The Influence of Social Media on Student's Learning Motivation

Helmiatin*)

Faculty of Economics, Universitas Terbuka Indonesia
helmi@ecampus.ut.ac.id, cmia390@gmail.com,

Abstract [Arial, 12-point, bold, centred]

The age of our students today mostly at the level of 17-20 years. This age is categorized at the level of the final generation Y and entered the early generations Z. This age is very computer literate and very active in social media.in which it provides benefits or vice versa. The lectures should adjust learning material so students could follow the technological advances in lectures. Today's internet generation students are very easy to understand the technology so they can access various information on the internet easily. The development on Internet and social media is very huge, so that make lecturers must be good at choosing the right teaching method. This research tried to see the influence of social media on student learning motivation, especially at Universitas Terbuka. The number of respondents are 142 students. The results indicates that most students have accounts on several social media providers and use them for various learning and social activities. It also gives them a motivation to learn more trough social media.

Key Words: Internet, Social Media, Learning Motivation

1   Background

The lecturer now they have very literate students with technology or gadgets, where this can be beneficial or otherwise. Their current students now can categorized into the final generation Y and Z. Early of generation Y (born 1981-1994) known as the millenial generation or millennium generation. The phrase generation Y was used in the editorial of the United States in August 1993. This generation is much use of instant communication technologies such as email, SMS, instant messaging and social media such as Facebook and twitter. They also like to play games online.

While the Z generation (born 1995-2010) also called iGeneration, or the internet generation. They have similar characteristics with the generation Y, but they were able to apply all the activities in a time such as tweeting using the phone, browsing with a PC, and listening to music using headset. Each of their activities is often associated with the virtual world. For the educator or teacher, they should aware with these mindset and behavior of students so that the teaching methods can get to the goals. When it is done well then the educational objectives can be achieved.

For university that implement remote method such as the Universitas Terbuka, it can provide a benefit and an advantage because most of the teaching given through the internet medium. Higher education distance learning has become an affordable alternative to the higher education level. Higher education through distance reducing the gap between teachers / lecturers and students. The lecturers are required to be more creative in providing learning materials.

1.1 Problem

How can social media influence the student's learning motivation at Universitas Terbuka?

1.2 The purpose and benefits of the research

The purpose of this study was to investigate the influence of social media on students' learning motivation at Universitas Terbuka.

1.3 Methodology Time and Location research

This research was conducted in March-August 2016. Questionnaires were distributed to students in UPBJJ Jakarta, and trough online via email.

REFERENCES

1.1 Internet

Before the Internet emerged, there have been some digital-based communication systems, one of which is a telegraph system which is often regarded as a precursor Internet. This system emerged in the 19th century, or more than one hundred years before the Internet was widely used in the 1990s. Based on ARIN and APNIC that is records, Internet protocol (IP) first of Indonesia, UI-NETLAB (192.41.206 / 24) registered by the University of Indonesia on June 24, 1988. RMS Ibrahim, Suryono Adisoemarta, Muhammad Ihsan, Robby Soebiakto, Putu, Word Siregar, Adi Indrayanto, and Onno W. Purbo are some legendary names in the early development of the Internet Indonesia in 1992 through 1994. Each personal had contributed to the expertise and dedication in building footage computer network history in Indonesia (Kurniawan, 2016).

2.2 The Developments of Social Media in Indonesia

As one of the most crowded in use today, social media serves as a means of communication that is highly efficient when compared with the previous. The development of social media in Indonesia is growing rapidly since the good infrastructure of the devices, the Internet and technology. According to the Indonesian Internet Service Provider Association (APJII) in the year 2012, 63 million people in Indonesia are connected to the Internet and as much as 95 percent of the activity is open access to the virtual world of social media. Indonesia when it predicted would be the most active users of social media and in terms of the greatest number. How could this happen, because the internet is mobile web mobile devices and smartphones more affordable prices for all circles (Kurniawan, 2016).

Figure 1 Internet users in Indonesia

From the table below we can see a comparison social media user in some countries it appears that Indonesia was ranked 3.

Table .1 Users of social media in the world

Top 10 Mobile Phone Facebook User Countries, 2013-2018

millions and % of Facebook users

	2013	2014	2015	2016	2017	2018
1. US*	100.3	112.3	123.1	133.1	138.8	143.8
—% of Facebook users	68.0%	74.0%	79.1%	83.6%	85.4%	86.8%
2. India	57.5	80.6	101.5	123.8	145.9	167.7
—% of Facebook users	75.6%	81.9%	82.9%	83.9%	84.5%	85.0%
3. Indonesia	39.1	51.5	62.6	76.3	86.4	95.1
—% of Facebook users	77.7%	88.1%	92.4%	98.2%	98.4%	98.8%
4. Brazil	35.4	47.4	57.9	66.8	75.2	79.9
—% of Facebook users	57.9%	65.9%	73.3%	76.9%	81.3%	84.2%
5. Mexico	21.2	26.1	30.9	35.2	39.0	42.9
—% of Facebook users	60.9%	65.2%	67.9%	68.0%	68.5%	68.8%
6. UK*	21.7	24.0	26.2	28.5	30.3	31.0
—% of Facebook users	75.0%	79.0%	84.0%	89.0%	93.0%	94.0%
7. Japan	18.9	21.5	22.7	23.6	24.4	25.0
—% of Facebook users	74.6%	80.9%	81.9%	82.9%	83.5%	84.0%
8. Germany	15.1	17.1	18.7	20.0	21.1	22.3
—% of Facebook users	72.0%	76.0%	79.0%	81.0%	82.0%	83.0%
9. France	14.0	15.5	16.9	18.0	18.8	19.5
—% of Facebook users	65.4%	69.4%	72.4%	74.4%	75.4%	76.4%
10. Russia	10.1	13.4	15.5	17.4	19.1	20.6
—% of Facebook users	72.6%	84.8%	88.8%	90.5%	92.0%	92.8%
Worldwide**	**710.0**	**856.8**	**986.9**	**1,115.4**	**1,231.4**	**1,340.0**
—% of Facebook users	61.2%	66.1%	70.1%	72.7%	73.7%	75.1%

Note: mobile phone users of any age who access their Facebook account via mobile phone (browser or app) at least once per month; *forecast from Aug 2014; **includes countries not listed
Source: eMarketer, Dec 2014

184177   www.eMarketer.com

Source: https://id.techinasia.com/jumlah mobile-users-facebook-Indonesia-tertinggi-world

Some social Medias were much-loved and widely used by society, both old and young people. So many

different social media was used in accordance user needs. Many kinds of social media, the following are well known and used in Indonesia;

1. Facebook / Facebook messenger
2. Twitter
3. WhatsApp
4. Instagram
5. Foursquare
6. Sound cloud
7. Tumblr
8. LinkedIn
9. Pinterest
10. Google+

2.3 Motivation

Motivation is a psychological process that arises from the existence of a factor in a person or also from external factors, factors originating from outside can be very complex. Sardiman (2008) defines motivation as the overall driving force in students that lead to learning, which ensures continuity of learning activities and provide direction on learning activities, so that the desired destination by a subject of study that can be achieved.

Furthermore Hamzah B. Uno (2008) explains that the function of motivation in learning is as follows, encouraging people to perform an activity that is based on fulfillment. Determine the direction of the goal. Specify the action that must be done. The characteristics of the motivation to learn by Hamzah B. Uno (2008) can be classified as follows:

1. There is desire to be success
2. Existence and needs a boost in learning
3. There is hope
4. There is an award in learning process
5. Presence activities that interest in learning
6. Existence conducive learning environment

Based on some of the above characteristics, it can be concluded that the existence of a good motivation in learning will show good results.

2.4 Conceptual Framework

The variables of this research are Internet, and social media.Variables of computers and the Internet is reflected by the ability to operate a computer, understanding of computer applications, understanding various utilities of program, understand the hardware, the frequency of using computers, internet access, and the frequency of internet access. For variable social media is reflected by the number of accounts, frequently accessed, social media access from mobile phones, access social media from computer, have a blog, often wrote in a blog or WordPress. Furthermore social media variables and lectures for the community are reflected social media, social media for college, social media to consult with lecturer, social media and learning time, social media and lecturers, as well as the delivery of course material through social media. Figure 2 describe the conceptual thinking of the research.
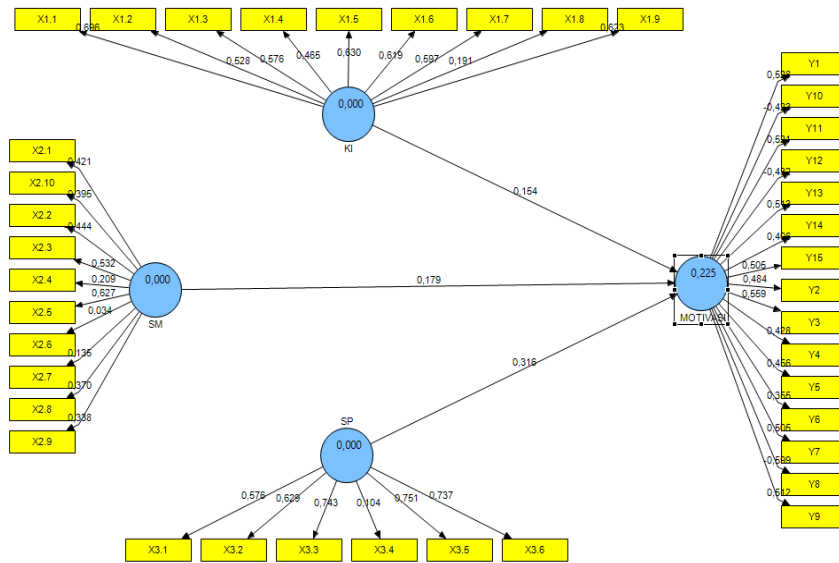
Figure 2 Framework for conceptual thinking and research model

2.5 Hypothesis Research

Hypothesis for this study are;

H1: Computers and the Internet have a significant effect on learning motivation

H2: Social media effect the learning motivation significantly

H3: Social media and lectures effect the learning motivation significantly

3 Discussion

3.1 Characteristics of Respondents

Respondents in this study consisted of students of Universitas Terbuka majoring in Management and Accounting are currently taking courses in 2016. Here are the characteristics of the respondents.

3.2 Characteristics of Respondents by Gender

Based on the results showed that the respondents most likely to be male as much as 46% and as much as 54% of women respondents from the number of respondents 142 people.
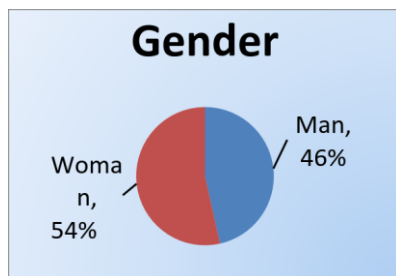
UT's students are very diverse ages, this is because many UT's students consisting of employees or also fresh graduate. The average of student's ages in the Department of Management and Accounting as follows.
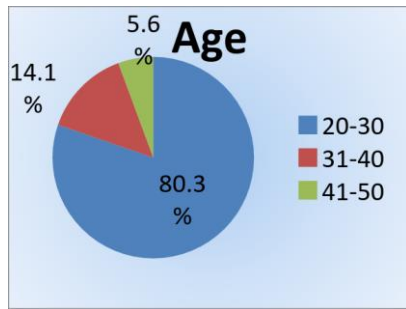
The method of analysis was conducted to determine the shape and the influence of independent latent variables (exogenous) that social media and student learning motivation is using the Partial Least Square (PLS) doped with SmartPLS 2.0. In Figure 3, the form of relationships with indicators of latent variables is reflective.
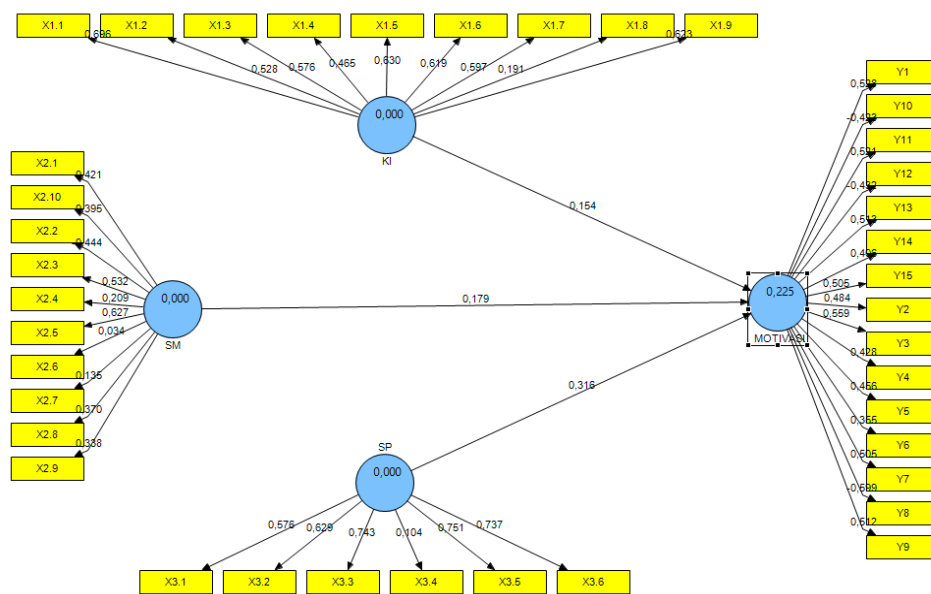

Figure 3. The influence of social media on student learning motivation
(Source: primary data results dioleh smartPLS, 2016)

Tabel 2. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (|O/STERR|)
KI -> Motivation	0,0928	0,1195	0,1608	0,1608	0,5774
SM -> Motivation	0,2047	0,1921	0,1204	0,1204	1,7006
SP -> Motivation	0,313	0,3481	0,1146	0,1146	2,731

Source: primary data results processed smartPLS, 2016

From the table above, we can conclude the hypothesis result.

Hypothesis 1: Computers and the Internet have a significant effect on the learning motivation

At coefficients path analysis results showed that KI does not significantly influence the motivation to learn. Nonetheless this variable has a positive impact at the level of a very small effect on motivation to learn, where the value of the parameter coefficient of 0.093.

Testing the hypothesis one was rejected because the analysis results obtained that t = 0.5774 smaller than ttable = 1.96 (Table path coefisien). This shows that KI does not have a significant influence on the motivation to learn.

Hypothesis 2: Social Media has a significant effect on learning motivation

In coefficients path analysis results showed that Social Media does not significantly influence the motivation to learn. Social media influence is quite weak / small to learn but positive motivation, where the value of parameter coefficient of 0.205. This means that social access only have a small effect on learning motivation.

Testing the hypothesis of two rejected because the analysis results obtained that t = 1.7 is smaller than ttable = 1.96 (Table path coefficient). This shows that social media does not have a significant influence on the motivation to learn.

Hypothesis 3: Social media and lectures have a significant effect on learning motivation

In coefficients path analysis results indicate that social media have a significant effect on the motivation to learn. Lectures social media has an enough to affect the increase motivation to learn, where the value of parameter coefficient of 0.313.

Testing the hypothesis of three accepted because the analysis results obtained that t = 2.7 is greater than ttable = 1.96 (Table of coefficients path).This shows that social media and lectures have a significant influence on the learning motivation.

4   Conclusions and Recommendations

Conclusions

From these results we concluded that,

1. Computer and internet does not significantly influence the motivation to learn, this means that students don't have much desire to use internet for learning purpose.
2. Social media does not significantly influence the motivation to learn. The social media is not fully utilized.
3. Social media and lectures have a significant effect on the motivation to learn; meaning the use of social media in lectures influences the motivation to learn. Lecturers can use social media in teaching and learning process.

Suggestion

The suggestion from this study is as follows;

Lecturers can utilize the social media in learning process. In order to provide results or real impact on motivation to learn, Lecturer can write material in social media such as Facebook, LinkedIn or Tumblr. In addition social media can also be used as a means of communication between students and lecturers as well as to motivate them.

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