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The Effect of Using Social Media Towards Students' Motivation and Learning Outcomes During the Covid-19 Pandemic

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Ilpi Zukdi *)

Universitas Islam Negeri Imam Bonjol
Padang, Sumatera barat, Indonesia.

E-mail: ilpi1007@gmail.com

Naila Hayati

Universitas Islam Negeri Imam Bonjol
Padang, Sumatera barat, Indonesia.

E-mail: nailahayati@uinib.ac.id

Reza Febria Sari

Universitas Islam Negeri Imam Bonjol
Padang, Sumatera barat, Indonesia.

E-mail: rezafebria3008@gmail.com

Cipatro Handrianto

University Pendidikan Sultan Idris,
Malaysia.

E-mail: handriantocipatro@gmail.com

Syuraini

Universitas Negeri Padang, Sumatera
Barat, Indonesia.

E-mail: syuraini@fip.unp.ac.id

Zulfahmi HB

Universitas Islam Negeri Imam Bonjol
Padang, Sumatera barat, Indonesia.

E-mail: zulfahmihb@uinib.ac.id

Abstract: The Covid-19 pandemic has changed the learning process which was initially carried out face-to-face at school into distance learning at home. This is an effort to prevent the spread of Covid-19. Of course, an effective learning media is needed to support the learning process. This study aims to determine the effect of using social media on students' motivation and learning outcomes during the Covid-19 pandemic. This type of research is ex-post facto quantitative research. The populations in this study were students of class XII IPA and IPS MA Negeri 1 Solok Plus *Keterampilan* as many as 169 people. By using random sampling technique, a sample of 51 students was obtained. Data was collected by using questionnaires and documentation techniques. To analyze the data, this study used simple linear regression analysis. The results showed that: (1) There was a significant effect between the use of WhatsApp social media on the motivation to learn Al-Qur'an Hadith in class XI at MA Negeri 1 Solok Plus *Keterampilan*. This is evidenced by the obtained significance value of 0.000. Because the significance value is $(p) < 0.05$, then H_a is accepted and H_0 is rejected. (2) There is no significant effect between the use of WhatsApp social media on the learning outcomes of Al-Qur'an Hadith class XI at MA Negeri 1 Solok Plus *Keterampilan*. This is evidenced by the obtained significance value of 0.560. Because the significance value is $(p) > 0.05$, then H_a is rejected and H_0 is accepted. The recommendations of this research are: Principals should be able to give freedom to educators to use media that can support online learning. The school principal must also provide supporting facilities so that online learning can run effectively. Educators can make optimal use of the use of WhatsApp as an online learning medium or as a communication medium to increase students' learning motivation. Educators are expected to find alternatives in order to improve learning outcomes in using WhatsApp as an online learning medium.

*) Corresponding Author

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INTRODUCTION

Corona Virus Disease or well known as Covid-19 first appeared in Wuhan, China at the end of 2019. Then, Covid-19 grew to cross

national borders quickly (Agung, 2020; Hua & Shaw, 2020; Sajed & Amgain, 2020). According to the World Health Organization (WHO), as of December 28, 2021, more than 280 million cases have occurred worldwide. In

the end, Covid-19 spread quickly and eventually became a pandemic.

The Covid-19 pandemic that occurred in early 2020 has affected all aspects of life in all parts of the world. One of them has an impact on the world of education (Agarwal et al., 2020; Mar'ah et al., 2020; Purwanto et al., 2020; Su et al., 2020). Due to the increasing spread of Covid-19, on March 4, 2020 UNESCO suggested starting distance learning and opening an educational platform that can be used by schools and educators to reach students from afar as a step to tackle the spread of Covid-19 (UNESCO, 2020). In response to this, on March 24, 2020 the Ministry of Education and Culture issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). One of the contents of the policy is learning from home through distance learning (Kemendikbud, 2020). With this policy, face-to-face learning between educators and students in the classroom is abolished. Distance learning with an online or online system is a solution so that learning continues optimally even in the midst of the Covid-19 pandemic (Astuti, 2021; Handarini & Wulandari, 2020; Rahma et al., 2021). E-learning is a combination of learning principles with information technology in a learning carried out by distance (Chandrawati, 2010). E-learning makes students able to learn anywhere and anytime (Hartanto, 2016; Sari, 2015).

Online learning relies on the internet network, various learning applications and platforms that can be used as learning media (Adedoyin & Soykan, 2020; Adnan & Anwar, 2020; Fauzi & Khusuma, 2020). Therefore, mastery of technology is an important element for educators (Salsabila et al., 2020). Not only that, elements of education must also adapt and innovate in using technological advances so that the learning process can run well (Ahmed et al., 2020). Good learning can maintain the quality of learning outcomes, including increasing students' learning motivation during the Covid-19 pandemic (Saifulloh & Darwis, 2020).

Learning media is a vehicle for distributing messages and learning information that can help students digest and understand the subject matter (Muhson, 2010). The function of learning media is as a tool in the learning process. Advances in technology and science today have influenced the use of media in learning. Today, the use of information technology-based learning media has become a demand. One form of information technology-based learning media is a smartphone. The use of smartphones in learning is called mobile learning (Azis, 2019). The existence of mobile-based educational tools shows great potential for educators in building a variety of information and knowledge for learning through mobile phones (Pence, 2007).

With the increasing use of smartphones, the use of various types of social media is also increasing. This is also shown by We are Social Hootsuite in the Digital 2021 report: The Latest Insights into The State of Digital that active users of social media in Indonesia reach 170 million people. The number of social media users in Indonesia is equal to 61.8 percent of the total population in January 2021. This figure is also an increase of 10 million or about 6.3 percent compared to last year. Then, as many as 168.5 million Indonesians use mobile devices, such as smartphones or tablets to access social media by spending 3 hours 14 minutes a day (We are Social, 2021).

By seeing the increasing use of social media, educators can use social media as one of the learning media that can support the teaching and learning process. As Pakpahan & Fitriani (2020) said that social media can be used as an alternative that can be used by educators in distance learning. Social media is an internet-based application that allows each user to share various kinds of content according to the supporting features (Sindang, 2013).

In addition to having a positive impact on students, social media also has a negative impact. Khairuni (2016) explains the positive impacts of social media are: The positive impacts arising from the use of social

networking sites are as follows: (1) Facilitate learning activities, because it can be used as a means to discuss with schoolmates to find information/assignments. (2) Find, add friends or meet up with old friends. Both friends at school, in the play environment and friends who meet through social networks. (3) Relieving student fatigue as a stress remedy after a long day struggling with school. For example: commenting on other people's statuses which are sometimes funny and intriguing, playing games, and so on. Meanwhile the negative impacts are: (1) Lack of interaction with the outside world. The emergence of social networking sites causes face-to-face personal interactions to tend to decrease. People prefer to use social networking sites because they are more practical. (2) Addictive. Users of social networks can spend all day in front of the computer because of addiction. Thus, making their time productivity decrease because most of it is only used to play on social networks. (3) Pornography. There are those who abuse the use of the site for pornographic activities, some even use this site to sell women. The most widely used social media as an online learning medium is WhatsApp (Atsani, 2020; Setiawan, 2020).

WhatsApp is a mobile application and web-based social network that is integrated with various features that are used to communicate with other users, ranging from education, business, and entertainment developed by this social networking site (Nihayati & Indriani, 2021). The existence of WhatsApp is inseparable from the digital generation who always wants updates on various internet-based technologies. Recent empirical data from Erstad (2010) shows that the digital generation has a tendency to learn collaboratively, does not respond well to lecture learning methods, wants information that they can receive individually, and always wants a variety of learning materials that can be accessed easily. WhatsApp has features including WhatsApp Group which can be used to send text messages, images, videos and files in various formats to all members (Pustikayasa, 2019). The benefits of using WhatsApp in learning include; WhatsApp

provides online collaborative learning facilities between educators and students or fellow students both during online learning, (2) WhatsApp is a free application that is easy to use by all circles, (3) WhatsApp Groups can be used to share comments, posts, pictures, video, sound, and documents, (4) WhatsApp Group makes it easy to disseminate announcements or publish works or assignments in groups, (5) Information and knowledge can be easily created and disseminated through WhatsApp (Barhoumi, 2015).

The use of WhatsApp social media at MA Negeri 1 Solok Plus Skills does not motivate students in online learning of the Al-Qur'an Hadith. This is marked by the lack of student discipline when participating in online learning of the Al-Qur'an Hadith on WhatsApp. Among them: not coming in on time when learning will take place, not being on time in sending assignments that have been given by the educator, and not being on time in taking the daily test (UH) that has been determined. In addition, the lack of interest and attention of students toward online learning. This is indicated by some of the students not participating in online learning, not sending assignments that have been given and not taking daily tests (UH). Not only that, many students did not participate in the discussion and did not respond to what was conveyed by the teacher.

It is undeniable that the above problems will have an impact on student learning outcomes. Data on the results of the daily test (UH) I Al-Qur'an Hadith for students in class XI Science and Social Sciences of Odd Semester for the 2020/2021 Academic Year at the MA Negeri Solok Plus Skills illustrates that student learning outcomes during distance learning are relatively low. Some students scored below the KKM that had been set by the school, namely 77, of which only 99 people or 56.80% scored above the KKM and as many as 73 people or 43.20% scored below the KKM.

METHOD

This type of research is ex-post facto quantitative research. Ex-post facto research is research after an incident that aims to reveal

the possibility of a correlation or relationship between two or more variables without manipulation (Sukmadinata, 2015). The research design used is a correlational design with the following design model:

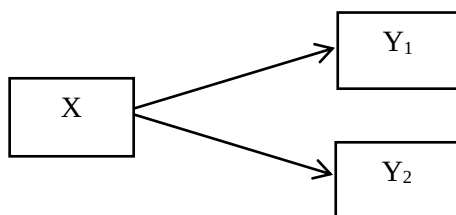


Figure 1. Research Design

Information:

X : WhatsApp social media
 Y1 : learning motivation
 Y2 : learning outcomes

The population in this study were 169 students of class XI IPA and IPS MA Negeri 1 Solok Plus Skills. With the sampling technique using *random sampling*, a sample of 30% was taken Arikunto (2010) so that a sample of 51 people was obtained. The data collection instruments in this study were questionnaires and documentation. Questionnaires were used to find out information about the use of *WhatsApp* social media and students' learning motivation. The questionnaire used is the *Likert* scale method with the following conditions:

Table 1. Questionnaire Scoring Criteria

Alternative Answer	Score for Statement	
	Positive	Negative
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Don't agree	1	4

Documentation is used to find out student learning outcomes by taking data on the mid-semester test scores (UTS) of Al-Qur'an Hadith class XI Science and Social Sciences Odd Semester for the 2020/2021 Academic Year at MA Negeri 1 Solok Plus Skills. The *WhatsApp* social media questionnaire and learning motivation were tested first on students outside the research sample. It aims to obtain a valid and reliable questionnaire (Sugiyono, 2010). The data obtained from the test results of the instrument

were then tabulated and tested for the validity of the instrument item scores using the *Pearson Product Moment* method and reliability testing using the *Cronbach Alpha* method.

To analyze the research data, the normality test and homogeneity test were first carried out. The normality test aims to determine whether the data obtained are normally distributed or not. The normality test used in this study was the Kolmogorov Smirnov analysis technique with SPSS version 20. While the homogeneity test aimed to determine whether several groups of research data had the same variance or not. The homogeneity test used in this study was Levene's test with SPSS version 20. To test the hypothesis used in this study using simple linear regression analysis which aims to test the effect of the independent variables on the dependent variable.

RESULTS AND DISCUSSION

WhatsApp Social Media Usage

The results of the study indicate that the use of *WhatsApp* social media for class XI students at MAN 1 Solok Plus is classified as active, which can be seen in the frequency distribution histogram below.

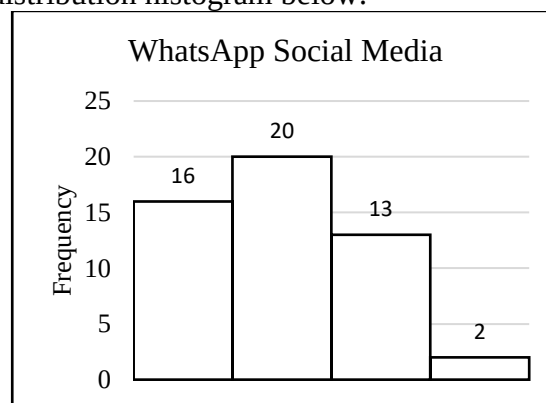


Figure 2. Histogram of *WhatsApp* Social Media Usage

Figure 2 shows the use of *WhatsApp* social media by students belonging to the very active category as many as 16 people or 31.37%, the active category as many as 20 people or 39.22%, the moderately active category as many as 13 people or 25.49%, and the less active category. as many as 2 people or 3.92%. After adding up the scores with a total

score of 2713 and a total of 51 students, there is a mean of 53.2 located in the 50-57 interval.

Motivation to learn

The results of the study indicate that the motivation to learn Al-Qur'an Hadith in class XI at MAN 1 Solok Plus is classified as moderate, which can be seen in the frequency distribution histogram below.

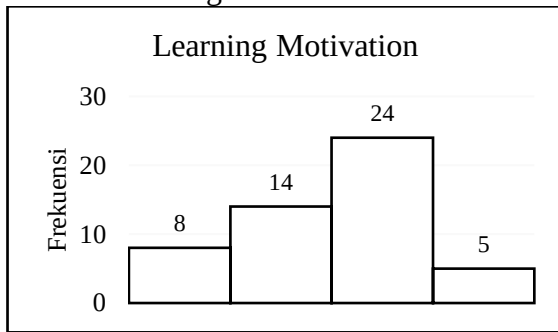


Figure 3. Histogram of Learning Motivation

Figure 3 shows the learning motivation of students belonging to the very high category as many as 8 people or 15.69%, the high category as many as 14 people or 27.45%, the medium category as many as 24 people or 47.06%, and the low category as many as 5 people or 9.80%. After adding up the scores with a total score of 2362 and a total of 51 students, there is a mean of 46.31 located in the 41-46 interval.

Learning outcomes

Based on the documentation of the UTS scores from the Al-Qur'an Hadith subject teacher, it shows that the learning outcomes of the XI Qur'an Hadith class at MAN 1 Solok Plus are classified as Poor Skills which can be seen in the frequency distribution histogram below.

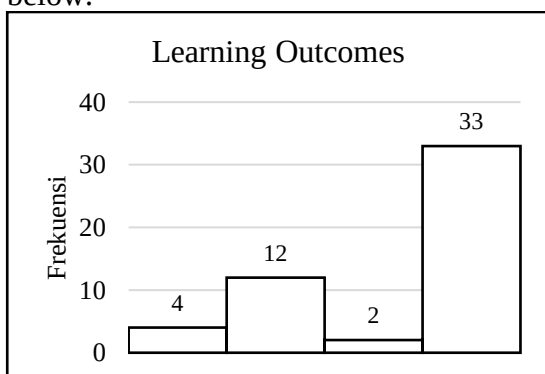


Figure 4. Histogram of Learning Outcomes

Figure 4 shows the learning outcomes of students belonging to the very good category as many as 4 people or 7.84%, the good category as many as 12 people or 23.53%, the fairly good category as many as 2 people or 3.92%, and the poor category as many as 33 people or 64.71%. After adding up the scores with a total score of 3616 and a total of 51 students, there is a mean of 70.90 located in the interval 0-76.

Analysis of the Effect of Using WhatsApp Social Media on Learning Motivation

To determine the effect of using WhatsApp social media on students' learning motivation, simple linear regression analysis was used. The results of simple linear regression analysis can be seen in the following table:

Table 2. First Hypothesis Test

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig.
(Constant)	24.463		4.962	.000
Media Sosial	.411	.538	4.463	.000

In table 2, the following simple linear regression equation is obtained:

$$Y = a + bX$$

$$Y = 24,463 + 0,411 X$$

From this equation, it is known that the constant of 24,463 means that the consistent value of the learning motivation variable is 24,463. The X regression coefficient of 0.411 states that for every 1% addition of the value of social media, the value of learning motivation increases by 0.411.

At the 5% significance level, a significance value of 0.000 was obtained. Because the regression coefficient has a positive value and a significance value of $(p) < 0.05$, then H_a is accepted and H_0 is rejected. It can be concluded that the use of WhatsApp social media has a positive and significant influence on the motivation to learn Al-Qur'an Hadith in class XI at MAN 1 Solok Plus Skills.

Analysis of the Effect of Using WhatsApp social media on Learning Outcomes

To determine the effect of using WhatsApp social media on student learning outcomes, simple linear regression analysis was used. The results of simple linear regression analysis can be seen in the following table:

Table 3. Second Hypothesis Test Coefficientsa

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538 _a	.289	.275	4.146

From the equation, it is known that the constant of 58,141 means that the consistent value of the learning outcome variable is 58,141. The X regression coefficient of 0.240 states that for every 1% addition to the value of social media, the value of learning outcomes increases by 0.240.

At the 5% significance level, a significance value of 0.560 was obtained. Because the significance value is $(p) > 0.05$, then H_a is rejected and H_0 is accepted. It can be concluded that the use of WhatsApp social media does not have a significant effect on learning outcomes of the XI Qur'an Hadith at MAN 1 Solok Plus Skills.

After knowing the results of the research hypothesis, the next step is to find the magnitude of the influence between variables by testing the coefficient of determination.

Table 4. Test the Coefficient of Determination of the First Hypothesis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538 ^a	.289	.275	4.146

In table 4, the R Square value of 0.289 shows that the contribution or contribution of the use of WhatsApp social media to learning

motivation is 28.9% so that 71.1% is influenced by other factors.

Table 5. Test the Coefficient of Determination of the Second Hypothesis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.084 ^a	.007	-.013	18.418

In table 5, the R Square value of 0.007 shows that the contribution or contribution of the use of WhatsApp social media to learning outcomes is 0.7% so that 99.3% is influenced by other factors.

The results of this research prove that social media has an effect on the motivation to learn Al-Quran Hadith. These results are in line with research conducted by Evi Diyyana which shows that there is a positive and significant effect of social media on student learning motivation.

Accessing social media has become a routine among teenagers. Basically, this activity is one of the advances in the field of information and communication technology which according to Afrianingrum et al., (2012) has penetrated various areas of life, one of which is education and teaching which is used to facilitate the exchange of information that is not bound by space and time. Wahyono (2013) explains that the presence of social networking sites has positive and negative impacts on the world of education, especially on student learning motivation: The intensity of using social networks is a description of how long and how often a person carries out an activity with a purpose (Wahyono, 2013). Salehan & Negahban (2013) states that a person's intensity in accessing social networks consists of two basic things, namely frequency and duration.

Rambe & Bere (2013) also revealed that the WhatsApp application was able to increase students' learning motivation, accelerate the occurrence of study groups in building and developing knowledge. The results of Yunitasari & Hanifah (2020) research show that online learning has an effect on students' interest in learning. The way

to grow students' interest in learning is to provide learning motivations in the form of positive words and build students in learning conditions. You can also pay attention to students when online learning takes place.

Motivation is a change in energy within (personal) a person which is characterized by the emergence of feelings and reactions to achieve goals (Djamarah & Aswan, 2002). Motivation and learning are two things that influence each other. Learning is a change in behavior that is relatively permanent and potentially occurs as a result of practice or reinforcement (reinforced practice) based on the goal of achieving certain goals. Learning motivation in this study is limited to intrinsic motivation. Intrinsic motivation can be said as a form of motivation in which there are learning activities that are started and continued based on an urge from within and are absolutely related to learning activities. Students who have intrinsic motivation will have the goal of becoming educated, knowledgeable and experts in a field, so that motivation arises from self-awareness.

Meanwhile social media has a low influence on learning outcomes. This is directly proportional to the research conducted by Feranita in her research entitled "The Influence of Facebook Social Media on Learning Outcomes of Akhlak Aqidah at MA Syamsul Ulum, Sukabumi City, West Java". The results of the study showed that there was no influence of Facebook social media on learning outcomes of the Aqidah Akhlak at MA Syamsul Ulum, Sukabumi City, West Java. This can be seen from the *r*count value of 0.191 with a significance value of 0.280. Therefore, *r*count is smaller than *r*table 0.191 < 0.05 and a significance value of 0.280 > 0.05, then H_a is accepted and H_0 is rejected.

The results of Pranajaya and Wicaksono's (2018) study regarding the use of WhatsApp among students also showed that 91% of respondents stated that the use of WhatsApp did not affect learning grades, but 57% of respondents stated that the learning process with the WhatsApp application was very useful.

Success in learning is strongly influenced by several factors. According to Simbolon (2014), factors that influence learning outcomes consist of two factors, namely: (1) Internal factors are factors that come from within the learner including physical factors which include: health and disabilities, psychological factors which include: intelligence, attention, interests, talents, motives, maturity and readiness, fatigue factors which include: physical fatigue and spiritual fatigue. (2) External factors are factors that come from outside the students themselves including family factors which include: the way parents educate, relations between family members, home atmosphere, family economic situation, understanding of parents, and cultural background, school factors which include: teaching methods, curriculum, teacher-student relations, student-student relations, learning tools or learning media, school discipline, teaching tools, school time, standardized lessons above size, building conditions, learning methods and homework, factors community which includes the activities of students in society, mass media, places to hang out and forms of community life. Thus, the use of WhatsApp social media as an online learning medium is not a factor that influences student learning outcomes.

This is supported by the opinion of Asnawir & Usman (2002) who explained that learning media has the following functions; (1) Help make learning easier for students and help make teaching easier for educators, (2) Attract students' attention so that learning is not boring, (3) All students' senses can be activated, the weakness of one sense can be offset by the strength of the other senses and (4) Can generate the world of theory and reality. From the explanation above, it shows that learning media is a tool or means in facilitating the learning process so that it can lead to learning motivation. But in this case, the use of WhatsApp social media as a learning medium is more oriented to how the teaching and learning process occurs in students, not oriented towards achieving learning outcomes.

Actually, social media itself is very useful for its users, if students get an increase in achievement because they often use social

media for positive purposes. But on the other hand, for negative purposes, students will receive insults or expressions of anger from their parents because it is reported that these students have received many red marks and those who usually rank in the top 10 even leave the zone. If this has happened then what should a teacher do to improve student achievement without affecting it negatively. What is being done is monitoring students every day, establishing good communication with parents, always approaching students who look suspicious or are having problems. With that, hopefully the harmony that arises from students using social media can be as good as possible and also does not affect their learning achievement at school.

CONCLUSION AND RECOMMENDATION

Based on the data obtained from the analysis conducted, it was concluded that the average use of WhatsApp social media for students of class XI MAN 1 Solok Plus Skills can be concluded in the active category. The average motivation to study Al-Qur'an Hadith is categorized as moderate. The average learning outcomes of Al-Qur'an Hadith are categorized as not good.

There is a positive and significant influence between the use of WhatsApp social media on the motivation to learn Al-Qur'an Hadith for class XI students and there is no significant effect between the use of WhatsApp social media on the learning outcomes of Al-Qur'an Hadith for class XI students.

The recommendations of this research are: Principals should be able to give freedom to educators to use media that can support online learning. The school principal must also provide supporting facilities so that online learning can run effectively.

Educators can make optimal use of the use of WhatsApp as an online learning medium or as a communication medium to increase students' learning motivation. Educators are expected to find alternatives in

order to improve learning outcomes in using WhatsApp as an online learning medium.

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