A STUDY ON THE INFLUENCE OF SOCIAL MEDIA AND COLLABORATIVE LEARNING TOWARD LEARNING PROCESS AMONG STML STUDENTS

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Abstract: Social media became a valuable of technology used in our daily life, especially for young generation, including students who are studying in UUM. Therefore, the objective of this study is to determine the relationship social media and collaborative learning towards learning process of School of Technology Management & Logistics (STML) students, as well as determine the purpose of using social media on learning process. This study adopts the quantitative survey method. The instrument consists of 40 items using the Likert scale. This study collected 302 data sets from STML. The regression results show that the social media and collaborative learning are significant determinants of learning process towards STML students. It is also found that social media and collaborative learning is positively related to the learning process and most of the STML students using social media for the purpose of learning process. These findings are supported by previous studies.

Keywords: Social media, collaborative learning, learning process

1. INTRODUCTION

Learning process allows students to gain new knowledge or skills, values and preferences (Murray et al., 2011). Besides, social media is an application which allows people personalize the way they experience and interact with each other to share their opinions on the learning process. Collaborative learning is a method of teaching and learning that involves students grouping and pairing together with a team of members to accomplish an academic purpose (Macgregor, 1990). However, there are several cases being reported that students use the social media for activities non-related to learning purposes and usage of libraries and research institutes has reduced (Wishart & Triggs, 2010). Besides, some students are not willing to contribute on group discussion. They may entirely complete a minimum level requirement. Hence, the objective of this study is to determine the relationship between social media and learning process as well as the relationship between collaborative learning and learning process among STML students. Besides, the purpose of using social media during the lecture session is identified in this study.

2. METHODOLOGY

This study intended to focus on the relationship between social media, collaborative learning and learning process. Surveys method consists of large number of respondents and the data is collected through questionnaire. The researchers used Likert scale as the scale for research questionnaire which consists of dependent variables and independent variables. The Likert scale is ranged from 1 to 7 which 1 stands for strongly disagree and 7 stands for strongly agree. Three variables, which are social media, collaborative learning and learning process in this study has been tested the hypothesis relationships in the research framework. Sample size determinates from a given population (Krejcie & Morgan, 1970) which consists of 302 sets of the questionnaires had been distributed by the student from the total population of 1450

STML students in UUM. The unit of analysis in this study was individual, which means data was collected from each individual in our samples.

3. RESULTS AND DISCUSSION

Descriptive Statistics of Variables

The result of descriptive analysis used 10 items for each variable, each variable has a mean range above 3.99 indicating a moderate generalizability of result. As concluded, the respondents partially agree that variable which is social media, collaborative learning, learning process and the purpose of using social media on learning process because of the mean scores are neutral perspective in ranging from 3.99 to 4.36, and the scores for standard deviation are more average in the range of 1.321 to 1.570.

Regression Analysis

Referring Table 1, the t-statistics for social media was 5.782 (p value =0.000) and Beta value is 0.309. Hence, there is sufficient evidence to commence that social media influences learning process. Thus, H1 is accepted. Besides, the t-statistic for service quality was 7.066 (p value=0.000) and Beta value is 0.378. Hence, it has sufficient evidence to commence that collaborative learning influences learning process. Thus, H2 is accepted.

Table 1

Regression results

Hypothesis	Beta	T-value (>1.96)	P-value (<0.05)	Status
H1: Social media is positively related to learning process.	0.309	5.782	0.000	Significant
H2: Collaborative learning is positively related to learning process.	0.378	7.066	0.000	Significant

Reliability Analysis

The results of Cronbach's Alpha coefficient values for each factor are found reliable as Social Media is 0.949, Collaborative Learning is 0.952 and Learning Process is 0.904. All results are indicating satisfactory internal consistency reliability and acceptable since the coefficient is exceeds the minimum threshold of 0.70.

Factor Analysis of Variables

The results of dependent variable (Learning Process) are presented a high value of KMO with the value of 0.911. Besides, independent variable achieved convergent validity since all its items merged into 1 component and the factor loading are over 0.637 even 0.894 (Social Media) and over 0.676 even 0.882 (Collaborative Learning).

4. CONCLUSION

This study found two significant predictors (social media and collaborative learning) of learning process. Based on the result, most of the STML students used social media for the purpose of learning process. This study could provide informations to Ministry of Education to adopt appropriate policies to the learning process of education institution in Malaysia. Therefore, education institution in Malaysia can use technological resources to replace traditional instructional to improve the learning process of the students.

5. REFERENCES

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