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Research Article

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The Influence of social media Facebook on The Student's Learning Motivation of FKIP Universitas Islam Riau

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Abstract: Many people use social media as a way to connect to their friends and families and increasingly, people are using social media as a way to spread and to get information across wider networks. Many social networking sites can also be a place to share information and can become a means of getting a lot of friends and to find a mate. Among social networking that is increasingly popular are Twitter, YouTube, Blogger Facebook and many more. Facebook is one of the social networking websites that is now increasingly popular, and the number of members increase significantly in a short time. This is probably because it can make teenagers more expressive, highlight themselves, although to some extent these students may disturb their study as they may spend a lot of time on it. The concept of the theory used in this research is Communication Model of Stimulus and Response. To measure the stimulus arising from a sale effectively, required knowledge that influences a person to receive, consider the information and make a decision to buy the products. As quantitative research, this research is to measure the force between two variables, namely social media face book as an independent variable and learning motivation of students as the dependent variable. used simple regression, or often called simple regression. From t test results obtained value for the variable t - test Social Media face book 3.800 (greater than ttable 1.984), and p value of $0.000 < 0,05$, the results of this study indicate that social media facebook affect study learning motivation FKIP Universitas Islam Riau.

Keywords: facebook, learning, motivation.

Introduction

Many social networking sites can be a place to share information and with interesting features besides that it can also be a place to get many friends and even to find a soul mate. Such websites are like Twitter, Friendster, Hi5, Myspace, You Tube, Blogger and many more. Facebook is one of the social networking websites that is now getting popular and the number of members has increased sharply in a short time.

Every year, Facebook users always increase and specifically for the first quarter of 2016 Facebook users have reached 1.59 billion people. Mark Zuckerberg directly informed this through his official account that they have updated the data on the number of Facebook users around the world. (Source:<http://www.inddit.com>, April 2016)

Facebook is a social networking website where users can join communities such as cities, jobs, colleges, and regions to connect and interact with others. Compared to similar websites, Facebook provides complete facilities such as profile pages, photo and video albums, chats, notes, page applications, business applications, games, networks and at cetera.

In the Facebook Press Room, there are official statistics on the latest developments in the number of Facebook users from time to time. As written on the Facebook site, Mark Zuckerberg, active Facebook users currently reach 300 million people. And this number will continue to grow every day. Previously, in July, California Startup Company noted that Facebook users reached 250 million people. This means that only in the last 2 months Facebook was able to capture 50 million new users across world.

In Indonesia Facebook users are also increasing every day. According to data in November 2015, the number of Facebook users in Indonesia is 79,000,000. This number increased by 2997.3% in the last 1 year and 624.3% in the last 6 months. This number is fantastic and it is certain that this number will continue to increase along with the increase in Facebook users around the world. (Source: <https://id.techinasia.com/daftar-fakta-facebook-indonesia>, 2016).

Among teenagers, Facebook is in great demand, as seen from the enthusiasm of those who very often use this social network to communicate with their friends. Sometimes they even forgets the time if they have played with this social network. This phenomena of course can have a negative impact on the teenager. For example, for those who addicted to Facebook and forget the time they have spent. This of course can waste their valuable time that could have been used for learning something valuable instead playing with this virtual world. This eventually will result in a decrease in the achievement of the teenager (Arifin, 2009: 9). Facebook has a positive impact and certainly has a negative impact too. In the opinion of Jallei (2009) there are 6 positive influences due to the use of Facebook, namely: Knowing self-potential, promotional media, means of discussion, as a promotional tool, can interact with friends easily, strengthen silaturahmi with friends, so that our network is wide, as Facebook can exchange ideas very easily, information exchange is facilitated very well. Ellison, N.B., Steinfield, C., & Lampe, C. (2007: 77) say that the strong relationship between Facebook use and campus shows Facebook can help maintain connections between students and other communities.

Meanwhile, according to Gen in Chairunissa (2010: 39) the bad effects of Facebook seem to be felt in adolescents, students, and children. The negative impact of Facebook is increasingly felt, although many Facebook users

are not aware of the negative influences, including: First, Don't care about the surroundings. People who are already 'addicted' to Facebook are too 'engrossed' with their own world (the world they created) So it doesn't care about other people and the surrounding environment. Someone who has been 'addicted' to facebook often experiences this, his world turns into the world of facebook. Second, Lack of socialization with the environment. This is the impact of too often and too long playing Facebook. This is quite worrying for the development of the child's social life. Those who should learn socialization with the environment actually spend more time in cyberspace with their Facebook friends who on average discuss something that is not important. As a result, students' verbal skills decrease. Third, Waste money. Internet access to open Facebook clearly affects financial conditions. And internet costs in Indonesia tend to be still expensive when compared to other countries. Fourth, Interfere with health. Too much sitting in front of the monitor without doing any activities, never exercising is very risky for health. Disease will come easily, late eating and irregular sleep. Fifth, Reduced study time. Too long playing Facebook will reduce the student's study time as a student. There are even some who are still "engrossed" playing Facebook while on campus.

In Indonesia itself, Facebook users are also increasing every day. According to data in November 2015, the number of Facebook users in Indonesia is 79,000,000. This number increased by 2997.3% in the last 1 year and 624.3% in the last 6 months. This amount is a fantastic amount, and it is certain that this September the number will continue to increase along with the increase in Facebook users around the world. (Source: <https://id.techinasia.com/daftar-fakta-facebook-indonesia>, 2016). Among teenagers, Facebook is in great demand, as seen from the enthusiasm of those who very often use this social network to communicate with their friends. Sometimes even someone forgets the time if they

have played with this one social network. This of course can have an impact on the teenager. For example, for those who forget the time if they are addicted to Facebook, This of course can waste their time. The time that should be used to learn, instead used to play in this virtual world directly, this will result in a decrease in the achievement of the teenager (Arif¹² 2009: 9).

Facebook has a positive impact and certainly has a negative impact. In the opinion of Jallei (2009) there are 6 positive influences due to the use of Facebook, namely: Knowing self-potential, promotional media, means of discussion, as a promotional tool, can interact with friends easily, strengthen silaturahmi with friends, so that our network is wide, with Facebook can exchange ideas very easily, information exchange is facilitated very well. Ellison, N.B., Steinfield, C., & Lampe, C. (2007: 77) say that the strong relationship between Facebook use and campus shows Facebook can help maintain connections between students and othecommunities.

From the background results that have been outlined above about how bad Facebook is and also from research that has been done by Aryn Karpinski researcher from Ohio University which has existed previously only discusses the problem of comparing the achievement of adolescent students in Ohio who access Facebook, for that the author intends to examine in terms of the adverse effects of accessing Facebook on student learning motivation which will be tested empirically through a study.

Literature Review

Social Media

In a simple term, media³ can be explained as a means of communication. Sometimes this media tends to be closer to its mass nature because it can be seen from various theories that appear in mass communication. The word social in social media should theoretically be approached by the realm

of sociology. The word social simply refers to social relations. Social relations themselves can be seen in the categories of social action and social relations. It is not easy to create a definition of social media based on technological devices alone. It is necessary to approach social theories that clarify what distinguishes between social media and other media on the internet before coming to conclusions about what is meant by social media.

Among definition given by some experts are as follow. Social Media is a medium on the internet that allows users to represent themselves as well as interact, cooperate, share, communicate with other users, and form social bonds virtually. (Rulli Nasrullah, 2015:13)

Understanding Learning Motivation

Motivation in learning activities can be said to be the overall driving force within a person that causes learning activities, which ensures the continuity of learning activities and that creates direction for learning activities, so that the goals desired by individuals can be achieved (Winkel, 2007: 15).

Sardiman (2005: 41), stated several opinions⁹ about learning motivation, among others: learning motivation is a psychological factor that is non-intellectual. The typical role of motivation is in terms of growing passion, feeling happy and eager to learn. Someone who has a strong motivation will⁷ have a lot of energy to learn. This shows that children who have learning motivation will be able to spend more time studying and be more diligent than those who have less or no motivation to learn. Children will be encouraged and moved to start activities of their own volition, complete tasks on time and persistently and not despair when encountering difficulties in carrying out tasks if the child has motivation in learning.

Learning motivation is a drive that exists in a person in connection with achievement, namely mastering, manipulating and regulating the social

and physical environment, overcoming obstacles and maintaining the quality of learning and competing through striving to surpass past deeds and surpass the deeds of others. Furthermore, Prayitno (2009: 19) explained that learning motivation is not only as energy that directs children to learn, but also an energy that directs student activities to the expected learning goals.

Stimulus – Response

According to the Journal of Marketing Management, Vol 2 No. 2 (2007; 73), to determine the stimulus generated by an effective promotion, Knowledge of the factors that influence a person in receiving, considering information and making decisions in buying the products offered. From the simple model described above, it can be seen that an external stimulus produces a response from the mind of the consumer. The stimulus is received by consumers, those exposed to the stimulus, then consumers will stimulate the results of the stimulus they receive. Stimuli according to (Arens, Schaefer, Weigold, 2009; 130) reveal that stimuli are information that we receive physically through our five senses. When we see an object or a message or anything that can be received by our five senses, we receive various stimuli. Based on the Stimulus – Response model above, the stimulus received, then encourages us to give a response.

Methods

Location and Time of Research

This research is done located at FKIP Universitas Islam Riau. The study time was estimated from February 2023 to May 2023.

Types of Data and Sources

In this study, the types and sources of data required include:

- a. Primary data, namely data obtained by the author through field research by conducting direct research to the company that is the object of research in order to obtain a number of

information and information needed, this primary data is in the form of direct interviews of English students FKIP Universitas Islam Riau. This primary data can also be in the form of questionnaires on sources that can be expected answers and help authors in their research.

- b. Secondary data, namely data obtained by the author from companies about the number of students, and from various sources related to English students FKIP Universitas Islam Riau.
- c. Literature study, which is carried out through literature related to the title of this study, to obtain accurate information in the preparation of theories obtained both broadly and in detail related to the discussion. From the results of this literature study, data will be obtained to be processed and used as material or reference in the discussion later.

Population and sample

- a. Population

According to Rochaety (2009: 63) Population is a group of people, events or everything that has certain characteristics. Another opinion states that population is the whole unit of analysis / measurement results limited by a certain criteria" The population in this study was students of English FKIP Universitas Islam Riau in the class of 2023 which amounted to 100 people.

- b. Sample

Because of the relatively small sample, the sampling method is quotasampling. The sample is a subgroup of population elements selected to participate in the study. The sample in this study was 50 people.

Data analysis

This research is quantitative research. To measure the strength between two variables, namely social media as an independent variable and student learning motivation as the dependent

variable, simple regression or often also called simple regression is used.

Result and Discussion

Respondents' answers about Facebook social media with an average answer of 4.59 respondents. It belongs to the category agree. This means that respondents agree that you often use Facebook while in college, do you agree, if you create Facebook because your friends have Facebook, Do you agree that Facebook is a place to find your entertainment, you always make a status when using Facebook, you have written about science on your Facebook status, you often use the chat feature to communicate with known or unknown people on Facebook, you always want to know the latest status on Facebook, you want to know what your friends are up to date with on Facebook, You use Facebook to get the latest news happening in the community and you often pour out feelings/emotions on your Facebook status.

Respondents' answers about motivation with an average answer category of 3.54, including the affirmative category. This means that respondents agree that you open Facebook because of high curiosity about technological developments, you want to always be at the forefront of technological developments, especially social media, the desire to gain sympathy from parents and friends, the desire to correct past failures with new efforts, the desire to gain a sense of security when mastering the lesson and the desire to get rewards or rewards as the end rather than learning.

From the results of the t test, the calculated value for the Facebook social media variable was 3.039 (greater than the ttable of 1.984₆ and the value of PValue was $0.000 < 0.05$.) then the results of this study showed that Facebook social media influenced the learning motivation of English FKIP Universitas Islam Riau students. Based on the calculation of the value above, a correlation

coefficient value (R) of 0.370 is obtained, meaning that there is a strong relationship between Facebook₁₂ social media variables and motivation. Then the value of the coefficient of determination (R²) is 0.137. This means that the Facebook social media variable has an influence of 12.8% on the learning motivation of English FKIP Universitas Islam Riau, the remaining 86.4% is influenced by factors that are not studied.

Conclusion

This means that the Facebook social media variable has an influence of 14.8% on the learning motivation of English FKIP Universitas Islam Riau, the rest is influenced by factors that are not studied.

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