

GENDERED PERCEPTIONS OF ACADEMIC MEMES IN HIGHER EDUCATION

Denanear Fatmanenko¹, Diah Retno Widowati², Moch. Imron Azami³

^{1,2,3}*English Education Department, Universitas Islam Malang, Indonesia*

*Email:*¹22201073004@unisma.ac.id

Abstract: Academic memes have become a significant part of university students' digital communication, yet how students perceive them and how gender shapes those perceptions remain underexplored in Indonesian higher education. This study explored gender-based differences in how university students perceive, interpret, and integrate academic memes into academic settings. Four participants, two males and two females, from two disciplinary backgrounds in Malang, East Java, Indonesia, took part in semi-structured interviews using five academic memes as elicitation instruments, analyzed through six-phase thematic analysis. Four themes emerged: memes as relatable and humorous academic artifacts, gendered patterns in consumption and interpretation, perceived benefits and limitations, and conditional acceptance with ethical considerations. Male participants tended to convert memes into individual moral lessons or outward-directed guidance and critique, reflecting a comedic and pedagogical orientation, while female participants used memes more for emotional expression, community building, and indirect social critique. All participants recognized memes as beneficial for vocabulary, engagement, memory retention, and stress relief, but also raised concerns such as trivialization, misinformation, and language barriers, conditionally accepting classroom use. These findings highlight the need for gender-aware, context-sensitive approaches to meme-based pedagogy in Indonesian higher education.

Keywords: Internet memes, academic memes, gender perception, thematic analysis, Indonesian higher education, digital communication

INTRODUCTION

Internet memes have become a major cultural phenomenon that shapes digital communication. Beyond merely entertainment, they have evolved into powerful tools for expressing ideas, emotions, and shared experiences (Bown et al., 2018). Memes have demonstrated that individuals can express their ideas, thoughts, jokes, humorous anecdotes, and criticisms of their communities with ease (Mukhtar et al., 2024), and their wide-reaching presence on social media platforms makes them a rich area for academic research (Junior et al., 2023).

The term “meme” was popularized by Richard Dawkins in *The Selfish Gene*, where it was defined as an act of imitating ideas that spread from person to person (Dawkins,

2006). Media and communication scholars now understand memes as groups of digital objects that are created, changed, and shared online (Shifman, 2013), and their capacity to produce humorous or surprised responses in viewers has made them a significant component of digital culture (Lestari et al., 2024; Sharma, 2018).

In the context of academia, memes have emerged as a significant means for university students to express themselves and communicate with peers. Digital media with rich visualization has been shown to help teachers and students alike, maximizing engagement and easing understanding of complex linguistic concepts (Faiz et al., 2023; Rahayu et al., 2022). Student-created content, especially memes, is considered an effective way to assess understanding in a fun and interactive manner, allowing students to express ideas without restraint (Truong & Lambert, 2025), and digital expression more broadly has been shown to help students cope with academic pressure and connect with one another (Akram et al., 2020; Frigillano, 2023; Raaper et al., 2025).

Beyond entertainment, college memes serve as a medium for reflecting the realities, challenges, and experiences of students in higher education, capturing struggles with workload, deadlines, financial difficulties, and feelings of academic inadequacy (Ask & Abidin, 2018; Poliaková, 2024). This experience of academic stress is often gender-specific: female university students tend to report higher stress and more frequent negative emotions, while male students may gravitate toward humor or acceptance as coping (Asensio-Martínez et al., 2023). However, existing research frequently overlooks how diverse demographic groups engage with and express these challenges through memes; preliminary evidence suggests that although overall participation in meme-making may not differ significantly by gender, variations exist in the types of humor and preferred forms of expression (Tidy et al., 2024).

Despite growing attention to memes in higher education, there remains a limited in-depth qualitative exploration of gendered perceptions of how academic memes function as tools to enhance student communication. Previous research has addressed the impact of memes on the student experience (Tidy et al., 2024), their semiotic structure (Cannizzaro, 2016), and gender in meme humor or representation (Drakett et al., 2018; Nugroho & Liemantara, 2024), yet narrative-driven research that directly investigates students' subjective interpretations and motivations for engaging with academic memes, analyzed by gender, remains scarce.

To fill this gap, the present study explored gender-based differences in how university students perceive, interpret, and integrate academic memes into academic settings. Accordingly, this study addresses the following research questions: (1) How do male and female university students perceive and interpret academic memes? (2) How do male and female university students perceive the integration of academic memes into academic settings?

LITERATURE REVIEW

Academic Memes and Their Functions

Internet memes are digital objects that combine visual and textual elements and are created, changed, and shared online across social media platforms (Bown et al., 2018; Shifman, 2013). Beyond humor and entertainment, memes fulfill several communicative functions: they foster social connection and shared identity among diverse groups (Nissenbaum & Shifman, 2017), allow users to express emotions and share messages without being offensive (Pryahina & Vasilyeva, 2019), and support creative and contextual humor through wordplay, voicing, and visual depiction (Vásquez & Aslan, 2021). Narrowing to the academic domain, academic memes are a specialized type of internet meme associated with educational institutions, disciplinary knowledge, student life, research culture, or scholarly identity (Douglas et al., 2026; Papapicco & Mininni, 2020). They are commonly classified by topic (e.g., exams, supervisors, publishing), setting (e.g., classroom, online student communities), and function (e.g., instruction, emotional support, critique, reflection) (Dongqiang et al., 2020; Rybka, 2025), and studies across disciplines confirm that academic memes foster engagement, motivation, feedback, emotional relief, and critical thinking in higher education (Papapicco & Mininni, 2020; Rodriguez-Guillen et al., 2024).

Perception, Gender, and Meme Use

How individuals interpret memes depends heavily on prior experience and shared cultural context, since meme comprehension draws meaning from relatable, real-life associations (Rina et al., 2020; Rossi & Bondarenko, 2024). Gender has been shown to shape not only what content users consume but also how they interpret it: males tend to use humor to entertain or amuse others, while females tend to use humor to express feelings and build social bonds (Drakett et al., 2018). This pattern extends to meme use specifically, with female users more inclined toward emotional expression and community building, while male users lean toward entertainment and critique (Du Bois, 2024). Among EFL undergraduates, male students primarily use memes for entertainment and satire, while female students use memes to express emotional states such as sadness and to build community (Alaiyed, 2025), and female students have also shown a greater ability to detect the satirical and social-critique dimensions of gender-related memes (Nugroho & Liemantara, 2024). Meme culture itself has been described as a gendered space that can simultaneously disseminate and challenge stereotypical representations (Kumari, 2021).

Previous Studies

Several studies provide a foundation for understanding memes as reflections of student life. Ask and Abidin (2018) found that memes shared on a student-life Facebook page functioned to express empathy for shared struggle rather than mere amusement. Maples (2023) similarly found that graduate-student memes captured shared concerns such as financial strain, overwork, and access to literature. In a pedagogical experiment with

Ukrainian higher-education students, Kyrpa et al. (2022) found that memes created space for discussion and helped build shared communicative and intercultural competence, though teachers needed to manage ambiguous or provocative content. Tidy et al. (2024) found that gender did not significantly affect participation in meme-making activities, while Du Bois (2024), examining smartphone users of different ages and genders during COVID-19, found that women shared memes about homeschooling and lifestyle while men shared memes about lockdown rules and alcohol, reflecting gender-specific patterns of humor and topic preference. Despite these contributions, limited research has used an in-depth, narrative-driven approach to explore how Indonesian EFL students specifically perceive academic memes through a gendered lens – a gap the present study addresses.

METHOD

This study employed a qualitative descriptive research design to explore university students' perceptions of memes as academic tools, with a central focus on gendered experience. This approach was suited to capturing the richness, depth, and context-dependent nature of individual experience, aiming to understand how and why students interact with academic memes in particular ways.

A purposive sampling strategy was used to recruit four undergraduate students (two male, two female), aged 20–23, from a private university in Malang, East Java, Indonesia, all of whom self-identified as active consumers of academic-related memes. Participant 1 (P1) was a senior English Department student who frequently engaged with academic memes shared by peers; Participant 2 (P2) was an English Department student who used English-language academic memes as a coping mechanism for assignment deadlines; Participant 3 (P3) was an Economics and Business Department student who regularly consumed memes for political commentary and entertainment; and Participant 4 (P4) was an English Department student who routinely used memes for both academic themes and general entertainment.

Data collection began with meme elicitation focused on themes of student life and academic stress; memes gathered from X, Instagram, Tumblr, and Pinterest using keywords such as #collegememes and #academicmeme were compiled into five exhibits using Google Slides. Participants then took part in semi-structured, in-depth interviews adapted from frameworks by Kyrpa et al. (2022), and Tidy et al. (2024), validated by experts and structured to move from broad opinions about academic memes to specific applications in academic settings and, finally, to gender-based perspectives. Interviews lasted 40–60 minutes, were conducted in Bahasa Indonesia via Zoom to capture authentic responses, and were audio-recorded, transcribed using TurboScribe, and translated into English.

Data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis: familiarization with the data; generating initial codes; searching for themes; reviewing

themes; defining and naming themes; and producing the report. To ensure trustworthiness, member checking was applied following the framework of Birt et al. (2016), in which participants reviewed their transcripts and were free to verify, modify, or delete sections that no longer represented their experience. Ethical procedures included informed consent, participant confidentiality through the use of pseudonymous codes (P1–P4), and secure storage of all recordings and transcripts.

FINDINGS

This section presents the findings of the study, based on semi-structured interviews with four participants (P1–P4) using five academic memes as elicitation material. Analysis using Braun and Clarke’s (2006) six-phase framework generated five main themes: (1) perception of male students, (2) perception of female students, (3) gendered patterns in meme consumption and interpretation, (4) perceived benefits and limitations of academic meme use, and (5) conditional acceptance and ethical considerations. Figure 1 summarizes the thematic structure of these findings.

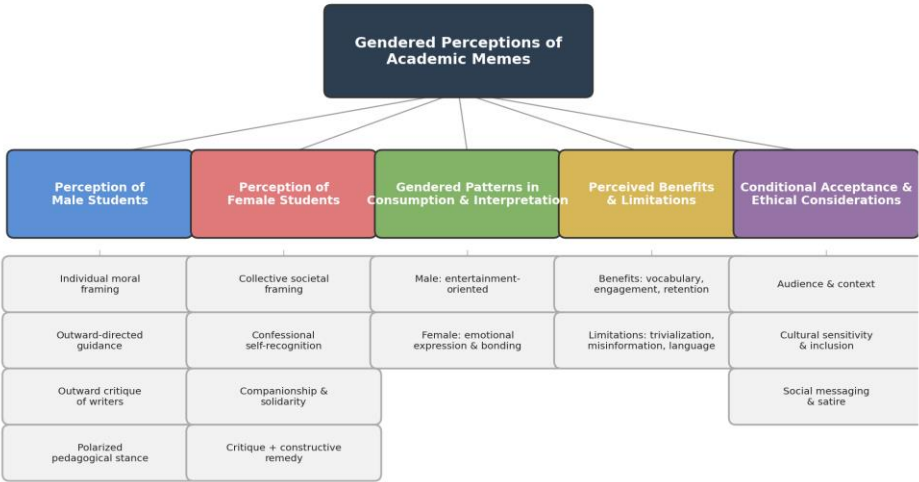


Figure 1. Thematic Map of Gendered Perceptions of Academic Memes

The five academic memes used as elicitation instruments during the interviews (Exhibits 1–5) are presented in Figure 2 below.



Figure 2. Academic meme exhibits used as elicitation instruments in the interviews

Perception of Male Students on Academic Memes

Male participants (P1 and P3) tended to interpret meme content as individual, moral, or outward-directed statements rather than as collective expressions of student life. Facing memes on AI reliance and academic burnout, both participants converted the content into a personal warning rather than a general observation; P1 explained that “this one’s message is basically: don’t rely on AI too much, because the real world is real, it’s not an illusion,” while P3 stated that “study until you’re dying ... you’ll end up stupid forever. That’s the moral message.” When confronted with memes about self-doubt or shared bad habits, both participants redirected that relatability outward as advice for others rather than personal confession; P1 noted that “the social message is: never invite a friend to procrastinate with you – motivate them instead.” Facing a meme criticizing incomprehensible academic writing, both participants aimed their criticism outward – P1 at student vocabulary broadly and P3 at professional academic writers, with an added legal-risk framing. On classroom use of memes, P1 and P3 occupied opposing positions, with P1 considering it “not ethical” and P3 finding memes an effective attention-capturing tool in his own teaching (“nine out of ten succeeded”) – a divide better explained by teaching background than by gender. P3 also displayed a structured, itemized awareness of the risks of academic meme use (“first, people’s perception gets disrupted; second ... it could lead to legal action; third, non-academic people wouldn’t be able to understand it”), while both participants described their everyday meme consumption as oriented toward entertainment, conditioning any classroom use on careful audience judgment.

Perception of Female Students on Academic Memes

Female participants (P2 and P4) generalized meme content into shared or collective conditions more often than individual lessons, and consistently paired critique with a constructive response. The same AI- and burnout-related memes were read as evidence of a condition shared by society or by students as a group; P2 explained that “every student in academia has definitely felt this – exhausted, physically and mentally.” Where male participants turned self-doubt memes into instructive advice, P2 and P4 used them to confess their own desperation, with P4 admitting that “my thesis has gone through this too.” A procrastination-themed meme was read primarily through its emotional function of solidarity rather than as a directive – P2 described it as “wanting to make sure I still have company.” Facing the meme on incomprehensible academic writing, both participants directed the critique at themselves as students and immediately paired it with a practical fix, such as P4’s suggestion to “read more ... write more clearly.” On classroom use, P2 and P4 independently reached the same conditional conclusion: memes support participation only when explained by the lecturer. Both participants also identified language as a double-sided dimension of

academic memes – a source of vocabulary growth, but also a risk of misunderstanding, since most academic memes circulate in English among non-native audiences.

Gendered Patterns in Meme Consumption and Interpretation

Beyond specific exhibits, clear gendered patterns emerged in participants' everyday meme habits. Male participants reported enjoying memes that were funny, dark, or related to gaming and politics rather than emotional or academic content; P1 explained that "the memes I get are just the usual ones which are purely jokes, not having any correlation with academics." Female participants, by contrast, showed a stronger tendency to use memes for emotional expression, solidarity, and community-building around shared academic pressure. P2 described sharing memes as a way to "share what I'm feeling with other people" and as a tool for indirect social critique ("I intentionally make memes to criticize someone without it looking too obvious"), while P4 described posting stress-related memes as a mutual coping mechanism: "we end up complaining about college life together ... it turns out I'm not alone in this." These findings indicate that gender shapes not only which memes students consume, but the social functions memes serve, both within and outside academic contexts.

Perceived Benefits and Limitations of Academic Meme Use

All participants recognized both advantages and disadvantages of using memes in academic settings. Reported benefits included emotional relief, enhanced engagement, vocabulary enrichment, and social connection; P4 noted that memes "help me expand my vocabulary" and improve contextual language awareness, while P3 highlighted memory retention, explaining that "when our brain is relaxed, material is absorbed more easily." Reported limitations included oversimplification of complex material, reduced classroom seriousness, potential misinformation, and language barriers; P1 stated that "memes cannot be the core of academic material – their proper place is as an icebreaker," while P4 raised the risk that, since most memes use English among non-native speakers, "there is always a risk of misunderstanding what the meme actually means." Overall, female participants emphasized emotional and linguistic gains and contextual risks, while male participants emphasized pedagogical effectiveness, retention, and concerns about structural misuse and misinformation.

Conditional Acceptance and Ethical Considerations in Academic Meme Use

No participant rejected the use of memes in academic settings outright; instead, acceptance was shaped by audience, context, cultural sensitivity, and pedagogical purpose. P1 judged appropriateness primarily by audience literacy, noting that memes are "not relevant" for professors but may work for peers, while P2 and P4 advocated for memes as supplementary, atmosphere-regulating tools rather than core material. Participants also proposed ethical guidelines emphasizing the avoidance of discriminatory content and attention to diversity (P2), and the use of watermarks to

verify source credibility (P3). Female participants were more specific in naming social categories – gender, race, and religion – as areas requiring sensitivity, while male participants focused more on information integrity and source attribution. Finally, all participants acknowledged that academic memes can convey social messages beyond humor; P2 described memes’ historical role as a way to “soften sarcasm,” while P3 described them as a “totally safe” outlet for stress relief and critique.

DISCUSSIONS

The findings show that male and female participants engaged with the same set of academic memes in markedly different ways, offering support for and extension of existing literature on gendered meme use.

Male participants’ tendency to convert memes into personal warnings and outward-directed advice is consistent with Drakett et al. (2018), who found that men often use humor to teach or entertain rather than to express emotion, and with Du Bois (2024), who found that male meme users interact with content differently than female users focused on feelings and community. Their outward-directed critique of academic writers similarly extends Nugroho and Liemantara’s (2024) finding that gender shapes sensitivity to sarcasm and social commentary in memes; while that study associated stronger sarcasm-detection with female students, the present findings show that male participants detected sarcasm just as readily but directed it toward an external target rather than toward reflection on themselves, suggesting that detecting and directing sarcasm may be distinct habits. The sharp disagreement between P1 and P3 on classroom use of memes, meanwhile, could not be explained by gender alone; it more closely reflects differing teaching backgrounds and personal attitudes, complicating a purely gender-based reading of pedagogical acceptance and echoing Kyrpa et al. (2022) and Sidekerskėnė and Damaševičius (2025) on the importance of planning and context in meme-based instruction.

Female participants’ tendency to generalize memes into collective conditions aligns with Du Bois (2024) and Nugroho and Liemantara (2024) on women’s stronger orientation toward community and social commentary in meme interpretation, and supports the broader claim that shared cultural context shapes collective meme interpretation (Rossi & Bondarenko, 2024). Their confessional response to memes about academic self-doubt closely mirrors Alaiyed’s (2025) finding that female EFL students use memes to express sadness and stress, while their pairing of self-critique with constructive solutions – largely absent from the male data – extends work on memes as a vehicle for critical reflection and reasoned judgment (Vacca et al., 2022; Douglas et al., 2026).

The gendered variation in perceived benefits and limitations adds nuance to existing literature. Female participants’ emphasis on vocabulary acquisition supports Reddy et al. (2020), who argued that memes can clarify abstract concepts, and Zuhairi and Mistar

(2023), who found that image association is an effective vocabulary-learning strategy; incidental vocabulary learning through humorous, low-anxiety meme content aligns with affective-filter accounts of language acquisition, and may explain why this benefit was reported more often by the female participants given their greater everyday exposure to emotionally and academically themed memes. P3's success using memes to capture classroom attention parallels De Oliveira (2022) and Kyrpa et al. (2022) on meme-based learning improving engagement and communication, while male participants' framing of memes as attention-capturing and retention tools contrasted with female participants' framing of memes as emotional outlets, showing that the same tool can serve different educational functions depending on gender-shaped communication style. The limitations raised by participants – use as an icebreaker rather than core material, unrecognized meme characters, misinformation, and language barriers – resonate with Kyrpa et al. (2022) on the need for teachers to adapt to fast-moving meme culture, and with Bettin et al. (2023) on the persistent interpretive complexity of memetic comprehension; the language-barrier concern is especially salient in the Indonesian EFL context, where most circulating academic memes are produced in English.

Finally, participants' conditional, audience-based acceptance of academic memes reflects the sociological function of memes as a youth-specific communication register that builds shared identity while excluding outsiders, including figures of authority (Nissenbaum & Shifman, 2017). Female participants' emphasis on cultural sensitivity – explicitly naming gender, race, and religion as areas requiring care – alongside male participants' focus on source credibility and information integrity, reflects broader patterns in gender-and-communication literature regarding attentiveness to social status and discrimination, and, if confirmed at a larger scale, carries practical implications for designing meme-based activities in culturally and gender-diverse classrooms. Participants' shared recognition of memes as vehicles for satire and social critique beyond humor, consistent with Lestari et al. (2024) on the historical role of memes as tools of ambiguous symbolic production, further indicates that students exercise a form of critical media literacy increasingly recognized as fundamental to digital citizenship.

CONCLUSION

This study examined how male and female university students perceive and interpret academic memes into academic settings, guided by two research questions: how male and female students perceive and interpret academic memes, and how they perceive the integration of academic memes into academic settings. Thematic analysis of interviews with four participants identified themes spanning both questions.

In response to the questions, male participants tended to convert memes into individual moral lessons or outward-directed guidance and critique, reflecting a comedic and

pedagogical orientation; their views on classroom use were themselves polarized, a divide better explained by teaching background than gender. Female participants generalized meme content into collective conditions, responded with confessional self-recognition and solidarity, and paired self-critique with constructive remedies, reflecting an orientation toward emotional expression, community building, and indirect social critique.

All participants recognized academic memes as beneficial for vocabulary, engagement, memory retention, and stress relief, though female participants emphasized emotional and linguistic gains while male participants stressed pedagogical effectiveness. All noted limitations – trivialization, cultural mismatch, misinformation, and language barriers – and conditionally accepted classroom use, contingent on audience, cultural sensitivity, and clear ethical guidelines.

Overall, gender meaningfully shapes both how academic memes are perceived and how their classroom use is judged appropriate, pointing to a need for stronger classroom feedback practices and gender-aware, context-sensitive approaches to meme-based pedagogy in Indonesian higher education.

SUGGESTIONS

Based on the findings of this study, several suggestions are proposed to help improve the integration of academic memes in Indonesian higher education. These suggestions are addressed to English language teachers, lecturers across disciplines, students, and future researchers.

1. For English Language Teachers

Teachers of English are encouraged to use academic memes as supplementary and contextual learning tools, integrating meme activities with linguistic support to assist non-native speakers and to develop pragmatic and satirical awareness.

2. For Lecturers Across Disciplines

Lecturers in Indonesian higher education are encouraged to use memes primarily as regulating tools or icebreakers rather than core instruction; to choose memes with gender-aware sensitivity, considering that female students may prefer reflective or community-oriented memes while male students may prefer humor or intellectual challenge; and to apply ethical guidelines concerning discrimination avoidance, source attribution, and cultural inclusivity.

3. For Students

Students are encouraged to use memes as multimodal texts with layered meanings, and to remain aware of cultural and ethical issues when making or sharing a meme.

4. For Future Researchers

Future researchers are encouraged to expand the sample size and diversity of disciplines in order to investigate the identified gender patterns further, to explore the production and consumption of memes for their creative capacity to promote gendered expression, and to examine the use of memes in non-EFL fields.

ACKNOWLEDGEMENT

The author would like to express sincere gratitude to Diah Retno Widowati, S.Pd., M.Pd., and Moch. Imron Azami, S.Pd., M.Ed., for their invaluable guidance, feedback, and constant encouragement throughout the completion of this study.

REFERENCES

- Akram, U., Drabble, J., Cau, G., Hershaw, F., Rajenthiran, A., Lowe, M., Trommelen, C., & Ellis, J. G. (2020). Exploratory study on the role of emotion regulation in perceived valence, humour, and beneficial use of depressive internet memes in depression. *Scientific Reports*, 10(1), 899.
<https://doi.org/10.1038/s41598-020-57953-4>
- Alaiyed, M. A. (2025). Internet memes and gender: A pragmatic analysis of how Saudi male and female EFL undergraduate students use internet memes. *Journal of Language Teaching and Research*, 16(4), 1302–1312.
<https://doi.org/10.17507/jltr.1604.24>
- Asensio-Martínez, A., Aguilar-Latorre, A., Masluk, B., Gascón-Santos, S., Sánchez-Calavera, M. A., & Sánchez-Recio, R. (2023). Social support as a mediator in the relationship between technostress or academic stress and health: Analysis by gender among university students. *Frontiers in Psychology*, 14, 1236825.
<https://doi.org/10.3389/fpsyg.2023.1236825>
- Ask, K., & Abidin, C. (2018). My life is a mess: Self-deprecating relatability and collective identities in the memification of student issues. *Information, Communication & Society*, 21(6), 834–850.
<https://doi.org/10.1080/1369118X.2018.1437204>
- Bettin, B., Sarabia, A., Gonzalez, M. C., Gatti, I., Magnan, C., Murav, N., Vanden Heuvel, R., McBride, D., & Abraham, S. (2023). Say what you meme: Exploring memetic comprehension among students and potential value of memes for CS education contexts. *Proceedings of the 2023 ACM Conference on International Computing Education Research V.1*, 416–429.
<https://doi.org/10.1145/3568813.3600144>

- Bown, A., Bristow, D., Bianchino, G., & Christopher, R. (2018). *Post memes: seizing the memes of production*. Punctum Books. <https://doi.org/10.1353/book.75673>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Cannizzaro, S. (2016). Internet memes as internet signs: A semiotic view of digital culture. *Sign Systems Studies*, 44(4), 562–586. <https://doi.org/10.12697/SSS.2016.44.4.05>
- Dawkins, R. (2006). *The selfish gene (30th anniversary ed.)*. Oxford University Press.
- De Oliveira, V. C. V. (2022). Tecnologia e humor: Exemplos de atividades para manter a aprendizagem de inglês funcional em tempos de pandemia. *Entrepalavras*, 11(3), 188. <https://doi.org/10.22168/2237-6321-32236>
- Dongqiang, X., De Serio, L., Malakhov, A., & Matys, O. (2020). Memes and education: Opportunities, approaches and perspectives. *Geopolitical, Social Security and Freedom Journal*, 3(2), 14–25. <https://doi.org/10.2478/gssfj-2020-0009>
- Douglas, C., Messenger, C., Lyons, E., & Arentson-Lantz, E. (2026). The use of memes to evaluate reflection levels in an evidence-based practice course for nutrition graduate students: A cross-sectional observational study. *Advances in Medical Education and Practice*, 17, 1–10. <https://doi.org/10.2147/AMEP.S562252>
- Drakett, J., Rickett, B., Day, K., & Milnes, K. (2018). Old jokes, new media – Online sexism and constructions of gender in internet memes. *Feminism & Psychology*, 28(1), 109–127. <https://doi.org/10.1177/0959353517727560>
- Du Bois, I. (2024). Age and gender differences in meme humor: A multimodal variationist mixed-method approach. *Multimodal Communication*, 13(3), 375–396. <https://doi.org/10.1515/mc-2024-0051>
- Faiz, A., Widowati, D. R., & Elfiyanto, S. (2023). *Improving reading comprehension through reading comic at eight grade of MTs Bahrul Maghfiroh* [Universitas Islam Malang]. Universitas Islam Malang Institutional Repository. <https://repository.unisma.ac.id/handle/123456789/9305>
- Frigillano, S. (2023). Humorous linguistic memes as students' coping relief against COVID-19 anxiety. *The Normal Lights*, 17(2). <https://doi.org/10.56278/tnl.v17i2.2175>

- Junior, W. E. F., Albuquerque, T. C. C. D., Costa, B. L. D. S., & Lima Gomes, R. (2023). Science by means of memes? Meanings of Covid-19 in Brazil based on Instagram posts. *Journal of Science Communication*, 22(04). <https://doi.org/10.22323/2.22040203>
- Kumari, S. (2021). Meme culture and social media as gendered spaces of dissent and dominance. *Journal of Visual Literacy*, 40(3–4), 215–232. <https://doi.org/10.1080/1051144X.2021.1974775>
- Kyrpa, A., Stepanenko, O., Zinchenko, V., Udovichenko, H., & Dmytruk, L. (2022). Integration of internet memes when teaching philological disciplines in higher education institutions. *Advanced Education*, 45–52. <https://doi.org/10.20535/2410-8286.235947>
- Lestari, D. A., Primagara, M., Aulia Sari, S., Meilina, A., Fauziah, S., Irfany Sugesti, A., Nasywa, A., & Diva Salwi, A. (2024). Meme culture: A study of humor and satire in digital media. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(4), 134–140. <https://doi.org/10.62225/2583049X.2024.4.4.3013>
- Maples, G. W. (2023). High impact, low mood: An analysis of graduate student attitudes and perceptions through PHD memes. *International Journal of Doctoral Studies*, 18, 001–023. <https://doi.org/10.28945/5075>
- Mukhtar, S., Ayyaz, Q. U. A., Khan, D. S., & Bhopali, A. M. N. (2024). Memes in the digital age: A sociolinguistic examination of cultural expressions and communicative practices across border. *Educational Administration: Theory and Practice*. <https://doi.org/10.53555/kuey.v30i6.5520>
- Nissenbaum, A., & Shifman, L. (2017). Internet memes as contested cultural capital: The case of 4chan's /b/ board. *New Media & Society*, 19(4), 483–501. <https://doi.org/10.1177/1461444815609313>
- Nugroho, A., & Liemantara, K. N. (2024). EFL students' interpretation of implicature and gender representation in memes. *Journal of English Teaching, Literature, and Applied Linguistics*, 8(2), 142. <https://doi.org/10.30587/jetlal.v8i2.8088>
- Papapicco, C., & Mininni, G. (2020). Impact memes: PhDs HuMor(e). *Multimedia Tools and Applications*, 79(47–48), 35973–35994. <https://doi.org/10.1007/s11042-020-09166-0>
- Poliaková, K. (2024). Social and political actors in the Czech media discourse on Ph.D. – A content analysis. *International Journal of Doctoral Studies*, 19, 003. <https://doi.org/10.28945/5276>

- Pryahina, A. V., & Vasilyeva, M. A. (2019). The memes' function in the visual design of news messages. *The European Proceedings of Social & Behavioural Sciences*, 432–439. <https://doi.org/10.15405/epsbs.2019.08.02.50>
- Raaper, R., Hardey, M., & Aad, S. (2025). #Studytalk in marketised higher education: Student influencers as emerging support providers. *Studies in Higher Education*, 50(7), 1501–1513. <https://doi.org/10.1080/03075079.2024.2385614>
- Rahayu, S., Rahmadani, E., Syafitri, E., Prasetyoningsih, L. S. A., Ubaidillah, M. F., & Tavakoli, M. (2022). Teaching with technology during COVID-19 pandemic: An interview study with teachers in Indonesia. *Education Research International*, 2022, 1–9. <https://doi.org/10.1155/2022/7853310>
- Reddy, R., Singh, R., Kapoor, V., & Churi, P. (2020). Joy of learning through internet memes. *International Journal of Engineering Pedagogy*, 10(5), 116–133. <https://doi.org/10.3991/ijep.v10i5.15211>
- Rina, N., Yanti, Y., & Idham, H. (2020). Implicature in the internet memes: Semio-pragmatics analysis. *Journal of Cultura and Lingua*, 1(1), 27–35. <https://doi.org/10.37301/culingua.v1i1.7>
- Rodriguez-Guillen, M. P., Zavala-Parrales, A. C., & Valerio-Ureña, G. (2024). Integrating memes: Enhancing education with pop culture – A systematic literature review. *2024 International Conference on Emerging eLearning Technologies and Applications (ICETA)*, 538–545. <https://doi.org/10.1109/ICETA63795.2024.10850789>
- Rossi, C., & Bondarenko, I. (2024). Internet memes: A cognitive approach to the issue of semantic translatability. *ILCEA*, 53. <https://doi.org/10.4000/ilcea.19860>
- Rybka, N. (2025). The role of internet meme in teaching philosophy: Influence and consequences. *Information Technologies and Learning Tools*, 107(3), 39–53. <https://doi.org/10.33407/itlt.v107i3.6035>
- Sharma, H. (2018). Memes in digital culture and their role in marketing and communication: A study in India. *Interactions: Studies in Communication & Culture*, 9(3), 303–318. https://doi.org/10.1386/iscc.9.3.303_1
- Shifman, L. (2013). Memes in a digital world: Reconciling with a conceptual troublemaker. *Journal of Computer-Mediated Communication*, 18(3), 362–377. <https://doi.org/10.1111/jcc4.12013>

- Sidekerskėnė, T., & Damaševičius, R. (2025). Pedagogical memes: A creative and effective tool for teaching STEM subjects. *International Journal of Mathematical Education in Science and Technology*, 56(7), 1230–1260. <https://doi.org/10.1080/0020739X.2024.2328818>
- Tidy, H., Bolton-King, R. S., Croxton, R., Mullen, C., Nichols-Drew, L., Carlisle-Davies, F., Moran, K. S., & Irving-Walton, J. (2024). Enhancing the student learning experience through memes. *Science & Justice*, 64(3), 280–288. <https://doi.org/10.1016/j.scijus.2024.03.004>
- Truong, T. T. T., & Lambert, C. (2025). Learner-generated content and teachers' collaborative planning on using memes in English as a foreign language instruction. *TESOL Quarterly*, tesq.3398. <https://doi.org/10.1002/tesq.3398>
- Vacca, R., DesPortes, K., Tes, M., Silander, M., Amato, A., Matuk, C., & Woods, P. J. (2022). What do you meme? Students communicating their experiences, intuitions, and biases surrounding data through memes. *Interaction Design and Children*, 212–224. <https://doi.org/10.1145/3501712.3529739>
- Vásquez, C., & Aslan, E. (2021). “Cats be outside, how about meow”: Multimodal humor and creativity in an internet meme. *Journal of Pragmatics*, 171, 101–117. <https://doi.org/10.1016/j.pragma.2020.10.006>
- Zuhairi, A., & Mistar, J. (2023). Vocabulary learning strategies and vocabulary mastery by Indonesian EFL learners. *World Journal of English Language*, 13(8), 453. <https://doi.org/10.5430/wjel.v13n8p453>