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The Influence of Using Social Media on Students' Motivation and Learning Achievement in Economics Subjects at Daarun Nahdhah Thawalib Bangkinang Islamic Boarding School

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ABSTRACT

This research aims to analyze the influence of the use of social media through learning motivation on increasing the learning achievement of Daarun Nahdhah Islamic Boarding School students. The research approach used is quantitative descriptive with data collection techniques using questionnaires and documentation. Sampling used a saturated sample, where all members of the population were used as samples with a total of 90 students who did not live in the dormitory. The data analysis used in the research is Partial Least Square (PLS). The research results show that the use of social media has a direct and indirect effect on student learning achievement. This means that the better the use of social media which is used in a positive direction, the better and better learning achievement will be and the use of social media which is used in a positive direction will increase learning motivation so that student learning achievement will increase.

1. Introduction

The learning process can involve cognitive, affective and psychomotor aspects. In cognitive learning the process results in changes in aspects of thinking ability, in affective learning it results in changes in aspects of feeling ability, while in psychomotor learning results in learning achievement in the form of skills. The learning process is a unique and complex process (Azwar, 2015). This uniqueness is because learning achievement only occurs in individuals who study and each individual displays different learning behavior. Education at school can be said to be successful or not, it can be seen from the learning achievements achieved by students.

Learning achievement is the result of student achievement in carrying out assignments or learning activities through the assignment of knowledge or skills

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in school subjects which is usually shown by test scores or numbers given by the teacher. High student learning achievement indicates that students can absorb the knowledge provided by the teacher well and if student learning achievement is low it indicates that they are not good at absorbing the knowledge provided by the teacher (Sudjarwo, 2015).

In an effort to create high-quality and high-achieving students, students must have good learning achievements. Learning achievement is a benchmark that students have achieved after carrying out learning actions for a predetermined time (Fitri, 2017). The phenomenon that occurs at MAS PP Daarun Nahdhah is that the learning achievements achieved by students in economics subjects still do not reach the Minimum Completeness Criteria (KKM). Students are said to have good and optimal learning achievement if the student gets a score above the KKM (Minimum Completeness Criteria) set by the school. Based on data from observations made from 110 class X and class XI students, there are still students who still get scores below the KKM. Students who completed 48.2% and students who did not complete 51.8%. This raises questions for teachers, what factors cause students' economic learning achievements to be not good and tend not to be optimal.

There are several factors that influence student learning achievement. These factors are internal factors and external factors (Badrumilah & Rigianti, 2022). Internal factors are factors that come from within the student (ability, interest, talent, motivation, etc.). Meanwhile, external factors are factors that come from outside the student (discipline, learning environment, socio-cultural and political, and student-teacher interaction. One of these factors is the use of social media and learning motivation.

Students have the implication of actively fulfilling desires by using social media sites. The desire to use social media is driven by the intention to behave (behavioral intention). Students' behavioral intention is to use social media as a source of information. With social media, students can get various experiences from looking for discussion material, or communicating with friends. However, currently there are still many students who are not able to utilize social media sites as media and learning resources that can support student achievement. There are still many who use the internet as an entertainment medium without providing benefits to their learning process (Badaruddin, 2021).

Social media can of course have multiple effects, both negative and positive. From the positive side, social media will encourage students to be more motivated to learn so that it can support the achievement of learning outcomes. On the negative side, students often use social media just for entertainment and actually waste a lot of time doing activities accessing social media, neglecting to do school assignments and of course making their level of learning achievement low (Wibisino & Mulyani, 2019). One of the social media that is very influential in neglecting to do school assignments is YouTube. Based on the data obtained, 93.33% of class X and XI IIS use personal YouTube social media and 6.67% of students use their parents' YouTube with the intensity of using social media an

average of more than 1 hour a day. In fact, apart from being entertainment, YouTube can be used as a learning resource. Apart from literature books, tutorials and so on, YouTube allows students to freely determine their learning speed. Even though YouTube is popular as an entertainment medium, YouTube has become a source of learning and is considered an alternative for delivering teaching material (Harpina & Irfandi, 2022).

Apart from social media, learning motivation also influences students' learning achievement. This is often seen as a fairly dominant factor. Motivation is a force that moves and encourages behavior directed at certain goals (Zuliani et al., 2023). Motivation is one of the factors that determines the activeness and success of learning and has a huge influence on the learning process because students will learn seriously if they have high motivation. This theory is supported by (Badaruddin, 2021), If student learning motivation is low, it will cause student learning achievement to also decrease. Vice versa, if learning motivation is high then student learning achievement will be good.

PP. Daarun Nahdhah is a school that can be used as a means to produce young people who have good competencies to fulfill national development. Based on this, student learning achievement at MAS PP. Daarun Nahdhah is unsatisfactory, this temporary suspicion is because students too often use social media just for fun, not to search for learning material so that learning objectives are not achieved, social media also affects student learning motivation and has an impact on student learning achievement. With motivation to learn, students will be encouraged to have broad insight and take the initiative to carry out the learning process both at school and independently by utilizing the available learning facilities and resources. One learning resource that students can use to improve learning achievement is YouTube social media (Fitri, 2017).

Social media can be used as a learning tool or resource (Friska, 2019). However, in reality, currently there is no maximum use of social media. The results of the researcher's observations by looking at the developing phenomenon are that the use of social media is currently mostly only used by students for entertainment purposes. The use of social media is still not visible as a learning resource that might improve learning achievement. This research aims to determine the direct and indirect influence of social media use on learning achievement through student learning motivation.

2. Methodology

The research approach is quantitative with data collection using research instruments, statistical data analysis, and with the aim of testing the hypothesis that has been determined by the researcher (Syahza, 2021). The research location is Bangkinang District, Kampar Regency, Riau Province at the Daarun Nahdhah Thawalib Bangkinang Islamic Boarding School. The population of this study was all students in class X and XI IPS who did not live in the dormitory, totaling 90 people. The sampling technique uses a saturated sample where all members of the

population are used as samples (Arikunto, 2016). The research instrument uses a questionnaire with data analysis techniques using PLS or Partial Least Square which is useful for testing the formative SEM model (Ghazali, 2014).

3. Results and Discussion

Discussion of research that has been carried out includes: description of research variables, contribution of exogenous variables to endogenous variables along with intervening variables, SEM PLS testing, and hypothesis testing.

Descriptive Analysis Results

a) Use of Social Media

The level of social media use can be seen in the table 1.

Table 1. Results of Frequency Distribution of Social Media Use Variables

Category	Interval	Frequency	Percentage
Tall	>59	30	33,3%
Currently	37-59	37	41,1%
Low	<37	23	25,6%
Amount		90	100%

Based on Table 1, the level of social media use at Daarun Nahdhah Islamic Boarding School is in the medium category at 41.1% but there are still 25.6% in the low category who are not able to use social media well. This means that there are still students who are not optimal in using social media.

b) Learning Motivation

The level of student motivation to learn can be seen in Table 2.

Table 2. Frequency Distribution Results of Learning Motivation Variables

Category	Interval	Frequency	Percentage
Tall	>88	61	67,8%
Currently	56-88	25	27,8%
Low	<56	4	4,4%
Amount		90	100%

Based on Table 2, it can be concluded that the level of learning motivation of students at Daarun Nahdhah Islamic Boarding School is in the high category at 67.8%, meaning that participants have high motivation in learning to improve their learning achievement, but there are still 4.4% in the low category who have lack of motivation to learn. This means that there are still students who have low learning motivation even though learning motivation is really needed in learning. Motivation to learn is an absolute thing in learning and is a very important role in fostering enthusiasm for learning in students.

c) Learning Achievement

Table 3. Frequency Distribution Results of Learning Achievement Variables

Category	Interval	Frequency	Percentage
Very Good	90-100	18	20%
Good	80-89	28	31,1%
Enough	70-79	24	26,7%
Not Good	>69	20	22,2%
Amount		90	100%

Based on Table 3, there were 18 students who got a score in the very good category, while 28 students who got a score in the good category (31.1%) and 24 students who got a fair score (26, 7%), and 20 students (22.2%) got grades in the poor category. This is included in the good category although it is still not optimal. Because there are still students who have low or poor learning achievements. For this reason, cooperation between parents, teachers and students is needed to improve students' learning achievements.

Results of Partial Least Square (PLS) Model Analysis

The data analysis method used is the PLS method. The resulting model will be evaluated in two stages, namely evaluation of the measurement model (*outer model*) to assess the validity and reliability of the indicators forming the construct, and evaluation of the structural model (*inner model*) to predict the relationship between other variables.

a. Evaluation of Measurement (Outer) Model

Assessing the outer model is carried out using 3 (three) criteria, namely convergent validity, discriminant validity and composite reliability. The following is an image of the results of the full structural equation model test to assess the outer model below:

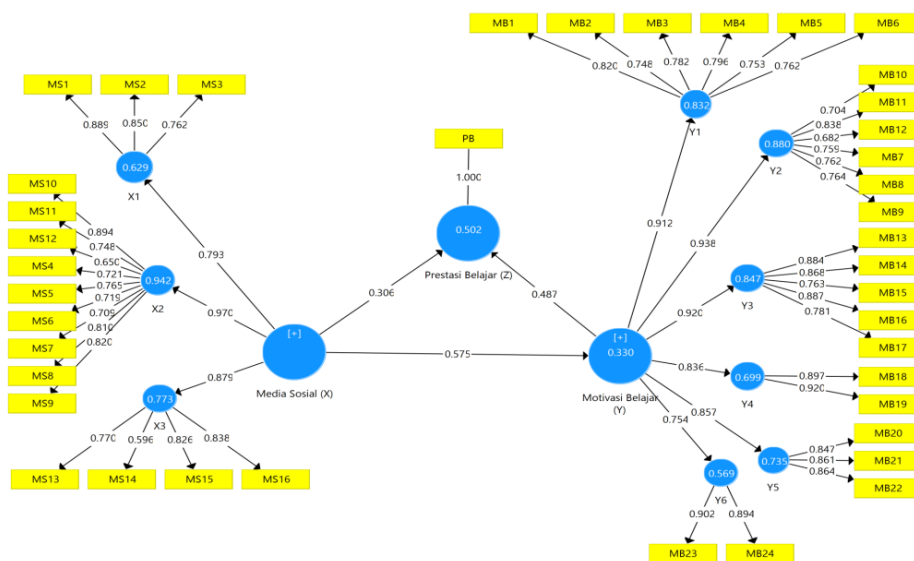


Figure 1. Outer Model

Convergent Validity

Based on Figure 1, it is known that each variable indicator has a loading value (> 0.50), which means that all variants meet the convergent validity criteria. Processing results using SmartPLS 3. The outer model values between indicators and variables have met convergent validity because all items in the indicators have loading factor values above 0.50. So that each indicator can be said to be valid.

Discriminant Validity

Discriminant validity results can be seen from the Average Variance Extracted (AVE) value. The recommended value is above 0.50. The following are the AVE values in this research:

Table 4. Average Varian Extracted (AVE)

Variable	AVE
Social Media	0,502
Learning Motivation	0,528
Learning Achievment	1,000

Table 4 explains the AVE (Average Variance Extracted) value of the social media variables, learning motivation and learning achievement. It can be seen that each construct (variable) has an AVE value above 0.50. This shows that each construct has good validity values from each dimension. The lowest AVE value is 0.502 for the social media variable.

Composite Reliability

The criteria for reliability are a composite reliability value of more than 0.70 and a recommended Cronbach's alpha value of above 0.60.

Table 5. Composite Reliability

Variable	Composite Realibility
Social Media	0,941
Learning Motivation	0,964
Learning Achievment	1,000

Based on Table 5, it is known that the Composite Reliability value for all research variables is above 0.70. These results indicate that each variable has met Composite Reliability so it can be concluded that all variables have a good level of reliability.

b. Evaluasi Structural (Inner) Model

Evaluation of the PLS structural model begins by looking at the *R-Square* value of each dependent variable. After that, look at the path coefficient value for the

independent variable which then assesses its significance based on the t-statistic value.

R-Square (R^2)

Based on data processing that has been carried out using the SmartPLS 3 program, the R-Square values are obtained as follows:

Table 6. Value Results *R-Square* (R^2)

Variabel	Nilai <i>R-Square</i>
Learning Motivation	0,330
Learning Achievement	0,502

Based on Table 6, it is known that the R-Square value for the learning motivation variable is 0.330. Obtaining this value explains that the percentage of learning motivation that can be explained by the social media variable is 33%. Then the R-Square value obtained for the learning achievement variable is 0.502. This value explains that learning achievement can be explained by social media and learning motivation by 50.2%. Next, calculate the value of predictive relevance (*Q-Square*) which is used to measure whether or not the model can be predicted and calculate the *Goodness of Fit* (GoF) to test the overall suitability of the model, both for the outer model and inner model, whether there is a match with the given values. observed with the expected value in the model.

Table 7. Q-Square and Goodness of Fit (GoF)

Category	Value	Criteria
<i>Q-Square</i>	0,667	Good
<i>Goodness of Fit</i> (GoF)	0,530	Tall

Based on Table 7, the Q-Square value is 0.667. This shows that the large diversity of research data that can be explained by the research model is 66.7%. Meanwhile, the remaining 33.3% is explained by other factors outside this research model. The Q-Square result of 66.7% shows that the PLS model formed is good, because it is able to explain 66.7% of the total information.

In Table 7, a Goodness of Fit (GoF) value of 0.53 is also obtained in the high category. So it can be seen that the model has a good observation value because the GoF value is in the high category, namely between 0.38 – 1.00. Therefore, based on the results of the inner model testing, it can be concluded that the structural model built in this research is accurate.

c. Hypothesis Test

Based on the data processing carried out, the results can be used to answer the research hypothesis. Hypothesis testing in this research was carried out by looking at the T-Statistics value and the P-Value value. The research hypothesis can be declared accepted if the P-Values <0.05 (Sofyan dan Heri, 2011). Hypothesis testing can be seen in Table 8 below:

Table 8. Path Coefficient

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STADEV)	T- Statistik	P- Value
Social media -> Learning achievement	0,306	0,304	0,085	3,585	0,000
Social media -> Learning motivation	0,575	0,575	0,063	9,083	0,000
Learning motivation -> Learning achievement	0,487	0,488	0,084	5,817	0,000
Social media -> Learning motivation -> Learning achievement	0,280	0,282	0,063	4,427	0,000

Testing the hypothesis results using SEM PLS can be seen in Figure 2 below:

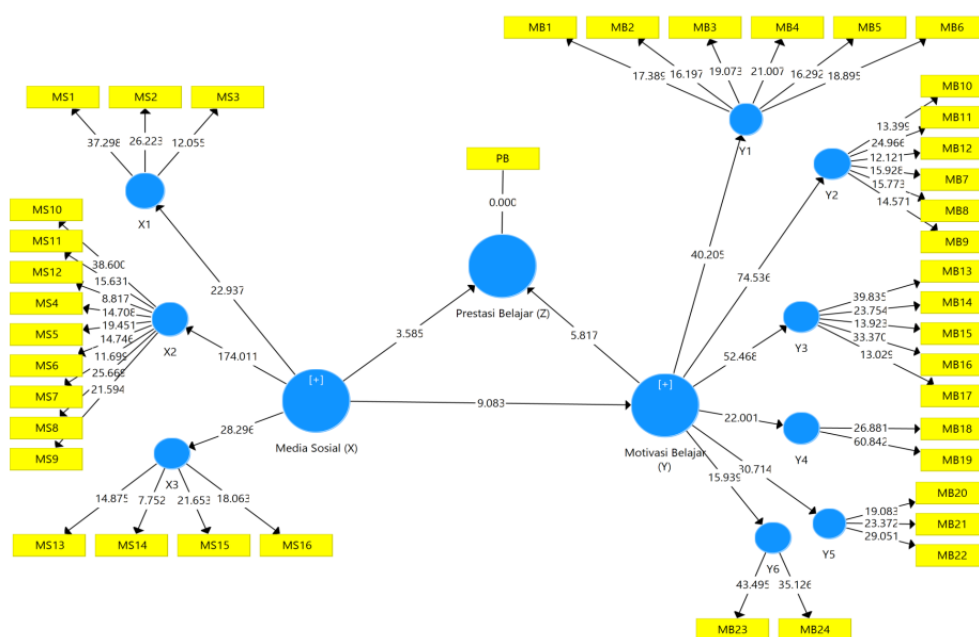


Figure 2. Value Bootstrapping – Hypothesis Testing

First hypothesis testing (H^1)

The first hypothesis states that there is a positive and significant influence between the use of social media on learning achievement. Table 8 shows that the social media use variable has a significance level of 0.000, which is smaller than 0.05 and the t table value < t count ($1.96 < 3.585$). The parameter coefficient value is 0.306. This shows that the better the use of social media, the more learning achievement will increase. This means that H_1 is accepted so it can be said that the use of social media has a positive and significant influence on student learning achievement.

Second hypothesis testing (H^2)

The second hypothesis states that there is a positive and significant influence between social media on learning motivation. Table 8 shows that the social media variable has a significance level of 0.000, which is smaller than 0.05 and the t

table value < t count ($1.96 < 9.083$). The parameter coefficient value is 0.575. This shows that the better the use of social media in a positive direction for learning, the more motivation to learn will increase. This means that H2 is accepted. So it can be said that the use of social media has a positive and significant effect on learning motivation.

Third hypothesis testing (H^3)

The third hypothesis states that there is a positive and significant influence between learning motivation and learning achievement. Table 8 shows that the learning motivation variable has a significance level of 0.000, which is smaller than 0.05 and the t table value < t count ($1.96 < 5.817$). The parameter coefficient value is 0.487. This shows that the higher the motivation to learn, the higher the learning achievement. This means that H3 is accepted. So it can be said that learning motivation has a positive and significant effect on learning achievement.

Fourth hypothesis testing (H^4)

The fourth hypothesis states that there is a positive and significant influence between the use of social media on learning achievement through learning motivation. Table 8 shows that the social media use variable has a significance level of 0.000, which is smaller than 0.05 and the t table value < t count ($1.96 < 4.427$). The parameter coefficient value is 0.280. This shows that the better the use of social media through learning motivation, the more learning achievement will increase. This means that H4 is accepted, so it can be said that the use of social media has a positive and significant effect on learning achievement through learning motivation as an intervening variable.

Discussion

The Effect of Using Social Media on Learning Achievement

The test results that tested the influence of social media use directly on learning achievement produced a p-value of 0.000 with a T-statistic value of 3.585 and a positive sign. These results indicate that social media has a significant effect on learning achievement. If students are able to use social media well for positive activities that can help in learning, then their learning achievement will be good.

The results of this study are in line with research (Najmuddin et al., 2019), There is a positive and significant influence of the use of social media on learning achievement. The achievements of students who use social media as a learning tool are better than students who use social media as entertainment. In line with research (Syifa et al., 2023) that there is a significant influence between social media on learning achievement. The effect of using social media on learning achievement makes students more enthusiastic about learning and motivates students to get good grades.

The Influence of Social Media Use on Learning Motivation

The test results that examined the influence of social media use directly on learning motivation produced a p-value of 0.000 with a T-statistic value of 9.083 and a positive sign. These results indicate that the use of social media has a significant effect on learning motivation. If students are able to use social media well which can foster enthusiasm for learning, it will increase their learning motivation. The results of this study are in line with research (N. P. Putri et al., 2023) There is an influence of the use of social networking sites on student learning motivation. This means that the higher the use of social networking sites, the higher the student's learning motivation. Likewise with the research results (Azmi et al., 2023) There is a significant relationship between the use of social networks and learning motivation. The use of social media here means that students use social media to help them make their learning activities easier, either to make it easier to do assignments from the teacher or to obtain additional information about the subject matter. (Anitatrissiana, 2019). The wiser students are in using social media as a learning tool, the more their learning motivation will increase.

The Influence of Learning Motivation on Learning Achievement

The test results that examined the influence of learning motivation directly on learning achievement produced a p-value of 0.000 with a T-statistic value of 5.817 and a positive sign. These results indicate that learning motivation has a significant effect on learning achievement. A positive T-statistic value indicates that learning motivation can directly improve learning achievement. So it can be said that learning motivation has a positive effect on learning achievement. This means that the higher the motivation to learn, the higher the learning achievement will be. The results of this research are in line with research conducted by (I. D. K. Putri et al., 2018) there is an influence of learning motivation on learning achievement. Teaching and learning activities can be said to be successful if they are supported by high student motivation in learning. By having high motivation, a student is able to encourage himself to carry out learning activities. Learning motivation greatly influences student learning achievement. If student learning motivation is low, it will cause student learning achievement to also decrease. Vice versa, if learning motivation is high then student learning achievement will be good (Makrifat, 2015). Therefore, motivation has a very important role in learning activities, especially in efforts to increase learning achievement.

The Effect of Using Social Media on Learning Achievement through Learning Motivation

The test results that examine the influence of social media use on learning achievement through indirect learning motivation have a p-value of 0.000 with a T-statistic value of 4.427. A positive T-statistic value indicates that students who use social media well will increase their learning motivation so that they will obtain high learning achievement, so in other words, the use of social media can significantly influence learning achievement through indirect learning motivation,

which is This means that learning achievement can be seen from social media which is formed by learning motivation.

The results of this research are in line with research conducted by (Yunita Maharani, 2022) There is a direct influence of the intensity of use of social networks on students' economic learning achievement of 0.064. And the indirect effect of the variable intensity of use of social networking sites on learning achievement through learning motivation is 6.4%. This shows that the indirect influence of social networking sites is very necessary for students to achieve maximum learning achievement through learning motivation. Wise use of social media supported by learning motivation will help expedite and facilitate learning efforts with the aim of improving learning achievement.

4. Conclusion

The use of social media has a direct and indirect effect on student learning achievement. It turns out that the use of YouTube can influence students' learning success, but it also depends on the goals of the individual students themselves. If students access social media using it in positive ways, it will have a positive effect on learning success, but on the contrary, it can have a negative impact on student performance if it is used only for playing and cannot allocate time for studying. student achievement. Thus, the role of teachers and parents is also very necessary, namely being able to monitor and also supervise when children are playing on social media.

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