

The data were also taken from from documentation. Students' writing form in Instagram had been attached and organized to see how their writing experience were facilitated through Instagram. This documentation became a finishing package to ensure the reliability of the result in questionnaire and interview. With the analysis of documentation, it can be seen how students creatively used the features of Instagram in their writing.

3. RESULTS AND DISCUSSION
3.1. Students' Perception of Instagram' Facilitating Condition

The results of open-ended questionnaire and interview reveals students' perception towards facilitating condition of Instagram as a platform in Creative Writing were explored through sub-indicator of compatibility and facilitating condition.

Table 1. Students' Perception of Instagram Facilitating Condition

Sub-indicator	Perception	Theme	Definitions
Compatibility	Positive	Facilitating digital writing	Students claimed that Instagram that majorly used by their age group was compatible for the need of digital writing as an upgrade to traditional handwriting or printed one.
	Negative	Incompatible towards digital writing needs	In contrast, some students also felt that writing through Instagram was not that compatible due to limitation of word to facilitate the course
	Neutral	Compatible depends on type of writing	In neutral ground, students claimed that for short genre of creative writing like poetry, Instagram can be compatible, but not for lengthy one like short story.

Sub-indicator	Perception	Theme	Definitions
Facilitating Condition	Positive	Instructions are clear and precise	Students believed that their lecturers had facilitated, explained and directed them well in the format of the writing, where to and how to use or upload.
	Negative	No instruction on how to use Instagram, just task guidance	Lecturers did not briefed them in detail on how to upload through Instagram on the assumption that everyone had already familiar with it; thus, students' just got briefed on the task or the writing product.

From the research result of Instagram's compatibility indicator, almost all students showed positive perception that Instagram was compatible in facilitating digital writing needs. Students expressed that Instagram used as digital writing platform was a unique method that refreshing and relatable towards their daily life.

"I think so. Nowadays, we live in the digital era and one of the digital media that mostly used by everyone is Instagram. Moreover, the majority user of this app is students, so it can be said that using Instagram is sort of compatible towards the current digital learning needs." (S22)

Through this finding, it can be seen that students viewed Instagram compatible not only for social media application, but also for digital writing platform. This is consistent with study done by Kelly (2015) , the fact that Instagram being overwhelmingly popular to be used by student merits as innovation of digital learning tools in various scopes including in writing. This also supported by Vankatesh et. al. (2003) that technology compatibility is reflected with students existing needs and experiences in adapting their routine into learning tools. Thus, teacher strategy to integrate this application towards digital writing is a good strategy to accommodate learning environment that encompass students' likeness into it.

But, contrast to the majority that showing positive perception, there were two students that gave different insight and expressed their displeasure about compatibility of Instagram to writing genre. They gave comment about the limitation of word in Instagram caption that can render longer writing into short one only. Meanwhile, the three neutral students perceived that Instagram can potentially benefit for Creative Writing, but not to all genre of writing. This downside of Instagram feature to writing was not for a mere reason. From the study done by Kelly (2015) , it provided similar theme that Instagram regulation of 2200 characters per post/caption or comment indeed might prevent more extensive texts.

"However, the use of Instagram, in my opinion is a bit less optimal. Especially, if the task given is a pure writing task, which is contrary to Instagram, which nowadays prioritizes photos and videos." (S20)

But as stated in response by Student 21, Instagram feature is potential to be writing platform such as caption, or even in photo format. Indeed, this shortcoming could be solved by maximizing the use of display media in Instagram. As stated by Insani (2020) in previous study, the use of Instagram is providing variations in implementation of writing. The variety of Instagram feature offers alternative to comprehend the length of the writing task. As can be seen

from Figure 1, students can maximize the use of caption or picture to showcase their writing product even in length.
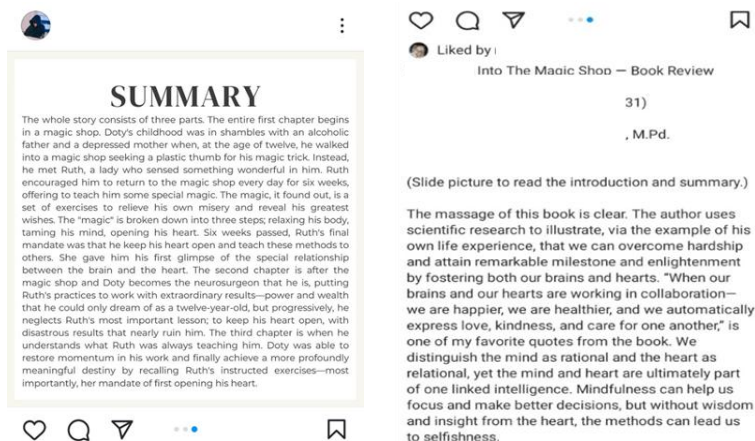

Figure 1. Variety of Writing Displays in Instagram

Aside from exploring the sub-indicator of compatibility, the research was also looking for students' perception of lecturer role in facilitating the technicality of Instagram. Majority of the students showed positive perception that lecturers have accommodate or briefed them in using Instagram in clear and precise direction. Teacher involvement and roles here were claimed by students to be well facilitating them in how to use the apps and also in regard to the assignment instruction and format. This teacher's role in the use of technology is in accordance with the study done by Kelly (2015) about challenge of digital education using social media as a platform that required a teacher to adapt their role. The facilitator role requires teachers to accommodate and to guide students along their learning.

In contrast to the previous spectrum, five students also showed their negative responds as in disagreement towards the questions. They believed that details instruction was not given by lecturer for the assumption students already familiar with the application. Indeed, students agreed and claimed that facilitating instruction by teacher on how to use the application was not necessary to begin with because Instagram was not difficult application.

"Usually we were just getting task to post our works on Instagram, without any further instruction. And then we would just done self-taught." (S13)
"They (lecturers) didn't specifically tell us how to use it. But, it's okay because it's unnecessary anyway. Most students are very knowledgeable about how to use Instagram." (S20)

This finding is in accordance with the study by Barton and Potts (2013) about learners' ability to adapt more autonomously in the matter of using social media in their learning. Students have engaged in self-authorship and self-taught for social media in their everyday app. Indeed, students' favorite and familiarity of this application was one of the greatest weapons why teacher can utilize and maximize this platform into digital writing with ease.

3.2. Students' Performance Expectancy when Using Instagram in Creative Writing Course

Presented with thematic analysis, the result of students' perception and expectancy towards their performance when using Instagram in their Creative Writing course were arranged

based on the three sub-indicators: perceived of usefulness, relative advantage and outcome expectation as follows:

Table 2. Students' Performance Expectancy when Using Instagram

| Sub-indicator	Perception	Theme	Definitions
Perceived of Usefulness	Positive	Providing new variety of display platform for writing	Students showed their appreciation for new display platform of writing through Instagram outside of their usual official university website in *Simari*.
		Awaking creativity side	Students perceived that Instagram increase their creativity; they tend to work harder to integrate their writing into posts that pleasing to the eye.
		Source of Inspiration	Students agreed that they use Instagram as source of inspiration in writing through the hashtags feature and posts.
	Neutral	Inspiration from another platform	Some students found their inspiration not only from Instagram but also from another sources like Pinterest, etc.
Relative Advantage	Positive	Providing visualization media for writing	Compare to traditional platform, students believed that Instagram allowed them to visualize their writing to make it more alive.
		Effective and efficient platform of submission	Uploading through Instagram was viewed as easy for students. It was also efficient in saving more time, money and paper compare to traditional way.
		Reliable for its low risk of maintenance	Student believed that Instagram more reliable and rarely crash, compare to *Simari* website that might go down for a couple hours, hindering submission of task.
	Negative	Instagram doesn't provide private nature for submission	Students negatively perceived Instagram nature that open for public setting was upsetting because they prefer more private submission where the communication only run between them and the lecturer.
		Compare to via Simari, submission through Instagram might undetected	Students stated another shortcoming of Instagram tagging system of submission that have the probability of undetected compare to *Simari* that neatly archive students writing.
	Neutral	Similar accessibility	Students perceived that there was no significant difference between traditional submission platform like *Simari* and new one like Instagram in terms of accessibility.
Outcome Expectation	Positive	Increasing confidence in writing	Uploading through Instagram gave students opportunity of good habit to increase confidence to present their writings in public.
	Negative	Confidence not increasing	Several students offered that they were embarrassed to publish their writing to Instagram because of afraid be given negative feedback from viewers.

In this sub-indicator that exploring the usefulness of this application as writing platform, all students in the class agreed that Instagram was benefitted them as refreshing variety of writing display. Students also showed their appreciation for the application that offered unlimited way of installing their creativity into the writing product. Their creativity was stimulated by various features of Instagram that can facilitate their writing to be more unique.

As supported with findings by Insani (2020) in previous study, caption and visual-media of Instagram as writing platform can be an ideal place to introduce creative and fun writing in learning process where student can display and communicate their ideas in writing.

"Instagram feature stimulate us to be creative and make our post attractive to see, for example it is fun to decorate our picture before uploading. We also could upload our reciting poetry assignment in video format to add into the aesthetic value and background song." (S20)

Instagram was also viewed as a great tool for inspiration for majority of the students. Using the feature like *hashtag,* students can explore all post in accordance to their liking. With one click, they can see various post from people all around the world as their inspiration like in *Figure 2*. This feature enabled students to browse their idea in color and make their writing more lively. In contrast, in more neutral tone, two of the students also shared their perception that they found inspiration in elsewhere sources too like from books, songs, or another application like Pinterest.
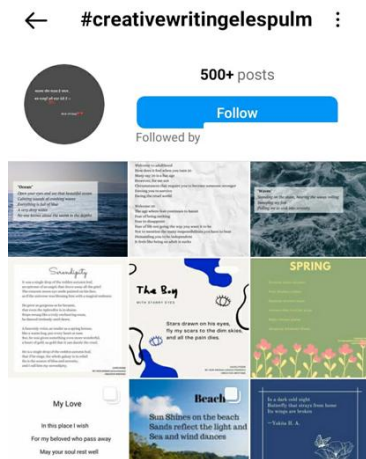
Figure 2. Instagram Hashtag as Source of Inspiration

As for the sub-indicator of relative advantage of Instagram in comparison to another method of Creative Writing platform such as university website (*Simari*) or printed paper, almost all students agreed that Instagram aid them in visualizing their story alive. Compare to traditional media like university website and printed-paper, students admitted the advantage of Instagram was making their writing more attractive to the eyes and engaging towards the audience. Like in *Figure 3*, students can creatively display their writing using the visual picture or even in video format of *Reels* feature with its background music too. This finding is in accordance with study done by Kelly (2015) that viewed from the psychological side Instagram display can facilitate students' interest and creativity more compared to traditional medium of writing such as paper.
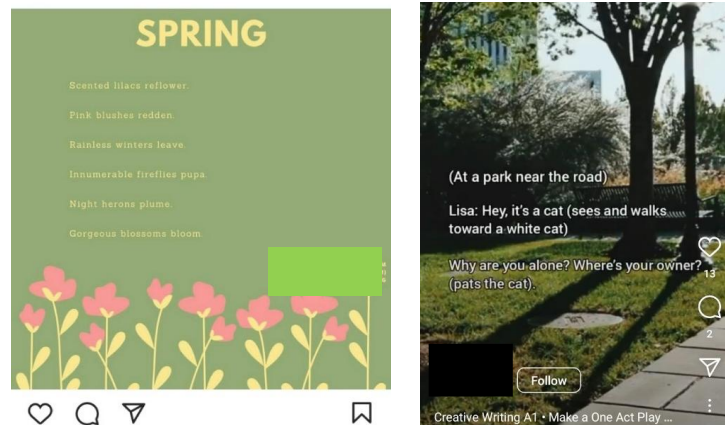
Figure 3. Writing Visualization using Instagram Features

Moreover, majority of the students also agreed that Instagram was effective and efficient application for submission and display platform of their writing because it can be uploaded and accessed anytime-anywhere. In the practical side, submission platform via Instagram also paperless compare to traditional submission like through printed paper. Instagram was claimed by students as reliable and rarely crush for its low risk of maintenance compare to *Simari* university website that might go down for a couple hours, hindering submission of task.

This relative advantage was also with its shortcoming of that being shown by Students 23 about the possibility of undetected or untraced submission due to massive tagging protocol to lecturers account compare to *Simari* that neatly archive students writing. This showed that the advantage of Instagram was not that perfectly absolute, still there is aspect to be evaluated to its minor error.

Aside from that, several students also shared their personal displeasure about nature of public setting of Instagram. This discomfort was also shared from the interview with Students 13 that admitted uploading publicly with the potential to be seen by a lot of people made them insecure and not confidence. The alternative way from them in solving this issue was with uploading the task using their new account of Instagram, made solely for sorting and uploading their academic assignment.

Lastly, in the third sub-indicator of performance expectancy was about outcome expectation of students during and after using Instagram. In regards to writing field, majority of the students claimed that the outcome of uploading through Instagram was increasing their confidence. With the assumption that their writing would be upload publicly, it made them create more effort in showing their writing masterpiece. This finding is in accordance with the previous study conducted by Akhiar, Mydin, & Kasuma (2017) , the role of Instagram for educational purposes as virtual storytelling platform can boost their confidence and motivation in writing.

In contrast to that, several students claimed otherwise that they were not got any confidence due to insecurity for publishing their writing to public audience. As stated by Students 27 in the interview, she said Instagram was not stimulating her confidence because insecure seeing great work from other students in their Instagram. Indeed, this issue of insecurity was also found in previous study by Ramalia (2021) , students felt that writing is personal assignment and does not need to be published in public because they feel unconfident of their writings.

To answer this privacy issue, Kelly (2015) in her study stated that it is normal to see students' negative attitudes towards the application but it derived more from individual personalities, their learning styles and confidence levels rather than the features of technology or Instagram application itself. Teachers' role here was to accommodate and help them adapting into it with more ease. As for the alternative in the experience, several students in the questionnaire and interview admitted that they made one more Instagram account just for the assignment purposes as not to be embarrassed for their persona in main personal account.

3.3. Students' Perception of Social Engagement in Instagram

Students' perception of how social engagement occurs in Instagram in their Creative Writing course presented with thematic analysis, the result is in the table below.

Table 3. Students' Perception of Social Engagement in Instagram

| Sub-indicator	Perception	Theme	Definitions
Social Engagement	Positive	Providing new variety of direct feedback via *comment*	Some students shared their preference to be given feedback by lecture through Instagram because it was encouraging, especially when it is a good feedback/comment.
		Engagement in Instagram is active one	Students showed positive perception of engagement in Instagram. The active interaction is not only from lecture but also from students to students.
	Negative	Issue of Plagiarism	Student claimed that one of the disadvantages of rich inspiration and public setting of Instagram was the risk of plagiarism.
		Feedback in Instagram is limited in length	Student perceived that feedback in traditional method is more elaborated compare to Instagram due to its limit on the text length.
	Neutral	Feedback could be given on any platform	Some students also find its effective both way when be given feedback in any platform because the purpose is remained to give constructive and guidance to be better in writing.

Based on the findings, majority of the students agreed that Instagram was innovative platform of writing engagement. They viewed Instagram and its feature really providing them new active engagement where they can reach more audience with public setting and *share* feature and also appreciation from *like* and *comment*.

"It's good. The interaction is not only from lecture to the students but also from students to students. Thus, it's not passive since everyone can give my writing like and comment." (S5)

This is supported by study conducted by Kelly (2015), leaners writing in public setting may feel their text has greater authenticity and purpose in comparison to traditional writing which may only be viewed by a teacher. Indeed, Instagram provided them a chance to be discover and their writing to be read. As stated by previous study by Mintarini (2014) , Instagram increased potential of students' creation for having real audiences. But in contrasting side, Student 13 also shared his insight of possible negative side of public engagement of Instagram through potential plagiarism, "There is no guarantee that others will not use what you just posted. I am talking about plagiarism. It goes both ways anyway, you can take from others, and other can take from yours."

Moreover, another finding of the aspect of writing feedback through Instagram, students were divided into three significant perceptions. Almost half of the students admitted that feedback through traditional manner like writing form or directly face-to-face was more favorable for them. They believed that feedback was personal stuff. Students were also insecure in case there was bad comment, then they got embarrassed and called out in public. On more neutral perspective, six students admitted they did not have any preference and they were fine with any method of feedback in any platform either digital or traditional one because the purpose is remained the same to give them constructive feedback and guidance to be better in writing.

Meanwhile for the seven students who gave positive perception, they believed Instagram gave them opportunity to be given feedback directly through comment by the lecturers and peers alike. Another proof can be seen through *Figure 4* where it can be seen lecturer and other audience actively respond and gave students' writing appreciation through *like* and feedback through *comment* section. Indeed, Instagram provides learners with the ability to engage in active and meaningful social exchanges with everyone, with their immediate surroundings and even with larger audience (Kelly, 2015). Besides,giving excellent feedback can make students' writing were thoroughly appreciated and corrected (Lestari&Hartatik, 2021).
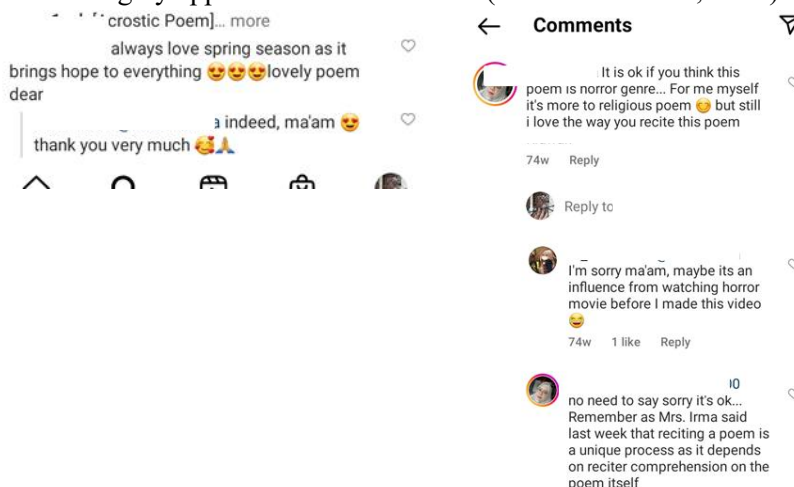
Figure 4. Feedback through Comment Section

3.4. Students' Effort Expectancy when Using Instagram

Students' effort expectancy when using Instagram in their Creative Writing course were explored with thematic analysis, the results were in the tables below.

Table 4. Students' Performance Expectancy when Using Instagram

Sub-indicator	Perception	Theme	Definitions
Perceived Ease of Use and Complexity	Positive	Instagram is easy to operate	Students claimed that Instagram is easy to operate because it is already installed and logged in on their phone.
	Negative	Uploading thru Instagram is time consuming	Some students viewed Instagram that required to be in the form of picture and caption are time consuming. They have to edit the tasks through some application before uploading.
	Neutral	Operating Instagram or *Simari* as platform of submission is equally easy	Both are in the same level as long as the internet connection is good and there is no technical problem such as maintenance of the app/website.

Students' perceptions were split between these two: half of them think that Instagram was easy to operate, meanwhile the other half belief that *Simari* or the university website was easier. For students that favored Instagram, they believed that Instagram was easy in its operation and technicality. Students did not have to log in beforehand or access many thing because Instagram had been logged in on their phone. As supported in previous study conducted by Ramalia (2021), students' familiarity and easiness of using Instagram in daily basis made their perception towards Instagram resulted in positive way.

"Instagram is a lot easier because it is already installed and logged in on my phone. When using Simari, I had to access the portal through the Internet and login." (S10)

As for the students who favored the other platforms, it was because they viewed uploading through Instagram to cost more effort in integrating editing skill of photo or video, instead of like just focus on uploading the main writing as it was in more traditional platform. There were also the neutral perception students that believed the effort expectancy was equally similar between the platforms of modern one and traditional one because both of the platform still need internet connection to be functioned.

"Via Simari is better. Because (in Instagram) we should edit the tasks through some application and we should make the interesting caption which is time consuming." (S3)
"Both are in the same level as long as the internet connection is good and there is no technical problem such as maintenance of the app/website." (S19)

All in all, these range of various perspective from positive, negative and neutral in each indicators showed how every students coloring this Creative Writing class journey through their distinctive experience and personal memory. It might be either ended with the sail-success of operation to satisfaction degree or some discomfort of struggle along the way. This was in accordance with Schat's statement (2014) about process of perception, because every individual have their own interpretation of meaning to the stimulus that was why different individuals might perceive a same thing in different ways. Indeed, perception was systematically shaped by human belief and experience, so that the variety of students' responds gave broad spectrums to what was their personal perception of Instagram in Creative Writing class. Thus, this was the beauty of human perception where similar memory can be perceived differently in various colors, tones, and directions.

4. CONCLUSION

In current digital education, the role of Instagram is not merely as social media application anymore, but also proven to be beneficial to facilitate digital writing, especially for Creative Writing course. Evaluating Instagram from the angle of facilitating condition, Instagram claimed to be compatible for the digital writing needs; moreover, it is by the help of lecturer's role to ease the implementation on how to use this technoloy in classroom setting. Several negative responses over limitation of word in Instagram could be solved by maximizing Instagram feature like caption and visual-media for writing platform. Another angle of student's performance expectancy, Instagram is benefitted to facilitate students' exploration of inspiration and creativity journey. Variety features of Instagram helped students to make their writing alive,

pleasing to the eyes and engaging to the audiences. In comparison to traditional platform such as through university website and printed paper, Instagram was accessible anytime and anywhere. Some students who were more private sadden by the fact that Instagram was set for public, but this also came as challenge for them to produce their masterpiece to not feel insecure. Instagram trained students to hone their confidence in writing. Another perspective of indicator of social engagement, Instagram proved to be a new interesting engaging platform for students to be given feedback by anyone and its instant reaction of feature *'like'* and *'comment'*. Students were excited to be given a live audience to showcase their writing product. Lastly, students' perspective based on the indicator of effort expectancy, majority of the students claimed that Instagram was easy to operate, but some also shared about their difficulties of using Instagram due to internet connection and limitation length of creation.

All in all, through these description of the experience and perception of students in their Creative Writing class can be seen three spectrum of positive perception of the benefits, negative one for the shortcomings and neutral stand. This was the beauty of human perception where similar memory can be perceived differently in various colors, tones and directions. It can be concluded that this use of technology as in through Instagram application can bring new variety of digital creative writing platform for students, an upgrade from traditional one like through their university website and printed paper. As for the significant of this study can help lecturer and teacher alike to become a guide to evaluate, improve and maintain the current use of Instagram in learning process. This study can also be reference and additional consideration for future teachers/lecturers who are interested in adopting and utilizing Instagram specifically in Creative Writing course and generally in other writing forms or genres.

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