



ONTOLOGI

Jurnal Pembelajaran dan Ilmiah Kependidikan

| e-ISSN: [3026-4634](https://doi.org/10.30605/ontologi.v2i3.12345) |

<https://jurnal.rahiscendekiaindonesia.co.id/index.php/ontologi>

THE EFFECT OF SOCIAL MEDIA USE ON STUDENTS' LEARNING MOTIVATION AT SMPN 3 NATAL

Rizkiyah Purnama¹; Dewi candra²;

Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan¹²

KEYWORDS

Gender Equality, Islamic Religious Education, Elementary Education, Learning Management

CORRESPONDING AUTHOR(S):

E-mail: purnamarizkiyah72@gmail.com

ABSTRACT

This study aims to analyze the effect of social media use on learning motivation of students at SMPN 3 Natal. The method used is quantitative descriptive with a survey approach to 100 students. The results of the study indicate that students who use social media wisely have higher learning motivation. However, excessive use has a negative impact on concentration and academic achievement. In conclusion, social media can be an effective learning tool if used properly.

INTRODUCTION

The use of social media in the digital era has become an inseparable part of people's daily lives, including school students. Social media offers convenience in accessing information, communicating, and sharing content, which has the potential to influence various aspects of students' lives, including their learning motivation. According to Purwidianoro, SW, and Hadi (2016), social media can provide great benefits if used positively, including in supporting the development of individual abilities. However, on the other hand, its uncontrolled use can have negative impacts, such as decreased concentration in learning. This phenomenon requires serious attention to understand how social media affects students' learning motivation at various levels of education. (Bujuri et al., 2023) Cahyono (2016) stated that social media has a significant role in social change in society, including in influencing the way students interact and learn. At SMPN 3 Natal, social media has become the main tool for communication between students, teachers, and the surrounding community. This has a positive impact on supporting learning, such as access to additional materials and online group discussions. However, challenges also arise, especially related to impaired concentration, addiction to social media, and neglect of schoolwork. Therefore, it is

important to explore how social media affects students' learning motivation in this school.

Previous studies have shown that the use of social media can significantly affect learning motivation. According to Irfan, Nursiah, and Rahayu (2019), students who use social media positively tend to have higher learning motivation than students who are less wise in using it. In the context of SMPN 3 Natal, the role of social media needs to be analyzed in more depth to determine the extent of its impact on students' learning motivation. (Rahmawati et al., 2019) This is relevant, considering that learning motivation is one of the important factors in determining students' academic success. Handayani et al. (2022) revealed that social media has an important role in the development of elementary school-aged children. The findings show that students who use social media wisely are able to utilize technology to support their academic and social development. However, at the junior high school level, the use of social media also presents the risk of distraction, which can hinder students' efforts to achieve learning goals. Therefore, this study aims to identify the relationship between the use of social media and students' learning motivation at SMPN 3 Natal. Prasetyo (2020) also highlighted the importance of managing intrinsic motivation in utilizing social media for positive purposes, including learning. This study is expected to provide practical and theoretical contributions in understanding how students of SMPN 3 Natal utilize social media to support their learning motivation. In addition, the results of this study are expected to be a reference for teachers, parents, and education policy makers in designing wiser social media usage strategies. (Rismana et al., 2016)

METHOD

This study uses a descriptive quantitative method with a survey approach to determine the effect of social media use on the learning motivation of students at SMPN 3 Natal. The research sample was taken using a simple random sampling technique, with a sample size of 100 students from the population of all students in grades VII, VIII, and IX. The research instrument used was a questionnaire with a five-level Likert scale, which includes aspects of the frequency of social media use, the type of social media used, and its effect on learning motivation. This instrument has been tested for validity and reliability based on standard research guidelines.

The data collection process was carried out in two stages, namely distributing questionnaires directly at schools and interviews to deepen information related to students' habits of using social media. The first stage lasted for one week, where students filled out the questionnaire independently with guidance from the researcher. Furthermore, interviews were conducted with 10 students as key informants to obtain qualitative data that supported the results of the quantitative survey. The data collected was then processed using statistical software to ensure the accuracy of the analysis results. (Saragih & Panjaitan, 2024)

Data analysis was carried out through three main steps, namely descriptive analysis, correlation tests, and simple regression tests. Descriptive analysis is used to describe the pattern of social media use by students. The correlation test aims to see the relationship between the frequency of social media use and students' learning motivation. Meanwhile, a simple regression test is used to measure the extent to which

the independent variable (social media use) affects the dependent variable (learning motivation). All analyses were carried out with a significance level of 5%.

This study also pays attention to research ethics, including maintaining the confidentiality of respondents' personal data and obtaining approval from the school and parents of students. Before the study began, the researcher explained the purpose and benefits of the study to all relevant parties. This is done to ensure that the entire research process runs in accordance with applicable norms and ethics. (Setyaningsih et al., 2020)

The limitation of this study is that it focuses on only one school, so the results cannot be generalized to all junior high school students in other areas. However, these findings can still provide an initial picture of the influence of social media on learning motivation. Further research is recommended to involve more schools with more diverse samples so that the results are more representative. (Zahroh, 2021)

RESULT AND DISCUSSION

This study uses a descriptive quantitative method with a survey approach to determine the effect of social media use on student learning motivation at SMPN 3 Natal.

The research sample was taken using a simple random sampling technique, with a sample size of 100 students from the population of all students in grades VII, VIII, and IX. The research instrument used was a questionnaire with a five-level Likert scale, which included aspects of frequency of social media use, types of social media used, and their effect on learning motivation. This instrument has been tested for validity and reliability based on standard research guidelines. The data collection process was carried out in two stages, namely distributing questionnaires directly at schools and interviews to deepen information related to students' habits of using social media. The first stage lasted for one week, where students filled out the questionnaire independently with guidance from the researcher. Furthermore, interviews were conducted with 10 students as key informants to obtain qualitative data that supported the results of the quantitative survey. The collected data was then processed using statistical software to ensure the accuracy of the analysis results. (Saragih & Panjaitan, 2024)

Data analysis was carried out through three main steps, namely descriptive analysis, correlation test, and simple regression test. Descriptive analysis is used to describe the pattern of social media use by students. The correlation test aims to see the relationship between the frequency of social media use and student learning motivation. Meanwhile, a simple regression test is used to measure the extent to which the independent variable (social media use) affects the dependent variable (learning motivation). All analyses were carried out with a significance level of 5%.

This study also pays attention to research ethics, including maintaining the confidentiality of respondents' personal data and obtaining approval from the school and parents of students. Before the study began, the researcher explained the objectives and benefits of the study to all relevant parties. This is done to ensure that the entire research process runs in accordance with applicable norms and ethics. (Setyaningsih et al., 2020)

The limitation of this study is that it focuses on only one school, so the results cannot be generalized to all junior high school students in other areas. However, these findings can still provide an initial picture of the influence of social media on learning motivation. Further research is recommended to involve more schools with more diverse samples so that the results are more representative. (Zahroh, 2021)

The results of this study revealed that there is a significant relationship between the frequency of social media use and students' learning motivation. Lower frequency of social media use turns out to have a positive impact on students' level of learning motivation. Students who use social media for less than one hour per day show a higher proportion of learning motivation than students who use social media for more than three hours per day. This is in line with previous research by Irfan et al. (2019), which emphasized that wise use of social media can increase learning motivation. These data show that the duration of social media use plays a key role in determining whether its impact on students is positive or negative. Excessive use of social media tends to distract students from productive learning activities. In addition to the duration of use, the purpose of using social media also affects students' learning motivation. In this study, it was found that students with high learning motivation used social media to support learning activities, such as accessing educational platforms such as YouTube or Google Classroom. This is in accordance with the findings of Handayani et al. (2022), which stated that social media can be an effective learning resource if used in the right way. Conversely, students with low learning motivation tend to use social media for entertainment, such as playing games or watching videos that are not related to learning. This difference highlights the importance of digital education to encourage students to use social media productively.

The results of a simple regression test further showed that social media use contributed 30% to students' learning motivation. This means that other factors such as family support, school environment, and intrinsic motivation also play an important role. Prasetyo (2020) stated that students' intrinsic motivation has a major influence in determining how students use social media. The combination of wise use of social media and high intrinsic motivation can create a more optimal learning environment. Thus, the integration of digital technology and strengthening student motivation can be an effective strategy in improving student learning achievement.

However, this study also found several risks inherent in excessive use of social media. In addition to disrupting concentration in learning, uncontrolled use can lead to addiction and changes in students' behavioral patterns. Cahyono (2016) noted that social media, although it offers many benefits, also has negative impacts in the form of social changes that affect students' mindsets and attitudes towards learning activities. To overcome this problem, stricter supervision is needed from teachers and parents to ensure that students use social media according to their academic needs.

Overall, the findings of this study indicate that social media has a complex impact on students' learning motivation. Students can gain positive benefits if they use it for learning purposes, but they are also vulnerable to negative impacts if its use is not controlled. Therefore, a social media management strategy that involves the active role of schools and parents is very important. This not only helps students improve their learning motivation, but also ensures that social media functions as an effective educational support tool.

CONCLUSION

The use of social media has a significant influence on the learning motivation of students at SMPN 3 Natal. Students who use social media with appropriate duration and purpose tend to have better learning motivation than students who are not wise in using it. This finding shows that social media can provide positive benefits if managed properly, especially to support access to educational information. However, uncontrolled use can have negative impacts, such as decreased concentration and addiction. Therefore, an active role is needed from teachers and parents in supervising the use of social media by students. Educational strategies that utilize social media optimally can help students improve their learning motivation.

REFERENCES

- Cahyono, A. S. (2016). Pengaruh media sosial terhadap perubahan sosial masyarakat di Indonesia. *Publiciana*, 9(1), 140-157.
- Handayani, F., Maharani, R. A., Desyandri, D., & Irdamurni, I. (2022). Pengaruh penggunaan media sosial terhadap perkembangan anak usia sekolah dasar. *Jurnal Pendidikan Tambusai*, 6(2), 11362-11369.
- Irfan, M., Nursiah, S., & Rahayu, N. (2019). Pengaruh penggunaan media sosial (medsos) secara positif terhadap motivasi belajar siswa sd negeri perumnas kecamatan rappocini kota makassar. *Publikasi Pendidikan*, 9(3), 262-272.
- Prasetio, T. (2020). Analisis Pengaruh Penggunaan Media Sosial, Motivasi Intrinsik, dan Pengetahuan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa. *Jurnal Serasi*, 18(1), 35-46.
- . <https://jurnal.rahiscendekiaindonesia.co.id/index.php/ontologi>
- Purwidiatoro, M. H., SW, D. F. K., & Hadi, W. (2016). Pengaruh penggunaan media sosial terhadap pengembangan usaha kecil menengah (UKM). *Eka Cida*, 1(1).
- Bujuri, D. A., Sari, M., Handayani, T., & Saputra, A. D. (2023). Penggunaan media sosial dalam pembelajaran: analisis dampak penggunaan media Tiktok terhadap motivasi belajar siswa di Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dasar*, 10(2), 112. <https://doi.org/10.30659/pendas.10.2.112-127>
- Rahmawati, H. N., Iqomh, M. K. B., & Hermanto, H. (2019). Hubungan Durasi Penggunaan Media Sosial Dengan Motivasi Belajar Remaja. *Jurnal Keperawatan Jiwa*, 5(2), 77. <https://doi.org/10.26714/jkj.5.2.2017.77-81>
- Rismana, A., Normelani, E., & Adyatma, S. (2016). Pengaruh Jejaring Sosial

- Terhadap Motivasi Belajar Siswa-Siswi Sekolah Menengah Pertama (Smp) Di Kecamatan Banjarmasin Barat. *Jurnal Pendidikan Geografi*, 3(5), 38–50. <http://ppjp.unlam.ac.id/journal/index.php/jpg>
- Saragih, J. H., & Panjaitan, D. J. (2024). Pengaruh penggunaan media sosial youtube terhadap motivasi belajar matematika dan self-efficacy siswa menggunakan kurikulum merdeka belajar pada siswa kelas X di SMK Negeri Kota Medan. *Journal of Didactic Mathematics*, 4(3), 180–188. <https://doi.org/10.34007/jdm.v4i3.1862>
- Setyaningsih, S., Rusijono, R., & Wahyudi, A. (2020). Pengaruh Penggunaan Media Pembelajaran Interaktif Berbasis Articulate Storyline Terhadap Motivasi Belajar dan Hasil Belajar Siswa Pada Materi Kerajaan Hindu Budha di Indonesia. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 20(2), 144–156. <https://doi.org/10.30651/didaktis.v20i2.4772>
- Zahroh, F. (2021). Pengaruh Penggunaan Media Sosial Whatsapp Terhadap Motivasi Belajar Siswa kelas IV SDN Pakong 1 Pamekasan masa pandemi Covid-19. *Jurnal Pendidikan Guru Sekolah Dasar*, 2(1), 12–21. <https://ejournal.unisap.ac.id/index.php/edukasitematik/article/view/92>