

Utilization of Social Media for Learning and Development of Livestock Business

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Abstract

One of the most significant innovations in the current digital era is the emergence of social media as a multifunctional platform that can be utilized for various needs, from communication between individuals to global collaboration, entertainment in multiple formats, digital content-based education, and business development and promotion in different sectors. Social media such as YouTube has proliferated into a platform that provides information that is easily accessible to multiple groups and has a significant positive impact. One of the impacts is the ease and speed of long-distance communication, which facilitates interaction between individuals or groups even though they are separated by space and time. This study aims to analyze the use of social media in learning and developing livestock businesses. The approach used in this study is descriptive qualitative, which adopts a constructivist paradigm and a case study approach. Two informants involved in this study were selected purposively because they have businesses in the livestock sector, especially goats. The results of the survey show that YouTube has proven to be an essential tool for farmers in improving business skills and efficiency because it provides easy access to practical knowledge about livestock management, such as feeding techniques, livestock health care, business management strategies, and independent learning resources, gaining knowledge from experts and experienced practitioners.

Keywords: Learning Media, Livestock Business Development, Social Media, YouTube

Abstrak

Salah satu inovasi paling signifikan dalam era digital saat ini adalah munculnya media sosial sebagai platform multifungsi yang dapat dimanfaatkan untuk berbagai kebutuhan, mulai dari komunikasi antarindividu hingga kolaborasi global, hiburan dalam berbagai format, pendidikan berbasis konten digital, serta pengembangan dan promosi bisnis di berbagai sektor. Media sosial, seperti YouTube, telah berkembang pesat menjadi platform yang menyediakan berbagai informasi yang mudah diakses oleh berbagai kalangan, serta membawa dampak positif yang signifikan. Salah satu dampaknya adalah kemudahan dan kecepatan dalam melakukan komunikasi jarak jauh, yang mempermudah interaksi antara individu atau kelompok meskipun terpisah oleh ruang dan waktu. Penelitian ini bertujuan untuk menganalisis pemanfaatan media sosial dalam pembelajaran dan pengembangan usaha peternakan. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif deskriptif dengan mengadopsi paradigma konstruktivis serta pendekatan studi kasus. Dua informan yang terlibat dalam penelitian ini, dipilih secara purposive karena mereka memiliki usaha di bidang peternakan khususnya kambing. Hasil penelitian menunjukkan YouTube telah membuktikan perannya sebagai alat penting bagi peternak dalam meningkatkan keterampilan dan efisiensi usaha karena menyediakan akses mudah ke pengetahuan praktis tentang manajemen peternakan, seperti teknik pemberian pakan, perawatan kesehatan ternak, hingga strategi pengelolaan usaha dan sumber belajar mandiri, mendapatkan pengetahuan dari para ahli maupun praktisi berpengalaman.

Kata Kunci: Media Sosial, Pembelajaran, Pengembangan Usaha Peternakan, YouTube

INTRODUCTION

Information technology and social media play an essential role in improving the economy, skills, and standard of living and enriching the education process and social interaction. Technological advances allow social media to function as a communication and knowledge-sharing tool. Social media is considered a reliable form of communication, especially when traditional media fails to convey messages and a long-distance interaction channel to build relationships and exchange information between users (Roztock et al., 2019; Bukar et al., 2020; Sidharta et al., 2024). Information and communication technology development has created a revolutionary impact that has profoundly changed various aspects of human life.

This has not only spread to patterns of social interaction but also encompasses the field of learning, where technology has introduced more flexible and interactive educational methods (Ifejika et al., 2019). In addition, this development also plays an important role in business development by enabling the birth of new business model innovations, operational process optimization, and digital market expansion (Wolff, 2021; Situmeang et al., 2020). In the technological dimension, information technology provides excellent opportunities for individuals and organizations to maximize the use of various digital resources, which in turn can increase efficiency and productivity. In the educational dimension, information technology plays an important role in expanding access to learning resources, facilitating skills development, and providing a platform for more interactive and data-based learning (Ausat, 2023).

One of the most significant innovations in today's digital era is the emergence of social media as a multifunctional platform that can be utilized for various needs, from communication between individuals to global collaboration, entertainment in various formats, digital content-based education, business development, and promotion in various sectors (Kietzmann et al., 2011; Kumar & Nanda, 2022). Social media allows people to create content, share information, collaborate, discuss, and network through various formats on the internet and can gain a lot of knowledge and ideas and the opportunity to build partnerships and reach a broader consumer base (Azzaakiyyah, 2023; Jabeen & Gul, 2023). In the livestock sector, the use of social media has opened up broad opportunities for livestock farmers to not only increase their knowledge through access to the latest information and online-based training but also expand their technical and managerial skills, as well as strengthen business networks with local and international partners (Mapiye et al., 2023).

In addition, social media provides ample opportunities for farmers to share experiences, practical tips, and solutions to the various challenges they face in running their businesses. Through interactive features such as comments, group discussions, and video and image content, social media acts as a platform that not only provides access to information but also encourages close relationships between farmers. Thus, social media creates a collaborative, dynamic, and interactive learning environment where farmers can continue to improve their knowledge and skills. Its presence can be considered a revolution in the communication process, which changes social learning to be more inclusive, efficient, and effective (Bandura, 1976; Selinger, 2019).

Social media not only acts as a learning tool but also has great potential to support the development of livestock businesses (Mateo, 2016). Farmers can promote their products more widely and efficiently by utilizing this platform, allowing them to reach a larger audience without geographical limitations. In addition, using social media helps farmers save time and money, making it a more practical choice than traditional marketing methods (Balkrishna & Deshmukh, 2017). Another advantage is the ability of social media to support direct interaction between farmers and consumers, creating a space for farmers to listen to feedback, respond quickly to customer needs, and build more personal and trusted relationships with their consumers (Mukherjee & Kumar, 2021).

Social media, such as YouTube, has rapidly developed into a platform that provides information easily accessible to various groups and has had significant positive impacts. One of the impacts is the ease and speed of long-distance communication, which facilitates interaction between individuals or groups even though they are separated by space and time (Kohle & Cuevas, 2010; Dehghani et al.,

2016; Costa-Sánchez, 2017; Pratama et al., 2020). In addition to serving as a means to share knowledge in a visual and interactive form, this platform also allows users to access first-hand experiences from practitioners, innovators, and communities, especially in the global agricultural sector. This is useful for enriching the learning process and applying more efficient and sustainable agricultural techniques (Thakur & Chander, 2018).

Although social media has great potential as a learning and business development tool, its use is not without several significant challenges. One of the main challenges is the lack of technical knowledge and skills needed to use this technology effectively. This can hinder individuals and organizations from using the available features optimistically. In addition, the risk of spreading inaccurate or even misleading information is also a serious problem, which can create confusion and negatively impact decision-making. These challenges require special attention so that the potential of social media can be utilized optimally (Anderson, 2019; Jaffer et al., 2023).

However, although there has been a lot of research on the potential of social media in the livestock sector, most of the research still focuses on the use of social media in general in a broader industry or a more general learning context. On the other hand, this research concentrates explicitly on using social media to learn about and develop livestock businesses. The uniqueness of this research lies in its effort to analyze how livestock farmers, especially in the context of livestock businesses, can utilize social media not only to obtain information or share knowledge but also to promote their businesses, expand market reach, and support direct interaction with consumers. Most studies highlight how social media functions as a communication and interaction platform that enriches social and learning experiences (Roztock et al., 2019; Bukar et al., 2020), as well as a tool for expanding markets and business innovation (Wolff, 2021; Situmeang et al., 2020). In the livestock sector, social media has been recognized as a tool that can improve skills, expand networks, and provide opportunities for farmers to access information and collaborate (Mapiye et al., 2023; Azzaakiyyah, 2023).

Thus, the main difference between this study and previous studies is the specification of the livestock sector and the analysis of how social media is used in the context of education, skills development, and business promotion with a greater focus on livestock entrepreneurs, as well as the challenges they face in optimizing the use of social media for these purposes. This study aims to analyze the use of social media in learning and developing livestock businesses. Previous studies have explored the role of social media in various sectors, such as education, communication, and business development.

However, the article has not fully elaborated on how Bandura's (1976) Social Learning Theory is used as the conceptual framework to explain the learning process experienced by livestock farmers through digital media. In this context, the concept of observational learning becomes central to understanding how farmers learn from models (content creators) via the stages of attention, retention, reproduction, and motivation. Audiovisual-based learning allows users not only to cognitively absorb information but also to imitate the practices shown in a visual format.

Moreover, although numerous studies have examined the potential of social media in agriculture and education, few have specifically explored the role of YouTube in the goat farming sector in Indonesia—particularly from the perspective of development communication or farmers' digital literacy. This study attempts to address that gap by emphasizing how audiovisual platforms like YouTube serve as tools for independent learning and capacity building for small-scale farmers.

METHOD

The approach used in this study is qualitative descriptive, adopting a constructivist paradigm and a case study approach, which is designed to explore and understand phenomena in depth through analysis of real-world contexts. The constructivist paradigm, which is the main foundation of this study, views that truth is not absolute and objective but rather a social construction built through the interaction and subjective perception of individuals or groups. In this paradigm, each individual

interprets life events and experiences based on a unique perspective so that the truth of a social reality can be considered relative. This means there is no single truth but many perspectives that can develop along with the different understandings and experiences of each individual or group involved in an interaction (Creswell, 2018). Therefore, in this study, we seek to interpret and understand informants' subjective views and experiences and how they construct knowledge and meaning in the context of learning and developing their livestock businesses.

In addition, the case study approach was chosen as a research method because of its ability to conduct in-depth investigations of phenomena in particular and authentic contexts. Case studies allow researchers to explore and analyze a case or situation in detail, especially when the distinction between the phenomenon being studied and the context in which the phenomenon occurs is not so clear. In this context, case studies are beneficial for exploring how the use of social media in the livestock sector, especially in goat farming businesses, operates in complex social situations and conditions (Yin, 2018). This approach facilitates a deeper understanding of the dynamics involved in using technology in a particular business sector, considering the context and influencing factors on the ground.

This research was conducted in the Tangerang City area. Two informants involved in this study, namely Latif and Salman, were selected purposively because they have a business in the goat farming sector. Purposive sampling is a technique in which researchers deliberately choose specific individuals or groups based on characteristics or criteria relevant to the study's objectives (Palinkas et al., 2015). With this approach, purposive sampling functions optimally in studies that focus on specific populations or problems that require in-depth insight from intentionally selected informants (Nyimbili & Nyimbili, 2024).

The selection of the second informant was based on the criteria that they have direct experience in managing livestock businesses and interacting with social media as a means of learning and business development. Through interviews with them, this study seeks to understand how they utilize social media to improve technical skills, expand business networks, and face challenges that arise in the use of technology in the field of goat farming.

The selection of only two informants is theoretically justified within a case study design, which emphasizes depth over breadth (Yin, 2018). The focus of this research is not to generalize, but to explore the subjective experiences of individuals within a specific social context. According to Social Learning Theory, the aim is to examine how learning occurs through media interaction, making an in-depth understanding of selected cases more valuable than a large sample size. In qualitative research, especially those rooted in a constructivist paradigm, the richness of context and narratives takes precedence, and purposive sampling of highly relevant informants is often deemed sufficient to uncover meaningful insights

Data analysis in this study used NVIVO 12 Plus software designed to manage and analyze qualitative data. NVIVO allows researchers to efficiently organize text, audio, video, and image data. The analysis process begins with data coding and categorizing information into relevant themes. This tool also supports thematic, relationship, and network analysis and provides visualizations such as diagrams and concept maps. Using NVIVO 12 Plus, researchers can explore data in depth, identify patterns, and compile more structured research reports, helping to understand the dynamics of the studied phenomena (Jackson & Bazeley, 2019).

RESULTS

YouTube is one of the social media platforms that fulfills the public's need for information while also being a means of sharing knowledge widely. With the growing vlogger community, video content on YouTube is now increasingly diverse, encouraging people to be more selective in choosing channels that suit their interests and needs. In developing livestock businesses, especially goats, YouTube is an important learning and communication medium. Knowledge and technical skills are

disseminated through easily accessible videos, enabling social change that supports the sustainability of the livestock sector more inclusively and effectively.

For farmers like Latif and Salman, YouTube has become a primary source of learning for improving their farming skills. The platform provides content covering a wide range of topics, from farming techniques, feed management, and animal health care to marketing strategies. In addition to providing theoretical understanding, YouTube also offers practical tutorials that can be applied immediately, making it a very valuable tool for farmers to increase the productivity and efficiency of their businesses. YouTube is more than just a learning platform; it also functions as an effective marketing tool. By utilizing the video feature, farmers can reach a wider audience without the high costs of conventional promotion methods. Uploaded videos can attract the attention of thousands of potential customers, opening up opportunities to expand their market network significantly.

These findings reflect a process of self-directed learning supported by audiovisual media, where farmers actively select, interpret, and apply information from video tutorials. This aligns with Bandura's (1976) observational learning, where individuals observe modeled behaviors, retain them, and reproduce them in practice when sufficiently motivated.

According to Latif, YouTube is the social media he uses most often to learn about goat farming. He said he can find very informative and relevant video tutorials covering maintenance techniques for goat health management through YouTube. He considered that the YouTube channel he chose had the advantage of presenting interesting, easy-to-understand content supported by clear visualizations, making it easier to practice the information obtained.

"I learned about farming through YouTube because it is interesting, the language is easy to understand and makes it easy for me to understand, besides that the visuals are also good, the information is complete, and the language is not long-winded. I do not have a background in animal husbandry education, so learning from YouTube is very easy to understand" (Interview Latif).

Latif further revealed that learning through social media such as YouTube offers the advantage of time efficiency and very affordable costs, making it a preferred learning method, and this allows him to access various educational materials anytime and anywhere without having to leave the workplace or daily activities. This flexibility is essential for farmers like Latif, especially considering the busy responsibilities and limited time to attend direct training.

"I prefer to learn through online media or social media, because besides being efficient in terms of time, it also does not require a lot of money. We only need to prepare adequate internet" (Interview Latif).

The time and cost efficiency perceived by Latif and Salman resonates with the *Uses and Gratifications Theory* (Kietzmann et al., 2011), in which users actively select media that best meets their needs. It also aligns with *e-extension* literature (Ifejika et al., 2019), which emphasizes the scalability and cost-effectiveness of using digital platforms for agricultural knowledge dissemination.

Meanwhile, informant Salman routinely opens the YouTube channel twice a day to look for references related to various important aspects of livestock farming. He does this activity as part of his efforts to improve the quality of livestock management. He said that the educational videos not only provide technical knowledge but also serve as practical guides that are easy to follow. With diverse and informative content, Salman feels he has helped implement disease prevention measures in livestock, optimize feeding, and create a clean and healthy cage environment for his livestock. This result corresponds with Thakur & Chander (2018), who found that Indian farmers actively used social media platforms to acquire agricultural knowledge. Like in this study, video tutorials serve as effective tools for enhancing digital literacy and fostering autonomous learning among rural farming communities.

"In one day, I access YouTube twice, but only those that really suit my main needs, after that I also open other YouTube channels to look for references related to

livestock health, livestock feed and patterns of maintaining cage cleanliness and health” (Interview with Salman).

YouTube has become an essential tool for farmers to support learning and develop their businesses more professionally. With a variety of content available, this platform presents a flexible, effective, and relevant self-learning solution for the needs of modern farming. According to Latif, support from the online farming community through interactive discussions and sharing experiences is a key factor in driving the success of farming businesses. Latif said that video content presented on YouTube is usually produced by experts in farming or business actors who have been successful and have experience in best practices in the farming industry, both by small and large farmers. With this practical information, farmers have the opportunity to learn and adapt new techniques, as well as increase efficiency and productivity in business management. This innovation helps improve the sustainability of farming and opens up more significant opportunities for farmers to reach a broader market and optimize their profits.

“I saw on YouTube in Indonesia that there was a story of a farmer who was successful in developing a livestock business, starting from a small farmer to becoming a large farmer, so I was interested and followed the direction of the content that I saw to develop the business because sometimes we can also sell and offer several types and livestock products through YouTube” (Interview with Latif).

YouTube can serve as a multifunctional tool that provides various benefits for livestock activities. Regarding learning, YouTube is a vibrant and easily accessible source of information, allowing them to learn various livestock techniques, such as care for goats and sheep, livestock health management, and efficient feeding strategies. The accessibility of educational video content enhances the visual learning experience, especially for those without formal agricultural education. Similar benefits were highlighted in Mateo (2016) and Jabeen & Gul (2023), who noted that visual media effectively transfers knowledge to small-scale farmers, enabling them to apply innovations more easily.

The available video content provides theoretical understanding and practical guidance that can be directly applied in the field, thereby significantly improving their skills and knowledge. Not only does it function as a learning medium, but YouTube is also an effective and innovative marketing tool to expand the reach of the livestock business. By uploading interesting and informative videos, Latif and Salman can promote their goats and sheep to a broader audience without spending much money on traditional promotional methods, such as print advertising or physical markets. The videos they share usually include information about the quality of the livestock, the type, and the health conditions of the animals offered, thus helping to build customer trust.

More than just a digital platform, YouTube has become an ecosystem supporting livestock businesses' productivity and sustainability. From the learning process to promotion, the ease of access and flexibility offered make this platform a practical and efficient solution for farmers who want to continue to grow in the digital era. According to Salman, YouTube is a valuable source of information about various types of goat and sheep farming and a multifunctional tool supporting various aspects of managing his business. Salman routinely uses this platform to learn innovative livestock techniques, from choosing superior seeds to quality feed management and tips for maintaining optimal livestock health. For him, the information on YouTube is invaluable in understanding livestock needs in more depth, especially those related to the types of goats and sheep he raises. In addition to acting as a learning medium, Salman uses YouTube as the primary marketing channel to offer goats to prospective buyers. This platform was chosen because it has proven more practical and cost-effective.

“The information I searched on YouTube was related to goat and sheep farming because both look the same but are not similar, such as goat farming to marketing, I also learned. So I used social media to start learning about farming and for sales by offering goats through YouTube because it is more effective and cheaper” (Interview Salman).

Latif and Salman's experience clearly illustrates the vital Role of YouTube in transforming their goat farming business, making it more professional, efficient, and competitive in the digital era. The enhanced technical capacity among farmers can be interpreted as a result of observational learning processes. According to Rogers' Diffusion of Innovation theory, YouTube serves as a channel for accelerating innovation adoption among early adopters and peer networks in rural communities. As an educational platform, YouTube provides unlimited access to learning content, such as practical tutorials on farming techniques, livestock health management, optimal feed formulation, and strategies for maintaining clean pens. This content is delivered by experienced experts and practitioners, allowing Latif and Salman to continue to develop their skills and update their knowledge in facing new challenges in the livestock sector. Not stopping there, YouTube also opens up new avenues in the marketing aspect that previously only relied on traditional methods, such as local markets or direct relationships, by uploading videos that highlight the quality of their goats with an emphasis on health, superior types, and other specific advantages. Latif and Salman can attract customers from various regions without leaving their farm location. The cheaper promotion costs compared to traditional media make this platform an ideal solution for reaching a broader market.

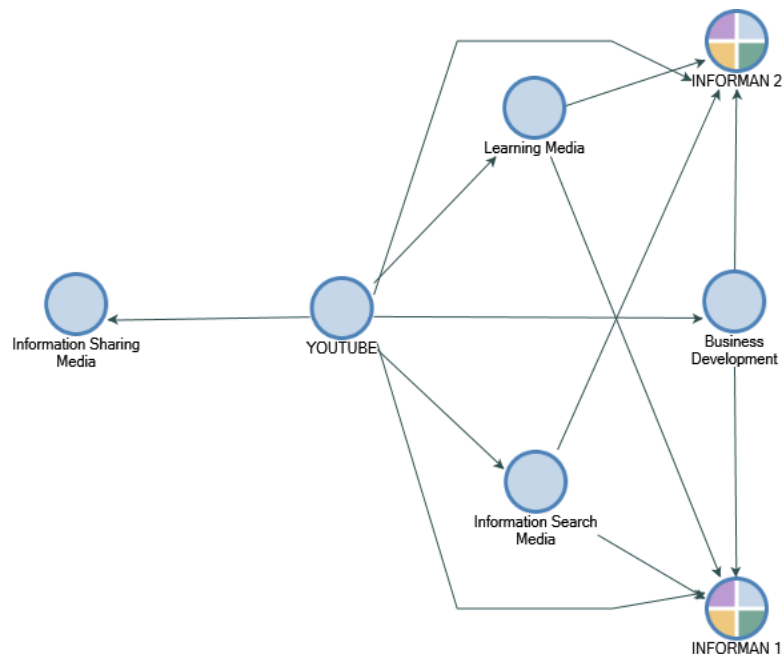


Figure 1. Utilization of YouTube.
Source of data processing for researchers (2025)

Based on the data management results on Nvivo (figure 1), YouTube is a multifunctional platform that supports the various needs of informants Latif and Salman in learning, searching, and business development. Latif and Salman are real examples of how modern technology, such as YouTube, can transform how traditional farmers run their businesses, encouraging them to be more efficient, informed, and successful in facing various challenges. This platform has become a bridge allowing them to access relevant, practical, and up-to-date information without geographical limitations or high costs. Through YouTube, they learn new techniques, market their livestock products more effectively, and indirectly play an important role in the broader digital farming ecosystem. Latif and Salman routinely use YouTube to find references related to livestock management, such as improving feed quality, livestock health, and innovations in pen design.

The efficiency and economic nature of the platform are very much in line with their needs, especially in their efforts to balance the challenges that come from the ever-changing market

environment and livestock conditions. With this information's support, they can run a more modern and structured business. However, although they feel the platform's great benefits, Latif and Salman are not actively sharing their knowledge through the YouTube channel. This is due to limited experience and confidence in producing content worthy of being uploaded. They feel that currently, their Role is more inclined as information users than information producers.

"I don't have a YouTube account and I've never created content to share, so I just search for information and then try to practice what I get from YouTube" (Interview with Salman).

"I don't have any experience to share on YouTube, because from what I see, all those who share their livestock farming experiences are successful people or at least they already have more than a hundred livestock" (Interview with Salman).

While Latif and Salman rely heavily on YouTube to meet their information needs, their approach to the platform remains focused on content consumption rather than content production. The informants' reluctance to produce content reflects common barriers such as lack of digital confidence and production skills. This behavior illustrates disparities in digital participation, where many small-scale entrepreneurs remain passive consumers rather than active contributors. They strategically use YouTube as a practical learning resource and marketing medium. However, they have not yet shared information or created videos related to their farming practices. In this sense, they use the platform more to expand their knowledge and marketing network rather than as a tool to convey experiences or create a personal digital footprint as content creators.

This decision is not without reason. This passive usage potentially leads to the loss of user-generated knowledge that could otherwise benefit wider farming communities. The absence of shared localized practices limits collective learning and weakens the growth of digital peer-to-peer ecosystems. Latif and Salman's primary focus is on the direct development of their livestock business, not on conveying their experiences to the broader audience. Their primary ability is to absorb information from experts and put it into practice, compared to composing educational narratives in videos that require time, technical skills, and careful planning. This shows that for some users like them, YouTube is more suitable to be used as a passive learning tool than an interactive communication medium. The use of YouTube as a marketing tool is in line with Balkrishna & Deshmukh (2017) and Costa-Sánchez (2017), who emphasized the potential of social media to enhance audience engagement and expand market reach, especially for agro-enterprises.

Additionally, their decision not to share videos may be due to the perception that producing content requires a certain level of professionalism. They may feel that their experience and insights are not yet worthy or relevant enough to attract an audience. This is an interesting reflection of how some of its users perceive YouTube: Despite its potential as a powerful collaborative tool, many users prefer to be passive consumers due to a lack of confidence, time, or skills to produce content.

However, this consumerist approach still brings many benefits to Latif and Salman. By absorbing knowledge from the livestock videos they watch, they can increase efficiency in operational processes, improve the health of their livestock, and maximize marketing results through more effective strategies. Using YouTube as a marketing medium also provides an advantage in reaching new customers without requiring significant capital, as is usually required in conventional marketing.

The story of Latif and Salman reflects how the flexibility of a platform like YouTube can be tailored to the unique needs of each user. Although they do not contribute as content creators, their presence as active content consumers shows YouTube's massive impact on their business transformation. It also shows that technology platforms do not always have to be fully utilized in all their dimensions; users can choose the most relevant elements to support their goals. The spectrum between passive and active users should also be understood in the context of digital participation and user-generated content frameworks. Active content creation is a key indicator of digital empowerment, which remains limited among the farmers studied.

YouTube has evolved into an essential platform for supporting learning and business development in the livestock sector, including goat and sheep farming. For farmers like Latif and Salman, YouTube has become a primary reference source that provides practical tutorials and quality educational materials relevant to their needs. Through easily accessible videos, they can learn various techniques, from feed management and livestock health to marketing strategies. Engaging video content that experts and experienced practitioners deliver helps them implement practical steps in the field. This improves technical skills and encourages innovation in daily livestock practices, making their businesses more efficient and modern.

In addition, YouTube also serves as a cost-effective yet highly effective marketing medium. By uploading videos highlighting livestock quality, such as superior breeds and animal health, farmers can reach a wider audience without requiring a large budget like traditional promotional methods. This opens up new opportunities for farmers to expand their market network and attract customers from various regions. However, Latif and Salman are more active as content consumers than creators because they feel they lack the confidence or experience to share through the platform. However, their Role in utilizing YouTube to transform the livestock business is concrete evidence that digital technology can be a bridge to increasing capacity, efficiency, and competitiveness in the livestock sector.

CONCLUSION

YouTube has proven its Role as an important tool for farmers to improve their skills and business efficiency. Through various video tutorials and educational materials, the platform provides easy access to practical knowledge about farm management, such as feeding techniques, livestock health care, and more modern business management strategies. Farmers like Latif and Salman use YouTube as a self-learning source, gaining knowledge from experts and experienced practitioners. This allows them to adopt new technologies and methods that support improving the quality and productivity of their farms.

On the other hand, YouTube also opens up significant opportunities for marketing livestock products. By creating engaging video content, farmers can promote their products to a broader audience, increase visibility, and expand their market network. Although Latif and Salman have not actively used YouTube as their promotional media, the existence of this platform has given them insight into digital marketing techniques. This shows how digital technology can be a strategic solution for learning, marketing, and transforming livestock businesses in a more advanced and sustainable direction. This study shows that YouTube, as a social media platform, has great potential to support the development of livestock businesses, especially in learning and marketing. Using YouTube by farmers such as Latif and Salman proves that this platform can efficiently and effectively transfer practical knowledge needed to manage a farm. In addition, YouTube allows farmers to expand their marketing network by reaching a wider audience without spending much money.

While this study provides insight into the Role of YouTube in supporting livestock farming, some limitations need to be considered. In addition to highlighting YouTube's role as a tool for learning and promotion, this study underscores the importance of supportive policy frameworks in integrating digital media into development communication strategies. Digital agricultural extension workers and local government initiatives must be mobilized to train farmers in effectively using platforms like YouTube not only as consumers but also as producers of educational content.

Future research should adopt participatory action research (PAR) approaches that empower farmers to co-create and disseminate digital content. This would ensure that valuable indigenous knowledge and best practices are preserved and shared, fostering a more inclusive, community-driven digital learning ecosystem. First, the study only focused on two informants, Latif and Salman, so the results may not fully represent the experiences of other farmers in different regions. Second, the study did not explore the factors that influenced farmers' decisions not to share their content on YouTube, which could be an interesting area for further research. Further research is needed to address these

limitations and deepen our understanding of YouTube use in the livestock sector. Research with a more extensive and diverse sample would help validate these findings and broaden the scope of the study.

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