



ANALYSIS OF SOCIAL MEDIA ON STUDENT LEARNING MOTIVATION IN INDONESIAN LANGUAGE SUBJECT AT SERANG 06 PUBLIC PRIMARY SCHOOL

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Abstract

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This study aims to: Determine how big the role of social media is on the motivation to learn Indonesian at Serang 06 State Elementary School. The type of research that will be used when conducting research is qualitative research with studies or studies that focus on certain cases, so that researchers hope to obtain relatively complete and in-depth data, and can also be interpreted on various phenomena encountered in the field.

The results of the study show that social media as a learning tool can make it easier for students to understand the material related to the theme being studied. This is proven by the results of observations and questionnaires with the results After Using Social Media 32 out of 38 students (84.2%) always try to sit in the front when Indonesian lessons involve social media. 30 out of 38 students (78.9%) always study and work on questions that have not been taught for the next meeting. Then 32 out of 38 students (84.2%) feel happy when Indonesian class time arrives. 28 out of 38 students (73.7%) do their homework or Indonesian assignments early. 30 out of 38 students (78.9%) get good grades and are satisfied with the grades obtained in Indonesian lessons. 32 out of 38 students (84.2%) try to understand and study extra for Indonesian lessons.

Abstrak

Penelitian ini bertujuan untuk: Mengetahui seberapa besar peran media sosia terhadap motivasi belajar Bahasa Indonesia di SD Negeri Serang 06. Jenis peneltian yang akan digunakan Ketika melakukan penelitian yaitu penelitian kualitatif dengan studi atau kajian yang berfokus pada kasus tertentu, sehingga peneliti berharap dapat memperoleh data yang relatif lengkap dan mendalam, juga bisa dilakukan interprestasi terhadap berbagai fenomena yang ditemui di lapangan. Hasil penelitian menunjukkan bahwa media sosial sebagai sarana pembelajaran dapat mempermudah siswa dalam memahami materi terkait dengan tema yang sedang di pelajari. Hal ini di buktikan dengan hasil pengamatan dan penyebaran angket dengan hasil Sesudah Menggunakan Media Sosial 32 dari 38 siswa (84,2%) selalu berusaha duduk di depan saat pelajaran Bahasa Indonesia melibatkan media sosial. 30 dari 38 siswa (78,9%) selalu belajar dan mengerjakan soal-soal yang belum diajarkan untuk pertemuan berikutnya. Kemudian 32 dari 38 siswa (84,2%) merasa senang saat jam pelajaran Bahasa Indonesia tiba. 28

dari 38 siswa (73,7%) lebih awal mengerjakan PR atau tugas Bahasa Indonesia yang telah diberikan. 30 dari 38 siswa (78,9%) memperoleh nilai yang baik dan puas atas nilai yang diperoleh pada pelajaran Bahasa Indonesia. 32 dari 38 siswa (84,2%) berusaha untuk mengerti dan belajar ekstra untuk pelajaran Bahasa Indonesia.

INTRODUCTION

The development of information and communication technology (ICT) has had a significant impact on various sectors of life, including the education sector. In today's digital era, technology is not only used as a tool in daily work, but has also become an inseparable part of the learning process at various levels of education. One technological development that has quite an influence on the world of education is social media. Social media, initially known as a means of communication and entertainment, has now developed into an educational tool that can support the learning process. Platforms such as Facebook, Instagram, Twitter, YouTube, and TikTok allow interaction between teachers and students, as well as among students themselves, to be more flexible and dynamic. The utilization of digital technology in the learning process brings extraordinary potential to accelerate the acquisition of learning skills and improve students' life skills, while simplifying the task of educators in preparing learning materials (Dwanda Putra et al., 2023).

Learning motivation is a factor that plays an important role in supporting the success of the education process. Without learning motivation, students tend to be unenthusiastic in the learning process and may not optimize their potential. Motivation is a state within a person's personality that encourages them to carry out certain activities to achieve a goal. Furthermore, motivation begins with the feeling of willingness or unwillingness to perform an action (Harbeng Masni). Meanwhile, extrinsic motivation arises from external factors, such as rewards, recognition, or

environmental pressure. Learning motivation is closely related to students' academic achievement. In the context of primary education, learning motivation will affect the level of student engagement in teaching and learning activities. Without sufficient motivation, students will tend to be uninterested in the subjects taught, including the Indonesian language subject, which is often considered unappealing by some students.

Social media has shown great potential in increasing student engagement in learning activities. Many studies indicate that social media can function as a means to access more varied and interactive learning materials. For example, platforms like YouTube allow teachers to upload engaging and easily understandable instructional videos, while Facebook and Instagram can be used to discuss learning topics or hold quizzes and challenges that can add fun to learning. Social media can be used as a learning medium because it is close to the daily lives of adolescents, such as YouTube and TikTok. YouTube can be utilized as a learning medium to produce a positive effect on students in increasing learning motivation, creativity, and enhancing camaraderie among friends, making social media effective for use as a learning medium (Ramdani et al., 2021). This is particularly relevant in subjects considered less interesting, such as Indonesian language, which is often perceived as difficult by some students. In this regard, social media can be an effective tool to boost student learning motivation, make learning more engaging, and provide a more varied learning experience.

'Although it has many benefits, the use of social media in education is not without challenges. One of these is the potential for distraction caused by social media. The Central Statistics Agency (BPS) noted that 48.2% of Indonesian children aged 7-17 accessed the internet in 2019. Of that number, 75.8% of children accessing the internet used it for social media. This percentage was the highest compared to various other purposes when accessing the internet. A total of 74.7% of children accessed the internet for entertainment. Additionally, 54.2% of children accessed the internet for

the learning process. Furthermore, 51.7% of children accessed the internet to get information or news. 6.5% of children accessed the internet to send or receive electronic mail (e-mail). Meanwhile, 13.4% of children accessed the internet for other purposes.

Because social media has various attractive features, such as games, videos, or instant messages, students can become distracted and not focus on learning activities. Therefore, the use of social media in the educational context must be done wisely and strategically planned so that learning objectives can be achieved optimally (Prasetya, 2021).

The results of observations carried out at SD Negeri Serang 06, as one of the primary schools in this area, are not immune to the challenges faced by the education world in general. One of the main challenges faced by this school is the lack of student learning motivation, especially in the Indonesian language subject. Based on initial observations, most students at SD Negeri Serang 06 consider Indonesian language to be a boring and difficult subject. Many students are less active in learning and show little interest in completing assignments or exercises given by the teacher. This indicates a lack of student motivation towards Indonesian language learning in Grade V. This phenomenon is certainly a challenge for teachers, particularly in developing engaging learning methods that can increase student learning motivation. On the other hand, social media, which is already very familiar with students' lives outside of school, has the potential to be used as a means to enhance their learning motivation. Through social media, students can access a variety of learning materials presented in a more interactive and enjoyable way, such as instructional videos, quizzes, or group discussions that actively involve students.

The use of social media in Indonesian language learning can provide students with the opportunity to learn in a way that is more fun and varied. Consistent with the statement above, according to Ramadani, social media can be a learning medium

because it is very appealing and close to the millennial generation, who are inherently linked to the digital world (Ramdani et al., 2021). Therefore, teachers can utilize applications like YouTube to upload instructional videos that explain certain topics in a more engaging and easy-to-understand manner. Furthermore, social media can also serve as a means to introduce a wider variety of learning resources, such as articles, podcasts, or other visual materials that can support students' understanding of the material being taught.

Research on the application of social media use in boosting student learning motivation at SD Negeri Serang 06 is highly relevant, given the growing role of social media in the education world. This study aims to explore the extent to which the use of social media can help increase student learning motivation in the Indonesian language subject. Through this research, it is hoped that more effective ways can be found to leverage social media as a learning tool that can increase student participation, reduce boredom, and motivate students to be more active in following lessons.

Based on previous research, Prasetya (2021) found that the use of social media can increase student motivation, especially when used appropriately and according to students' needs. Social media can be an effective tool for introducing subject matter in a more interesting and interactive way, as well as providing opportunities for students to learn independently and explore various other learning resources. Additionally, social media also allows students to interact with each other and share knowledge, which can boost their self-confidence and motivation in learning.

RESULTS AND DISCUSSION

A. Basic Concepts of Qualitative Research

In a study, the type and design of the research are necessary and must be adapted to the problem being investigated. The chosen research type and design are expected to be

the appropriate choice, consistent with the background and the problem being addressed.

1. Type Of Research

The type of research that will be used when conducting this study is qualitative research with a case study or investigation that focuses on a specific case. Thus, the researcher hopes to obtain relatively complete and in-depth data, and to be able to interpret the various phenomena encountered in the field. Reviewed from the problem raised for the research, which is the role of social media on students' learning motivation in Indonesian Language learning, this type of research is qualitative.

Understanding Qualitative Research Qualitative research is a research that is descriptive and analytical. Descriptive in qualitative research means describing and explaining the events, phenomena, and social situations being studied. Analytical means interpreting and assigning meaning, as well as comparing the data from the research findings (Magister et al. 2023). The qualitative research method is a research method based on the philosophy of post-positivism, used to study objects in their natural condition (as opposed to experiments), where the researcher is the key instrument, data source sampling is done purposively and through snowballing, data collection techniques use triangulation (a combination), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization.

Sugiyono (Dr. H. Zuchri Abdussamad, S.I.K., M.Si) states that in line with this definition, the qualitative research method emerged due to a paradigm shift in viewing a reality/phenomenon/symptom. In this paradigm, social reality is viewed as something that is holistic/integral, complex, dynamic, and full of meaning. Such a paradigm is called the post-positivism paradigm (Dr. H. Zuchri Abdussamad, S.I.K., M.Si, 2021). Kirk and Miller, in Moleong, define qualitative research as a specific tradition in social science that fundamentally relies on observing people, both within its boundaries and in its terms.

Creswell defines qualitative research as follows: "Qualitative research is a type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, biased manner" (Rizal Safarudin, et al. 2023). From the results of the explanation above, it can be concluded that qualitative research is a type of research that is natural or also called non-experimental, which utilizes the triangulation method (a combination) of several data points that can be obtained through analysis, observation, and interviews. This can be used for sampling and observing phenomena concerning what is experienced by the research subjects regarding behavior, motivation, actions, and others.

2. Research Design

Case study research design is highly suitable for qualitative research because it allows for the capture or assessment of the research subject's condition in its natural state. The case study research method is considered effective when the researcher aims to gain an in-depth understanding of a problem, event, or phenomenon being investigated.

Quoting from (Nurahma & Hendriani, 2021), Yin states that a case study is an empirical method that investigates a contemporary phenomenon or case in depth and within its real-world context, used especially when the boundaries between the phenomenon and context are not clearly evident.

From the description above, it can be concluded that the case study research design is highly suitable for qualitative research; through a case study, the research is expected to obtain useful information regarding the problem and topic being investigated.

B. Discussion

The research findings, obtained through interviews and observations of fifth-grade students at SDN Serang 06, indicate that their learning motivation shows a favorable tendency, although it varies among individuals. Students generally have their own methods for dealing with learning difficulties, especially when completing homework (HW). Some students demonstrate high perseverance by attempting to complete the HW independently, with some even utilizing digital media such as YouTube or Google to find answers. However, quite a few prefer to ask friends, parents, or older siblings. This finding aligns with Sardiman's (2017) opinion that perseverance is a crucial characteristic of learning motivation, where persistent students will continue to try despite facing difficulties.

Regarding interest, it is evident that each student has different subject preferences. The majority like Indonesian Language because the teacher is deemed capable of explaining well, while others are more interested in Social Sciences (IPS), Arts and Culture, or Physical Education. Conversely, Mathematics is considered difficult by some students, leading to fear or reluctance to learn. This phenomenon shows that learning interest is closely related to the teacher's teaching strategy and the suitability of the material with the students' preferences. Winkel (2018) asserts that learning interest can increase if the material is connected to real-life experiences and delivered in an engaging manner.

Student attention during learning also varies. Some students are able to focus on the teacher's explanation, while others are easily distracted by chatting with friends or feeling bored. However, when learning is packaged in the form of enjoyable activities, such as discussions, storytelling, or making crafts, students show high enthusiasm and feel that the learning time passes more quickly. This is consistent with Hamzah's (2020) view that student attention is highly influenced by external stimuli, such as the teacher's learning methods, as well as internal factors, such as mental readiness and interest in the material.

In terms of self-reliance, some students are accustomed to doing their HW without assistance and take the initiative to seek other resources when facing difficulties.

However, there are also students who are still dependent on parents or friends. This finding is in line with Piaget's constructivist theory, which emphasizes that students construct knowledge through independent learning experiences (Santrock, 2018). Thus, learning independence needs to be continuously fostered through habituation and support from both teachers and parents.

Achievement motivation also appears strong among students. Almost all students feel happy and proud when they get high scores, with some even receiving rewards from parents. Conversely, low scores evoke sadness or fear of being scolded, but this often encourages students to study harder. This demonstrates a blend of intrinsic and extrinsic motivation. This finding supports McClelland's theory (in Uno, 2016) regarding the need for achievement, where students with achievement motivation will strive for the best results, whether due to internal drive or external rewards.

Furthermore, this study found that social media also plays a role in supporting learning motivation. Some students utilize YouTube and Google to understand lesson material or complete HW. The use of this digital media can increase both the self-reliance and interest of students because they find it easier to understand the material through visual explanations. This aligns with Musfiquon (2019), who states that the use of technology in learning can increase student involvement and motivation by providing a more varied and engaging learning experience.

Nevertheless, there are still obstacles hindering student motivation. Some students quickly get bored, lack self-confidence, or give up easily when facing difficulties. This condition indicates that learning motivation is not yet fully evenly distributed among students. Therefore, teachers need to use varied learning strategies, create a pleasant learning atmosphere, and provide positive reinforcement so that student motivation becomes more stable and consistent.

Overall, the results of this study show that the learning motivation of fifth-grade students at SDN Serang 06 can be categorized as a favorable level. Indicators of motivation such as perseverance, interest, attention, self-reliance, and achievement spirit

have been observed, although they are not consistently strong in all students. Factors such as the teacher, learning methods, parental support, and the utilization of digital media are proven to have a significant influence in shaping learning motivation. Thus, it can be concluded that creative, enjoyable learning, supported by a positive environment, is capable of continuously improving students' learning motivation.

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Overall Conclusion

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