

# Enhancing Heritage Conservation Education Through Social Media: The Case of Malay Traditional House

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## ABSTRACT

In today's world of heritage conservation, communication is essential in digital platforms. While these platforms offer opportunities for knowledge sharing and education, concerns remain about their effectiveness in engaging students in conservation efforts at the higher education level. Objectives of the study are to investigate the element of social media for heritage conservation education in the Malay traditional houses context and explore the use of social media as a learning resource in heritage conservation education, especially in Malay traditional houses. Using a qualitative case study approach, data were collected through semi-structured interviews with seven informants and content analysis to explore the subject in depth. Analysis using Atlas.ti identified three main themes which are content development, Instagram for education setting and functional traits. Finding reveals that visual storytelling and interactivity maximize the heritage conservation education by Instagram in promoting Malay traditional houses. Instagram can be a valuable educational tool especially for creative educators by effectively using Instagram in planning and meet lesson objectives to engage students in heritage conservation education. Therefore, highlighting the platform's potential in fostering a collaborative and contextual learning environment, thereby encouraging student involvement in heritage conservation education.

**Keywords:** Conservation Education, Digital Platform, Heritage, Malay Traditional Houses, Social Media

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## INTRODUCTION

Social networks are growing at an increasingly rapid pace, however the format of content with different media types has a significant effect on different types of engagement behavior including interaction between user and the shared content (Shahbaznezhad et al., 2021). Limited user interaction by account owners hinders engagement, despite the cognitive

and interactive benefits of media use. Effective content must leverage platform-specific delivery mechanisms to stimulate interest (Ogink & Dong, 2019), necessitating tailored posts for diverse audiences. Ghosh and Sen (2021) highlight the underutilization of social media elements in educational content strategies, impeding engaging interactions. Although cultural heritage is increasingly aided by digital media, the reconstruction of historical and archaeological experiences in interactive environments for pedagogical and entertainment purposes are sometimes difficult to assimilate with complex information too (Haddad, 2016). The attempt in adaptation of new media for higher education specifically in heritage also still received a lot of different opinions from scholars especially in getting good retention. In Abubakar et al. (2016), Digital media retention, impacted by many factors that may affect architectural heritage learning in Malaysia.

Social media's design for brief interactions leads to short attention spans, hindering in-depth learning, especially in heritage education, as confirmed by Adebayo and Adebayo (2019) regarding students' skimming habits. Furthermore, effective social media pedagogy is challenging for educators lacking theoretical frameworks. This approach should be tailored to align with students' social media skills and learning expectations (Demir, 2024); especially with the intended learning outcomes in the area heritage conservation education and a clear understanding of what educators want their students to know/do.

While previous research has explored various cultural heritage and the use of digital tools broadly (Thanya & Sarakad, 2019), demonstrating the platform's potential for cultural education and preservation (Tüzel, 2022) few have examined the specific pedagogical application of social media platforms in promoting traditional cultural knowledge, especially within the context of Malay traditional houses. Given the growing role of digital platforms in cultural education, this study seeks to answer the question of what are the key elements of social media that support heritage conservation education?, and how can these platforms be effectively used as learning resources in the context of Malay traditional houses?. To build on this inquiry and support long-term professional learning, the paper aims to show how social media applications can help foster deeper engagement in heritage documentation and conservation among students in higher learning institutions, especially when paired with strategic content sharing. Therefore, the objectives of the study are;

1. To investigate the element of social media for heritage conservation education in Malay traditional houses context
2. To explore the usefulness of social media as learning resources in the heritage conservation education, especially Malay traditional houses

## LITERATURE REVIEW

### Heritage Conservation Education Through Social Media

Heritage conservation education has emerged as a global concern, addressing the need to preserve cultural and material heritage while adapting to new challenges in education (Abd Rahman et al., 2023). It bridges past, present, and future, integrating material preservation with socio-cultural, economic, and sustainability considerations, guided by scientific and ethical standards. Technologies such as AI and 3D scanning (Zen et al., 2023) and social media (Buhalis & Karatay, 2022) have transformed heritage preservation, offering new opportunities for public engagement. However, these advancements are often confined to specific settings like museums, leaving heritage education lagging behind (Mendoza et al., 2015).

To modernize heritage education, traditional teacher-centered models need to transition to flexible, interactive approaches that better engage students in preserving cultural values (Achille & Fiorillo, 2022). Programs that combine art with historical and cultural contexts is an example of creativity and identity formation (Zolkafli et al., 2015; Trillo et al., 2020). Community-driven initiatives integrating heritage preservation into education are vital for cultural appreciation (Li et al., 2020), demonstrating heritage conservation's applicability in both formal and informal learning. Therefore, flexible, interdisciplinary approaches are needed to enhance learning and skill development. Research highlights that heritage education significantly improves cultural knowledge, well-being, and lifelong learning (Rowley et al., 2022; Potochnick, 2020). Additionally, social media has a significant impact on the dissemination of heritage education, influencing user perceptions and actively supporting preservation efforts (Shao et al., 2023; Hoeven, 2020). However, further exploration is needed to fully integrate these tools into educational contexts. More flexible, interactive models are needed to engage students, foster creativity, and enhance lifelong learning, with better integration of social media.

### The Role of Social Media in Understanding and Preserving Malay Traditional Houses

Social media platforms have revolutionized creation, sharing, and connection, boosting communication speed and social connectivity (Kapoor et al., 2017) and enhancing information storage (Haleem et al., 2022). This helps traditional Malay house architecture, a key part of Malaysia's tangible cultural heritage, reflects historical craftsmanship and architectural traditions (Sulaiman et al., 2021) to offer virtual experiences and insights. Preservation of such heritage is vital to maintain societal history and culture (Mahadzir & Harun, 2021). The preservation of cultural heritage has evolved with advancements in Information and Communication Technology, offering digitization methods for documenting and conserving heritage (Mat Zin et al., 2016; Baharudin et al., 2023). As a prominent digital tool, social media effectively bridges distances, facilitating

communication and collaboration. While some argue students benefit from limited digital technology use (Lacka et al., 2021), it aids those with accessibility needs (Haleem et al., 2022) and offers e-learning opportunities despite geographical constraints (Ansari & Ali Khan, 2020). Efforts in preserving this legacy involve various stakeholders, including higher institutions. Digital tools can be an effective alternative to traditional teaching (Glazier, 2016) and enhance formal learning (Hashim et al., 2018; Al-Rahmi et al., 2018). Social media now plays a key role in cultural exchange and heritage education, providing new opportunities and challenges for participatory heritage management (Li & Kent, 2021; Huang, 2022). This shift enhances awareness and appreciation of Malay traditional houses, crucial for their conservation and cultural continuity (Man, 2017). Effective strategies for conservation and promotion can be developed through this critical evaluation.

Therefore, digital platforms can be a competent and valuable resource of improvements within the learning areas. According to past research, social media is getting a significant impact on education in recent years popular among students (Hamzah & Ahmad Shaberi, 2021), and many have noted the utilization of social media in academia (Greenhow & Lewin 2016). While educators increasingly use social media as a teaching tool (Lai et al., 2021), its effective integration is still evolving. Students' familiarity with social media facilitates its use for personal and professional development (Nicholas et al., 2024), aligning with Activity Theory's view that learning is socially mediated rather than being confined to the individual (Sannino & Engeström, 2018). Social media, in this case, serves as a tool to create learning communities, enhancing student interaction and knowledge sharing (Koranteng & Wiafe, 2019). However, its effectiveness hinges on teacher expertise and distraction management (Anderson, 2019). It also fosters virtual communities that enhance access to resources and foster lifelong learning skills (Kapoor et al., 2017; Haleem et al., 2022). While social media's impact on attention spans is a concern, shared goals enhance knowledge exchange (Koranteng & Wiafe, 2018). Effective engagement requires relevant content and communication (Stephen et al., 2018), fostering dialogue and interaction, particularly in heritage exploration seeking new audience connections (Economou, 2015).

## **METHODOLOGY**

Flexibility in case study method has been selected for the study by being able to use different research tools to increase validity (Yin, 2014) and explore different views on the investigating case. This qualitative study employed content analysis and semi-structured interviews to provide in-depth insights into both the "what" and "how" aspects, allowing researchers to gain comprehensive knowledge; giving the opportunity for researchers to probe and seek more detailed information or even describe complexity to construct

relevant conclusions (Mwita, 2022). An interview guide provides structure to the interview process, facilitating the identification of a suitable question flow to achieve the research objective, while allowing for clarifying follow-up questions. The interview protocol was organized into five sections which are 1. background & familiarity, 2. usage of social media in learning, 3. content element & strategies, 4. application & challenges and 5. Suggestion & future potential. Meanwhile, content analysis is an interpretive paradigm within a body of content (Shava et al., 2021) or even visual analysis including images (Van Leeuwen & Jewitt, 2004) that are beneficial in media, communication and cultural studies. Analysis of data is done by interpreting its meaning or even being reduced to concepts by three main phases: preparation, organization, and reporting of results.

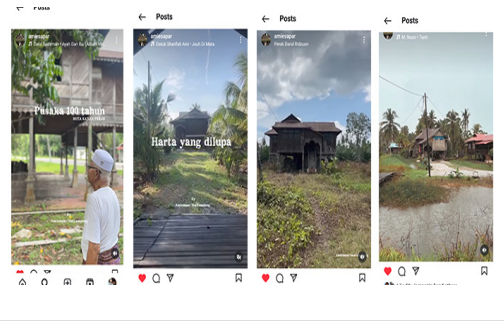
Table 1  
*Research methodology*

| Stages  | Research Method                         | Data captured      | Potential Insight                                                                                                               |
|---------|-----------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Phase 1 | Content analysis : 13 Instagram post    | Self report data   | -Element of engagement<br>- Content type & format<br>-Trend In Interaction                                                      |
| Phase 2 | Semi-structured interview: 7 informants | Interview data     | - Potential<br>- Pedagogical strategies<br>- Challenge & limitation<br>- Educational value                                      |
| Phase 3 | Analysis using Atlas ti.                | Themati c analysis | - Effectiveness of Instagram for education<br>- Engagement & interaction strategies<br>- Challenge & barrier<br>- Best practise |

A total of seven informants were selected as the research’s subject with below ten interview protocols as suggested by Cresswell (2018) consisted of educators, students and content creators on traditional house. Six to seven is an ideal number of samples that can provide the best information in the field of qualitative sample size estimation as pointed out by Guest et al. (2020). The participants of the study were carefully chosen by purposive sampling technique with the aim to gain as much insight as possible into the phenomenon by distinct individuals that might reflect diverse and significant perspectives about the ideas and issues (Campbell et al., 2020). Individual interviews were conducted and recorded for accurate transcription. Ethical approval and informed consent were also obtained to ensure voluntary participation and confidentiality, as it involves direct human interaction and the collection of personal perspectives. While the sample offers rich and diverse insights, its limited size may restrict the generalizability of the findings. Additionally, the inclusion of a content creator as an informant offers valuable real-world insights into social media practices and audience engagement, but may also introduce bias due to their focus on branding or personal influence rather than educational outcomes.

The preparation phase involved selecting suitable data for content analysis, specifically the unit of analysis. Consequently, 13 posts from two Instagram pages (detailed in Table 1) were chosen based on having over 20,000 followers and meeting criteria of more than 1,000 likes and 100 comments between January and May 2023. Instagram was selected due to its popularity among adolescents for communication and entertainment (Debbağ et al., 2021) and its potential to motivate student learning (Pujiati et al., 2019). In Antoine et al. (2025), Instagram’s core strength lies in its image and video sharing capabilities, with students respond positively to the use of Instagram (Maria et al., 2023), making it suitable for showcasing visually engaging content for learning. Consequently, a coding scheme, informed by existing literature, was developed to categorize content and visual strategies (text and images).

Table 2  
An example of screenshot from iamnazirul and amiesapar Instagram post

| iamnazirul                                                                         |  |  |  | Amiesapar                                                                           |  |  |  |
|------------------------------------------------------------------------------------|--|--|--|-------------------------------------------------------------------------------------|--|--|--|
|  |  |  |  |  |  |  |  |

Second is organization phase which includes open coding, creating categories, and abstraction as shown below; hereby each image or videos is systematically coded according to the established coding scheme. Codes may include visual elements, content and interaction factors. Later, all related codes are grouped together to form broader themes that reflect the overarching patterns in the visual data. Lastly, In the reporting phase, results are described by the identified themes in relation to the research objectives. The themes from both content analysis and semi-structured interviews will be cross-referenced to identify commonalities or divergences between what is visually represented and what is verbally expressed, drawing connections between the two types of data to form a comprehensive analysis.

RESULT AND DISCUSSION

Data analysis was conducted by Atlas.ti by looking at emergent coding of transcripts accompanied by word and synonym searches. Two datasets were created: DS1 (pictures) and DS2 (interview transcripts). DS1 was analyzed by coding significant patterns and visual themes to understand its content and context. This coding facilitated categorization

and thematic development, and converting image descriptions to text allowed for integration with DS2. The coded textual data from DS1 was then combined with the coded interview transcripts (Informants A-G) in DS2 to identify thematic overlaps, similarities, or differences. By analyzing both datasets, researchers can identify patterns, correlations, and contrasts, providing a more holistic understanding of the case study. Interpretation from the data concluded 11 emergent of sub-themes and clustered into 3 main themes as shown in Table 3.

Table 3

*Themes developed from Atlas.ti analysis*

| Theme                              | Sub-theme<br>(DS1 + DS2)          | Number of Informants<br>(N=7) | Frequency |
|------------------------------------|-----------------------------------|-------------------------------|-----------|
| Content development                | - Video as storytelling.          | 6                             | 18        |
|                                    | - Content planning                | 4                             | 12        |
|                                    | - Informal presentation           | 5                             | 10        |
|                                    | - Support by audio & text         | 7                             | 16        |
| Instagram for education<br>setting | - Interactivity option            | 6                             | 13        |
|                                    | - Educational resource.           | 5                             | 18        |
|                                    | - Connection                      | 4                             | 12        |
|                                    | - Challenges                      | 5                             | 10        |
| Functional traits                  | - Function                        | 6                             | 13        |
|                                    | - Information source              | 5                             | 18        |
|                                    | - Creativity from tools & content | 4                             | 16        |

### Content Development

Instagram presents an effective and motivational tool for heritage conservation education, especially for teaching about Malay traditional houses. Its visual and interactive features enhance learning by facilitating meaning construction and knowledge development, particularly benefiting visual learners by simplifying complex concepts and boosting student engagement for improved educational outcomes. Instagram's ability to create virtual learning environments encourages student interaction and makes learning more engaging. Align with Antoine et al. (2025), the combination of images and text is more effective than words alone, helping Generation Y learners find lessons more appealing and memorable. The visuals provide immediate impact, making content more attractive, while the text adds clarity and depth. This blend of elements can be applied to heritage education by incorporating visual storytelling, such as bringing Malay traditional houses to life through imagery and integrating local history and activities into the content. This approach not only captures attention but also fosters a deeper understanding of heritage through interactive and visually engaging content. One of the informants mentioned;

*'Instagram is a visual platform and nowadays the young generation are attracted to video storytelling..because it got storyline, narration, good camera works to convey input.*

*However, other added value is also needed..some kind of story behind the house, who lives before, how the whole 'kampong' look such as the one produced by content creator...*

– Informant B

The use of Instagram in heritage conservation education provides valuable insights and resources that enhance student learning and engagement. While influencers often prioritize aesthetic visuals, an effective educational content strategy is needed to align with learning objectives and offer meaningful connections through both images and videos. Instagram's visual nature can boost student interest in Malay traditional houses by highlighting various architectural elements, such as carvings and motifs, through differentiated content. Although infographics might not be popular with influencers, they can effectively summarize complex information in an educational context. Nevertheless, Haris et al. (2020), algorithms on social media platforms often prioritize video content over static images like infographics, potentially limiting their reach. Thus, educators should strategically schedule Instagram posts to align with thematic topics or lesson plans, ensuring varied and coherent content that complements traditional teaching. This approach, utilizing engaging and visually compelling topics, enhances learning accessibility and relatability, fostering a structured and interactive environment that bridges digital and traditional methods for more purposeful and effective education.

In addition to visuals, heritage education for Malay traditional houses can be enhanced by incorporating audio narration and text. Shao, Razali, Hassan et al. (2023) highlights that video and text serve as extrinsic motivators in heritage education, creating a comprehensive system of influence on social media. Audio narration in brief video presentations can effectively convey emotions, context, and narratives in ways that text alone may not. By crafting narration to be both informative and engaging, educators can provide key insights in a concise manner. While Instagram posts often feature personal stories and cultural context to attract viewers, in an educational setting, these elements complement the visual content to enhance learning. Informant who is influencer did mention;

*'I love to share cultural heritage story especially Malay traditional houses..and I know the demand to make such content more accessible is big because, not everyone is able to go visit each houses and even some never experience it before..so storyline need to be good and most of time is narration idea comes from owner of the house itself.. So it's more intimate and new for audience..' – Informant G*

Nevertheless, additional text and music are also valuable for enhancing heritage education by bridging knowledge gaps and improving retention. Narratives deliver the core message, while text provides additional context and details, enhancing clarity and accessibility on platforms like Instagram. Text helps in information dissemination and

makes social media more effective for teaching about Malay traditional houses. It also encourages student interaction through questions and feedback. Hashtags (#) improve reach and engagement but are less crucial than content quality. Music, especially local classic tunes, adds an emotional and cultural layer, making the learning process more immersive and impactful.

### **Instagram for Education Setting**

Exploring social media tools is essential for educators to create effective teaching materials. The result suggests creating memorable and emotionally engaging content fosters deeper connections and supports contemporary teaching standards, as noted by three informants. Active interaction—beyond simple likes, comments, and shares—such as encouraging discussions and co-creation, enhances learning. Thus, constructing virtual learning environments rather than passive consumers of social media users. Similarly to Greenhow and Chapman (2020) emphasize that such connections boost student engagement and interaction. While interaction can boost student motivation, two informants emphasized that educators must carefully design learning activities aligned with intended outcomes and choose appropriate post formats to support these goals. Substantiates, without this alignment, the potential of social media to foster deep and sustained educational engagement may be significantly reduced (Cheong & Tak-Ming, 2020). While videos are having more view and like, evaluation of content are needed for a specific lesson need. This will give insights to educators in using technology to improve student learning experiences and outcomes by embracing the dynamic nature of digital learning environments.

Additionally, online social networking is gradually becoming an alternative form of real society, thus, influenced to the growing area of digital heritage practices and heritage education based on social media has a broader coverage and more profound acceptance. Therefore, all informants believes that social media such as Instagram has essential significance for promoting Malay traditional houses through heritage conservation education dissemination. As a platform of massive content, it has become a significant medium for cultural dissemination and exchange. Indirectly, beneficial for a cohesive culture permeates our surroundings, while technology continues to find new areas of application resulting in the growing area of digital heritage practices (Pouloupoulos & Wallace, 2023).

In the case of study, Instagram is used to communicate and heritage preservation of Malay traditional houses, boosting visibility and attracting enthusiasts. For education, improvement is needed to foster active student participation and engagement. Four informants suggest using Instagram's multimedia tools and comment sections for student feedback is the easiest example of engagement that can be made. Therefore, Instagram is

not just an information carrier, but educators are designing experiences and establishing participation from both educators and students. Both seek to engage the audience in meaningful ways; one is encouraging comments and shares, but educational content might prompt questions, reflections, or further exploration of the topic. Cognitivism highlights the importance of active learning, and social media offer a space for learning activities in optimal conditions. This is supported by Quinn (2017), a positive outcome of social media is the enhancement of cognitive performance by offering new learning opportunities. Social media is seen as a collaborative learning environment, offering new opportunities and extending education, particularly in heritage conservation courses or topics. Three informants noted that it supports a student-centered approach, focusing on individual understanding, knowledge construction, and continuous improvement, rather than just memorizing facts.

*‘Student-centered is always a good approach even in social media such as..the activity of sharing content from other Instagram pages to deepen their learning and connect with broader perspectives’ – Informant C*

This activity gives student to construct knowledge together, allowing learners to engage in collective cognitive activities. Previous findings by Richter, Carpenter, Meyer et al. (2022) also stated that educators can engage in a variety of activities through social media, particularly in information seeking and collaboration. This will broaden student connectivity with other organizations or individuals including museums and cultural institutions on the topic of promoting Malay traditional houses. Enrichment activities offer students the chance to expand and deepen their understanding and learning. This connection and engagement create a network of shared knowledge where ideas, insights, and best practices can be exchanged.

While social media facilitates connectivity, information delivery, and interactivity in digitized teaching, challenges remain in tool support, time, and educators’ digital literacy. High-quality visuals require technical skills and software, and content creation is time-consuming. However, focusing on relevant topics rather than advanced technologies like 3D, VR, AR, or AI can simplify the process for educators. Three of the informants also stated a collaborative process through co-creation where students and educators actively engage in creating content also can be made. Rather than being passive recipients of information, learners can actively co-create content, enhancing their understanding and engagement. This method indirectly improves learners’ skills in collaboration, digital literacy, and creative problem-solving, making learning more dynamic and relevant. It also bridges the gap between cultural heritage and technology, though content must be evaluated by experts. Differently with Marie et al. (2025), resistance to change and adherence to traditional institutional norms often pose significant challenges to integrating social media as a legitimate educational tool.

## Functional Traits

Information is one of the key similarities between finding out from the analysis of both datasets. One is informal while the other one is suggesting towards more to formal approach. However, both types of content aim to inform the audience; influencer might provide details about the history, architecture, or cultural significance of the Malay traditional houses, while educational content will be more on specific topic about the house such as design principles, architectural elements, layout and much more. Thus, even though both might have similar approach of having visual storytelling, the narration probably slightly different; influencers are engaging audience emotionally by showcasing the beauty of Malay traditional houses, while educational content might use more on case studies or historical narratives. Nonetheless, both contents able to increase awareness of their audience on architectural history or cultural heritage, which is similar to formal educational content. Informal or not, both can serve as valuable references for those interested in Malay traditional houses as heritage conservation education whereby both offers an accessible information and offering diverse viewpoints, and resources. This is also supported by Ignacio (2023), narratives frequently evoke emotional responses, while enhancing engagement, may inadvertently compromise factual accuracy or hinder critical analysis, highlighting the need to thoughtfully consider emotional influences in educational contexts. Even though information shared by influencer often showcasing real-life examples, visual inspiration, and personal narratives that make the traditional houses relatable to a broader audience, it still regards as valuable knowledge. In compare to educational content, educators might provide in-depth information and structured knowledge, often grounded in facts, making it a reliable source for academic and cultural studies. One of the academicians mentioned;

*‘whether it is for educational or not..somehow there is something we learned from it. The different might be on the content..where the sources are gain..’*

– Informant B

Accessibility is one of the shared functional traits suggested in the case study. With a global user base, Instagram is one of the best platforms to engage with Malay traditional houses or cultural heritage enthusiast and its visual focus features have the potential to provide students with an effective alternative to face-to-face teaching. This will promote active learning by facilitated their interaction with peers and lecturers as they already familiar with the platform. Thus, more convenient for students to use for knowledge sharing and learning than other traditional learning methods. This is supported by the increment of lecturers in using social media for learning purposes as part of technology-enhanced learning environments in higher education (Manca, 2020). Therefore, a thoughtfully crafted pedagogical approach is crucial for the effective integration of

social media into heritage education learning activities. Two of the informants also highlighted Instagram offer a multi-platform learning by the integration of content with other educational platforms or tools. For example, link Instagram posts to longer articles, YouTube videos, or interactive websites that provide more in-depth learning opportunities. Information seeking on Instagram exposes students to related content via algorithmic recommendations. This enhances discovery and fosters engagement by directing users to a wider range of relevant material, indirectly enriching their experience and knowledge. This feature facilitates continuous learning on heritage conservation education especially on Malay traditional houses that they might not have encountered otherwise. One of the informants mentioned;

The study highlights Instagram's role in fostering student creativity by enabling diverse perspectives. Social media, beyond entertainment, necessitates an evolution in teacher roles and teaching methods. While not initially an instructional technology, the integration of educational content has enhanced its value. Creativity manifests in content generation, engagement strategies, and project participation. The study by Okmuş (2019) demonstrates that teachers utilized social media at various stages: prior to the lesson for preparation, communication, and engagement; during the lesson for visualization, enrichment, exhibition, sharing, and discussion; and after the lesson for repetition, reinforcement, assignments, evaluation, and feedback. Content creation can be diverse and adaptable to various objectives. Instagram, through its appealing content, exemplifies creativity, inspiring and exciting audiences, which can subsequently influence their awareness and intention to interact. Tools as simple as 'filters' also help to foster the creativity of posts as shown on the case study. As a result, users' organismic perceptions of creativity and positive emotions may be activated, which are essential concepts in this context for gaining a deeper understanding of the affective aspects of Instagram.

## CONCLUSION

This study showed Instagram has the potential as valuable educational tool in heritage conservation, particularly for promoting and teaching about Malay traditional houses. The platform's visual and interactive capabilities cater to the needs of modern learners made lessons more dynamic, exciting, and engaging. The practicality of Instagram for education setting is more reliable when educators strategically integrate its features such as images, videos, and narration into well-structured content that aligns with curriculum objectives. The incorporation of visual storytelling and multimedia elements can further enrich the learning experience, fostering deeper engagement and retention. Creativity in crafting and planning content engage easily by digestible content, making the learning process more enjoyable and interactive elements encourage learners to actively participate in their education. By focusing on both student and educator engagement, this study offers new

insights into content strategies, platform functionality, and learner interaction. However, the effective use of Instagram for education requires educators to overcome challenges related to mastering digital tools and dedicating time to produce high-quality content. While influencers focus on emotional engagement and storytelling, educational content emphasizes structured, detailed information, both of which are essential for promoting cultural heritage and enhancing the learning experience; contribute to raising awareness and understanding of Malay traditional house heritage conservation. The findings suggest practical implications in many levels including 1. Educators; harness Instagram's visual and interactive features to foster deeper student engagement and support collaborative, contextual learning in heritage conservation and 2. University; by promoting digital literacy and formally integrate social media into culture, heritage, art and educational frameworks.

Further research on social media and cultural heritage education communication requires more scholars to delve deeper and continuously adapt to the evolving demands of contemporary development. The current research is focusing on Instagram and has not paid attention to other social media platforms. Therefore, in future research, other social media will be studied along with issues inherent of social media on the educational communication of cultural heritage to improve the relevant research.

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## CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest to report regarding the present study.

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