Can we use social media to motivate students?

by Helmiatin FE

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Can We Use Social Media to Motivate Students?

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Abstract

Students currently classified with an average age between 17-20 years old. This age is categorized into the final generation of early generation Y and Z. For the educators, especially in college, now they have a very literate students with technology or gadgets, where it provide benefits or otherwise. This generation IS ALSO called iGeneration, net generation or the internet generation (born in 1995-2010). The changing pattern of teaching by lecturers and educators to students involves technology continues to evolve in line with the development of generations of students. This study tried to look at the influence of social media on student learning motivation, especially at the Universitas Terbuka. The number of respondents was 142 students. The result showed that mostly students were aware of social media and they used it for some reasons.

Key Words: *Internet, social media, motivation*

Background

For the educators, especially in college, now they have very literate students with technology or *gadgets,* where this can be beneficial or otherwise. When grouped, current students with an average age between 17-late 20th. The age can be 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,*net or the internet generation. They have in common with the generation Y, but they were able to apply all the activities in a time like to *tweet* using the phone, browsing with a PC, and listen to music using *headset*. Each of their activities is often associated with the virtual world. For the educator or teacher, must pay attention to the mindset and behavior of students so that teaching methods are given to achieve the target. When it is done well then the educational objectives can be achieved.

For colleges 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 (Newspapers) reducing the gap between teachers / lecturers and students. The National Library and the lecturers are required to be more creative in providing learning materials.

Problem

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

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.

Literature Review

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).

Developments *Social Media* in the Indonesian

Social Media has become an integral part of the present era. 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 massanger
2. Twitter
3. Whatsapp
4. Instagram
5. Foursquare
6. Soundcloud
7. Tumblr
8. Linkedin
9. Pinterest
10. Google+

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.

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.

Conceptual Framework

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.
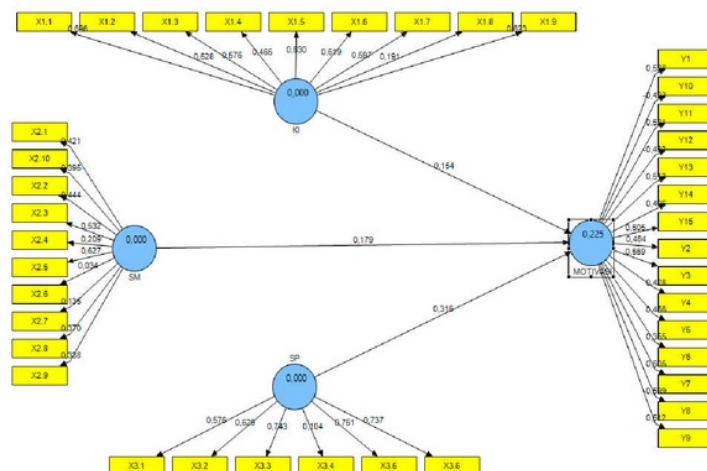

Figure 2 Framework for conceptual thinking and research model

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

Discussion

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.

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.
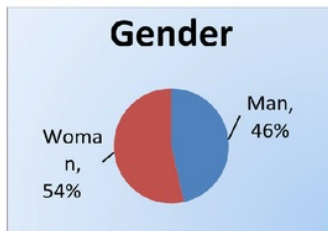
UT's students are very diverse ages, this is because many UT's students consisting of employees or also *fresh graduate.* The average of student's ages in the Department of Management and Accounting as follows.
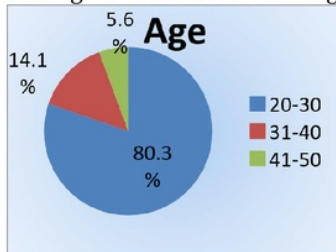
The method of analysis was conducted to determine the shape and the influence of independent latent variables (exogenous) that *social media* and student learning motivation is using the *Partial Least Square* (PLS) doped with SmartPLS 2.0. In Figure 3, the form of relationships with indicators of latent variables is **reflective.**
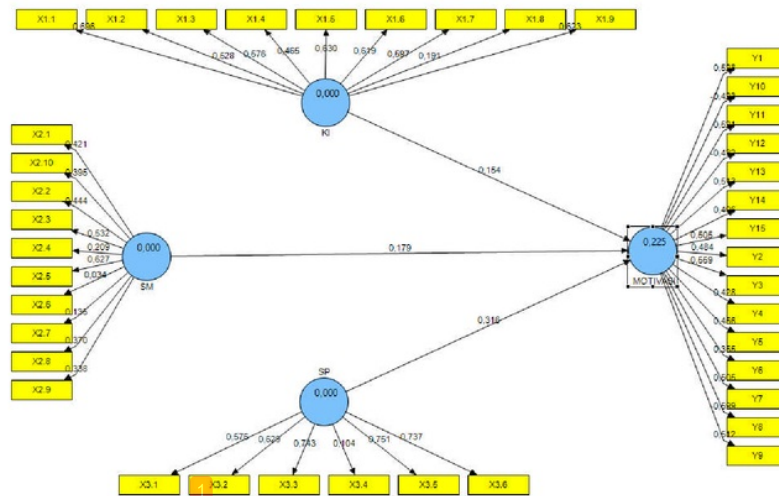
Figure 3. The influence of *social media* on student learning motivation
(Source: primary data results dioleh *smart*PLS, 2016)

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 *smart*PLS, 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 t_{table} = 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 onto learning motivation.

Testing the hypothesis of two rejected because the analysis results obtained that$_t$ = 1.7 is smaller than t_{table} = 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 t_{table} = 1.96 (Table of coefficients path).This shows that social media and lectures have a significant influence on the learning motivation.

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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